SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ASANNAGAR MADAN MOHAN TARKALANKAR COLLEGE

ASANNAGAR MADAN MOHAN TARKALANKAR COLLEGE 56 MAJHDIA ROAD POST OFFICE ASANNAGAR DIST NADIA WEST BENGAL PIN 741161 741161
www.ammtcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college was established in 28.7.2007 by a Board of Trustees comprising of people dedicated to upliftment of education in this rural locality. Situated 12 kilometers east of the district headquarter in the city of Krishnanagar,Asannagar is a village Panchyat under Krishnagar-I Block of Nadia district, West Bengal, known for its agricultural enterprises and rich tradition of folk music. The founders of the college dreamed of setting up a higher education institution for students from the poor local community in the 25 kilometer stretch between Krishnanagar and Majhdia, where older colleges are located. They raised subscriptions and arranged student and public conventions, garnered support of local MLA and MP and appealed to the state government for aid. Gaining necessary approval, the college started functioning from the local high school; a few sessions later the Trustee Board was able to procure land upon which the present building was erected by phases from donations by locals and an MPLAD grant. The campus is located about 1.5 kilometers off the Majhdia Road, among calm greenery, and a serene rivulet flows by the northern boundary. With a large playground and ample gardening space including a herbal garden, the present campus may claim a healthy ecosystem lacking in many HEIs. The Board of Trustees was later dissolved in 2010 to hand over management to a Governing Body formed along norms stipulated by the government. Beginning with General courses, teaching-learning was upgraded to Honours level in History, Bengali, Sanskrit and English soon, and began to produce bright batches including university toppers.

Vision

The vision of the college is to inculcate human values and rational spirit among its students and to offer quality education without making any religious or gender discrimination. The college was built to expose the pupils living in remote villages to the realm of higher education, most of whom belong to underprivileged communities and live in abject poverty. The college aspires to fulfill the academic aspiration of pupils belonging to scheduled tribes, scheduled castes, other backward communities, and religious minorities.

Mission

The vision was to cater to educational needs of the poverty stricken youth of the vicinity at minimal cost, and equip them for professions and civic life. Over its life of one and a half decade, this vision has consolidated into a mission of higher education to the disadvantaged at minimal cost, with a direct bearing on the requisites of the employment scenario in today’s India.

Mission:-

1. To ensure the holistic development of the students of the college through prioritizing the activities run by the NSS unit which bridges the gap between the students and the community people.

2. To provide quality higher education

3. To broaden the vision of the students by means of inviting external experts

4. To ensure student-centric learning

5. To ensure participatory mode of management for the functioning of an inclusive and democratic set-up in the affairs relating to college administration.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Fulfilling the educational needs of the youth of the vicinity coming from financially disadvantaged families

2. Organizing a significant number of seminars, webinars, lectures, workshop etc. over the last few years to create an ambience of academic excellence

3. The subcommittees and cells remain active over the years

4. Comprehensive feedback system

5. Extension programmes conducted by NSS in adopted villages

6. Newly introduced NCC unit

7. INFLIBNET for faculties and students

8. Use of grid connected solar PV power plant as a source ofnon-conventional energy in the campus

9. Calm greenery and a serene rivulet flowing by the northern boundary

10. MOUs with colleges with faculty exchange programme

Institutional Weakness

1. Decline in the rate of students' admission/enrolment over the last few years
2. Inadequate built space for classrooms
3. Inadequate space in the college library, teachers' room and the teachers' toilet
4. Lack of facilities in the college canteen
5. Withdrawing the facility for a computer learning programme previously run by the college
6. No hostel for the students and no residential quarter for the employees
7. Problems in offering physical space/track for annual track and field events as the college ground, adjacent to a water body, is heavily affected by soil erosion
8. Infrastructural reforms moving at slow pace owing to drop in fee collection and lack of funds
9. Inadequate number of non-teaching staff affecting the quality of service delivery

Institutional Opportunity

1.The college is in a position to offer more job-oriented, skill-based certificate/add-on courses for enhancing employability

2.The college can collaborate with NGOs and SHGs to fulfil social accountability

3. There is an opportunity for resource generation by taking recourse to fish farming as it owns a pond that remains largely unutilised

4.The college can streamline its placement cell in order to create a mechanism for helping the students preparing for competitive examinations

5. The college can strengthen its ties with the alumni to offer them a scope to contribute to the growth of the institution

6. The college can increase the subscription and the use of e-resources in the library

7. The number of ICT-enabled classrooms can be increased

8. The waste-management system requires modification

9. Rainwater harvesting

10. Construction of an open-air gymnasium for YOGA-related activities

Institutional Challenge

1. The college needs to approach bodies and agencies to generate fund for infrastructural development
2. Creating mechanism on behalf of the women’s cell for identifying the cases of dropout among the girls because of early marriage, if any
3. Streamlining the placement cell to enhance their capacity for making use of the current opportunities in the job market
4. Appointment of a full-time librarian
5. Completion of the construction-work of the boundary wall
6. Construction of an open-air stage for conducting cultural activities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college delivers UG curricula designed by the affiliating university, so that planning and implementation happen in unitization of syllabi along credit frames and teaching innovations. Three teachers as members of UG boards of study play some role in curricular design, and departments under Academic subcommittee periodically revise teaching plans and modes. Flexibility is ensured through offered choices of generic elective, skill enhancement and ability enhancement courses within CBCS and NEP structures, and most students are registered by now with ABC. Students may choose two other subjects for study as generic electives different from the core (Honours) one, and may change their choices until registration with the university . Teachers

keep developing curricular content by adding study material, audiovisual content and Powerpoint slides. Some teachers are authors/editors of textbooks and reference books directly connected to the curricula. An open access library with WIFI and remote access to Inflibnet, and seminar libraries set up by most departments also augment curricular content. There is a feedback system involving various stakeholders and run by the IQAC, whose results are taken into account while revising the teaching-learning atmosphere. Annual feedbacks with emphasis on teaching-learning from outgoing students are processed and actions taken on their basis, and feedback mechanisms from teaching and non-teaching staff have been introduced by IQAC in recent years. As an outreach measure, the IQAC has launched feedback questionnaires on the institutional website for responses from guardians and employers of alumni.

Teaching-learning and Evaluation

Student enrolment to the first semester is done through an online admission process run by an authorized agency, following reservation rules laid down and revised from time to time by the government, and the intake capacities granted by the affiliating university. The college website is used for notifications and links to the admission portal, and once admitted through online counseling, students are provided access to the student portal on the website. Reservation documents are physically verified before commencement of classes. The college being located in a student base raised predominantly from SC/OBC families, the enrolment profile shows a fair distribution of these categories, as also does scholarship data. With 31 teachers and 1313 students in 2022-23, the ratio has come to stand at 1:42, an improvement upon earlier sessions. Each teacher is appointed mentor to some student group attached to his/her department. Teaching-learning, since the pandemic, is happening in blended mode (online-offline) with teachers making greater use of ICT and the institutional subscription of G Suite for education. Teachers are in process of upgrading themselves through Orientation/Refresher/Short Term courses and the college provides financial assistance for participation in seminars/ conferences / workshops and organization of these in the institution. Evaluation is done through end-semester examinations conducted by the university, and through internal assessments in the form of written tests, project assignments, viva voce and presentations. Surprise tests and class tests are also held occasionally. Performance against intended outcomes is judged by final semester results (CGPA) and progression to postgraduate courses. Student satisfaction is judged by feedback taken from outgoing batches, and a SSS has been conducted in the current session.

Research, Innovations and Extension

The college being restricted to undergraduate courses in humanities and social sciences, and with no funds received or generated for the purpose, there is scanty scope for research. However, the college facilitates teachers' research endeavors with library support, Wifi and NList membership, and grants permission and required study leave. The college authority plans to use its herbal garden and waterbody in the campus for research fields in the near future. With the introduction of four-year degree programs according to NEP 2020, student research is to become an area of priority in the coming sessions, and the college deems it necessary to seek and allocate funds for procurement of books and other research equipment. The authority encourages teachers to publish their research, and is planning to publish a journal of its own.

Extension and outreach activity is done through the work of various subcommittees, and chiefly the NSS. These include health awareness, plantation, road safety, campaigns against social menaces etc. Students teams have participated in debates organized by private agencies and the Youth Parliament by the Mininstry of Parliamentary Affairs. Some departments have taken students out to educative excursions to sites of

historical/cultural value. The Women's Cell has conducted a gender equity survey among schoolgirls and felicitated outstanding women in various walks of life. In recent years the college has signed MOUs with five other colleges for academic and cultural collaboration, and has conducted faculty exchange and joint cultural events.

Infrastructure and Learning Resources

The college is a two-storied building with two tin-roofed classrooms on the second floor and a new two-storied building is under construction. Besides, a thatched open-air shed exists, and a shedded floor for Yoga is under way. A large playground and ample sporting equipments, a canteen catering light food, common rooms for boys and girls (with a sanitary napkin vending machine), toilets, ramp and purified drinking water are among the physical provisions. The main building provides WIFI for all, and power consumption is supplemented by rooftop solar panels and a green generator. The library with over 7000 books and journal subscriptions is run by LMS KOHA and gives remote access to catalogues and NList Inflibnet, alongside reprographic service. Most departments run departmental seminar libraries, and the library stock is being segregated to start a book bank for poor students. The reading space in the library is furnished with dailies and periodicals for competitive examinations. The college has about 20 computers for office and academic use, connected by LAN and serviced by contracted agencies who update hardware and software periodically. Four classrooms are furnished with overhead projectors and screens to enable ICT, and a seminar/conference hall has been set up. Since the pandemic, the college holds an institutional subscription of G Suite for Education from Google Inc., using it for online teaching. Infrastructure on the campus is maintained by the building, finance subcommittees and the Governing body, executing principally through the Principal.

Student Support and Progression

Support for students being a commitment since its inception, the college endorses and facilitates payment of government scholarships to SC, ST, OBC students, and Kanyashree scholarships from the state government for girl students. These scholarships, awarded on merit and caste categories, are notified by the college office and a nodal teacher for each. Besides these, the college authority confers MMT scholarships out of own funds to students ranking highest in the odd semesters, through a prestigious awarding ceremony. These apart, non-government scholarships from corporate houses like Jindal and Mahindra have been received intermittently. The college authority, through the Principal, grants freeships and concessions to needy students, especially since the pandemic. Support is also provided in the form of career counseling and placement assistance, for which a Cell exists and arranges interfaces with industry/job training centers/vocational course conductors. The state government conducts a students' week when education loans and subsidy opportunities are proffered. There are committees on women, sexual harassment, ragging and internal complaints to address various kinds of student grievance, for which complaint receipt boxes and helplines and email ids are put up. Such committees and the Governing Body include student members and an autonomous students' union stands in student aid. Progression is measured by entry into higher courses (PG etc.) and a more complete view including higher education and employment is hoped through information gathered through the Alumni Association, registered in 2022 and organizing support programs. Students participate in sporting and cultural events, awareness drives on health and social issues with committees where they have representatives. Their activities range from governance and policy making to execution and assessment of initiatives taken.

Governance, Leadership and Management

The college was founded by a Trustee board with the vision of establishing a center of higher education in the rural community of poor agro-based masses which would impart education at a cost affordable by all. Staying committed to that vision, the government-regulated Governing Body that took over management in 2010 went forward with missions and policies that reflected democratic harmony among all stakeholders, infrastructural development using the meager resource available, and utmost student welfare. The college organogram shows that all stakeholders work in tandem to formulate and suggest policies adopted by the GB and implement them when adopted. The Finance committee, the IQAC and the Teachers' Council chiefly assist the GB in strategic decisions and the Principal as executive of the GB leads deployment using committees and staff members. For development of academic and service situation of faculty, the GB allows financial aid for attending seminars/conferences, arranges ample library and computing facility and encourages research and participation in FDPs. The IQAC collects annual feedback from the faculty on these aspects and sends up suggestions. An employees' credit cooperative society and government provident fund exist to serve financial exigencies, and the authority ensures physical facilities conducive to faculty performance. Finance is managed by the Finance committee and the Bursar under the Principal – they prepare an annual budget which the GB endorses, and the expenditures are audited by an internal auditor and an external one appointed by the college and DPI respectively, whose suggestions are considered by the GB. The only resource being fees collected from students, a lion's share of which goes to the government, the budget allocates for maintenance, recurring expenses and development. Planning of allocation is often based on student needs and enhanced infrastructural calls. Such plans are often suggested by the IQAC prioritizing needs from assessed feedbacks and changing academic programs.

Institutional Values and Best Practices

The college as an institution is aware of its social role in instilling moral and ethical values in stakeholders and build students up to become upright and responsible citizens of modern India. This is attempted both through curriculum delivery which involves discussion of cross-cutting issues like gender, communal and economic difference, cultural unity and rootedness in Indian traditions, and through engagement in events organized by the committees on campus and outreach activity into the surrounding community. Campaigns on tobacco, AIDS, girl and child traffic, ragging and sexual harassment are some examples. The IQAC in collaboration with relevant committees has set up SOPs on gender equity, code of conduct and tolerance and harmony, and endeavors to monitor these aspects of campus life through its feedback and grievance redressal mechanisms. Reinforcement of these values/ethics and growth of healthy body and soul is also done through sporting and cultural events organized round the year, supplemented by legal and medical counseling by experts. The electoral literacy campaign and youth parliaments too go some way to instill citizenship.Out of these activities emerge our best practices – organizing special talks, developing the green campus with a herbal garden, upgrading of teaching-learning via ICT and online modes, expanding library services. Commitment to the needs of the underprivileged rural student has always been the bottomline of these practices. In the pandemic, when continuation of education was at stake, use of Google Suite for education became the route to survival. Serving the cause of the poor student has ever been the distinct character of the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASANNAGAR MADAN MOHAN TARKALANKAR COLLEGE
Address	Asannagar Madan Mohan Tarkalankar College 56 Majhdia Road Post Office Asannagar Dist Nadia West Bengal pin 741161
City	Krishnagar
State	West Bengal
Pin	741161
Website	www.ammtcollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Asok Kumar Das	03472-295255	7908268857	-	collegemmt@gmail.com
IQAC / CIQA coordinator	Rezwan Ahmed	-	9800573912	-	rezwan@ammtcollege.ac.in

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

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	11-04-2014	View Document
12B of UGC	11-04-2014	View Document

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Asannagar Madan Mohan Tarkalankar College 56 Majhdia Road Post Office Asannagar Dist Nadia West Bengal pin 741161	Rural	15236	1343.62

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, Bengali	36	HS	Bengali	100	13
UG	BA,English, English	36	HS	English	90	24
UG	BA,Sanskrit, Sanskrit	36	HS	Bengali	70	3
UG	BA,History, History	36	HS	Bengali	100	67
UG	BA,Ba General,	36	HS	Bengali	800	396

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	1				1				31			
Recruited	1	0	0	1	1	0	0	1	22	8	0	30
Yet to Recruit	0				0				1			
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				7
Recruited	5	1	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	8	2	0	11
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	1	0	0	13	5	0	19
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	586	0	0	0	586
	Female	580	0	0	0	580
	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	293	256	293	235
	Female	231	224	233	238
	Others	0	0	0	0
ST	Male	10	10	11	4
	Female	9	10	8	7
	Others	0	0	0	0
OBC	Male	106	158	193	157
	Female	212	210	214	176
	Others	0	0	0	0
General	Male	240	236	293	255
	Female	286	251	257	241
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1387	1355	1502	1313

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college offers UG courses (Honours and General) framed and designed by the affiliating university. As such, exercises of multidisciplinary/interdisciplinary approach are limited in scope. Yet, the department attempts movement across disciplines taking the cues from the CBCS curriculum (introduced in July 2018) in combining the social sciences, language and literature courses. Adoption of course frameworks as formulated in NEP 2020 by the affiliating university in 2023-24 has further facilitated this. Innovation is encouraged by assignment of projects in each discipline, with credits attached to them and often included in internal evaluations.

2. Academic bank of credits (ABC):	While the CBCS empowers the student's choice, registration with the ABC enables mobility across courses and institutions. Following a circular (dated 03.04.2023) from the affiliating university, the college pushed ahead with ABC registration of students – first of those in the fifth and sixth semesters, and then of the subsequent ones. The college office arranged repeated training sessions for students' registration and offered assistance to those who wished to register from the campus. The office has retained the ABC IDs of most students, and explained to them the benefits and implications of registering. The college awaits integration into a nationwide network of credit transfer through this banking system.
3. Skill development:	The Generic Elective, Skill Enhancement and Ability Enhancement courses in the CBCS curricula open avenues for students to augment their major discipline with practical knowledge/skill from others. The college desires to introduce skill-oriented vocational courses within the CBCS/NEP framework.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integration with ancient Indian knowledge systems and deliverance of education in Indian languages is done by lectures in Bengali (excepting English courses). Sanskrit is written and spoken at that department using the Devanagari script. Round the year, cultural events and observance of days like Yoga Day help foster the connection of contemporary life and curricula with Indian traditions. The college has a herbal garden and plans to introduce students to the rudiments of Ayurveda through the medicinal use of the herbs in stock. The departments of Philosophy and Political Science teach syllabi containing ancient Indian thought and polity.
5. Focus on Outcome based education (OBE):	Though the affiliating university has not formulated course or program outcomes for syllabi designed by it, the teachers in the college have framed outcomes for the UG courses they teach, some samples of which are displayed on the website. The chief measure of such outcomes are the credits earned in semesters, and the performances in projects and co-curricular activity.
6. Distance education/online education:	Online education began at the college during the pandemic. In May 2020, ahead of peer institutions, the college started online classes on Zoom platform,

	and on G Suite for education a couple of months later. With significant success, this has been one of our best practices, continuing in the following sessions. This apart, two centers for distance education of PG courses were opened in 2021 – from the Netaji Subhas Open University and the DODL of the University of Kalyani. Online classes and provision of study material are being arranged for both UG regular and PG distance modes of education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes.
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?	The Electoral Literacy Club was founded in the college on September 12, 2018, following a meeting with students and staff presided over by a West Bengal Civil Service (Exe) officer, a West Bengal Civil Service (District Magistrate& DC Headquarter), the Officer-in-Charge of SVEEP and a Block Development Officer. An Assistant Professor was nominated as the nodal person at the college.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	On September 28, 2018, the first awareness program was conducted through a large panorama of activities – an inter-college quiz competition was organized, an interesting floor game was played involving students, a "Rangoli" (festival of colours) celebrated the national colours, and the use of Form 6 was taught through demonstrations. Further, a debate on the election process in the Indian democratic system was organized among students. The second event organized was a two-day awareness drive on October 9-10, 2018 when the schedule was divided between elaborate discussions and explications of the electoral process in its many facets, and a quiz to sharpen the understanding.
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.	a) Awareness program conducted on September 28,2018. b) Debate on the election process organized. c) Two-day awareness drive on October 9-10, 2018 involving discussion on the electoral process. d) Discussion session arranged on March 16, 2021.

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.	Activity of the Electoral Literacy club suffered a stoppage during the Covid-19 pandemic, and the next program could be held only in March 2021. On March 16, 2021 a mass of 217 students attended a discussion session with demonstrative lectures from government officials. Then, as post-pandemic normalcy began to return, students participated with enthusiasm in a competition of songs, posters, quiz and much else, conducted online at https://www.ecisveep.nic.in/contest. The slogan and the catch line of the contest was - " My Vote My Future – the power of one vote". The contest was notified to students on March 15, 2022 over the college notice board, website and social media groups created by the college for online teaching purposes. Moving on, offline activity resumed on March 1, 2024 when a SVEEP program under the directive of the Election commission of India instructed young and new voters on the use of the EVM, and inspire them to take free part in the upcoming election in the nation and state. The ELC at the college plans to extend its activity to preaching the values of democracy and free elections and the exercise of voting rights by all among people in the locality and students in other institutions. The club also encourages students to take part in the Youth Parliament competitions, which is a good practical way of integration into our electoral democracy.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1313	1502	1355	1387	1776

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 32

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	30	9

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
39.92	40.299	31.01	47.135	50.076

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

For ensuring effective curriculum planning and delivery the college adopted the following measures:

1. Adherence to a **master routine and the departmental routines** for running offline classes

2. Use of **Google Classroom** in order to disseminate study materials and to offer links for online classes in the days of the closure caused by Covid 19 and also, subsequent to that, during the days of summer recess or on other occasions when the offline classes were suspended

3. Subject-wise and semester-wise **WhatsApp Groups** for offering study materials and circulating notices relating to curriculum delivery

4. Study materials were made available for students on the **college website** during the days of the closure caused by Covid 19

5. **Seminars, webinars, special talks and online quiz competitions** were organized as running parallel to the typical classroom activities for the curriculum delivery many of which were related to the concerned syllabus and some webinars were uploaded on the official You Tube channel

6. **Departmental meetings** for distributing teaching assignments among faculties and **Academic Subcommittee** meetings for making recommendations on issues relating to curriculum planning and delivery

7. **INFLIBNET** offered to the faculties and the students

8. Use of **power point presentations**

9. Two faculties as **members of the Undergraduate Board of Studies** of the affiliating university took part in the process of designing the study units of the curriculum

10. **Academic Calendar and Internal Assessment**: In usual circumstances the college prepares academic calendar in consonance with the academic calendar offered by the affiliating university for fixing the schedule of internal evaluation. The examination subcommittee and the academic subcommittee play roles in the way internal evaluations are conducted in terms of written examinations. Because of the unavailability of the academic calendar, as it took place during the days of closure caused by Covid 19, the college followed the guideline and schedule offered by the affiliating university in

relation to the term-end examinations conducted in blended mode and used Google Forms to create mechanism for conducting internal evaluation and that, too, in keeping with the university examination schedule. Previously, there were written examinations for each semester which, along with class attendance constitute the domain of internal assessment. Later on, the written examination as a mode of internal assessment was alternated with assignment for writing project or seminar presentation. Apart from this, certain departments organized additional class tests and quiz contests to have a better understanding of the academic progress of the students.

11. The **notice for internal assessment** was made available on the WhatsApp groups created for the students. The **academic calendar** of the college, which contains tentative details about commencement of classes, internal assessment, term-end University examination, parent-teacher meeting, parent-Principal meeting, special talk/workshop/seminar etc., is made available on the college website, the college notice board and the copy of which were handed over to the Heads of the Departments.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 02

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 1.38

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
101	00	00	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution follows the curriculum designed and sent by the affiliating university which, both at the Honours and the Programme level, contains course units on issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 30.24

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

Response: 397

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 65.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
497	705	634	619	771

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

2022-23	2021-22	2020-21	2019-20	2018-19
1160	1160	870	870	870

File Description	Document
Institutional data in the prescribed format	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year’s students only.	View Document

2.1.2

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

Response: 50.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
264	274	181	210	273

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

2022-23	2021-22	2020-21	2019-20	2018-19
563	563	425	425	425

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 41.03

2.3 Teaching- Learning Process

2.3.1

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

Response:

Overhead projectors are used for screening movies, sharing clips and playing power point presentations in the classroom. E-resources like INFLIBNET are used. Apart from traditional offline classes, online classes are also arranged for the students, especially keeping in mind the hindrances created during pandemic in 2020. Online classes were continued even after the pandemic during the college shut down for heat wave and also during university exams. All the departments use Google Classrooms and Google form for teaching-learning, online assessment. In online literature classes movie clips are used and YouTube links are shared in Google classrooms. Debates and group discussion among the students are conducted in both offline and online classes (Google Meet) on many topics of academic and social interests. Students participate in various online Webinar, E-quiz, Poster presentation etc. Projects are assigned to the students as a form of problem- solving methods. Students from the department of English

participated in poster presentation in Shantipur College. E-quiz was held in the department of History, Bengali and Physical Education. Subject-specific WhatsApp Groups and Google Classrooms are used for dissemination of study materials. Visual Exhibition was held by department of History and Education. Study Materials were also uploaded on the college website during Pandemic lockdown. Add-on courses are introduced by various departments during the period under consideration, including Education and English. Special lecture, national and international seminars, workshops, movie shows, theatre workshop and educational tours are organized by various departments. Class Tests and Surprise Tests are conducted occasionally. Remedial classes are allotted for weak learners. Each semester students are assigned a mentor to take care of their academic needs. Students of the English department participated in a One-day Seminar and Poster Presentation on Victorian Fiction organised by Shantipur College on 25/02/2020. Articles written by the students of English department were published in “Women’s writing and Popular Literature”, published by Shantipur College. Students of English department participated in District Level Inter College debate competition on 25/02/2023. Students were also sent to participate in District Level Youth Parliament Competition on 20/09/2019 and 08/09/2022.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	30	16

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 69.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	22	18	8

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Following the recommendations of CBCS curriculum, students in each semester face one internal examination which along with the external examination forms a part of the final assessment procedure determined by the affiliating University. The score of the assessment along with the score for the attendance is duly sent to the affiliating University. Internal assessment is done in three major ways: two written internal assessments are done each semester. Secondly projects are assigned by certain departments, to both honours and programme course students in both offline and online mode which they turn in for teachers to evaluate. The examination subcommittee fixes the schedule of written internal evaluation and the concerned departments review the syllabus coverage, and fix the pattern of questions to be set before conducting the examination and evaluating the scripts. However, teachers in certain departments conduct class tests and surprise tests. The evaluation is done by the teachers in the departments and the scores obtained gets subsequently discussed in the departmental meetings in order to identify weak learners and provide remedial classes to them. The scores are also conveyed to guardians in parent teacher interface conducted by each department to notify them about students' progress. Internal assessment is conducted offline but due to the pandemic, in the year 2020, the assessment was conducted online following the guidelines of social distancing issued by the government and the affiliating University. The official notification with the scope and nature of the examination are made available on the college website, the WhatsApp groups and the College notice board. The schedule and scope of internal examination are discussed in meetings convened by the academic subcommittee and examination subcommittee.

Students, if dissatisfied with the marks obtained in semester examination may apply for a review of

answer scripts or under Right to Information Act (2005) may demand access to their answer scripts. The application for the same can be made through the college. The mandatory internal assessment is beyond the scope of grievance and redressal, because the final authority in the matter lies with the University. However, the students feel free to talk to the mentors regarding all these if required. In case of surprise test or class test, students may address their queries and grievances to the teachers and appropriate counseling and redressal is done immediately. Also, if the students have any complaint regarding the schedule of exams held and the score, they can submit complaints to the HODs of the departments or the group specific mentors. No such complaints were received in the period under consideration.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As the affiliating University which has devised the curriculum and the course modules to be taught at the affiliated college has not centrally published programme outcome and course outcome, the Department of Education, History, Political Science and Bengali in our college have framed the programme outcome and course outcome, which is currently available on the official website of the college. Besides, the affiliating University publishes annual results of term end examinations and sends it to the institution and the course outcome of the programme in the form of results are made available for a brief period on the website. Additionally, the results are conveyed to the students through concerned WhatsApp groups. To make the students aware of the stated programmes, E-prospectus have been prepared and made available on the college website.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In the absence of declared Pos and Cos by affiliating university, it is difficult to measure the attainment of these by the institution, yet they are assessed by the University final examination results, continuous internal assessments and projects. The scores of which are discussed in departmental meetings, teacher student interface and parent teacher meeting. Programme Outcomes and Course Outcomes are also evident in the student's feedback reports and from progression to higher education or absorption into jobs or carrier-oriented courses.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 69.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	308	261	347	273

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	345	335	355	480

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.89

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.05

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Being a UG College delivering only humanities curriculum, the college has little scope for developing Incubation Centres or nurturing innovation systems. However a move towards integrating Indian knowledge Systems with the curriculum has been initiated. The College runs major and minor courses in Sanskrit, and all other course material except English are delivered in the Indian Vernacular Bengali, The college maintains and has extended a Herbal Garden, and plans to use the medicinal resources to develop Knowledge Bank and begin courses on Ancient Indian Medicine.

In general the college encourages research and development among teachers and permits them to participate in faculty Development Programs. To this end, the college has entered MoUs with several other colleges to exchange and develop innovative study material in collaboration between faculty and students as well as develop Creative extensions of the curriculum. The departments are also engaged in creative and running Add-on courses which are based on specific areas of curriculum where practical use

of knowledge is focused. The received outcome of these efforts are successful completion of Add-on courses în 2022-23 and Academic exchange with the Colleges under MoU. Recently the college has published an anthology of critical essays titled 'Redefining Gender Issues in Global Perspective' with ISBN,

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	4	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	0	1	4

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

3.3.2

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

Response: 2.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	25	1	4	1

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activity is chiefly organized through the NSS unit which arranges social outreach programs in various fields. Along with NSS, the cultural subcommittee holds cultural programs on festive Occasions and anniversaries of renowned leaders of the nation, contributing to the development of social ethical values among students. Days of National importance are observed by the college authority- including World Yoga Day and World Environment Day that promote awareness on health and ecological balance.

In the last five years the NSS unit has held Blood donation camps, Traffic safety Drives, Campaigns on prevention of common diseases, AlDS awareness, cleaning tribes under Swachh Bharat, Covid awareness etc. The NSS unit adopts a village each year to run hygiene and other awareness activity among the villagers. Students participating in such extensions gain a practical and interactive understanding of issues and dangers facing society and are prepared to combat them. The observance of International Girl Child Day and seminars on Girl Trafficking, No Tobacco Day, distribution of clothes and books among neighborhood children on National Youth Day, Campaigns against Ragging all at together to create a holistic integration of social values.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Though extension activity has been regularly undertaken, even during the pandemic, and often in association with Government agencies like the Police (Save drive save life), the Health Department (Dengue and Vector-Borne diseases) and NGOs like Students Health Home and Red cross society (Blood donation and HIV awareness). No award has been received in recent years. In 2018-19, one girl student was awarded a certificate for participating in a National Integration Camp at Bhubaneswar (Nov, 2019) organised by the Regional Directorate of NSS in collaboration with Siksha O Anusandhan (Deemed to be University). However correspondence records with Government departments and NGOs for conducting extension activities for each year are maintained by the NSS unit and concerned Sub committees.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 55

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	10	17	10

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

3.5 Collaboration

3.5.1

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

Response: 0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

1. The college has two buildings. One is two storied and another is one storied which is under construction.
2. There are total numbers of seventeen (17) classrooms.
3. There is a projection facility in five rooms.
4. There is also an open-air classroom in our college.
5. Our college has one (01) air-conditioned seminar hall with LED projection, public address system with a sitting capacity of 150 persons.
6. Most of our classrooms offer white boards as teaching-learning apparatus and a few classrooms offer green board.
7. Our college library, office, teachers' room, and principal room are fully air-conditioned.
8. There is separate reading space in the library for students and teachers.
9. Some of our departments has developed infrastructure for running departmental libraries.
10. There is a laboratory cum classroom for geography department.
11. The college campus is Wi-Fi enabled.
12. The college is under 24-hours CCTV surveillance.
13. There are total 21(twenty one) internet linked computers, printers (12) & xerox (3) scanner (1), laptop (04) in our college campus for office and students use.
14. There is a sports and games sub-committee which conducts annual sports of the college.
15. One seminar hall with ICT enabled facilities
16. The Department of History, Department of Bengali offer infrastructure for displaying wall magazines.
17. 15 KVA Kirloskar generator, online UPS and 'Solar Panels' are used to ensure continuous electric supply.
18. There is a playground in the college
19. There are two (2) carrom boards for students.
20. Sports equipment: Footballs (09), football gloves (04), volleyball (09), cricket bats (04), cricket balls (06), wickets (5), badminton (04 rackets), javelin (25), discuss (12), hand ball (02), picflow metre (01), shot put (11 iron balls), kho-kho pole (01 pair).
21. Google classroom and google meet is used as an already established system
22. Our institution's cultural sub-committee oversees many cultural events that are held during fresher's welcome, teachers' day, planning debate competitions and quizzes, commemorating national and international, as well as memorial events on college campus.

23. N-LIST INFLIBNET is offered to the students and the faculties by the college.
24. The placement cell conducted seminars on regular basis in collaboration with other agencies.
25. Maintenance of the air conditioner, Gen Set, water cooler and water purifier, computer, printer, cctv done regularly.
26. College has biometric attendance system for the teachers & non-teaching staffs.
27. There are13 number of physical journals &7233 book titles.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 21.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.25	0.5	0	8.67	6.27

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Central Library:-

The College Central Library is next to the teacher's room on the first floor of the main building. With more than 25 seats capacity and an excellent collection of reading and reference books, journals, and periodicals in addition to internet access, the space is roughly 586 square feet. The College Central Library is an open-access library with a collection of approximately 7233 books. Books are classified by using DDC19 classification schedule and catalogued by using AACR2 cataloguing schedule. The library is fully automated. Koha, a library automation software, is in use for creating the library database. Library books are partially RFID tagged. Central library has an old question paper repository. Our library has experienced significant expansion and renovation over the past year, steadily increasing in both number and quality. The library features an easy-to-use interface and is nearly entirely computerized. In addition to easy borrowing and lending options and open-shelf access, the library offers reading room benefits. In addition to the Central Library, every department has a departmental library. There is a mechanism to record the footprints of the users.

Response:

1. Name of ILMS software – KOHA

2. Nature of automation – Partially

3. Version – 22.05.07.000

4. Year of automation – December 2022

5. Cataloguing – Online /OPAC

6. Circulation – Online through KOHA

7. Reference – Yes, 2167

8. Acquisition – Offline

9. Serials Control – Offline

The institution has subscription for the following e-resources.

1.e-journals –UNDER INFLIBNET- NLIST

2.e-books –UNDER INFLIBNET- NLIST

3.e-ShodhSindhu – Open access

4.Shodhganga - (included in N-List)

Salient features of Library Management Software

1. Circulation management

2. OPAC (Online Public Access Catalogue)

3. Cataloguing of books

4. Discharging of books to the students

5. Bar coding of books & patron card

6. Book lending number -05 books for student 02 books for teacher

7. Other students have used our college library

8. NTS can also lend books.

Library Facilities

1.Library opening hours: For regular college students 10:30 AM to 04:30 PM

2. Library collections:

I. Books. – 7233

II. Journal – 13 (Excluding N-List subscribed)

III. e-journals –open access

IV. e-books -open access

V. Newspapers, magazine & Magazines of competitive examination

VI. Reading Space in Library

VII. Adequate Furniture

VIII. Separate Teachers Students reading space.

IX. Free Wi-Fi zone

X. Central Library has a separate zone for Google &OPAC search.

XI. Dedicated Xerox machine for the library. Students can Xerox at a nominal rate.

Departmental Library:

1. College has departmental libraries for History, English, Bengali, Sanskrit, Pol Science, Education, Philosophy and Defence Studies, Physical Education Departments

2. Books are available in the departmental libraries.

3. Departmental students can access the departmental library.

4. Question Banks (Department of History)

5. Question papers are also available in bound volume.

6. Reprography

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

For the advantage of all parties involved, the college updates the campus's network infrastructure on a regular basis.

Service Provider of Internet:

Internet facilities are provided by GTPL KCBPL BROADBAND service providers with 130 Mbps network speed through our vendor GTPL KCBPL BROADBAND PRIVATE LIMITED, 86, Golaghata Road, Ganga Apartment, 3rd Floor, Flat No 3C, West Bengal, India from August, 2020.

Bandwidth update: The initial bandwidth we started with is 50 Mbps and subsequently it was updated to 130 Mbps.

Lan update: The LAN facility was introduced in the year 2014 Session and is periodically updated

according to requirements of the institution.

Wi-fi facility: The LAN facility is complemented with Wi-Fi facility wherever required. Wi-Fi facility was introduced in the institution during 2016. BSNL Broadband network & Alliance Broadband connection was used since 2014.

CCTV: The entire college is fully under CCTV surveillance system, and it is monitored from Principal's room& IQAC room.

The college library is automated and runs open-source software (Cloud version- Debian 5.10.197.1). The automation in our library started in 2015 by using Integrated Library Management System (ILMS)-KOHA software, which is customised by Libcare and Cure, 105, Shibpur 2nd Lane, Tribeni, Hooghly, W.B. The library upgraded the KOHA software from 23/12/2022 to 22.05.07.000 version.

Internet facilities are available for students and teachers in different academic departments, IQAC room, Principal's room, Central Library, Seminar Room, History & English Department classrooms, smart classrooms, NSS room and in the office section.

The college website is maintained and upgraded at frequent intervals under annual maintenance contract with a service provider.

ICT facilities (computer with projection facility) are available in 05 classrooms where teachers take classes regularly.

In our two ITC enabled classrooms we have two white boards, two projectors with modern sound system, & two PC. Number of Wi-Fi internet access points in our college 12(Wi-Fi router) and 21(LAN) for computing devices in our college. Total number of computer in the college 21, printers & xerox 13, Laptops 4, projectors 04, scanners 01. All the computers of the college are protected by antivirus with AMC from a local service provider.

College runs customized on-line portal such as:

Teaching Learning portals:

College Website: https://www.ammtcollege.ac.in/#

Library Management System: https://ammtcl-opac.libcarecloud.com/

Learning Management System: http://www.ammtcportal.in/

College MCQ Portal: http://www.ammtcportal.in/

G-suite for Education: Google classroom, Meet and other Google apps.

Administrative Portals:

On-line admission portal: http://ammtcadmission.in/

On-line Office Management System & fees collection portal:NIL

Apart from that the college uses the following online portals:

WBIFMS: https://www.wbifms.gov.in/ifms/login.html

AISHE: https://dcf.aishe.nic.in/aishenew/#/aishe/home

Wbtender.in: https://wbtenders.gov.in/nicgep/app

E-pension: https://epension.wbhed.gov.in/

WBHS: https://wbhealthscheme.gov.in/

Feedback Portals:

On-line feedback system attached to college website:https://docs.google.com/forms/d/1mB_jHJ-QgzTsHix7_KwO0gjSGe22Uw7Sox6sglB6UF0/edit?pli=1

Teacher appraisal system: Offline

Online communication and collaboration:

G-suite Account of the college under domain -http://ammtcollege.ac.in/

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 87.53

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

Response: 15

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.05	4.87	3.88	3.16	3.53

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
1208	1072	914	993	1287

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 10.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
142	320	162	57	78

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 11.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	12	14	32	8

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	308	261	347	273

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

5.2.2

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

Response: 8.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	11	13	31	8

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

5.3 Student Participation and Activities

5.3.1

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

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

Response: 2

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

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

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

5.3.2

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

Response: 6.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	4	4	5

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

5.4 Alumni Engagement

5.4.1

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

Response:

Before the pandemic an attempt to form an alumni association was made and a preparatory committee was formed which met several times during 2016-2019. However, the process did not mature up to registration of the association due to the pandemic that came on.There is now a registered alumni association in the college (established in 2022), which is engaged in inviting members and raising funds. The association has also participated in a plantation program organized in the college campus on June 5, 2023.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:- The institution aims to inculcate human values and rational spirit among its students and seeks to offer quality education without making any religious and gender discrimination. The college was built to expose the pupils living in remote villages to the realm of higher education, most of whom were from under- privileged communities and live in abject poverty. The college aspires to fulfill the academic aspiration of pupils belonging to scheduled tribes, scheduled castes, other backward communities, and religious minorities.

Mission:- The college seeks to ensure the holistic development of students of the college through prioritizing the activities run by the NSS unit which bridges the gap between the students and the community people. Our goal is to provide quality higher education, to broaden the vision of the students by means of inviting external experts, to ensure student-centic learning and to ensure participatory mode of management for the functioning of an inclusive and democratic set-up in the affairs relating to college administration.

Institutional Governance and Leadership:- For contributing to the financial empowerment of the student population, there is a placement cell that conducts pre-placement sessions for first hand training and offers Governmental and Non-Governmental scholarships.

The administration of the institution is guided by a participatory method of governance that is aligned with the college's mission. The college organogram shows the decentralized structure of leadership with staff members in all committees and students in many. The Governing Body is the highest decision making authority of the college and contains representatives from all stakeholders like teaching and non-teaching staff, students, peers from other colleges, government and university nominees. The Governing Body distributes tasks and responsibilities among various committees (academic, finance, cultural, building, purchase, library, examination committees etc.) and works round the year in consultation with these.

Two faculties of the college participated actively in the proceedings of the board of studies of the concerned subject in the affiliating university in order to frame the syllabus according to the NEP guidelines. With an agenda titled ‘Arrangement of curriculum and/or routine along NEP 2020 syllabi’ (Agenda 2) dated 28/06/2023, an agenda titled ‘Requirements of NEP Curriculum’ (Agenda 4) dated 22/08/2023, an agenda titled ‘To discuss the summer courses according to NEP 2020 on the basis of K.U guideline’ (Agenda 3) dated 19/02/2024, the Academic subcommittee organized meetings for forming NEP implementation-related strategies.

IQAC plays a significant role in integrating the various wings of the institution and ensures institutionalization of the good practices of each wing. In its meeting dated 12/04/2022, IQAC drafted perspective plan which was subsequently revised and approved by the Governing body in its meeting on 20/05/2022. The annual plan of IQAC includes extension and reframing of herbal garden, organizing training programme for the library staff and the non-teaching staff, introduction of Add-on courses, construction of a yoga center-cum-gymnasium and computer learning program for the students. Again, five years' plan includes extension of building for classroom and library, language lab and rain water harvesting.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional strategic plan is effectively deployed at the beginning the year .IQAC plays a significant role in designing the plans for the development. The plans are finalised by the Governing Body, which is the Apex body as shown in the organogram of the college. The Principal, being the head of the institution executes such plans in consultation with several statutory committees and several other sub committees. These committees comprise of teachers, non- teaching staffs and student members who actively participate towards implementation of such strategic plans. IQAC monitors entire process of implementation. The bursar in agreement with the finance committee assists the Principal in maintaining the college's daily financial operations and account maintenance. The college follows a decentralized - participative method in implementing its strategic plans and programmes.

PERSPECTIVE PLAN:-

1. *ANNUAL PLAN*

1. Extension and Reframing of Herbal Garden

2. Organising Training Programme for the Library Staff and the Non-teaching Staff

3. Introduction of Add-on Courses

4. Construction of a Yoga Centre-cum-Gymnasium

5. Computer Learning Programme for the Students

1.*FIVE YEARS' PLAN*

1. Extension of Building for Classroom and Library

2. Language Lab

3. Rainwater Harvesting

The policy of institutional decentralization is achieved in the structuring of administrative set-up. Admission committee of the college monitors the admission procedure of students. The Academic sub-committee of the college looks after the academic excellence and executes different academic activities of the college. The Examination committee is responsible for conducting internal examinations of the college as well as monitoring the University examinations. The building committee is responsible for execution of plans relating to development of college building. The Governing Body has adopted the SOP on gender equity, the SOP on model code of conduct and SOP on tolerance harmony regarding cultural, regional, linguistic, communal, and socio-economic issues, which were developed by IQAC. There is a placement cell that conducts pre-placement sessions regularly and encourages the students to develop skill and capabilities that will help to shape their careers. It helps the students to get ready for their job interviews. The cell brings experts for interaction with the students and also for first hand training.A service cell is responsible for creating employee service books and handling issues pertaining to the standards and procedures of the incumbents' employment. To keep the incumbents' leave records up to date, there is also a leave committee. The College Service Commission proposes the names of the teachers. Being a state-aided institution, the West Bengal government sets the service rules. The API score and length of service are taken into consideration for the promotion of teachers by the appropriate authority. Guest Teachers (casual) were chosen by the internally formed committees of experts and duly authorized by the college's Governing Body. Sate-aided college teachers who had erstwhile being guest lecturers were approved by the State Government Order since 2020. The mechanism for incremental benefit is also in place.

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

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**

3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System:

1. The teaching faculties of the college have to submit to the head of the institution a duly filled self-appraisal diary so that the authority finds itself in a position to get a comprehensive idea of the teachers' overall attendance, the classroom activities and their participation in programs run by the various sub committees.
2. The Institution’s academic audit reflects the performance of each department in terms of its curriculum delivery, research orientation, co -curricular activities etc.
3. There is a provision of biometric attendance for the teaching and non teaching staff of the college.
4. The IQAC while assisting the incumbents in preparing the performance- based appraisal report needed for the career advancement scheme, obtains the necessary documents and testimonials from the concerned incumbents as well.
5. The students' feedback and students ' satisfaction survey carried out annually to assess the teachers’ performance and to identify the inadequacies in the overall management of the institution.
6. The institution is running successfully with limited number of Non-teaching staff.

Effective Welfare Measures:

1. The institution has cooperative society for the welfare of the teaching and non- teaching employees.
2. Principal's office promptly responds as to the settlement of the health insurance of the employees who avail the State Government's Health Insurance Scheme.
3. Loan facility from the Government Provident Fund is available.
4. The college provides a festive bonus to its casual staff.
5. Earned leave, Maternity leave, Casual Leave, Child Care Leave and Duty Leave are available for the employees.

Avenues for Career Development/Progression

1. The IQAC offers support to the teaching faculties with the purpose of settling the CAS related matters
2. As per Government norms, the Institute grants Duty leave for participation in Seminars, Conferences, Faculty Induction Programmes, Refresher Courses and others.
3. Financial Assistance is provided to the faculties who participate in seminars, conferences and workshops
4. The college has National Library and Information Services Infrastructure (N-list) that extend access to e- resources for the teachers and students as well.
5. The college library has Wi-Fi connection.
6. The college organizes various online and offline awareness programmes related to CAS.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 1.48

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

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

Response: 12.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	7	1	1

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college receives salary grants from the State Government for the payment of salary to its employees. Rent from the canteen and the students ' fees (half that remains in college) act as resources. There is a statutory finance sub- committee to prepare budget and to set up policies for the mobilization of funds. At regular intervals the committee holds its meetings to make a review of the financial circumstances in the institution and make necessary recommendations. There is a purchase sub-committee to frame policies and monitor affairs in this regard. The e -tender committee plays an important role in regulating the course of conduct to be followed in matters relating to purchase . The Bursar plays a vital role in framing policies for the appropriate mobilization of funds. The Governing Body frames policies for purchase and examines the proposals for purchase and approves the plans for the same and if found suitable also approves the expenditures. NSS funds act as resources and utilized for various purposes.

The institution conducts internal and external financial audits regularly. Internal audit is conducted by a registered Chartered Accountant duly appointed by the Governing Body and the external audit is done by a firm of Chartered Accountants appointed for the same by the Director of Public Instruction, Government of West Bengal. Both the Audit Reports as well as the Auditors ' observations are put up for discussion before the Finance Committee and the Governing Body and the necessary corrective measures are taken.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

For institutionalizing the quality assurance strategies and processes, IQAC has taken the following initiatives :

1. Introduction of teaching and non- teaching staff feedback. After It's analysis, the report is placed

before the Governing Body .
2. Formulation and publication of 3 SOPs on gender equity, tolerance and harmony and model of conduct in the campus.
3. IQAC in collaboration with Cell and committees of the college has organized several Webinars and seminars.
4. IQAC has generated an online SSS (students' satisfaction survey) for the students of the college.
5. IQAC recommended an extension of building and necessary actions have been taken.
6. IQAC has organized and online capacity building program for the library staff and successfully reframed and enlarged the herbal garden.
7. IQAC has helped to process the career advancement papers of the Assistant Professors of the College.
8. IQAC has encouraged faculties to publish research articles in journals and pursue PhD, Faculty Induction Program and Refresher Course.

IQAC has contributed significantly in the teaching- learning process :

1. IQAC representatives take part in Annual Academic Audits .
2. IQAC has arranged several meetings to discuss the issues relating to teaching- learning process and suggests academic measures or reforms to be taken in this regard.
3. IQAC emphasizes upon the dissemination of study materials by using Google classroom .
4. Add-on courses have been encouraged by IQAC .
5. IQAC has advised the departments to review internal and term-end exams for identification of slow learners and to take necessary measures.
6. IQAC has advised all departments to continue online classes (whenever necessary) through Google classroom and has encouraged teachers to use ICT.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

While all curricula are open to all genders in the co-educational set-up, there is a GE course in English on Women's Empowerment, and a paper dedicated to women's writing in the English Honours course. These courses attempt to sensitize students to the history of women's suffering, liberation movements and suffrage, as well as ideological outlines of gender inequities existent in past and present societies. In co-curricular fields, the Women's Cell tirelessly holds seminars/interactive sessions (webinars through the pandemic) to observe occasions like International Women's Day and Girl Child Day, and awareness campaigns among girl students on matters of gender, e.g. a discussion session on women's rights (2018-19), an online talk session on gender issues (2019-20), a national-level webinar on the role of women in Indian society (2020-21). Equitable participation of both genders continued in online cultural observances like anniversaries of Tagore, World Yoga Day and Sharad Utsav. Every year, about half of the participants in the annual athletic meet are girls. The girls' Kho Kho team stood runners up in the district level inter-college athletic meet organized by the DPI, West Bengal, in March 2023. Resuming offline activity in 2021-22, the Women's Cell with the Cell against Sexual Harrassment and the IQAC prepared and published an SOP on Gender Equity, setting a normative guideline for cross-gender behavior on campus. On 24.01.2022 the International Girl Child Day was observed online, and on 08.3.2022, Women's Day was celebrated with felicitations of women performers in various professional fields. While these awareness exercises were repeated in 2022-23, an HIV/AIDS awareness drive and a brainstorming session on crises of adolescent girls was conducted in a NSS special camp. In March 2023.

Facilities for the girl student on campus include a girls' common room with separate toilets and a sanitary napkin vending machine, and an alert machinery of cells and committees (Anti-Ragging Cell, Cell against Sexual Harrassment, Internal Complaints Committee etc. with student members in each) to assist the Women's Cell in ensuring safety and security. These bodies meet periodically to assess the needs of the student community, issues to be urgently addressed, and arrange awareness programs on such assessment. Such awareness/sensitization programs from the Anti-Ragging Cell or Cell Against Sexual Harrassment also address various issues pertinent to gender equity, especially in the areas of legal and constitutional rights, both on campus and in larger society. Boxes are put up on the campus for lodging written complaints, and Cell members, teacher-mentors and the Principal himself offer counseling on interpersonal level.

Apart from availing of general merit scholarships provided by the state government, the economically backward girl student is empowered by the Kanyashree scholarship. This scholarship goes a long way in eradicating gender inequity related to educational opportunities in low-income families.

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: E. None of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Creating and sustaining an inclusive environment is largely ensured by the sensitization drives and activities of various cells and committees – Cultural Subcommittee, Games and Sports Subcommittee, Magazine Subcommittee, Women's Cell, Anti-Ragging Cell, Cell against Sexual Harrassment etc. These are supported by the principles/policies promoted by the Governing Body and enshrined in the resolutions of the committees/cells. In 2018-19 and 2019-20 outreach actions like health sensitization and Unnata Bharat Aviyaan, campaigns on ethical conduct on campus and observance of days of national/international importance were undertaken. The prospectus on the website laid out regulations and model conduct for students and staff. The session 2020-21 facing total closure under the pandemic, efforts to hold stakeholders together were perforce online – webinars/online lectures, disbursement of scholarships, fee waivers to the needy and internet support for online learning.

Returning to campus in 2021-22, an invited lecture on Karma Yoga, distribution of masks and essentials among tribal children, observing Girl Child Day and felicitating outstanding women on Women's Day, and cultural events upholding humanitarian values of unity and tolerance were efforts of inclusion. Above all, a detailed SOP on tolerance and harmony and another on model conduct on the campus were formulated and released on 31.05.2022, and displayed on walls for compliance by all. The Electoral Literacy Club has held awareness campaigns on the values of democracy and ethical voting, assisted by government officials. Observance of National Youth Day, Yoga Day, Mothers' Language Day fostered the sense of unity in diversity, and students were integrated to the surrounding community through road safety, blood donation and first aid camps. Also, curricular activity in Political Science, Philosophy, History and the literatures go some way to sensitize students in ethical behavior, national integrity and responsible citizenship. Finally, the autonomous students' union organizes annual social program and freshers' welcome, Raksha Bandhan and Saraswati Puja to spread the spirit of togetherness. The students' union leads in felicitation of teachers on Teachers' Day, plantation of saplings on World Environment Day, awareness drives on dengue, malaria etc. in the locality with the NSS unit. They also actively participate in facilitating the admission process and help to settle disputes of elementary nature among stakeholders.

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Practice: Use of Google Classrooms via G Suite

Objectives of the Practice: In the context of unprecedented layoff in higher education due to the pandemic, the objective was to continue teaching-learning in an effective way resembling classroom teaching. The principle was to keep teachers and students engaged in learning as a way to open new avenues of e-learning.

The Context: The greatest challenge in implementing the practice was to include and enable all students to use the Google platform effectively . Working with a student community coming from poor families, economic depression due to the pandemic posed the threat of discontinuation in higher education. The college with limited resources was not able to provide adequate economic assistance, and faced the danger of heavy drop-out rates. Many students lacked the electronic device to avail of e-learning, and it was hard to motivate and rope in students from a demoralized state.

The Practice: Reacting quickly to the radically altered situation of higher education, the college started online classes via the Zoom platform in April 2020. The authority arranged several online training sessions to equip teachers for the online modes. The four Honours courses and all the Program courses were brought under a weekly class routine, and students were invited to join over social media and taught the ways to use the platform. About two months later, driven by needs of further academically enabling activity, the college Google Inc. for access to the G Suite for Education. After the agreement was complete, teachers and students began to use the Suite since MAY-June 2020, and could perform all regular academic tasks like live online lectures, conducting tests, making surveys and enquiries, assigning projects and providing study material, and assessing student progress with individual care. All this was achieved regular customized activity at a time far ahead of peer institutions in the region, and [receding government initiative or instruction in the matter. At a time when the higher education scene across India was reeling with news of debacle and dystrophy, the college was able to engage at least 85 per cent of Honours and 60 per cent of Program students in regular curricular activity, and keep them abreast of the heavy schedule of semesterized CBCS courses. The limitations faced were mostly economic inability to avail the internet, and these were supplemented by offline coordination.

Evidence of Success: The chief evidence of success of this practice is the results of the semester examinations held in blended mode (online and offline) since November 2020. The aims of regular online teaching and assessment were to engage as many students as possible amidst economic uncertainties, dropout tendencies and lack of communication. The results of the semester term-end Honours courses were placed in the first class. Considering the disheveled state of students across the nation, this was no mean achievement. The management was convinced that the early entry to the G Suite and its consistent use had borne good fruit.

Problems encountered and resources required: The problems encountered were threefold – to communicate with all students, especially in the Program course, and bring them within the ambit, to equip all with electronic devices and internet services, and to keep them glued to this new and unusual mode. The resources employed to address these problems were – special fee waivers and concessions granted by the Principal, provision of internet data to some needy students, simultaneous use of the college website for providing study material, and surveys, internal assessments and counseling/mentoring by teachers in Google classrooms.

Notes (optional):

Best Practice 2

Title of the Practice: Creation and expansion of a Herbal Garden

Objectives of the Practice: The objective of the practice was to build a rich stock of medicinal

plants for the use of stakeholders and the neighboring community as primary defense against ordinary ailments. Further, the aim was to develop among students knowledge of traditional Indian medicine and foster its use in daily life.

The Context: The college is situated in a rural location amongst a green landscape with a rivulet flowing by its rear boundary. As such, the natural conditions were highly favorable for a herbal garden, and the predominance of plant nurseries as an agro-based industry in the area further supported the cause. It was hoped that the use of herbal medicines at no/low cost would be beneficial for the poor population living in the vicinity of the college.

The Practice: Initially, a plot of ground (about 500 square feet) was planted with common medicinal plants like tulsi and basak, following a survey among local people. It was maintained with care during 2018-20, bit suffered a wither through the pandemic closure. Plants died out and the plot was overgrown with weeds. On reopening in late 2021, it was decided to reframe the garden and extend it. Accordingly, an additional strip of land (approximately 1000 square feet) was prepared and the authorities of the herbal garden at Ramakrishna Mission Ashrama, Sargachhi, Murshidabad, West Bengal, maintained by Dhanyaganga Krishi Vigyan Kendra, was contacted for aid. IN the monsoon of 2022, about thirty new and rare species were purchased from the Kendra and planted. Today the garden is being readied for development of medicines and as basis of study in Ayurveda, an ancient Indian knowledge system. The limitations in the way are lack of funds and sufficient land.

Evidence of Success: The success of the endeavor is found in the interest shown by students in the garden who offer voluntary service in its maintenance, and the frequent visits by neighboring people to collect plant parts for use as medicine.

Problems encountered and resources required: The major problems encountered are the dearth of land to add to the garden, and the necessary funding to step into research and development of medicine in collaboration with appropriate agencies/institutions.

Notes (optional): The college intends to grow a repertoire of Ayurvedic medicinal knowledge and train students in its basics, on the strength of this garden.

File Description	Document
Best practices as hosted on the Institutional website	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:

Since the inception of the degree programs with the establishment of the college in 2007, the mission of the institution has been to impart education of the tertiary level to the economically and educationally underprivileged student community of this rural area at a minimal cost and easy availability. The founders of the college, being lower middle class lovers of education, dreamt of a centre of higher education close at hand for boys and girls of the nearby villages, who had hitherto to run to distant cities and large, renowned colleges where their chances of entry were very constricted. Furthermore, travelling to these institutions was often beyond the affordability of poor agrarian families where boys had to enter work early, and girls were married off to fend poverty. The founding board of Trustees raised subscriptions from the common masses to purchase land and construct bit by bit. The deemed success of the college was to open before the poverty-stricken youth of the region the economically and physically daunting doors of higher education at costs down to the earth. This deep commitment to the rights of the downtrodden to the light of higher education was instilled into the guiding principle of the college and has become, in one and a half decade of history, its mark of distinctiveness.

In the present period of self-study (2018 – 2023) the institution has passed through a phase of near-extinction in the shape of the Covid-19 pandemic, and its responses to the threats faced and the strategies of survival bear out the distinct dedication to the disadvantaged learner. The pandemic hit the student community at this institution in many ways – the disease, shutdown of rural commerce, loss of small jobs, disintegration of families, panic and psychic debacles. Many families were forced to draw their wards out of education and push them into work of some sort. Those with less economic stress lost motivation to study and began to suffer from mental depression. Destruction was looking in the face, and they failed to see studies as a way of survival. It was at nthis juncture that the college returned to its committed service to the poor student. While before the pandemic, in 2018-19, the management granted free studentships and fee waivers and transport concessions to economically poor students and arranged for free medical aid in association with the Students' Health Home, 2019-20 saw the teaching staff enter the arena of online education within a few months of the pandemic closures. When all surrounding institutions were still reeling under shock and all academic activity was suspended, the college formed social media groups of students of each semester and year and began circulating study material using them and the college website. By June 2020 a rigorous online class routine was prepared and day0long classes were begun through the week through audio0visual meetings over the Zoom platform. Online counseling sessions were held to keep students to academic praxis. Text and reference books, notes and study modules prepared by teachers were all provided over the internet for free download and use. For a more comprehensive and academically equipped system, the college shifted within a couple of months to the Google Suite for Education, gaining institutional access to the Google Classroom which has been extensively used since. All this was done to de3liver to all students a regular learning activity at no cost within the safety of their homes. Projects and tests were assigned and regularly turned in when students at other institutions were drifting away. Personal level mentoring, tutorial assistance and online talks and webinars were regularly conducted to keep students glued to academics. Moving on to the session 2020-21, it was noted that a section of students were failing to avail of online teaching as they could not afford the electronic device or the internet service necessary. The college gave out the message that those in such difficulty may apply for help and the college authority would pay up the internet expense. On another hand, most of the material in Google Classroom was simultaneously made available on the college website. Apart from institutional support, teachers offered books and material via Classroom and social media. The institutional spirit of standing by the disadvantaged learner was borne out in all this.

As offline activity resumed in November 2021, campus security and hygiene was given utmost importance. Classes began in cascading mode, each semester in alternate schedule, and the boys' and girls' common rooms were refurbished with sanitizing kits – a student-teacher committee was set up to

look after campus hygiene. Since the aftermath of the pandemic was long and bitter among the rural, poverty-stricken student base, offline attendance was noted to fall significantly and it was decided to continue online teaching-learning in the same vein as during the closure. As an extended appendage to the institutional commitment of supporting the unprivileged, the library catalogues (OPAC) were made open to remote access through the college website in December 2022 and students were encouraged to study off-campus using their NLIST subscriptions.

All these initiatives, taken in hard times, mark the underlying ideal of staying committed to the needs of the disadvantaged learner that is the distinct character of the institution.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college with its four Honours courses and a General (Program) course is a small institution among its peers, with small scope of growth and academic advancement, especially in the areas of research and innovation. Lack of funds/grants from government/non-government sources has ever stunted growth. The only resource generated was fees collected from students, much of which was spent up in maintaining infrastructure. The college building was erected gradually and painstakingly out of general subscription, small donations from local people and a few MPLAD grants. During the assessment period, infrastructural growth has moved at slow pace, severely thwarted by the closure of campus due to Covid19 and the drop in fee collection. The annual budget could barely provide for purchase of books and computers, let alone allocation for building extension. Admissions fell to a low, and with the rural economy suffering setbacks, concessions and fee waivers had to be allowed. The challenge of the CBCS curriculum was taken up with insufficient faculty during 2018-20, and thereafter rigorous online activity via Google Classroom and social media platforms was undertaken to keep up academic mobility. A host of webinars were organized during the lockdown to uphold the morale of students and faculty. Taking a lesson from the days of the pandemic, the college authority, in acknowledgement of the importance of games and sports for the human immune system, adopted resolutions and policies to step up sporting activity (inter-class football and cricket tournaments and an inter-college badminton championship were organized) and conserve environmental wealth on the campus (plantation was undertaken and about thirty new species were added to the herbal garden). In cognizance of the difference of campus life before and after the pandemic, the IQAC devised feedback systems for teaching and non-teaching staff, whose results were analyzed and reforms were recommended. An SSS format was also prepared in 2023-24 and the survey results are currently being analyzed. Renewed emphasis has been given on skill development through short add-on courses, with departments devising and running them using their existing resources at no extra cost to the student.

Concluding Remarks :

Through the present period of assessment and accreditation (2018-2023) the college has passed through the extremely lean phase of the pandemic, which caused the majority of the student community in such poor institutions to drop off the education sector. Plans and efforts from before the pandemic suffered debacles, student admissions and campus life patterns shifted radically, and teaching-learning required a complete overhauling even long after the campus reopened. The period was one of implementation of a semesterized CBCS curriculum, replacing the annual system and necessitating intense student-centric classroom activity. Energies and resources were devoted entirely to adaptation to CBCS, with institutions like this lacking faculty, learning resources and governance mechanisms, rendering infrastructural growth and expansion of co-curricular activity back seats. It took all the strength to keep students to their curricula, and to run campus activity in usual rhythm. Yet the college has grown – in rooms, library services, ICT devices, sporting and cultural achievement, collaboration with peer institutions, student support, faculty strength. An employees' cooperative and alumni association have begun, outreach work has been remarkable, the campus has risen in beauty and purity. With the NEP 2020 curriculum taken up in 2023-24, a new era has set in, and the college is planning its means to deliver the holistic growth intended there.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><th>Metric ID</th><th>Sub Questions and Answers before and after DVV Verification</th></tr>
<tr><td>1.2.2</td><td>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
Answer before DVV Verification:
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>00</td><td>00</td><td>00</td><td>00</td><td>101</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>101</td><td>00</td><td>00</td><td>00</td><td>00</td></tr>
</table>
Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.</td></tr>
<tr><td>1.4.1</td><td>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
Answer After DVV Verification: C. Feedback collected and analysed
Remark : DVV has made the changes as per shared clarification.</td></tr>
<tr><td>2.1.2</td><td>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)
Answer before DVV Verification:
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>284</td><td>210</td><td>191</td><td>274</td><td>276</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>264</td><td>274</td><td>181</td><td>210</td><td>273</td></tr>
</table></td></tr>
</table>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
425	425	422	521	521

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
563	563	425	425	425

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	16	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	30	16

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	20	20	18	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	22	18	8

Remark : DVV has made changes as per the data shared by the HEI and the value is

downgraded/upgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	11	20	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	10	17	10

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

Answer before DVV Verification :
Answer After DVV Verification :0

Remark : HEI has not shared relevant documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39.92	40.29	31.01	47.13	50.077

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30.25	0.5	0	8.67	6.27

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.82	25.56	30.7	10.18	7.18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.05	4.87	3.88	3.16	3.53

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1208	1073	914	824	1287

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1208	1072	914	993	1287

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125	50	22	37	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
79	12	14	32	8

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
376	347	317	390	467

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
92	308	261	347	273

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	7	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	7	1	1

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

Answer before DVV Verification:

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

0	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has made the changes as per shared clarification.

7.1.2 **The Institution has facilities and initiatives for**

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

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : D. Any 1 of the above
Answer After DVV Verification: E. None of the above
Remark : HEI has not shared relevant documents.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations