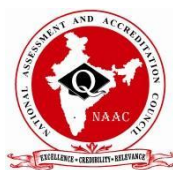


Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality
Assurance Report (AQAR) by Accredited
Institutions

*(AQAR format in line with the revised manual of
Affiliated/Constituent Colleges)
(With effect from the academic year 2020-21)*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072**India

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

To encourage self-evaluation, accountability, autonomy and innovations in higher education;

To undertake quality-related research studies, consultancy and training programmes, and

To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Value Framework

To promote the following core values among the HEIs of the country:

Contributing to National Development

Fostering Global Competencies among Students

Inculcating a Value System among Students

Promoting the Use of Technology

Quest for Excellence

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Published by:

The Director

National Assessment and Accreditation Council (NAAC)

P. O. Box. No. 1075, Nagarbhavi,

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National Assessment and Accreditation Council

Date: 10th July 2020

**Academic Year 2019-2020
(Considering COVID 19 pandemic)**

For the academic years 2019-2020 and 2020-2021 depending on the spread and intensity of the Pandemic, the academic schedules will differ from State to State or University to University, NAAC shall relax the condition making flexible and open-ended provisions for deciding the academic years. Through this institutions will be permitted to make the submissions as and when they complete the academic year.

Further for those who have already submitted their applications, in view of the pandemic situation NAAC shall extend the time for submitting the data including the academic year 2019-2020 within three months from the Government notification to resume the normal academic activities and completion of the conduct of examinations and other academic processes by the Higher Education Institution.

**Sd-
Director, NAAC**

***Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance Report (AQAR)
in Accredited Institutions (with effect from academic year 2020-21)***

Introduction

In pursuance of its action plan for performance evaluation, assessment and accreditation and quality upgradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bengaluru proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. For this, during the post-accreditation period, institutions need to channelize their efforts towards promoting holistic academic excellence including the implementation of peer team's recommendations.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the IQAC. The establishment of the IQAC is the first step towards institutionalization and internalization of quality enhancement initiatives. Its success depends on its sense of belongingness and participation in all the activities of the institution. It will not be yet another hierarchical structure or a record-keeping unit of the institution but will be a facilitative and participative unit of the institution. It has the potential to become a vehicle for ushering in quality enhancement through its planned and interventionist strategies to remove deficiencies and enhance quality, as in Quality Circles in industries.

IQAC – Vision

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

Objective

The primary aim of the IQAC is

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.

- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Strategies

IQAC shall evolve a mechanism and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services; and
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

- a) Development and application of quality benchmarks;
- b) Setting parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all the stakeholders;
- e) Organization of intra- and inter-institutional workshops and seminars on quality-related themes and promotion of quality circles;
- f) Documentation of various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;

- i) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

Benefits

IQAC will facilitate / contribute to

- a) Ensuring clarity and focus in the institution's march towards quality enhancement;
- b) Ensuring internalization of quality culture;
- b) Ensuring enhancement and coordination among the various units and activities of the institution and institutionalizing all good practices;
- c) Providing a sound basis for decision-making to improve institutional functioning;
- d) Acting as a dynamic system for quality changes in HEIs; and
- e) Building a sound methodology for documentation and internal communication.

Composition of the IQAC

The IQAC should be constituted in every institution under the chairpersonship of the Head of the Institution with heads of key academic and administrative units and a few teachers and a few distinguished educationists and representatives of the local management and stakeholders as members.

The composition of the IQAC should be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all levels (Assistant Professor and Associate Professor) (Three to eight)
3. One member from the Management
4. The senior administrative officer (Office Superintendent/Manager)
5. One nominee each from the Local Society/Trust, Students and Alumni
6. One nominee each from the Employer/Industrialists/Stakeholders
7. One of the senior teachers as the Coordinator of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and

monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities.

The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

While selecting these members, several precautions need to be taken. A few of them are listed below:

It is advisable to choose persons from different backgrounds who have earned respect for their integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.

It is advisable to change the Coordinator every two/three years to usher in new thoughts and activities in the institution.

It would be appropriate to choose senior administrators and persons in charge of institutional services such as library, computer centre, estate office, student welfare, administration, academic tasks, examination and planning and development.

The management representative should be aware of the institution's objectives, strengths and limitations, and should be committed to its improvement. The local Society/Trust representatives should be of a high social standing and should have made significant contributions to society and to education, in particular.

The Role of the Coordinator

The role of the Coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The IQAC Coordinator may be a senior and competent person with rich experience and exposure to quality aspects. He/She may be a full-time functionary or a senior academician/administrator entrusted with additional responsibility as the IQAC Coordinator. Secretarial assistance should be ensured by the administration. It is essential that the coordinator has a sound knowledge of computers and data management.

Operational Features of the IQAC

Quality assurance is a by-product of the ongoing efforts of an institution to define its objectives and chalk out a work plan to achieve them and also specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement

rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The IQAC has to ensure that whatever is done in the institution for higher education is done efficiently and effectively. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on the various aspects of the functioning of the institution. The IQAC Coordinator has a major role in implementing these functions. The IQAC may derive support from the already existing units and mechanism that contribute to the functions listed above.

Institutions are requested to submit the AQAR every year and the submission should start after one year from the date of accreditation. A functional IQAC and timely submission of the AQAR are the minimum institutional requirements to go in for the second, third and subsequent cycles of accreditation. During the institutional visit, the NAAC peer team will interact with the IQAC to know about its functioning, progress, and the quality sustenance initiatives undertaken by it.

The AQAR may be part of the Annual Report. It shall be approved by the statutory body/bodies of the HEIs (such as the Syndicate/Governing Council/Executive Council/Board of Management) which will also monitor the quality enhancement measures undertaken by the IQAC.

The IQAC may create its exclusive window tab on its institutional website for keeping the documents pertaining to NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation. It shall regularly upload/report on its activities and host the AQAR as well.

Revised Accreditation Framework

NAAC launched the Revised Accreditation Framework in July 2017 and hence the AQAR format also was modified in tune with the new methodology. The tools and parameters in the new AQAR format have been designed in such a way that the preparation of the AQAR would facilitate the HEI's SSR preparation for the upcoming cycle of accreditation. It is hoped that new AQAR format would facilitate Higher Education Institutions in creating a good database at the institutional level for enhancing a culture of excellence.

As per the Revised Accreditation Framework (RAF), NAAC-accredited institutions need to submit the AQAR online. Henceforth, HEIs need not submit the printed/hard copy of the AQAR to NAAC. The login ID for the online submission of the AQAR will be the e-mail ID used for the Institutional Information for Quality Assessment (IIQA). The AQAR of the preceding year should be submitted to NAAC before 31st December every year. When institutions submit the AQAR online they will receive an automated response from the NAAC portal.

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided that with effect from 16th September 2016 regular submission of the AQAR is mandatory for the second and subsequent cycles of accreditation.

The following are the prerequisites for the submission of AQAR for all Higher Education Institutions opting for the second and subsequent cycles of Assessment and Accreditation:

- The institution should have a functional IQAC.
- The minutes of IQAC meeting(s) and compliance to the decisions taken should be uploaded on the institutional website.
- The institution should have uploaded the AQAR on its institutional website for access to all its stakeholders.

Note: The terms and abbreviations used in the AQAR are in accordance with the respective NAAC manuals. Please refer to the glossary for the meaning of specific terms and abbreviations used in the AQAR.

Guidelines to HEIs to fill in AQAR

Institution has to submit AQAR online in the prescribed format only. Institution has to provide Completed academic year data. Only one year data to be provided in AQAR.

Duly filled Data template has to be submitted along with AQAR online. Data template along with supporting documents needs to be uploaded in the institutional website.

QIM responses to be recorded in 100-200 words only.

If the institution does not submit the AQARs on time, it will be recorded as late submission

After the approval of AQAR, the edit option will not be provided.

If institutions do not respond to the clarification(s) sought and do not edit AQAR accordingly within the stipulated time line even after 3 reminders, NAAC will accept AQAR as it is and an automated email will be sent to the HEI.

All the terms provided in the glossary and used in the AQAR shall be read in conjunction with the respective manuals.

The AQAR format (Affiliated / Autonomous) has to be chosen and submitted for an academic year as per the status approved by UGC for HEI in that respective academic year. After completing one academic year as an Autonomous College, the HEI may submit in AQAR Autonomous College format. For example: The college is accredited

on 31-03-2015. During the academic year 2017-18, suppose in 11 March 2018, a college received the Autonomous status by UGC, the AQAR for 2017-18 should be submitted in Affiliated College format and for Academic year 2018-2019 the college needs to submit AQAR in Autonomous College format.

The revised AQAR format will be implemented from the academic year 2020-2021.

In the AQAR, during the year has been specified which means latest completed academic year.

The HEI's which are submitting AQAR after the first cycle (and subsequent cycle) should provide previous year AQAR links, however, those HEI's which are submitting AQAR for the first year after first cycle of accreditation may provide the SSR link instead of AQAR link.

**The Annual Quality Assurance Report (AQAR) of the IQAC
(For Affiliated/Constituent (UG) Colleges)**

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018)*

(with effect from academic year 2020-21)

Part – A

Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution : KANCHRAPARA COLLEGE

- Name of the Head of the institution: **DR. PRANAB KUMAR BERA**
- Designation: **PRINCIPAL**
- Does the institution function from own campus: **YES**
- Phone no./Alternate phone no.:
- Mobile no.: **9732617441**
- Registered-mail: **info@kpcoll.ac.in**
- Alternate e-mail: **pkbdcb@gmail.com**
- Address :
- City/Town :Kanchrapara
- State/UT :West Bengal
- Pin Code : **743145**

2. Institutional status:

- Affiliated /Constituent: **Affiliated**
- Type of Institution :**Co-education**~~Men/Women~~
- Location :Rural/~~Semi-urban~~/Urban:
- Financial Status: **Grants-in aid/ UGC 2f and 12 (B)/**
~~Self-financing~~ (please specify)
- Name of the Affiliating University: **University Of Kalyani**
- Name of the IQAC Coordinator: **Sandip Mallick**

- Phone no: **7278346037**
- Alternate phone no.
- Mobile: **9674550699**
- IQAC e-mail address: **iqac@kpcoll.ac.in**
- Alternate e-mail address: **sandip@kpcoll.ac.in**

3. Website address:

Web-link of the AQAR: (Previous Academic Year):

For ex: <http://www.kanchraparacollege.ac.in/AQAR2019-20.doc>

4. Whether Academic Calendar prepared during the year?

Yes/No , if yes, whether it is uploaded in the Institutional website: **No**

Weblink:

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st	B+	8.0	24th-25th March,2007	from: 2007 to: 2012
2 nd	NA	NA	Accreditation not done	from: 2012 to: 2017
3 rd	NA	NA		from: to:
4 th				from: to:
5 th				from: to:

6. Date of Establishment of IQAC: **March,2013**

7. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. Biplab Kumar Mukhopadhyay Department of zoology	Monitoring of Migratory Birds at Selected water bodies of Nadia District.	West Bengal Biodiversity Board	5 months	30000/- (Received 22500/-)

Dr. Piyal Bhattacharya Department of Environment Science	“Fluoride enrichment in agricultural soil with potential impacts on rice and other crops, and vegetables cultivated in lateritic zones of West Bengal, India”	Science and Engineering Board (A Statutory Board of Department of Science and Technology, Govt. of India)	N.A	186000/- as final installment in 2020-21
N.A	N.A	N.A	N.A	N.A

8. Whether composition of IQAC as per latest NAAC guidelines: **Yes/No:**

*upload latest notification of formation of IQAC

9. No. of IQAC meetings held during the year: **01**

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

Yes/**No**

https://drive.google.com/file/d/1gWDEkYJh89559Y9M01jxXzg-PL_QSzU7/view?usp=sharing

(If No, please upload the minutes of the meeting(s) and Action Taken Report.)

10. Whether IQAC received funding from any of the funding agencies to support its activities during the year? Yes **No**

If yes, mention the amount: Year: **NA**

11. Significant contributions made by IQAC during the current year (maximum five bullets)

- ***Boundary wall of the college ground proposed and constructed (IQAC Ref.)**
- ***Proposal for Purchase of computers and ACs for various departments**
- ***Proposal for renovation of computer lab of the Commerce Department.**
- ***Proposal for construction of separate computerized lab for Mathematics Department**
- ***Proposal for opening short term certificate course in mathematics**

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/ Outcomes
Boundary wall of the college ground proposed and constructed	Achieved
Proposal for Purchase of computers and ACs for various departments	E-Tender Passed
Proposal for renovation of computer lab of Commerce Department.	Achieved
Proposal for construction of separate computerized lab for Mathematics Department	Achieved

13. Whether the AQAR was placed before statutory body? Yes /**No**

Name of the statutory body: **Governing Body** Date of meeting(s): **To be approved in the next meeting.**

14. Whether institutional data submitted to AISHE:

Yes /**No**: Year: Date of Submission:

Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year

Year	2020-21
Number	24 21(Hons.)+03(Programme)

2. Student:

2.1 Number of students during the year.

Year	2020-21
Number	2264

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

Year	2020-21
Number	1468

2.3 Number of outgoing/ final year students during the year

Year	2020-21
Number	1334

3. Academic:

3.1 Number of full time teachers during the year

Year	2020-21
Number	36

3.2 Number of Sanctioned posts during the year

Year	2020-21
Number	37

4. Institution:

4.1 Total number of Classrooms and Seminar halls: **No. of Class rooms-29, No. of Labs.23, Seminar Hall-01, Auditorium-01**

4.2 Total expenditure excluding salary during the year(INR in lakhs)

Year	2020-21
Expenditure	Rs. 1,96,50,474 /-

4.3 Total number of computers on campus for academic purposes: **68**

PART B

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
1.1.1. QIM	<p><i>The Institution ensures effective curriculum delivery through a well planned and documented process</i></p> <p>Write description of initiatives in not more than 200 words</p> <p>The curriculum is normally developed by the university on the basis of the recommendations of subject experts as per the local, national and global requirements. There is no direct authority of the college in this process. It is a democratic process following statute of the University of Kalyani. Extra-curricular activities like excursions, departmental seminars etc. are included in the curriculum of the college.</p> <p>Regarding effective implementation of the curriculum are important to be noted down.</p> <p>a) Aside from the provision of the seminar grant by the UGC, GB of the college has granted financial assistance for all the departments on the following three accounts:</p> <ol style="list-style-type: none"> i. Seminar by departmental teachers and students. ii. Inter-departmental seminar. iii. Seminar by external experts. <p>b) We have seventeen cells to enrich the following aspects:-</p> <ol style="list-style-type: none"> i. Academic aspect ii. Administrative aspect iii. Society-college interrelationship <p>The syllabus is framed and published by the university with the division of marks and number of classes allotted to each chapter of a particular subject and this is followed by the affiliated colleges. At the start of each session the detailed planning of curriculum along with the name of the teacher responsible for the respective chapter is included in the academic calendar published by the college. It is delivered to each student immediately after his/her admission.</p> <p>Books of the central library have been digitalized. The library has a website. Wi-Fi facility has been provided in the library including the whole college campus. We have seventeen cells to enhance the teaching capability and atmosphere of this educational institution towards academic excellence.</p> <p>Computers have been provided to all departments.</p> <p>Projectors used during seminars or class lectures. GB resolution on three types of departmental seminars annually with grant from the GB:</p> <ol style="list-style-type: none"> a) Seminar by departmental teachers and students. b) Inter-departmental seminars. c) Seminars by external experts.

	<p>The detailed planning of curriculum along with the name of the teacher responsible for teaching the respective chapter is communicated to the students by the concerned departments at the beginning of the session.</p> <p>Preparation of academic calendar and class routine at the beginning of the session.</p> <p>Arrangement of study tour for some departments. Arrangement for Tutorial and Remedial classes. UGC Sponsored National Seminars.</p> <p>Effective role played by the members of the Board of Studies.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload relevant supporting document ● Link for Additional information
<p>1.1.2. QIM</p>	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Write description in maximum of 200 words</p> <p>At the commencement of each academic session, an academic calendar for the entire year is prepared in concurrence with that of the University of Kalyani. The academic calendar is communicated to the departments. The head of the each department in consultation with the teachers, allocates theory and practical classes to the faculties. Accordingly, the master class routine for all the college students is prepared. This task is executed well in advance of commencement of classes. The paper-wise/ unit-wise prepared teaching plan is followed by the faculty members and is studied by the Heads of the respective departments to ensure that the entire portion of the syllabus is covered. The academic year comprises a full yearly session. The number of working days in an academic year is strictly followed. Internal evaluation through class tests is arranged by college. If the number of teaching days is compromised due to unforeseen reason like requisition of the college establishment by government authorities etc., tutorial classes are taken to compensate for the loss as far as possible. At the end of each academic year students are assessed by theory and practical examinations. The University of Kalyani conducts the examinations and publishes the results.</p> <p>The following are the important aspects of the academic calendar.</p> <p>Academic calendar of departmental activity</p> <p>b. Planning of multiple activities of respective committees.</p> <p>c. Planning of extra-curricular activities of N.S.S., and cultural department.</p> <p>d. Activities of Sports Department including prize distribution function.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload relevant supporting document ● Link for Additional information

1.1.3.

Q_nM

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

Year	2020-21
Number	36

1. Academic council/BoS of Affiliating University
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Options

1. All of the above
2. Any 3 of the above
3. Any 2 of the above
4. Any 1 of the above
5. None of the above

	<p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of teachers participated ● Name of the body in which full time teacher participated ● Total number of teachers <p>Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Details of participation of teachers in various bodies/activities provided as a response to the metric ● Any additional information
--	--

Key Indicator- 1.2 Academic Flexibility

Metric No.							
1.2.1. QnM	<p><i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</i></p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">24</td> </tr> <tr> <td></td> <td style="text-align: center;">21(Hons.)+03(Programme)</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> ● Name of all Programmers adopting CBCS ● Name of all Programmes adopting elective course system <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● Minutes of relevant Academic Council/ BOS meetings ● Institutional data in prescribed format (Data Template) 	Year	2020-21	Number	24		21(Hons.)+03(Programme)
Year	2020-21						
Number	24						
	21(Hons.)+03(Programme)						

<p>1.2.2. QnM</p>	<p>Number of Add on /Certificate programs offered during the year 1.2.2.1: How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)</p> <p>The template is combined with 1.2.3</p> <table border="1" data-bbox="327 383 804 472"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <ul style="list-style-type: none"> Names of the Add on /Certificate programs with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Brochure or any other document relating to Add on /Certificate programs List of Add on /Certificate programs (Data Template) 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				
<p>1.2.3 QnM</p>	<p>Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year 1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year</p> <table border="1" data-bbox="327 943 740 1032"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Total number of students enrolled in certificate / Add –on programs Total number of students across all the programs <p>File Description(Upload)</p> <ul style="list-style-type: none"> Any additional information Details of the students enrolled in Subjects related to certificate/Add-on programs 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

Key Indicator- 1.3 Curriculum Enrichment

<p>Metri c No.</p>	
<p>1.3.1. QIM</p>	<p>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum Upload a description in maximum of 200 words. The vision, mission, motto and core values of the college speaks volume about these cross-cutting issues. Naturally, the institution integrates various life skills, values, local and global challenges through its curriculum delivery. The college offers 21 programmes in which each and every issue such as civic sense and responsibility, gender, environment, sustainability and human values are addressed. Naturally, each teacher integrates all these issues as a part of their</p>

<p>teaching -learning process. In the traditional faculties like Arts, Science and Commerce, all these aspects are practically addressed.</p> <p>In all programs have one or other cross cutting issue as part of curriculum. While teaching the prescribed syllabus institute arrange various activities and programmes to address the cross cutting issues such as –</p> <p>Enrichment through curriculum</p> <p>The courses of Kalyani University curricula that contribute towards instilling professional ethics, gender equality and human rights, and sensitivity to environmental concerns among students may classified as:</p> <p>Gender Issues: Reservation policies, constitutional provisions especially for women, visit to the court are covered in Political Science, Sex ratio, education of child mortality, water scarcity, drought, flood, pollution, urbanization and modernization and village surveys are practically exhibited through Geography, Gender issues in History, Demographic issues in Economics. In the literature of Bengali, Hindi and English gender issues are tenderly revealed to the students. The issues of gender equality are best portrayed in poetry, drama and novels such as Pride and Prejudice,</p> <ul style="list-style-type: none">• B. A. (Hons) Political Science: (i) Women, Power and Politics and (ii) Feminism - Theory and Politics• B. A. (Hons) English: Women’s Writing and (ii) Contemporary India: Women and Empowerment <p>Human values: Human Values are covered in curriculum of political science, Economics, History, Geography, Bengali, Hindi, English and B.Com program.</p> <ul style="list-style-type: none">• B. A. (Hons) History: (i) Inequality and difference• B. A. (Hons.) Hindi: (i) Asmitamoolak Vimarsh aur Hindi Sahitya (ii) Asmitamoolak Adhyan aur Hindi Sahitya• B. A. (Hons) Sanskrit: (i) Indian Social Institutions and Polity, (ii) Indian Culture and Social Issues, (iii) Individual, Family and Community in Indian Social Thought• B. A. Political Science (Prog): (i) Human Rights and (ii) Gender and Environment• B. A. Political Science (Hons.): (i) Human Rights in a Comparative Perspective <p>Professional ethics:</p> <p>In commerce and management professional ethics are inculcated with the subjects like Insurance, Fundamentals of Entrepreneurship, Accountancy, Mercantile Law, Business Environment and Business Communications. Communication and soft skill has place in many of these courses. Professional ethics are also integral part of curriculum in all programmes. In Commerce faculty, business skills, multifaceted economic and commercial values are incorporated among the students. There is a compulsory paper of Environmental Science in which a detailed project report is prepared based on the surrounding area.</p> <p>Apart from these issues</p> <ul style="list-style-type: none">• B.Com (Hons): (i) Auditing and Corporate Governance and (ii) Human Resource Management• B.Com (Prog): (i) Human Resource Management

<p>Apart from these issues included in the syllabi of affiliating university, our college has taken the various steps to inculcate these issues among the students. Following are the activities carried out by the college.</p> <p>NSS of the college actively participate in the national flagship programmes and address cross-cutting issues at community level. College organizes enough lectures on the hygiene and sanitation to create awareness about health in girl students.</p> <p>Enrichment through various co-curricular activities To ensure that simultaneity of theory and practice, the college has numerous societies that reinstate the values taught in class through hands on experience. Some of the activities are:</p> <p>Promotion of gender equality and social justice To strengthen the ideology of gender equality and social equality among student community, the college honours everyday heroes who work for women empowerment at grassroots level. Cell organises seminars and conferences to deliberate on gender related issues. The NSS engages in community outreach programme such as teaching of underprivileged kids and enabling women from the slums around the campus to make a living from their cottage industry skills.</p> <p>Environmental consciousness: The college promotes environmental responsibility through the Garden Committee, and the NSS. Various activities like cleanliness drive, tree-plantation and seminars and workshops are organised by these committees to heighten awareness and sensitivity among students and faculty. Ability Enhancement Compulsory Course on Environmental Science: Environmental studies</p> <ul style="list-style-type: none"> ● B. A. (Hons) Economics: Environmental economics ● B. Sc. (H) Botany: Ecology ● B. Sc. (Hons) Zoology: Principles of Ecology ● B. A. (Hons) Geography: (i) Disaster management (ii) Environmental geography (iii) Disaster risk reduction and (iv) Climate change vulnerability and adaptation <p>Conference/Seminars/Summits Academic programmes that address contemporary concerns such as gender issues, environment sustainability are organised to inculcate a good value system.</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.
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<p>1.3.2. QnM</p>	<p><i>Number of courses that include experiential learning through project work/field work/internship during the year</i></p> <p>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year</p> <table border="1" data-bbox="327 365 740 454"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>12</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Course • Details of experiential learning through project work/field work/internship • Name of the Programme <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Programme / Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Number of courses that include experiential learning through project work/field work/internship (Data Template) 	Year	2020-21	Number	12
Year	2020-21				
Number	12				
<p>1.3.3. QnM</p>	<p><i>Number of students undertaking project work/field work/ internships</i></p> <p>1.3.3.1. Number of students undertaking project work/field work/ internships</p> <table border="1" data-bbox="327 1088 1027 1178"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>220(Dept. of Commerce)</td> </tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the programme • No. of students undertaking project work/field work /internships <p>File Description:(Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of programmes and number of students undertaking project work/field work/ /internships (DataTemplate) 	Year	2020-21	Number	220(Dept. of Commerce)
Year	2020-21				
Number	220(Dept. of Commerce)				

Key Indicator- 1.4 Feedback System

<p>Metri c No.</p>	
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<p>1.4.1. QnM</p>	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i> 1) Students 2) Teachers 3) Employers 4) Alumni (within December) Feedback not taken due to lockdown Options: A. All of the above B. Any 3 of the above C. Any 2 of the above Choose any one D. Any 1 of the above E. None of the above Data Requirement: Report of analysis of feedback received from different stakeholders File Description <ul style="list-style-type: none"> ● URL for stakeholder feedback report ● Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) ● Any additional information(Upload) (Note: Data template is not applicable to this metric)</p>
<p>1.4.2 QnM</p>	<p><i>Feedback process of the Institution may be classified as follows:</i> Options: A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management File Description <ul style="list-style-type: none"> ● Upload any additional information ● URL for feedback report (Note: Data template is not applicable to this metric)</p>

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

<p>Metri c No.</p>						
<p>2.1.1. QnM</p>	<p>Enrolment Number Number of students admitted during the year</p> <table border="1" data-bbox="347 1944 762 2018"> <tr> <td data-bbox="347 1944 544 1989"> <p>Year</p> </td> <td data-bbox="544 1944 762 1989"> <p>2020-21</p> </td> </tr> <tr> <td data-bbox="347 1989 544 2018"> <p>Number</p> </td> <td data-bbox="544 1989 762 2018"> <p>2264</p> </td> </tr> </table>		<p>Year</p>	<p>2020-21</p>	<p>Number</p>	<p>2264</p>
<p>Year</p>	<p>2020-21</p>					
<p>Number</p>	<p>2264</p>					



	<p>2.1.1.1. Number of sanctioned seats during the year</p> <table border="1" data-bbox="344 264 759 344"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>2900</td> </tr> </table> <p>Data Requirement last completed academic year.</p> <ul style="list-style-type: none"> Total number of Students admitted Total number of Sanctioned seats <p>File Description:</p> <ul style="list-style-type: none"> Any additional information x Students-Teacher Data.xlsx Institutional data in prescribed format 	Year	2020-21	Number	2900
Year	2020-21				
Number	2900				
<p>2.1.2. Q_nM</p>	<p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1" data-bbox="344 813 759 898"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>1468</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of Students admitted from the reserved category Total number of seats earmarked for reserved category as per GOI or State government rule <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information x Students-Teacher Data.xlsx Number of seats filled against seats reserved (Data Template) 	Year	2020-21	Number	1468
Year	2020-21				
Number	1468				

Key Indicator- 2.2. Catering to Student Diversity

<p>Metri c No.</p>	
<p>2.2.1. Q₁M</p>	<p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></p> <p>Write description in maximum of 200 words</p> <p>Initially, college used to distinguish slow and advanced learner on the basis of the marks scored by the student at his entry level examination. However, in the post accreditation period college took innovative steps such as personal interaction with students about their area of interest, interviewing, question answer session, the quiz on general knowledge etc. The academic performance in the previous academic year is a good indicator to identify the slow and advanced learners. The Admission Committee and office maintains separate register for each class with details such as marks obtained in the previous examination and subjects opted for the course. The heads of the concerned department prepare list of the slow and advanced learners to bridge up the knowledge gap of the enrolled students.</p> <p>Method of subject identification:</p>

The programme is implemented in those subjects that are considered to be difficult for an average student. As per the strategy of IQAC, the following subjects have been recommended for the remedial teaching at entry level of the degree course as slow and advanced learners.

Objectives:

- To raise the confidence level of the student regarding difficult subjects
- To improve the basic knowledge of the slow learners
- To improve the performance in the internal and university examinations
- To reduce the drop out ratio of the slow learners
- To motivate, more books are provided to them.

Execution of the programme:

As per the guidelines of IQAC, the concerned department has developed the following strategy for the conduction of the programme-

- Preparing the list of difficult units and concepts from the university syllabus.
- Preparing duration and time-table of the teaching.
- Arranging some guest lecturers for the students .
- Conducting examination unit tests, class tests, tutorials, home assignment.s
- The performance of students is being communicated to their parents.
- Lectures of eminent personalities organized to create confidence among the students.

The students who scored better marks in their previous examination are enrolled for the batch of advanced learners.

Activities undertaken for slow learners:

- Extra coaching and individual guidance from the subject teacher
- By solving question papers of previous University Examination from the students.

Advance learners : The college takes special interest in identifying and promoting the advanced learners. They are identified through interactive classroom teaching and classroom discussions. Teachers also provide additional guidance, book facilities to them. Talks by resource persons are periodically organized to encourage and strengthen skills of the students to become effective participants in their own learning process.

The college is providing high speed Wi-Fi internet facility for its all stakeholders.

Career counselling programme is organized by the college time to time.

Slow learners:


Departmentally the students who are at the risk of dropout are identified by analyzing the student's attendance, interest, attitude and performance in the class. They are also identified through day-to-day interaction at the classes and from results of the examinations. The College organizes remedial classes for the students of SC/ST communities. Fee concessions (by the Students' Aid Fund) are also provided for the deserving students from economically weaker sections.

Specific Outcome:

The target group of the slow learners showed improvement in the knowledge of concerned subjects and scored better marks in the university examination while advanced learners showed better performance in the knowledge of concerned subjects and scored better marks in the university examination. They were participated in classroom interactions and discussions actively.

A. Following measures are implemented to enhance the intellect of all students:

Orientation Programmes are organized by all departments at the beginning of every academic year to develop a better learning environment.

	<p>The College endorses mentoring system where faculties help students with their personal and academic challenges. Continuous internal assessments i.e. Regular class tests, open book tests and preliminary examinations facilitate consistent progress of students. The College ensures interactive teaching-learning process through group discussions, case studies, quizzes, audio-visual aids, e-content modules, fairs and tech-exhibitions.</p> <p>Workshops, seminars and Industrial visits are arranged for the students to gain practical knowledge.</p> <p>The College maintains a Student Counseling Center to cater to the emotional needs of the student community.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Past link for additional Information ● Upload any additional information 						
<p>2.2.2. Q_nM</p>	<p>Student- Full time teacher ratio (Data for the latest completed academic year)</p> <table border="1" data-bbox="344 745 954 963"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of Students</td> <td>2264</td> </tr> <tr> <td>Number of teachers</td> <td>Full Time + SACT =(36+71) = 107</td> </tr> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> ● Total number of Students enrolled in the Institution ● Total number of full time teachers in the Institution <p>Formula: Students: teachers</p> <p>File Description (Upload) </p> <ul style="list-style-type: none"> ● Any additional information <p>(Note: Data template is not applicable to this metric)</p>	Year	2020-21	Number of Students	2264	Number of teachers	Full Time + SACT =(36+71) = 107
Year	2020-21						
Number of Students	2264						
Number of teachers	Full Time + SACT =(36+71) = 107						

Key Indicator- 2.3. Teaching- Learning Process

<p>Metri c No.</p>	
<p>2.3.1. Q₁M</p>	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Upload a description in maximum of 200 words</p> <p>The vision and mission statement clearly states that the entire process of the college is student oriented and focused on their overall development. All stakeholders of the college are well aware about the aspirations of the students because majority of our students come from the nearby villages. Apart from ‘Chalk and Talk’ or ‘Lecture Delivery’ method, teachers are more focused on the ‘conceptual clarity’ of their</p>

subject. Entire teaching-learning and evaluation process undergoes through all the above mentioned methods. Teacher demonstrates to elaborate the difficult concepts in their local context as well as ICT tools are used to visualize them what they are studying. GB& IQAC encourage teachers to organize and attend the FDPs related to innovative teaching methodologies.

Methods of teaching:

Experiential Learning - Apart from prescribed field projects for Geography and Environmental Science, Zoology and Botany, each department encourages students to get an experience what they are exactly studying in the books. Dept of English, Hindi and Bengali shares the experience of their novels, drama and poetry through the screening of adapted movies. .

Participative Learning – This type of learning is clearly visible in the actual learning process of our college where students participate actively in each and every departmental event such as seminar, group discussion, wall papers, projects, chart . The students of Commerce departments do visit to nearby banks, industries and villages to understand and experience bank transactions, micro-finance groups and land measurement etc. Students are encouraged to ask questions and share their thoughts in the class and assessed by Peer Learning.

Problem-Solving Method –While teaching in the class, students participate in the learning process and experience those things in his/her practical, field work, industry visits. Both faculties encourage students to lead their learning towards solving of their problem and satisfaction. For this, college organize expert lectures on share marketing, retail marketing, video lectures of the teachers. The overall output of different teaching methods is very positively seen in the result and behavior of the student. The guiding principle behind all these things is to ensure that students can link theory with practice, apply their knowledge, and participate in active learning.

The learning environment of the college is student centric. The teachers enlighten the students about the prescribed syllabus and give them wider perspective about the subject through a series of lectures. In the classes where the students are of diverse learning abilities, lectures are delivered with the aim that average student can be able to absorb the concept. The student-centric activities followed in the college are:

- a) Preparation of Assignments
- b) Seminar lectures by students of different departments
Departmental wall magazines
- d) Debates
- e) Seminar lecture by the NSS wing of the college in different issues
- f) Seminar lecture by subject experts
- g) Educational field-trips
- h) Screening of documentary films
- i) Displaying models and charts
- j) Recommending books and journals for further reading

	<p>k) Project report writing l) Environmental studies are compulsory for all first year students.</p> <p>Apart from these students are motivated and encouraged to interact with the subject experts to gain knowledge.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Upload any additional information ● Link for additional information
<p>2.3.2. Q1M</p>	<p><i>Teachers use ICT enabled tools for effective teaching-learning process.</i> Write description in maximum of 200 words</p> <p>The Institution has a significant concern for providing state-of-the-art infrastructure and learning resources to enhance learning experiences. The major hallmark of this learning transition is from teacher centered to student centric. Not only mastering ICT skills, but also utilizing ICT to improve teaching and learning is of utmost importance for teachers in performing their roles. Keeping in mind the importance of ICT, e-learning environment is created in the class rooms with well equipped Smart boards, LCD projectors, audio-visual facilities and various ICT tools. In addition to chalk and talk method of teaching, the faculty members are using IT enabled learning tools like Microsoft Team, Google classroom, easy-to-use tools that help teachers manage coursework like Assignment, PPT, Quiz etc.</p> <p>For effective teaching, modern aids like desktops, laptops, LCD & overhead projectors, etc are utilized in class rooms. Students are encouraged to collect advanced and updated information from the internet. As a part of educational tour the students are taken to educational field trips by various science departments. The college has a future plan to build a digital seminar hall to provide more facilities for effective learning. The faculty members avail the high speed Wi-Fi internet provided by the college. Array of e-journals available for the faculty members Huge stock of e-books available for the faculty members</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information ● Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.

2.3.3.	Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)				
Q _n M	2.3.3.1. Number of mentors Number of students assigned to each Mentor				
	<table border="1"> <tr> <td data-bbox="344 320 592 360">Year</td> <td data-bbox="600 320 841 360">2020-21</td> </tr> <tr> <td data-bbox="344 371 592 439">Number of mentors</td> <td data-bbox="600 371 841 439">72</td> </tr> </table>	Year	2020-21	Number of mentors	72
Year	2020-21				
Number of mentors	72				
	Formula: Mentor : Mentee				
	File Description				
	<ul style="list-style-type: none"> ● Upload, number of students enrolled and full time teachers on roll. ● Circulars pertaining to a ssigning mentors to mentees ● mentor/mentee ratio 				
	(Note: Data template is not applicable to this metric)				

Key Indicator- 2.4 Teacher Profile and Quality

Metri c No.					
2.4.1.	<p><i>Number of full time teachers against sanctioned posts during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">Full-time: 36 SACT: 71</td> </tr> </table> <p>QnM</p> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of full time teachers ● Number of sanctioned posts <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● full time teachers and sanctioned posts for year(Data Template) ● Any additional information ● List of the faculty members authenticated by the Head of HEI 	Year	2020-21	Number	Full-time: 36 SACT: 71
Year	2020-21				
Number	Full-time: 36 SACT: 71				
2.4.2.	<p><i>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super specialty / D.Sc. / D.Litt. during the year(consider only highest degree for count)</i></p> <p>D.N.B2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.CSuperspeciality / D.Sc. / D.Litt.</i> during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">Full-time: 23 (Ph.D) SACT: 19 Ph.D</td> </tr> </table> <p>QnM</p> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /D.Litt. ● Total number of full time teachers: 36 Total Number of SACT: 71 <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● List of number of full time teachers with <i>Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.</i> and number of full time teachers for year(Data Template) <p>https://docs.google.com/spreadsheets/d/1GjYvYVInAFvYQI_AqOSZIDW7cpVSUd9F/edit?usp=sharing&ouid=103796883645560576901&rtpof=true&sd=true</p>	Year	2020-21	Number	Full-time: 23 (Ph.D) SACT: 19 Ph.D
Year	2020-21				
Number	Full-time: 23 (Ph.D) SACT: 19 Ph.D				

2.4.3. Q _n M	<p>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">Full-time: 454 Years SACT: 360 Years</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> ● Name and Number of full time teachers with years of teaching experiences <p>File Description: (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● List of Teachers including their PAN, designation, dept. and experience details(Data Template) <p>https://docs.google.com/spreadsheets/d/1GjYvYVInAFvYOL_AqOSZIDW7cpVSUd9F/edit?usp=sharing&oid=103796883645560576901&rtpof=true&sd=true</p>	Year	2020-21	Number	Full-time: 454 Years SACT: 360 Years
Year	2020-21				
Number	Full-time: 454 Years SACT: 360 Years				

Key Indicator- 2.5. Evaluation Process and Reforms

Metri c No.	
2.5.1. Q ₁ M	<p><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i></p> <p>Upload a description not more than 200 words</p> <p>The evaluation processes is an important part of the college and the annual prospectus of the College which is being circulated to the stakeholders especially students and faculties of the College. Annual prospectus is available also in the College website. At the beginning of the academic session, Departmental Heads and faculty members inform the students about question pattern, chapter or topic-wise distribution of marks in the classroom. Time-to-time notifications about evaluation processes issued by Principal are being circulated to the classrooms and displayed in the College notice board. It is also previously notified that which portion of the syllabus will be dealt by whom in the concern department.</p> <p>This is generally done by Academic subcommittee with the concurrence of Examination sub-committee. Class test is also taken by some teachers of some departments for regular evaluation or progress. Final evaluation is taken by the affiliated university. This is basically in the summer recess.</p> <p>The examination process is transparent and compliant with the University of Kalyani guidelines. Students and their parents are informed about examination process through orientation program in the First Year. Semester end and internal examinations of Undergraduate programmes are handled by examination committee.</p> <p>Examination Committee:</p>

	<p>The Committee consists of Convener and members from all Undergraduate departments. Non-teaching staff also lend its support in administrative work. The examination committee performs following functions to maintain transparency and robustness of examination procedure.</p> <p>For internal and semester end examinations: Time table and seating arrangement for examination are displayed on the notice board adequately in advance. For internal examination, syllabus is declared by subject teacher and semester end examination is conducted on entire syllabus. The question papers are verified to eliminate errors and stored in sealed envelope. Supervision duty chart is drafted and informed to teachers. Separate seating arrangement is made for students with learning disability and the College also provides writer, reader and extra time to such students as per university guidelines. Requisite number of copies are printed just 2 hours before actual examination. Attendance of students is maintained properly during examination.</p> <p>Any unfair activity of the student is reported to Unfair Means Committee for appropriate investigation and action. Examination Committee determines deadline for assessment of answer books. Teachers update marks in university portal.</p> <p>Additional responsibilities for semester end examinations: Prepare examination timetable one month in advance and its submission to lead college designated by University. University Subject teachers prepare question papers. The question paper for examination is selected randomly by the University. Controller of examination must send the questions of all subjects to the college and exam committee of the college arrange the semester examinations.</p> <p>Infrastructure for examination related work: The College has designated a specific room having necessary equipment including Computer, Printer, Photocopier and Paper -Shredder for examination work.</p> <p>Frequency of the examinations All Internal, re-internal, practical, semester end and supplementary examinations are conducted in each semester. Project evaluation is done as per requirement of Programme Structure. Additional examinations are conducted for eligible students as per university guidelines. All practical examinations, internal evaluation of projects and internal examination of undergraduate programmes are carried out by individual departments as per university guidelines.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Any additional information ● Link for additional information
<p>2.5.2. QIM</p>	<p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</i></p> <p>Upload a description not more than 200 words</p> <p>IQAC consistently works on student centric activities. It interacts with the exam committee and the students. The Academic Calendar is displayed on the college notice board and on the college website for all stakeholders. In the induction programme, the principal briefs about the examination-evaluation 'The college conducts tutorial, home assignment, tests, presentations, group discussion, etc. to assess the performance of students. The college exam committee executes its internal exams in a very meticulous manner.</p>

New terms and marking system of CGPA and CBCS pattern is elaborated to the students initially. All exam related grievances are addressed to the committee where Principal is the chairperson. Students of the Geography, Zoology and Botany department are assessed by their active participation in the study tour.

Unit tests/tutorials are conducted periodically. The assessment work is carried out by the concerned subject faculty in the institution. The evaluation reports are prepared within the stipulated time and communicated to the students in the classroom as well as displayed on the notice board. The answer books are shown on the demand of the

students and guided them for their better performance in the forthcoming examination of the university. The departments with a small number of students conduct more tests. Results are declared within a week from the end of the exam. Compiled marks are displayed and communicated to the students. Ledger of evaluation is prepared and kept for the students to know their progress. Some departments arrange students' parents and teachers to meet in which their performance is discussed.

The College adheres to all guidelines of the University. The College has developed a culture which is highly supportive of students and strives to create an environment conducive to learning.

1) Time-table:

Transparent: The time-tables of all examinations are displayed on the Notice Board.

Time-bound: The time tables are displayed well in advance to give adequate preparation time for the students.

Efficient: The College ensures that no student writes two examinations on the same day.

2) Hall ticket:

Transparent: Admit card issued by the University of Kalyani reflect all relevant details of the examination.

Time-bound: Admit Card are issued to the students at the proper time.

Efficient: Issues reported by the students regarding admit card are immediately resolved by the College in consultation with the University Examination Department.

3) Question paper:

Transparent: For the question papers generated by the University, the process, which ensures maximum security, is transparent among the faculty.

<p>Time-bound: The University gives a schedule for submission of question papers.</p> <p>Efficient: Errors in question papers are brought to the notice of the Controller of examination who informs the University control room and necessary action is taken. For College examinations, Examination Committee is informed.</p> <p>4) Reevaluation:</p> <p>Transparent: Within stipulated time as given by University Circulars, displayed in the Notice Board, students can apply for photocopy of the answer paper for all theory, practical and internal examinations during COVID-19 lock down period.</p> <p>Time-bound: The Examination Committee gives schedules regarding the time for application, evaluation and declaration of results.</p> <p>Efficient: In case of University examinations, the students can apply online to the University through the College administration and Principal. In case of College examinations, the University rules are applied for the process.</p> <p>5) Prevention of Unfair means:</p> <p>Transparent: A formal report of any malpractice is prepared in the prescribed format and forwarded to the Unfair Means Enquiry Committee.</p> <p>Time-bound: Proper time schedules are followed to communicate to the student, hold the enquiry meeting and declare the decision of the Committee.</p> <p>Efficient: The Committee gives an opportunity to the students to present their cases. Decision is taken based on the merits of each case and in consonance with University ordinances .</p> <p>6) Moderation:</p> <p>Transparent: University guidelines are adhered to.</p> <p>Time-bound: The Examination Committee draws up a schedule for moderation in coordination with assessment completion.</p> <p>Efficient: University guidelines are followed to select the number of papers to be moderated.</p> <p>7) Verification of marks:</p> <p>Transparent: All the faculty members are aware of the various result processing stages.</p> <p>Time-bound: The Examination Committee draws up a schedule for submission of marks, based on which verification will begin.</p> <p>Efficient: The verification of marks is done in two stages to ensure error free final entries.</p> <p>File Description:</p> <ul style="list-style-type: none">● Any additional information● Link for additional information

Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.	
2.6.1. Q1M	<p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words. Programme outcomes encompass a broad spectrum of knowledge, skills, abilities and attitudes that students acquire during the pursuit of graduate courses. The College offers a number of programmes in Science, Humanities and Commerce, each of them with unique and well-defined outcomes. The specific learning outcomes of various courses are built into the curriculum of each discipline and are available on the University website. However, they also have some common outcomes that are summarised here.</p> <p>The College has created an ecosystem for learning beyond the classroom and through numerous other co-curricular and extracurricular activities. Teachers inculcate among students a quest for knowledge that lasts for a lifetime while simultaneously training them in the art of self-learning. We impart the attitude to keep learning, remain updated and readily adopt new developments in technology and in their subject matter. Students are taught to identify, formulate, and analyse real life problems, design and develop solutions and reach valid conclusions using basic principles of their subjects. Training in critical thinking enables them to understand and analyse contemporary societal, environmental and cultural problems. Students learn to ask questions and test possible answers. Students are guided to responsibly interact with the planet, to maintain natural resources, work towards sustainable living and avoid jeopardizing the ability for future generations to meet their needs.</p> <p>Enhancing their communication skills allows them to exchange ideas, thoughts, knowledge and information effectively in the language of their choice. Working in departmental and societal activities fosters in students team spirit and brings their leadership qualities to the fore. Students learn to embrace plurality, respect others' views, mediate disagreements, and arrive at conclusions while maintaining professional and life ethics.</p> <p>We empower students to become future teachers, entrepreneurs, scientists, soldiers and administrators with motivation. They acquire the ability and sensitivity to lead India to strengthen its place in the community of nations.</p> <p>Mechanism of communication of Programme and Course Outcomes:</p> <p>The College has well-designed and effective mechanisms to communicate programme and course outcomes to all stakeholders, which are: Fresh applicants can get the requisite information from the college website as well as from the prospectus.</p> <p>At the time of admission, the Counselling Cell and Students' Help Desk also apprises students of what to expect from various courses.</p> <p>The outcome of courses is clearly outlined during the common Orientation Day organised on the opening day of each academic session. This is further reinforced in</p>

the orientation programmes organised separately by each department. We believe that in order to become productive citizens, our students must be equipped with all necessary skills. Course outcomes are kept in focus while designing extra and co-curricular activities for students. Students are provided opportunities to interact with senior students to learn about their experiences and career paths, so that they are encouraged and motivated to chart out similar roadmaps for their own future. Broad objectives and outcomes of various programmes are enshrined in the vision and mission statement of the college. The College functions with the motto of 'Rise with Education'.

Even though different programs will produce students with different fields of knowledge, the ultimate goal of education would be to help students evolve into responsible and good citizens. Times are changing and students have to develop skills and acquire knowledge beyond their degrees. The Institution facilitates holistic growth of the students by developing their:

1. Intellect: The College supports acquisition of knowledge by students through emphasis on interactive and participative learning.
2. Multi-disciplinary exposure by introducing Certificate courses.
3. Sense of social responsibility through committees like NSS
4. Skills needed for research where students are encouraged to write papers in journals and participate in student research conferences.
5. Cultural awareness: Festivals like Diwali and Christmas are celebrated with great enthusiasm.
6. Moral values: The College strives to offer 'Value based education' by inculcating values like truth, sincerity, hard work and generosity in every activity performed.
7. Interpersonal skills: College festivals, inside and outside, help in developing various organizational skills.

Programme specific and course specific outcomes:

For certain programs, the University in the prescribed syllabi states PSOs/COs or objectives which deal with the need of the course and expected outcomes. These syllabi are available to all stakeholders at the University website, College website and College library and Departments. In cases where outcomes or objectives are not specified in the syllabus, individual departments have stated the same. PSOs and COs have been uploaded on the institutional website. While developing the POs, PSOs and COs, teachers attended workshops organized by the College to gain conceptual clarity.

The College takes a number of steps in dissemination of the vision, mission and programme outcomes among students and other stakeholders. The vision and mission statement is displayed at all strategic locations in the College, College Prospectus and Institutional website. The Programme Outcomes of all graduate programmes offered by the Institution are displayed on the College website.

During the admission process, the teachers counsel the prospective students and parents on the expected outcomes of programmes for selecting their course for admission. Orientation programmes organized for all first year students acquaints the students with the vision, mission and the expected outcomes of their selected programmes. The meeting held for parents of first year students is also used to guide parents to understand the expected outcomes. There is a coordinated effort on the part of the College and students in achieving the desired outcomes: Motivation lectures, Skill enhancement activities and mentoring sessions are organized regularly. Various course specific activities such as live projects, departmental activities and certificate courses enable students to work towards achieving course outcomes.

	<p>File Description:</p> <ul style="list-style-type: none"> ● Upload any additional information ● Paste link for Additional information ● Upload COs for all courses (exemplars from Glossary)
<p>2.6.2. QIM</p>	<p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200 words</p> <p>College always emphasize on the output of student. It regularly directs to the IQAC to execute it properly. The mission statement of the college itself clearly states the approach of the college towards the holistic development of students. There are three programmes in the college viz. Arts, science and Commerce, though these are traditional in nature but college has been continuously working on the attainments of these outcomes. Very systematically, from the first year of their college, the purpose of their academic journey is elaborated through principal address, induction programme, expert lectures and classroom interactions. In order to focus on the outcomes, they are categorized in the slow, average and advanced learner on the basis of their entry level marks. .</p> <p>Close awareness of cross-cutting issues, basic conceptual clarity, life-skills, practical exposure and their behavioral change are few of the parameters to recognize or evaluate the attainment of their course outcomes. Home Assignments and Unit Tests assessment are substantially helping to evaluate the learning outcomes.</p> <p>Lectures on competitive examinations, career counseling and soft skills are playing crucial role in the overall development of the students. To evaluate the outcomes of the above programmes, each and every activity is pre-planned. Program specific outcomes are measured through both academic and non-academic performances of the students.</p> <p>The performance of the students in the internal and external examinations, in the practical and assignments, participation in class activities, role in departmental activities are some of the means by which program specific outcomes are measured. Students are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. Their performance within and outside the college in the various academic events provides another index of their learning-levels. Course outcomes are measured through the performance of the students in the class, practical, internal evaluations, and external evaluations. Students are measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of this performance. Thus, they are helped to improve their performance in the external examinations.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Upload any additional information ● Paste link for Additional information

2.6.3.	<p>Pass percentage of Students during the year</p> <p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Previous completed academic year</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Number of students appeared</td> <td style="text-align: center;">648</td> </tr> <tr> <td style="text-align: right;">Number of students passed</td> <td style="text-align: center;">648</td> </tr> </tbody> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> ● Programme Code ● Name of the Programme ● Number of Students Appeared ● Number of Students passed ● Pass Percentage <p>File Description</p> <ul style="list-style-type: none"> ● Upload list of Programmes and number of students passed and appeared in the fin... (Data Template) ● Upload any additional information ● Paste link for the annual report 	Previous completed academic year		Number of students appeared	648	Number of students passed	648
Previous completed academic year							
Number of students appeared	648						
Number of students passed	648						

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
2.7.1	<i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</i>
Q_nM	

Criterion3- Research, Innovations and Extension

Key Indicator 3.1- Resource Mobilization for Research

Metric No.					
<p>3.1.1. Q_nM</p>	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) 3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <table border="1" data-bbox="327 734 823 855"> <tr> <td>Year</td> <td>20-21</td> </tr> <tr> <td>(INR in Lakhs):</td> <td>2.16 lakh</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the Project/Endowments: Monitoring of Migratory Birds at Selected water bodies of Nadia District. Name of the Principal Investigator: Dr. Biplab Kumar mukhopadyay Name of funding agency: West Bengal Biodiversity Board Year of Award Funds provided: Sanctioned amount Rs.30000.00 College already received Rs. 22,500/- Duration of the project: 5 months Department of recipient: Zoology <p>File Description(Upload)</p> <ul style="list-style-type: none"> Any additional information e-copies of the grant award letters for sponsored research projects /endowments Approval Letter.pdf 3rd Instalment of 1.86 lakh.pdf List of endowments / projects with details of grants (Data Template) 	Year	20-21	(INR in Lakhs):	2.16 lakh
Year	20-21				
(INR in Lakhs):	2.16 lakh				
<p>3.1.2 Q_nM</p>	<p>Number of departments having Research projects funded by government and non government agencies during the year 3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year</p> <table border="1" data-bbox="327 1713 740 1794"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>(INR in Lakhs):</td> <td>2</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of Principal Investigator Duration of project Name of the research project Amount / Funds Received Name of funding agency 	Year	2020-21	(INR in Lakhs):	2
Year	2020-21				
(INR in Lakhs):	2				

	<ul style="list-style-type: none"> Year of sanction Department of recipient <p>File Description(Upload)</p> <ul style="list-style-type: none"> List of research projects and funding details(DataTemplate) Any additional information Supporting document from FundingAgency Paste link to funding agencywebsite 				
<p>3.1.3</p> <p>QnM</p>	<p>Number of Seminars/conferences/workshops conducted by the institution during theyear</p> <p>3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year</p> <p>[NSS-2, Pol Sc. -1, Hindi-1, Commerce-1, Bengali-1,economics-2] Webinar</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of teachers</td> <td>08</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the workshops /seminars Number of Participants Date (From-to) Link to the activity report on the website <p>File Description(Upload)</p> <p>https://docs.google.com/spreadsheets/d/1tphxZ1oSjlprl7NUKT_z6qgJMhnp-a6f/edit?usp=sharing&oid=103796883645560576901&rtpof=true&sd=true</p> <ul style="list-style-type: none"> Report of the event Any additional information List of workshops/seminars during last 5 years (DataTemplate) 	Year	2020-21	Number of teachers	08
Year	2020-21				
Number of teachers	08				


Key Indicator 3.2- Research Publication and Awards


Metri c No.	
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<p>3.2.1. QnM</p>	<p><i>Number of papers published per teacher in the Journals notified on UGC website during the year</i></p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the year</p> <table border="1" data-bbox="327 353 932 477"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Total=31 UGC Care listed: 09</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of paper • Name of the author/s • Department of the teacher • Name of journal • Year of publication • ISBN/ISS Number <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of research papers by title, author, department, name and year of publication (Data Template) <p>Details of Publications for 2021(Updated)</p>	Year	2020-21	Number	Total=31 UGC Care listed: 09
Year	2020-21				
Number	Total=31 UGC Care listed: 09				
<p>3.2.2. QnM</p>	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year</i></p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year</p> <table border="1" data-bbox="344 1395 802 1476"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>02</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher: Title of the paper Title of the book published: Name of the author/s : Title of the proceedings of the conference • Name of the publisher: National/International • National/international : ISBN/ISSN number of the proceedings • Year of publication: <p>File Description: (Upload)</p> <p>Details of Publications for 2021(Updated)</p> <ul style="list-style-type: none"> • Any additional information • List books and chapters edited volumes/ books published (Data Template) 	Year	2020-21	Number	02
Year	2020-21				
Number	02				

Key Indicator 3.3- Extension Activities

Metric No.	
3.3.1. QIM	<p><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year</i></p> <p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words.</p> <p>.Our students are the ‘Goodwill Ambassadors’ of the society. IQAC, in its regular meeting inspires NSS about participation in the ‘National Flagship and Development Programmes’. The college works as the catalyst in Kanchrapara by showing its institutional accountability towards society. The Institution is committed to serve the community through its extension activities by involving students and faculties of all departments and various committees such as NSS, Student Council, etc. This has resulted in creating strong relationships with the local community, local administration, schools, neighborhood organizations and non-profit organizations. These experiences have awakened human values in students. They have been trained to respond quickly whenever there is a need. They have shown great initiative both in active situations like flood relief , cooked food distribution during lock and Oxygen supply to the patient and relief to Yash effected people . Some of the extension activities undertaken by the College are:</p> <p>i. Welfare Blood Donation camps are held every year.</p> <p>ii. Environment conscious Waste Management, Swachh Bharat Abhiyan, Anti Plastic Drive, Save Electricity, Tree Plantation are some of the programs under this section.</p> <p>iii. Civic sense The Student council have taken initiatives like “No Helmet, No Entry” rule, thereby increasing awareness about traffic rules in the neighborhood. Other departments too have promoted Road Safety Measures.</p> <p>vi. Entrepreneurial skills The College hones the entrepreneurial skills in students through Career Awareness Exhibitions</p> <p>vii. Gender sensitization The WDC and other departments focus on promoting gender equality by organizing programs and talks on issues related to women such as, Female Feticide, Save Girl Child, Sexual Harassment at Workplace, Gender Inequality, Healthy Lifestyles for Young Females, Handling Relationships for youth, Women’s Rights, Self Defence Workshop, etc.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information

<p>3.3.2. QnM</p>	<p><i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</i></p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.</p> <table border="1" data-bbox="347 371 1102 524"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>1</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the Award/recognition • Name of the Awarding government/ government recognized bodies • Year of the Award <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of awards for extension activities in last 5 year(Data Template) • e-copy of the award letters  	Year	2020-21	Number	1
Year	2020-21				
Number	1				
<p>3.3.3. QnM</p>	<p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year</i></p> <p>3.3.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year</p> <table border="1" data-bbox="328 1205 932 1361"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <p>Data Requirements (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name and number of the extension and outreach Programmes • Name of the collaborating agency: Non-government, industry, community with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Reports of the event organized Any additional information • Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

<p>3.3.4. QnM</p>	<p>Number of students participating in extension activities at 3.3.3. above during the year</p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year</p> <table border="1" data-bbox="344 398 1182 517"> <tr> <td data-bbox="344 398 584 477">Year</td> <td data-bbox="584 398 1182 477">2020-21</td> </tr> <tr> <td data-bbox="344 477 584 517">Number</td> <td data-bbox="584 477 1182 517">Nil due to Lockdown</td> </tr> </table> <p>Data Requirements for last (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the activity ● Name of the scheme ● Year of the activity ● Number of teachers participating in such activities ● Number of students participating in such activities <p>File Description:</p> <ul style="list-style-type: none"> ●  Report of the event ● Any additional information ● Number of students participating in extension activities with Govt. or NGO etc (Data Template) 	Year	2020-21	Number	Nil due to Lockdown
Year	2020-21				
Number	Nil due to Lockdown				

Key Indicators 3.4 – Collaboration (20)

<p>Metri c No.</p>	
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<p>3.4.1. QnM</p>	<p>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year</p> <table border="1" data-bbox="344 304 924 461"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <ul style="list-style-type: none"> ● Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc during the year <p>Data Requirements:(during the year)(As per Data Template)</p> <ul style="list-style-type: none"> ● Title of the linkage ● Name of the partnering institution /industry/research lab with contact details ● Year of commencement ● Duration(From-To) ● Nature of linkage <p>File Description: (Upload)</p> <ul style="list-style-type: none"> ● e-copies of linkage related Document ● Any additional information <p>Details of linkages with institutions/industries for internship (Data Template)</p>	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				
<p>3.4.2. QnM</p>	<p>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year</p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year</p> <table border="1" data-bbox="328 1099 938 1256"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <p>Data requirement for year : (As per Data Template)</p> <ul style="list-style-type: none"> ● Organization with which MoU assigned ● Name of the institution/industry/corporate house ● Year of signing MoU ● Duration ● List the actual activities under each MoU ● Number of students/teachers participating under MoUs <p>File Description:</p> <ul style="list-style-type: none"> ● e-Copies of the MoUs with institution./ industry/corporate houses ● Any additional information ● Details of functional MoUs with institutions of national, international importance, other universities etc during the year 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metri c No.	
4.1.1. Q1M	<p><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></p> <p>Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 200 words.</p> <p>The college which was founded nearly fifty years ago is now a three storied building. The college has 21 departments runs in two separate sections : Day and Evening with well-furnished class rooms, laboratories, central library with internet facilities, Departmental library, computer lab, photo coping centre, auditorium , sports ground, gymnasium, indoor game rooms.</p> <p>The college auditorium is used for all the cultural programmes of the college. Besides college activities the college auditorium and the college ground are used by various organizations on Sundays and holidays for public examinations as well as conferences, seminars and exhibitions and sports and games. The infrastructure is further utilized for various examination conducted by the university and also for electoral purpose and even for providing shelter to the flood affected people and storm affected people.</p> <p>Gymnasium has also been formed by college fund for the improvement of physical health of the students both for boys and girls.</p> <p>There is a central computer facility in the college and many departments are well equipped with computers. The college office including cash and Accounts Departments have been computerized with LAN connection. Safe Drinking water with water cooler facilities are also provided by the college.</p> <p>The college is committed to provide quality education with reasonable fees to the students as per the needs of the society and in accordance with the rules and regulations of excellence through sincere and effective teaching, proper conduct of examination, regular evaluation of the student's home assignments and class tests throughout the year.</p> <p>The college Governing Body decides the creation and enhancement of infrastructure. Allocations of funds of various departments are taken into consideration on priority basis which are sanctioned by UGC and college fund. The college is also trying to get sponsors for the development of infrastructure to promote the learning environment.</p> <p>Details of ICT Infrastructure</p> <p>Sr. No Particulars Quantity</p> <ol style="list-style-type: none"> 1. Computers : 2. Lap-Top : 3 LCD Projectors : 4. Bar-code Scanners: 5. Color Printer: 6. UPS :

	<p>7. Printers :</p> <p>8. Printers with Scanners:</p> <p>9. Digital Camera:</p> <p>10. T.V:</p> <p>11. CCTV :</p> <p>12. Public Auditory System:</p> <p>13. Battery back-up System:</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Upload any additional information ● Paste link for additional information
<p>4.1.2. QIM</p>	<p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</i></p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words</p> <p>Sports and games always receive encouragement from the college. Adequate facilities in the college are there for outdoor games like football, cricket, volleyball, kabaddi, Badminton etc. and indoor games like table tennis, carom and chess etc. The interested students in sports get technical support from the college sports funds to participate in inter-college sports, inter university sports and in the state and national level tournaments.</p> <p>The college has a playground to conduct annual sports, cricket and football tournaments and prizes and certificates are given to the winners and participants in annual sports meets.</p> <p>A gymnasium has also been formed for the improvement of physical health of the students under the close supervision of a physical trainer.</p> <p>Facilities available on the campus to promote interest in cultural events: Various cultural programmes are organised to bring into lime light the cultural talents of students. Cultural competitions and annual functions are conducted every year and both staff and the students actively participate in such functions.</p> <p>To explore the inherent and hidden talents of the fresher's, the college fresher's welcome and individual departmental fresher's welcome are organised every year. The first-year students are encouraged to exhibit their talent on the stage.</p> <p>Farewell function of outgoing students are also organised by different departments of the college. The college union conducts annual cultural programmes in the college auditorium for two days under the guidance of the teacher in-charge of the cultural sub-committee with the help of secretary, student's union. The cultural secretary, students union is responsible for dissemination of the message related to inter and intra class and inter and intra college cultural events for the students.</p> <p>The cultural secretary, student's union is responsible for dissemination of the message related to inter and intra class and inter and intra college cultural events for the students. The cultural Secretary, students union with the help of the teacher-in-charge of the cultural sub-committee displays the cultural events to be performed in college notice</p>

	<p>board, and the students are also being informed through personal meet from time to time.</p> <p>Games and sports:</p> <p>a) Indoor games in the girls' common room. b) Indoor games in the boys' common room.</p> <p>c) Facilities of following games: i. Football. ii. Cricket. iii. Badminton.</p> <p>d) Inter-departmental football and cricket tournament. e) Annual sports meet conducted by the students' union. f) The college has a Yoga and gymnasium instructor from 2007. g) Inter-departmental cricket tournament. h) Inter-departmental football tournament. i) Inter-departmental carom tournament.</p> <p>Extra-curricular and cultural activities: a) NSS day camps and annual camp. b) Annual cultural festival. c) Freshers' welcome by students' union. d) Departmental freshers' welcome and farewell ceremony. e) Blood donation camp. f) Annual cultural competition. g) Republican day celebration. h) Independence day celebration. i) Teachers' day celebration. j) Tagore's birthday celebration. k) International language day celebration</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information ● Paste link for additional information 				
<p>4.1.3.</p> <p>QnM</p>	<p><i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i></p> <p>4.1.3.1 : Number of classrooms and seminar halls with ICT facilities</p> <table border="1" data-bbox="327 1496 1254 1617"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td style="text-align: center;">Number of Classrooms</td> <td style="text-align: center;">03</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of classrooms with LCD facilities: 02 Commerce ● Number of classrooms with Wi-Fi/LAN facilities: 02 Commerce ● Number of smart classrooms: 01 ● Number of classrooms with LMS facilities: Nil ● Number of seminar halls with ICT facilities: 01 <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information ● Paste link for additional information <p style="text-align: center;">📎 Academic Calendar 2020-21: Number of Classrooms with ICT Facilities</p>	Year	2020-21	Number of Classrooms	03
Year	2020-21				
Number of Classrooms	03				

	<ul style="list-style-type: none">• Upload Number of classrooms and seminar halls with ICT enabled facilities (DataTemplate)
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4.1.4. QnM	<p>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)</p> <p>4.1.4.1.Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>8.75610</td> </tr> </table> <p>Data Requirements : (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> Expenditure for infrastructure augmentation Total expenditure excluding salary <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Upload audited utilization statements Audit not done due to lockdown Upload Details of budget allocation, excluding salary during the year(DataTemplate) 	Year	2020-21	(INR in Lakhs)	8.75610
Year	2020-21				
(INR in Lakhs)	8.75610				

Key Indicator – 4.2 Library as a learning Resource

Metric No.	
4.2.1. QIM	<p>Library is automated using Integrated Library Management System (ILMS)</p> <p>Data requirement for year: Upload a description of library with,</p> <ul style="list-style-type: none"> Name of ILMS software Nature of automation (fully or partially) Version Year of Automation <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Paste link for Additional Information <p>Academic Calendar 2020-21: Additional Information on Library</p>
4.2.2. QnM	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> e-journals e-ShodhSindhu ShodhgangaMembership e-books Databases Remote access to-resources <p>Options:</p> <p>A. Any 4 or more of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Details of membership: Details of subscription: <p>File Description:</p>

	<ul style="list-style-type: none"> • Upload any additional information • Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) 				
<p>4.2.3 QnM</p>	<p><i>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i></p> <p>4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>Nil</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Expenditure on the purchase of books/e-books • Expenditure on the purchase of journals/e-journals in during the year • Year ofExpenditure: <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Audited statements of accounts • Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) 	Year	2020-21	(INR in Lakhs)	Nil
Year	2020-21				
(INR in Lakhs)	Nil				
<p>4.2.4 QnM</p>	<p><i>Number per day usage of library by teachers and students (foot falls and login data for online access)(Data for the latest completed academic year)</i></p> <p>4.2.4.1Number of teachers and students using library per day over last one year</p> <p>Data Requirement</p> <ul style="list-style-type: none"> • Upload last page of accession register details:Nil due to lockdown • Method of computing per day usage of library:Nil due to lockdown • Number of users using library through-access:Nil due to lockdown • Number of physical users accessing library:Nil due to lockdown <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Any additional information • Details of library usage by teachers and students <p>The HEI is requested to calculate the teachers and students usage library per day. Average usage of the library by the college = Total no. of teachers & students in each day for all working days / Total no. of working days</p> <p>(Note: Data template is not applicable to this metric)</p>				

Key Indicator- 4.3 IT Infrastructure

Metri c No.	<ul style="list-style-type: none"> •
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4.3.1.	<i>Institution frequently updates its IT facilities including Wi-Fi</i>
Q1M	<p>Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words:</p> <p>Information Technology has become an indispensable asset for the functioning of every institution. Hence, to meet the demands of the various stakeholders, the Institute frequently updates its IT infrastructure.</p> <p>Internet The College had a 155 Mbps shared Campus Broadband connection until April 2018. Since 19.04.2018, a dedicated broadband of 50Mbps has been given to the College. There is Wi-Fi connection with 10 Access points in the building.</p> <p>Computers The Institute currently has 255 computers hosted in a domain. The computers have been steadily upgraded either by bringing in new devices or by upgrading RAM.</p> <p>Upgradation Date 60 computers purchased 23.10.2017 RAM Upgrade 09.02.2018 RAM Upgrade 17.12.2019</p> <p>IOT Kits The College has purchased Raspberry Pi Kits and its additional components in the year 2017-2018 and 2018-2019.</p> <p>Software The Institute uses open source software. However, with respect to the prescribed syllabus, several licensed software are also used. There is a campus license with Microsoft for the use of various software and Windows Operating System. A licensed copy of antivirus(e-scan) is installed on all machines. The firewall(Sophos) being used by the institute is also licensed and renewed annually. A software Open Book Reader combined with PEARL scanner is installed in the college library for blind and low vision students.</p> <p>Smart Boards/ Projectors The Institute has a total number of 08 smart boards and 30 projectors. Out of 30 projectors, 21 are mounted in the classroom, 01 in the multipurpose hall and 08 are kept mobile.</p> <p>Laptops The Institute promotes the use of ICT in the process of Teaching-Learning. Hence, 16 laptops were purchased since 2015-2016 making the whole count to 18 laptops.</p> <p>Examination The Exam room has a dedicated webcam fitted computer for downloading University question papers, a mounted CCTV which covers the entire room and is also equipped with a paper shredder and a photocopy device. From the year 2018-19, the College is using official Microsoft email-id for receiving the password protected question papers from all faculties.</p>

	<p>Library</p> <p>The library has a photocopier machine, printer, display and scanner. The library has subscribed to J-Gate Social Sciences e-journal package in 2019-20. A scanner for the library was purchased in 2018-19 for scanning question papers. It also has 08 computers for Research work and 03 computers for official and committee work.</p> <p>Communication Software All Official Communication is done via Office 365 and Google Meet using SIES domain account.</p> <p>Office All the office staff have 14 dedicated internet enabled computers and has printers on a 2:1 sharing basis. For official work there is one scanner in the office. The attendance of the staff is captured using a</p> <p>Website The College has an active website with its own domain hosted on the SIES server. The Website is dynamic and displays the latest notifications promptly.</p> <p>Computers with internet facility are provided in the teachers' room for the faculties. The teacher's room is also a secured Wi-Fi zone. Certain designated Wi-Fi zones are there for the students in the campus. Both teachers and students are at liberty to use the UGC Net Resource Centre. The college library is a free Wi-Fi Zone. Departmental heads are provided with Laptops. Apart from that the Geography and Commerce laboratories are provided with computers with internet facility and printers. Future plan of the institution is to increase the number of computers with internet connection both for students and teachers.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information ● Paste link for additional information
<p>4.3.2. QnM</p>	<p>Student – Computer ratio Number of students : Number of Computers Data (6000:68)</p> <p>Requirements:</p> <ul style="list-style-type: none"> ● Number of computers in working condition ● Total Number of students <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information ● Student – computer ratio <p>(Note: Data template is not applicable to this metric)</p>

4.3.3. QnM	<p>Bandwidth of internet connection in the Institution</p> <p>Options:</p> <p>A. ≥ 50MBPS B. 30 - 50MBPS C. 10 - 30MBPS D. 10 - 5MBPS E. < 5MBPS</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Available internet bandwidth <p>File Description</p> <ul style="list-style-type: none"> Upload any additional Information Details of available bandwidth of internet connection in the Institution <p>(Note: Data template is not applicable to this metric)</p>
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Key Indicator – 4.4 Maintenance of Campus Infrastructure

Metric No.					
4.4.1 QnM	<p>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">20-21</td> </tr> <tr> <td style="text-align: center;">(INR in Lakhs)</td> <td style="text-align: center;">1.54539</td> </tr> </table> <p>Data Requirement : (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Non salary expenditure incurred Expenditure incurred on maintenance of campus infrastructure <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Audited statements of accounts. Details about assigned budget and expenditure on physical facilities and academic support facilities (DataTemplates) 	Year	20-21	(INR in Lakhs)	1.54539
Year	20-21				
(INR in Lakhs)	1.54539				
4.4.2. QnM	<p>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library,sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words:</p> <p>The institute has a systematic mechanism for maintenance of all the above facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to concerned agencies, some are maintained by external agencies on demand as per the need and the others are maintained by the faculty members of the institution and skilled staff appointed by the management. Our institute has appointed various dealers through online tendering system for purchasing computers, laptops, printer and other ICT devices.</p> <p>At college level, there are different committees to monitor the smooth functioning of the college. The seminar hall of the college is provided to the</p>				


	<p>programme and activities conducted by the local government offices and NGOs at free of cost.</p> <p>File Description:</p> <ul style="list-style-type: none">• Upload any additional information• Policy Details for System & Infrastructure for the Academic Calendar 2...• Paste link for additional information
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Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.					
<p>5.1.1 QnM</p>	<p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <table border="1" data-bbox="344 645 866 734"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>1922</td> </tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Scheme • Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> • Upload self attested letter with the list of students sanctioned scholarship  • Upload any additional information • Number of students benefited by scholarships and freeships provided by the Government during the year (Data Template) 	Year	2020-21	Number	1922
Year	2020-21				
Number	1922				
<p>5.1.2. QnM</p>	<p><i>Number of students benefited by scholarships, freeships etc. provided by the institution / non- government agencies during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies during the year</p> <table border="1" data-bbox="325 1267 887 1357"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Scheme with contact information • Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template) 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

<p>5.1.3. QnM</p>	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills: <i>Nil</i> 2. Language and communication skills: <i>Nil</i> 3. Life skills (Yoga, physical fitness, health and hygiene): <i>Gymnasium</i> 4. ICT/computing skills: <i>Nil</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the capability building and skills enhancement initiatives ● Year of implementation ● Number of students enrolled ● Name of the agencies involved with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Link to Institutional Website ● Any additional information ● Details of capability building and skills enhancement initiatives (DataTemplate) 				
<p>5.1.4. QnM</p>	<p>Number of students benefited by guidance for competitive examinations and career counseling offered by the Institution during the year</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counseling offered by the institution during the year</p> <table border="1" data-bbox="327 1216 820 1305"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table> <p>Data requirement for year:(As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the scheme ● Number of students who have passed in the competitive exam ● Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

<p>5.1.5. QnM</p>	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies : 2. Organization wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data Requirement: Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.</p> <p> Grievance redressal policy</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee ● Upload any additional information ● Details of student grievances including sexual harassment and ragging cases <p>(Note: Data template is not applicable to this metric)</p>
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Key Indicator- 5.2 Student Progression

Metri c No.					
<p>5.2.1 QnM</p>	<p><i>Number of placement of outgoing students during the year</i></p> <p>5.2.1.1: Number of outgoing students placed during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">Data not Available</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the employer with contact details ● Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Self-attested list of students placed ● Upload any additional information <p>Details of student placement during the year (Data Template)</p>	Year	2020-21	Number	Data not Available
Year	2020-21				
Number	Data not Available				


<p>5.2.2. QnM</p>	<p><i>Number of students progressing to higher education during the year</i> 5.2.2.1. Number of outgoing student progression to higher education</p> <table border="1" data-bbox="363 421 1098 510"> <tr> <td data-bbox="363 421 635 465">Year</td> <td data-bbox="635 421 1098 465">2020-21</td> </tr> <tr> <td data-bbox="363 465 635 510">Number</td> <td data-bbox="635 465 1098 510">Data not Available</td> </tr> </table> <p>Data Requirement: (As per Data Template) Number of students proceeding from</p> <ul style="list-style-type: none"> ● UG toPG: ● PG toMPhil: ● PG toPhD: ● MPhil toPhD: ● PhD to Postdoctoral: <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Upload supporting data for student/alumni ● Any additional information ● Details of student progression to higher education 	Year	2020-21	Number	Data not Available
Year	2020-21				
Number	Data not Available				



<p>5.2.3. QnM</p>	<p><i>Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</i></p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during theyear</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Data not Available</td> </tr> </table> <p>5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during theyear</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Data not Available</td> </tr> </table> <p>Data requirement for year: (As per Data Template) Number of students selected to</p> <ul style="list-style-type: none"> ● JAM ● CLAT ● NET ● SLET ● GATE ● GMAT ● CAT ● GRE ● TOEFL ● CivilServices ● State government examinations <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Upload supporting data for the same ● Any additional information <p><i>Number of students qualifying in state/ national/ international level examinations during the year (DataTemplate)</i></p>	Year	2020-21	Number	Data not Available	Year	2020-21	Number	Data not Available
Year	2020-21								
Number	Data not Available								
Year	2020-21								
Number	Data not Available								

Key Indicator- 5.3 Student Participation and Activities

Metri c No.	
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<p>5.3.1 QnM</p>	<p>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 year.</p> <p>5.3.1.1 : Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.</p> <table border="1" data-bbox="347 421 1206 551"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>1(university) [NSS short film making] Tiyasa Podder , english dept.</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the award/medal ● University /State/National/International ● Sports/Culture <p>File Description (Upload)</p> <ul style="list-style-type: none"> ●  Tiyasa Award.jpg ● Any additional information ● Number of awards/medals for outstanding performance in sports/cultural activities atuniversity/state/national/internationallevel (During the year)(Data Template) 	Year	2020-21	Number	1(university) [NSS short film making] Tiyasa Podder , english dept.
Year	2020-21				
Number	1(university) [NSS short film making] Tiyasa Podder , english dept.				
<p>5.3.2 QIM</p>	<p>Institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)</p> <p>Describe the students’ representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words:</p> <p>The motto of the college is ‘Rural Youth Empowerment through Quality Education’. So enough representation is given in the co-curricular, extracurricular activities of the college and partial representation at the administration level. The college is involved in a number of activities at institutional and societal level. Most of the activities are monitored and executed by the students because they are the members of that town. Student’s Council is set up as per the norms and meetings are held with regular intervals. It consists of the best students from all areas of the college. Apart from them, other active students are also involved in the various committees as per their expertise. These students regularly suggest to upgrade the image of the college in the society.</p> <p>Administrative Level Participation – Students are actively involved in the statutory committees like GB, IQAC, ICC, ,Grievance Redressal Committee etc. In the Student Induction Programme (Earlier - Orientation), they are informed about the functioning of the HEI and their role. The college convinces the students that it’s an opportunity to develop their overall personality. At the administrative level, from the prospectus making committee to most of the committees students are participating. Council plays a very significant role by providing proper feedback of all the students to the institution.</p>				

	<p>The process of admission, exam form submission, scholarship forms, earns and learns etc. is smoothly conducted with the student friendly relations of the institution.</p> <p>Co-curricular and Extracurricular Activity Participation - There are specific committees such NSS, Cultural Activities etc. in which not only students' council but majority of the students are involved and actively participated. It's an opportunity for them give back something to their institute and society by developing their personality. NSS activities like a lecture, workshop, rally, or any social event, our students are well represented on paper and actively involved in the effective implementation of the event. With the help of Student council sports and cultural events are organized in the college, cultural events and competitions, tree plantations in the college premises and also in the town. College students actively participated in these elections. Truly, council helps students to engage in a concrete partnership with all the stakeholders in functioning of the college.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information 				
<p>5.3.3. QnM</p>	<p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <table border="1" data-bbox="344 1099 1010 1189"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil due to lockdown</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> ● List of events/competitions <p>File Description</p> <ul style="list-style-type: none"> ● Report of the event ● Upload any additional information ● Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (DataTemplate) 	Year	2020-21	Number	Nil due to lockdown
Year	2020-21				
Number	Nil due to lockdown				

Key Indicator- 5.4 Alumni Engagement

Metri c No.	
5.4.1 QIM	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p>Describe contribution of alumni association to the institution within a maximum of 200 words</p> <p>Nil, as there is no Alumni at present</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information
5.4.2 QnM	<p><i>Alumni contribution during the year (INR in Lakhs)</i></p> <p>Options:</p> <p>A. ≥ 5Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. <1Lakhs</p> <p>Data requirement for year ():</p> <ul style="list-style-type: none"> ● Alumni association / Name of the alumnus ● Quantum of contribution: Nil, as there is no Alumni at present ● Audited Statement of account of the institution reflecting the receipts. <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information <p>(Note: Data template is not applicable to this metric)</p>

Criterion 6- Governance, Leadership and Management

Key Indicator- 6.1 Institutional Vision and Leadership

Metri c No.	
6.1.1 QIM	<p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 200 words:</p> <p>Vision: Vision of an educational institution is a philosophical path following which the mission and objectives of that institute can be determined. Kanchrapara College, which is, as if, epitomizing Indian society in a miniature form, the vision is to integrate those social settings of mother India into a coherent whole. From the sociological sense, the social settings as stated above,</p>

reflected through the vision of Kanchrapara college, are as follows:-

- a) A 500 years old tradition of 'Bhakti movement', as Lord Chaitanya visited this sacred place and a particular site as preserved is only one kilometer away from the college.
- b) A 500 years old woodcraft industry with a huge population of craftsmen serving eastern part of India.
- c) From the beginning of the colonial rule (the place of the war of Plassey is only sixty kilometers away from here), Kanchrapara became one of the oldest hubs of engineering and jute mill industry in India, with lakhs of workers coming from different corners of the subcontinent with different religious and linguistic affinities.
- d) Ten thousand permanent employees of Kanchrapara railway workshop, one of the oldest railway workshops in India, with their families coming from different provinces of India, representing colours of Indian civilization. They are humbly served by this educational institution, i.e. Kanchrapara College.
- e) Being an international bordering region with Bangladesh, this institute is serving a flux of refugees, who are poverty-stricken people with low caste social background, getting shelter of solace here.

Mission: Kanchrapara College, a NAAC – Accredited (B+) institution of higher learning was founded in the year 1972 and is recognized as one of the leading colleges affiliated to Kalyani University with multidisciplinary courses such as science, Arts, Commerce in day and evening shifts and more than 4000 regular students on roll.

Our main objectives are

- a) To bridge the rural-urban divide.
- b) To inculcate a sense of social commitments and responsibilities in young people.
- c) To empower the underprivileged section of the society by taking the benefits of quality education to them, irrespective of religion, caste, creed and gender.
- d) To excel in all areas of teaching and learning.

The student catchment area of the College is the township of Kanchrapara, an urban locality and its surrounding rural areas. The students enrolled with the College are mostly from economically and also socially disadvantaged sections of society. The College was established primarily with a view of catering to the rising aspirations for higher education among the local and surrounding communities, particularly of such deprived sections as women, Dalit's and rural people. But for this College, many of them could not have any access to the higher education. Various activities of the College are designed keeping in

view the typical needs of its student clients.

Teaching is provided in undergraduate honors and general courses in most of the subjects in science, arts, commerce and also in postgraduate courses in Hindi. Introduction of undergraduate honors course in philosophy and physical education and various other certificate courses are also in the pipeline. Also we have a proposal of having Sanskrit and Philosophy as

	<p>elective subjects in the evening course.</p> <p>Though, the College offers courses mostly in soft discipline, which are affordable to the local students, the College, however, is sensitive to the changes that are taking place in the world of knowledge and also in the needs of society. So it has introduced in its course structure components of such emerging disciplines as computer science, molecular biology & biotechnology, microbiology, environmental science and food & nutrition to develop students' areas of interest and consequent placement in related fields. Our main objective is to prepare students in terms of knowledge, skill and entrepreneurship and innovation so that they can apply their knowledge, skill, professionalism and learning.</p> <p>Special emphasis is also given to the backward students belonging to SC/ST/MINORITIES and also physically challenged students with a special coaching system under the schemes adopted by UGC.</p> <p>Distance postgraduate teaching of Arts subjects of K.U. at Kanchrapara College centre has also been introduced since 2007 and are still continuing with thousands of students with an aim to empower those sections of people who are deprived of regular education.</p> <p>The above objectives are communicated to the teachers, students and other stakeholders through our website and college prospectus.</p> <p>The above vision, mission and objectives are communicated to the teachers, students, staff and stakeholders through our website, prospectus, and academic calendar. It is originally communicated to the students through a few class lectures at the beginning of the session.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information
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<p>6.1.2</p> <p>QIM</p>	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>The College practices decentralization and participative management in several areas of administration.</p> <p>A Governing Body(GB) is formed as per the Government order of West Bengal Higher Education. The GB is the highest decision making body in the college.</p> <p>The IQAC of the College ensures participative management. The College adopts a multi-stakeholders approach with participation of Head of the Institution, GB, IQAC members, alumni, parents and external experts like people from the industry, NGO, etc., guiding the College in its enthusiastic journey towards achieving its mission and its vision. In keeping with the above</p>
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	<p>principles, the Principal of the College offer effective leadership by motivating all staff and students to do their best. Decentralization is practiced throughout the College. The mission of the Society is the guiding line for the objective of the College.</p> <p>At the beginning of the academic year, the objectives of the College are defined. This itself is done by participative management wherein the Principal and Coordinators of all the programs sit together to identify the goals to be achieved in the said year. Once the goals are finalised, the process of decentralisation starts. All activities of the College are conducted in 3 levels – by Programs, by Committees and by Non –teaching staff.</p> <p>Each program has a Coordinator, who is in charge of all the curricular and co-curricular activities of that program. Framing departmental objectives and an academic calendar to achieve the same, are all performed by the Coordinator in due consultation with other faculty members.</p> <p>Various committees - statutory and non-statutory are formed by the Principal and IQAC which conduct different events at college and inter-collegiate levels. National and international days, annual fests, Doctors Day, Plastic Bag free Day, 3rd July, 15 August etc., are celebrated with great energy.</p> <p>Each and every committee has a Convener, and a few other faculty members and a students representative who make up the Committee. Here again there is decentralisation, in the sense, the students are given the freedom to take decisions regarding the activities to be conducted, the scale of operations, whether intra or inter-collegiate, guests to be invited, etc., within well-defined limits. Through events management, students get trained in various practical skills, particularly in team work.</p> <p>The program coordinators and constituent members of the committees are changed periodically to bring in innovation and versatility.</p> <p>The Head Clerk , with the team of non-teaching staff is in charge of the entire administrative work of the College. They liaise with the Kalyani University, State Government and Kanchrapara Municipality various aspects of administration. Collection of fees, submission of student details to the University, coordinating with the University for examinations, correspondence for increase in divisions of programs, increased student intake, handling student scholarships, issuing transcripts for higher studies and completing procedures for teachers’ approval are some of the important responsibilities of the Office.</p> <p>While decentralization is being practised, care is taken by the faculty members, not to overstep the clearly defined rules and regulations of the College.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information
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Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
<p>6.2.1</p> <p>QIM</p>	<p><i>The institutional Strategic/ perspective plan is effectively deployed</i></p> <p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>College has grown in leaps and bounds in all aspects of education “Students” are the primary focus of the Institution. Hence, to meet the changing demands of students, the GB has adopted a “student-centric approach”. The GB has taken the following efforts to improve facilities which would bring all round development of students and ensure their success:</p> <ul style="list-style-type: none"> ● New subject has opened after inspection of Higher Education and University of Kalyani. ● Student intake in a few programs has been increased. ● Staff intake has also increased as per requirement. ● Infrastructure, in terms of class rooms has been enhanced. ● Laboratory infrastructure has been upgraded with respect to no. of computers and software packages. ● Website has been updated. ● Softwares are used for admission, finance and purchase. ● Library resources, both books and online have been steadily growing. ● Reading room facilities have also been added. ● Environment conducive to research is promoted. ● Examination system is transparent. ● The Examination Committee conducts all types of college and University exams. ● The College has displayed the University results in college Website and Whatsapp Groups of students. ● Internal assessment is done as per Academic calendar of the college which has been formed as per academic calendar of the University of Kalyani. ● One Certificate course on mathematics is offered to the students every year. In the area of Sports, the students are offered all possible support to participate in various games at District, State and National level. ● The College organizes activities which offer ample scope to inculcate the sense of social responsibility among students. <p>File Description</p> <ul style="list-style-type: none"> ● Strategic Plan and deployment documents on the website ● Paste link for additional information ● Upload any additional information
<p>6.2.2</p> <p>QIM</p>	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p>

	<p>Describe the Organogram of the Institution within a maximum 200 words:</p> <p>The organogram of Kanchrapara College reflects the democratic character and shared responsibilities with which governance takes place. While the overall supervision of administration and the regulation of finances of the college rests with the Governing Body, whose authority is vested in it by the statutes and ordinances of the University of Kalyani, the administration and execution of everyday functions lies in the charge of the Principal. The functions of the Principal in turn are supported by the faculty and the non-teaching staff.</p> <p>File Description</p> <ul style="list-style-type: none">● Paste link for additional information● Link to Organogram of the Institution webpage<ul style="list-style-type: none">📄 Organogram of the Institution webpage● Upload any additional information
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<p>6.2.3.</p> <p>QnM</p>	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> ● Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination ● Name of the Vendor with contact details ● Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● ERP (Enterprise Resource Planning) Document ● Screenshots of user interfaces ● Any additional information ● Details of implementation of e-governance in areas of operation, Administration etc(Data Template) <p>e-governance in areas of operation</p>
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Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
6.3.1 QIM	<p><i>The institution has effective welfare measures for teaching and non-teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 200 words</p> <p>Kanchrapara College implements several policies that support the welfare of the teaching and non-teaching staff.</p> <ul style="list-style-type: none"> ● The college organises health camps to provide free health check-up and instill awareness about important health issues such as cardiac wellness, women’s health, HIV-AIDS, and mental wellbeing. ● Kanchrapara college has appointed a Doctor for providing health check up , consultation to staff and students to address mental stress and other related issues. ● Salaries are disbursed on the last working day of every month, and reimbursements of allowances are processed in a timely manner. ● The college provides financial assistance to the non-teaching staff without interest. ● Life insurance is provided by the college in the form of a Group Insurance Scheme that covers the staff members at low premium. ● Kanchrapara College provides a healthy and clean work environment conducive for enhancing productivity at work. ● Facilities such as air-conditioned, department rooms, and committee rooms serve as important working space outside the classrooms. ● A dedicated reading room equipped with Wi-Fi enabled computers and printer facilities is available in the library to access e-resources. Teaching staff are also entitled to issuance of fifteen books at a time and non-teaching staff are entitled to issuance of six books in their name. ● Seminars, conferences, training programmes and FDPs are organised by the College at national and international level for faculty enrichment purposes and for nurturing a competitive and thriving academic environment. <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information

6.3.2 QnM	<p><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</i></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 2px;">Year</td> <td style="text-align: center; padding: 2px;">2020-21</td> </tr> <tr> <td style="padding: 2px;">Number</td> <td style="text-align: center; padding: 2px;">Nil due to lockdown</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the teacher ● Name of conference/ workshop attended for which financial support provided ● Name of the professional body for which membership fees provided <p>File Description:</p> <ul style="list-style-type: none"> ● Upload any additional information ● Details of teachers provided with financial support to attend conference, workshops etc during the year (DataTemplate) 	Year	2020-21	Number	Nil due to lockdown
Year	2020-21				
Number	Nil due to lockdown				
6.3.3 QnM	<p><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</i></p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 2px;">Year</td> <td style="text-align: center; padding: 2px;">2020-21</td> </tr> <tr> <td style="padding: 2px;">Number</td> <td style="text-align: center; padding: 2px;">Nil</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> ● Title of the professional development Programme organized for teaching staff ● Title of the administrative training Programme organized for non- teaching staff ● Dates (From-to) <p>File Description (Upload):</p> <ul style="list-style-type: none"> ● Reports of the Human Resource Development Centres (UGCASC or other relevant centres). ● Reports of Academic Staff College or similar centers ● Upload any additional information ● Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (DataTemplate) 	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

<p>6.3.4 QnM</p>	<p>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year</p> <table border="1" data-bbox="395 472 898 555"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>37</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of teachers • Title of the Programme <p>6.3.4.2. Duration (From-to)</p> <p>File Description</p> <ul style="list-style-type: none"> • IQAC report summary • Reports of the Human Resource Development Centres (UGCASC or other relevant centers). • Upload any additional information • Details of teachers attending professional development programmes during the year (Data Template) <p>Professional Development Programmes, Orientation / Induction Progr...</p>	Year	2020-21	Number	37
Year	2020-21				
Number	37				
<p>6.3.5 QIM</p>	<p>Institutions Performance Appraisal System for teaching and non-teaching staff</p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words</p> <p>Performance appraisal system for teaching staff at Kanchrapara College is governed by UGC-Career Advancement Scheme (CAS) guidelines.</p> <p>Appraisal for the teaching staff: Appraisal for teaching staff is based on the Performance Based Appraisal Scheme (PBAS) proforma submitted by faculty seeking for promotion. The PBAS proforma details individual teachers' teaching-learning and evaluation related activities; research and academic contributions; administrative support and contribution in extra- and co-curricular activities as had been detailed in UGC-CAS guidelines. The appraisal/selection committee, appointed by the Principal, in coordination with IQAC scrutinises the proforma based on the UGC-CAS guidelines and recommends the same for promotion.</p> <p>Appraisal for the non-teaching staff: The non-teaching staff at the College comprises a diverse support staff which functions as the backbone of the college. This includes the administrative and accounts staff, the laboratory staff, the library, and housekeeping staff. The performance of the non-teaching staff is reported in a Report of the college in the form of professional training programmes they attended. A report of each non-teaching staff member is prepared by the Principal and entered in the service book. Apart from this, the senior most teachers of departments regularly evaluate the performance of the</p>				

	<p>laboratory staff through confidential, self-appraisal forms submitted by the support staff. Such a mechanism ensures the smooth functioning of the laboratories.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information
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Key Indicator- 6.4 Financial Management and Resource Mobilization

Metri c No.					
6.4.1 QIM	<p><i>Institution conducts internal and external financial audits regularly</i></p> <p>Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words</p> <p>There is a Finance Sub-Committee which monitors the appropriate use of available finances of the college. One member from the teaching staff is appointed as Bursar of the college to look after the financial aspects of the college on behalf of the Principal. The decisions of the Finance Sub-Committee, Purchase Sub-Committee and Bursar have to be approved by the Governing Body. The college accounts are jointly operated by the Principal (who is also the Secretary of the Governing Body) and the President of the Governing Body. Yearly audits of the college finances are made on a regular basis. All processes relating to the financial audit of the college for the financial year 2019-20 is nearly complete, and the same is likely to be conducted by the Chartered Accountant, an authorized auditor of the Government of West Bengal, very soon.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information 				
6.4.2 QnM	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)</i></p> <p>6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 15%;">Year</td> <td style="text-align: center;">2020-21</td> </tr> <tr> <td>INR in Lakhs</td> <td style="text-align: center;">Nil</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> ● Name of the non-government bodies, individuals, Philanthropist ● Funds / Grants Received <p>File Description</p>	Year	2020-21	INR in Lakhs	Nil
Year	2020-21				
INR in Lakhs	Nil				

	<ul style="list-style-type: none"> ● Annual statements of accounts ● Any additional information ● Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)
<p>6.4.3 QIM</p>	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i></p> <p>Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words</p> <p>The major sources of revenue are:</p> <p>Fees collected</p> <p>Sale of application forms for admission</p> <p>Charges for various application forms and fees for services rendered to students Interest received on saving deposits.</p> <p>Surplus from Certificate courses</p> <p>The funds collected are spent only for planned expenditure reflected in the Budget.</p> <p>During the preparation of budget, inputs are obtained from IQAC, departments, library, sports, laboratory and committees. Then the annual budget of the College is prepared. After collecting quotations from the Purchase Department, the budget is revised on the basis of requirements and priorities of the College.</p> <p>The College also makes operational budgetary allocations for salaries of all teaching and non-teaching staff, house- keeping staff, repairs and maintenance, AMCs, license fees, developmental work, audit fees, legal and professional charges, purchase of books and periodicals, event expenses, sports participation fees, reimbursement for paper presentations and workshops, electricity and water bills, stationery expenses, postage & telegram and miscellaneous expenses.</p> <p>The final annual budget (capital & revenue) is tabled before the GB . A specific amount is finalized (on the basis of income) within which the College has to restrict its expenses. All financial transactions are controlled and monitored by internal and external audit. The College distributes endowment prizes and fees concession to the deserving needy students.</p> <p>B. Optimal utilization of infrastructural resources</p> <p>Staggered time table for students for utilization of class rooms and work schedule for teaching and non-teaching staff.</p> <p>ICT enabled computer labs for conducting lectures, Smart class room, Projectors, LCD & mike system in classrooms.</p> <p>Library is well equipped with text books, reference books, journals, magazines, online journals and kindle for reading.</p> <p>Library sitting hours extended during the period of exam.</p> <p>Library is open to senior citizens.</p>

	<p>University examinations conducted in the College. On Sundays, various government exams are conducted in College premises. .Quadrangle used to conduct various events and sport practices.</p> <p>Maximum teaching workload as per university norms shared by the teachers</p> <p>• Experienced and trained teachers appointed as internal auditors for smooth functioning of College activities. Teachers involved in various committees and administrative work.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information
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Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	
6.5.1 QIM	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words</p> <p>The IQAC consistently strives to institutionalize quality assurance strategies and processes at every level of functioning of the Institute.</p> <p>1.Improving Teacher Quality:</p> <p>i.In order to improve teacher quality, the IQAC has been motivating the teachers to attend NET/SLET Workshops.</p> <p>ii. The recruitment of fully qualified teaching faculty has been adopted.</p> <p>iii. The regularization under University norms has been done of fully qualified teachers.</p> <p>iv. Workshops are being conducted by IQAC, Library committee, Research Committee, Central Training Department and other committees encouraging the faculty to use ICT and e-resources.</p> <p>Managing change and Teacher as mentor.</p> <p>vi. Teachers are encouraged to attend Orientation, Refresher and Short term courses. A large number of teachers are enrolled for Online learning platforms .</p> <p>vii. Teachers are encouraged to participate in Syllabus Revision Workshops.</p> <p>•</p> <p>vii. Feedback Mechanism is prepared by the Feedback Committee for conducting student feedback on teaching learning.</p> <p>xi. IQAC is continuously engaged in imparting and sharing ideas by organizing workshops on Best practices adopted by Degree Colleges for Quality enhancement, workshop on interpreting and</p>

	<p>implementing new NAAC guidelines, how to write SSR etc. xiii. Teacher Diary/ Teaching plan is being maintained to monitor the lecture delivery system. 2. Promoting the Culture of Research: The IQAC strives to develop an environment conducive to research. For Teachers i.A Research Centre in the Library is established to promote research culture. Faculties are engaged in publishing research papers and research articles to enhance their knowledge skills. ii. Various conferences have been organized both at national and international levels on varied and relevant topics. iii. IQAC and Research Committee organized a workshop on Minor Research Project and Statistical tools. For Students Students are encouraged to present case studies and write research papers. File Description <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information </p>
<p>6.5.2 QIM</p>	<p><i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</i> (For first cycle - Incremental improvements made for the preceding year with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives) Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 word search Two institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are: (I) Academic Review (II) Implementation of ICT and Experiential Learning Academic Review The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes: The Academic and Administrative Audit (AAA) is the primary teaching-learning review conducted every semester. The AAA evaluates the fulfilment of institutional parameters of planning, execution and record-keeping of teaching practices, curricular, and co- curricular activities. With the implementation of the AAA, there is uniformity in conceptualization of the structure and methodology of academic and extracurricular routine in every academic session. All the departments in the college abide by the institutional norms (initiated by the IQAC) such as: timely submission of workload requirement for forthcoming session; timely distribution of time table among faculty; course completion according to lesson plan; academic and extracurricular work delegation within the department; use of ICT in teaching practices, wherever applicable; execution and moderation of internal assessment(s); assessment of</p>

	<p>learning-outcome by identifying high performing and low performing students, analysis of end-semester examination results, and so on. Such detailed institutional parameters have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning.</p> <p>Review of learning-outcome takes place by evaluating students' interactions in classroom, participation in extracurricular activities, and their performance in internal assessment and end semester examination. Every department presents a report of students' academic performance at the audit meeting. The Internal Assessment Committee also reviews and regulates the practices of evaluation of students (conducted through internal assessments like tests, assignments, presentations, and projects). This exercise is based on the final internal assessment reports submitted by the teachers-in-charge of all departments after moderating the marks of students in all papers taught in the department.</p> <p>Teaching and Learning reforms: The IQAC at the College encourages and ensures continual reforms in teaching-learning methodologies. It lays impetus on the adoption of ICT in teaching practices. Teachers use licensed software like Mathematica (for computing), and free and trial versions of software like and .</p> <p>In these ongoing COVID-19 times, teaching-learning has been supported by various virtual platforms. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. Digital library facilities like INFLIBNET-NLIST and e-resources provide a repository of articles and e-books for teaching and research purposes. To complement curricular learning, experiential learning takes place through educational tours, industrial visits, field study, film screenings, skill-based workshops and webinars</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload any additional information
<p>6.5.3 QnM</p>	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. <i>Collaborative quality initiatives with other institution(s)</i> 3. Participation inNIRF 4. <i>any other quality audit recognized by state, national or international agencies (ISO Certification,NBA)</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above

	<p>E. None of the above</p> <p>Data requirement for year: (As per Data Template)</p> <p>Quality initiatives</p> <ul style="list-style-type: none"> ● AQARs prepared/submitted ● Collaborative quality initiatives with other institution(s) ● Participation inNIRF ● Any other quality audit recognized by state, national or international agencies (ISO Certification,NBA) <p>File Description</p> <ul style="list-style-type: none"> ● Paste web link of Annual reports ofInstitution ● Upload e-copies of the accreditations and certifications ● Upload any additional information ● Upload details of Quality assurance initiatives ofthe institution(Data Template)
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Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	Gender Equity
<p>7.1.1</p> <p>QIM</p>	<p><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></p> <p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p>Kanchrapara College champions the cause of gender equity and sensitises the staff and students to gender-based challenges and concerns. Prescribed curricula in several (Humanities) Honours programmes provide an important platform to engage in discussions regarding gender disparities and factors producing and propagating gender inequities in our society. In addition to the curricular engagements, several co- and extracurricular programmes highlight the centrality of addressing gender concerns and the need to transform the patriarchal society to a gender-equal society.</p> <p>The college is very keen regarding safety and security of the girl students and women faculties the following practices are done in this regard. The college offers admission to downtrodden, needy and economically weaker students. The college is continuously monitoring the security on the campus. The complaints related to the violation of discipline are reported to the concerned staff and placed before the Principal and the members of the discipline committee. The confidence building is done by organizing</p>

workshops and programs on use of sophisticated gadgets for girl students. The college campus is fully covered with sufficient light.

a) The college has **Anti-Sexual Harassment committee** to take necessary action on sensitive issues of the girl students which helps to ensure their vibrant presence. The entire campus is covered under CCTV cameras. The footage of the recording is often seen and necessary actions are taken, if any suspicious activity is observed, by the principal. The college staff has assigned campus supervision to maintain discipline in the campus. The college has adopted a mentor mentee scheme to solve the individual problems both academic and personal of the students. The staff members strive to solve all kinds of problems for the students. College organizes lectures of eminent personalities to create legal awareness, health and hygiene among the students. College has a separate ladies room for girl students.

b) Counseling:

Women cell of the college organizes all important activities associated with the counseling of the students. Formal and informal counseling is done in the college. Staff members motivate the students to improve their overall personality by participating in various activities organized by the college. Staff members inspire the students of downtrodden and weaker section to come to the main stream of the society. The college has mentor mentee scheme, which recommends majority of the mentors to select a mentee especially from the disadvantaged and vulnerable category of the girl students. In the scheme the mentor follows the development of the mentee by providing personal counseling at the different stages. The personal problems of the girl students discussed with the committee members are kept confidential.

c) Common room:

The institution has provided separate common room for boys and girls. The common rooms have essential amenities.

Provide Web link to:

- Annual gender sensitization action plan
- Specific facilities provided for women in terms of:
 - a. Safety and security **ICC, DPI.pdf**
 - b. Counseling
 - c. Common Rooms
 - d. Day care center for young children
 - e. Any other relevant information

<https://www.kanchraparacollege.ac.in/>

Environmental Consciousness and Sustainability	
<p>7.1.2</p> <p>QnM</p>	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Options:</p> <p>A. 4 or All of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> ● Geotagged Photographs ● Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.3</p> <p>QIM</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)</i></p> <ul style="list-style-type: none"> ● Solid waste management ● Liquid waste management ● Biomedical waste management ● E-waste management ● Waste recycling system ● Hazardous chemicals and radioactive waste management <p>Provide web link to</p> <ul style="list-style-type: none"> ● Relevant documents like agreements/MoUs with Government and other approved agencies ● Geotagged photographs of the facilities ● Any other relevant information
<p>7.1.4</p> <p>Q_nM</p>	<p><i>Water conservation facilities available in the Institution:</i></p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Bore well /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Options:</p> <p>A. Any 4 or all of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1of the above</p> <p>E. None of the above</p> <p>Upload :</p> <ul style="list-style-type: none"> ● Geotagged photographs / videos of the facilities

	<ul style="list-style-type: none"> ● Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.5</p> <p>Q_nM</p>	<p><i>Green campus initiatives include</i></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload</p> <ul style="list-style-type: none"> ● Geo tagged photos / videos of the facilities ● Any other relevant documents <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.6</p> <p>QnM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> ● Reports on environment and energy audits submitted by the auditing agency ● Certification by the auditing agency ● Certificates of the awards received ● Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>

7.1.7 Q _n M	<p><i>The Institution has disabled-friendly, barrier free environment</i></p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above <p>Upload:</p> <ul style="list-style-type: none"> ● Geotagged photographs / videos of the facilities ● Policy documents and information brochures on the support to be provided ● Details of the Software procured for providing the assistance ● Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
	Inclusion and Situatedness
7.1.8 QIM	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</i></p> <p>This is the only one college in the town. Most of the students taking admissions in the college are local and belong to the nearby villages. As per government rules the admission process is carried out. Enough care is taken for specific earmarked seats of each category are filled up. The statutory committees of the college are well balanced with the representation of each category. In major extension activities local citizen's participation is commendable. The town council, Post-office, Govt. Hospital, Agricultural office etc. is fully involved in the national developmental activities, national festivals, awareness rallies, and government campaigns. These flex board of environmental awareness, social harmony, unity and values are displayed in the college campus.</p> <p>The college is playing an effective role of catalyst in the town to maintain the peace and national integration. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. Our college belongs to the rural background. Its activities have a very positive impact on the society's cultural & communal thoughts directly The socio-economic conditions are somehow different than the other developed regions of West Bengal.</p> <p>The use of new methods and technologies in agriculture was too</p>

	<p>less, most of the students admitted in our college are belong to the farmer's family. The importance of soil testing was also mentioned for good health of soil and to maintain the soil fertility for long period.</p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> ● Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) ● Any other relevant information. https://www.kanchraparacollege.ac.in/
	<p>Human Values and Professional Ethics</p>
<p>7.1.9 QIM</p>	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p>Empathy and charity are two important social values which every responsible citizen of the country must possess. Various events are organized throughout the year to sensitize students towards their responsibilities as citizens. All activities are collectively or individually conducted by various departments of the College and various committees such as NSS etc.</p> <p>I. PATRIOTISM: Celebrating Independence Day, Republic Day, and undertaking National flag collection drive during these days.</p> <p>To express gratitude towards the Army Jawans of our country, students were encouraged to prepare rakhis during Raksha Bandhan and send them to the army soldiers.</p> <p>II. CIVIC SENSE: Election awareness seminar and Voters ID Drive were conducted jointly with NMMC to guide the students to get their voters' ID. The College regularly organizes blood donation drives, food donation drives, road safety awareness campaigns, first aid training seminars . During disasters like flood in West Bengal distribution of cooked food were distributed among the affected people and other utilities for relief. World AIDS and Human Rights Day are celebrated in order to inculcate moral values, ethics and empathy among students.</p> <p>III. ENVIRONMENTAL CONSCIOUSNESS: Students are encouraged to participate in activities like Tree plantation drives, Animal Welfare Daycelebration, Pollution awareness Seminar, Swachh Bharat Abhiyan and events like "Combating climate change". E-waste collection drives are arranged regularly.</p>

	<p>Students are encouraged to share their notes and collect one-sided used or printed papers and reuse them. Drug awareness, Peace, Non-Violence awareness campaign and anti-tobacco pledge were conducted</p> <p>IV. COVID TIMES:</p> <p>Students and teachers were encouraged to undertake Janta Curfew pledge during lockdown to show their responsibility as citizens. NSS gave messages to students and citizens to stay at home and prevent spread of virus(two online webinar).</p> <p>The Institution is taking maximum efforts to ensure safe environment in the College. Staff are asked to come to College in a distributed manner Security personnel check the temperature, pulse and oxygen of any person who enters the campus. The staff room, laboratories and office are frequently sanitized.</p> <p>Sanitizers are made available at many points in the College. It is compulsory for any person entering the College to wear a mask and maintain social distance. All activities are continued through online platforms.</p> <p>Provide we blink to :</p> <ul style="list-style-type: none"> ● Details of activities that inculcate values; necessary to render students into responsible citizens ● Any other relevant information <p>f. https://www.kanchraparacollege.ac.in/</p>
<p>7.1.10 Q_nM</p>	<p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> ● Code of ethics policy document ● Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.

	<ul style="list-style-type: none"> Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.11</p> <p>QIM</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>We celebrate many commemorative days so that the students are aware of problems and events of international and national importance.</p> <p>International Yoga Day</p> <p>On 21st June, our college celebrates this day by practicing Yoga.</p> <p>Doctors Day:</p> <p>On 1st July, 2021, our college celebrates this day.</p> <p>Plastic Bag Free Day: On 3rd July,2021 our colleges has organized awareness programme.</p> <p>Independence Day</p> <p>On every Independence Day, Flag Hoisting ceremony is followed by Patriotic cultural programs. Flag Collection drive and Human Flag formation were undertaken by our students.</p> <p>Teacher's Day</p> <p>The Student Council celebrates September 5th of every year to remember the contribution of teachers in student's lives.</p> <p>Hindi Bhasha Diwas</p> <p>The Hindi department always celebrates 14th September every year as Hindi Bhasha Diwas to mark the adoption of Hindi as the Official Language of India.</p> <p>International Day for the Preservation of the Ozone Layer</p> <p>Every year, 16th September is celebrated as Ozone Day. M.Sc. EVS Department organizes Guest Lectures for making students aware of the importance of Ozone Layer.</p> <p>Gandhi Jayanti</p> <p>2nd October, the birthday of Mahatma Gandhi, is a day when we remember his values of Peace and Nonviolence.</p> <p>Newly formed F.A.S.E.S. Club celebrated Gandhi Jayanti by conducting activities such as Bhajans, Poster Presentation on Gandhian Values, etc.</p> <p>World AIDS and Human Rights Day</p> <p>National Service Scheme (NSS) unit celebrates World AIDS Day on 1st December and Human Rights Day on 10th December to educate students about AIDS and human rights.</p> <p>World Disability Day</p> <p>BBI & BFM departments celebrated World Disability Day on 3rd of December 2016 to create awareness among people about how a strong will power can overcome deficiencies.</p> <p>Republic Day</p> <p>NSS & Student Council celebrate Republic Day of India on 26th January every year. Flag hoisting</p>

	<p>ceremony is followed by a short cultural program.</p> <p>World Wetlands Day 2nd February is celebrated worldwide as World Wetlands Day. M.Sc. EVS department organized a conference on Wetlands & Climate Change.</p> <p>International Women's Day Women Development Cell and other departments celebrate Women's Day on 8th March every year, acknowledging the greatness of womanhood.</p> <p>Cultural activities conducted by students' union: a) Freshers' welcome. b) Annual cultural festival. c) Republic day and Independence Day celebration. d) Debate, music and quiz competition. e) International language day celebration.</p> <p>Cultural activities of the teachers: Tagore's birthday celebration. a) Cultural programme before puja vacation. b) Organization of seminar lectures by teachers' club (Samanway) c) Celebration of Rabindra Jayanti on 9th May on online mode only due to lockdown</p> <p>Provide we blink to :</p> <ul style="list-style-type: none"> ● Annual report of the celebrations and commemorative events for the last (During the year) ● Geotagged photographs of some of the events ● Any other relevant information https://www.kanchraparacollege.ac.in/
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Key Indicator - 7.2 Best Practices

Metric No.	
7.2.1 Q ₁ M	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <p>Title of the practice: Health profile of teaching and non-teaching staff of Kanchrapara College.</p> <p>2. Goal: a) Our goal is to inculcate a vision of 'Health philosophy' which is akin to the life-philosophy of Mahatma Gandhi, i.e. a life tuned with the natural laws. This is a tradition of Indian society. b) In the 21st century, Nobel laureate professor Amartya Sen has emphasized the same position of human health in relation with his concept of 'capability'. We cannot bring welfare in the life of people only through</p>

injecting flow of capital from the external world.

c) Maintaining health profile of the staff has cultural value behind it, which value is beneficial to establish healthy atmosphere of general administration of the college. When college authority is responsible towards its staff, then they are also responsible towards the authority to strengthen the future vision of the institution.

d) Ultimately this is a kind of 'human relations approach', which is getting emphasized throughout the world in both private and public sector enterprises.

3. Context:

a) There must be emergency medical arrangements to combat any kind of ailment. This leads to fatal or any kind of permanent injury.

b) This is particularly important for students and non-teaching staff who has less access for any kind of regular free checkup in the present and poor condition of 'capability' in their life.

c) This may be incidentally said that, though individual health-file cannot be maintained for students, for practical reasons as they are leaving the institution after three years, still a doctor may be appointed by the college authority for their health checkup.

Those who are not permanently employed, but related with day to day activities of the college (as private security personnel or workers under contractor etc.) must also be under the facility of the free checkup by the doctor.

d) But permanently health-file can be maintained for teaching and non-teaching

staff, where basic information related to health will be available, both for the individual member concerned and also for the doctor for his ready reference.

e) So permanently health policy of an academic institution can be sub-divided into two categories;

i. Primary health centre of the college with doctors, basic medicine and instruments,

ii. Special drives to maintain health-profile for the employees of the college, to be executed by those departments with specialized knowledge on the subject with the help of the doctors.

4. Practice:

Our practice can be divided into two segments, a. Medical aspect, Administrative aspect.

Medical Aspect:

This is again divided into three aspects:

a) Physical assessment,

b) Pathological analysis,

c) Treatment.

a) Physical assessment:

This will be done by measuring of different body parts.

i. Measurement of height:

Height is measured in individual subject to determine the physical dimension of growth. It is measured by the help of stadiometer.

ii. Measurement of weight:

Weight is a very important marker of the healthy person. It is measured by the help of a weighing machine.

iii. Assessment of Body Mass Index:

BMI is the ratio of weight and height. It can be calculated by taking weight in Kgs and height in square meters.

iv. Calculation of waist-hip ratio:

Waist-hip ratio is measured by assessing the circumference of hip and waist to measure obesity.

v. Assessment of ideal body weight:

This is measured by Broca's index (the actual body weight of a person in relation with height).

vi. Blood pressure measurement:

Blood pressure will be measure in two methods for accurate result.

By sphygmomanometer.

By digital pressure machine.

vii. Measurement of fat fold thickness:

This measurement describes the amount of fat which is present in the different parts of the body. This is assessed by the help of herpender calipers.

viii. Diabetic foot test:

The examination of foot will be performed to the subject to identify any wounds or any infections which can be caused due to diabetes.

b) Pathological analysis:

i. Blood for glucose test:

PP

Fasting

Random

ii. Haemoglobin test (proposed)

iii. Lipid profile test (proposed)

c) Treatment:

i. By giving proper diet chart in whole day menu basis.

ii. Lifestyle modification by giving nutrition education to teachers, nonteaching

staff, students' local community people, mother and child, guardian.

iii. By giving medicine by doctor as per requirement of subject.

Administrative aspect:

a) We have a Health cell with HODs of food and nutrition, molecular biology and biotechnology, and principal, NAAC coordinator, IQAC coordinator as ex-officio members.

b) We have a health Centre comprising following features.

i. A well-furnished room.

ii. A doctor with a non-teaching staff.

iii. A patient bed.

d) Health checkup for staff will be done once in a year and record will be kept for future reference.

- e) HOD of food and nutrition is the convener of this health cell.
- f) All medical facilities for staff will also be provided to the students excepting individual medical files for them.
- g) We have the plan to extend all these medical facilities to the family members of our staff and also may be extended to the family members of the village as adapted by NSS.

5. Success of medical health checkup:

a) After measuring BMI, height-weight ratio, obesity was assessed and by providing nutrition education and dietary modification, we were successful to control obesity and to prevent the aftereffects of obesity like hypertension, gout, arthritis, heart diseases, thyroid and diabetes.

b) By providing proper guideline and nutrition education regarding nutritional value of food, we were successful to change the way people thought about being healthy.

c) By assessing blood glucose level, many teachers and outside people were determined as diabetic. By proper diet chart which is provided by nutritionists and medicine which is provided by doctors, we were successful to control the sugar level and to minimize the aftereffects of diabetes.

The success rate of this programme:

Number of teachers: 100

Non-teaching staff: 50

Guardians: 20

Relatives of staff: 20

Local people: 10

Total: 200

Obesity control: 10

Weight control: 20

Diabetes control: 5

6. Problems encountered and resources required

a) No permanent post of doctor.

b) It is not possible for the GB to appoint a doctor in full-time basis.

c) Part-time doctors are not available for all the days or for the whole day in the specific days of their visit.

d) Lack of technical staff.

e) Departmental teachers who are associated with the health cell are overburdened because of their simultaneous departmental work.

f) Kit needed for pathological test is purchased by the college, which is difficult to run in future days without the help of the concerned department of the government.

Resources required:

At present, financial and manpower resources is supplied by the college. But following restructuring is needed:

a) In urban areas, costing of a medical check-up is minimum Rs. 1000

<p>including prescription by the doctor, diet chart by the expert and basic pathological test including ECG. In future, we can take Rs. 50 for pathological test and ECG from the staff and people from the local communities, and this can be absolutely free for the students.</p> <p>b) At present UGC has no provision of giving grants for this purpose. Honorable peer team is requested to convey our problems in this regard to its report so that we can pursue the matter to UGC.</p> <p>7. Notes (optional):</p> <p>a) This must be the practice for any higher education institution throughout India, as because poor health will lead to poor quality grasping of virtue and wisdom, which is the purpose of an educational institution.</p> <p>b) This is the most important way to bridge the gap between the institution and greater society surrounding us.</p> <p>Provide web link to:</p> <ul style="list-style-type: none">● Best practices in the Institutional website● Any other relevant information https://www.kanchraparacollege.ac.in/
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Note:

Format for Presentation of Best Practices

1. Title of the Practice

This title should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

4. The Practice

Describe the practice and its uniqueness in the context of Indian higher education. What are the constraints/limitations, if any, faced (in about 400 words)?

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/implementing Best Practice other Institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

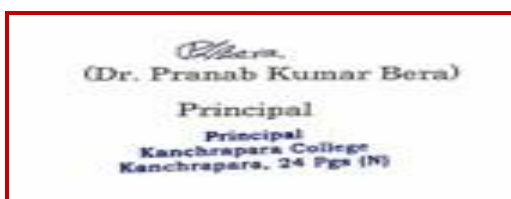
Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1 QIM	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words</i></p> <p>Quality infrastructure for quality education – The College is expanding its infrastructural facilities with the changing time. Each and every stakeholder feels free to suggest the ideas for the development of the college. It is the promise of the college to empower the rural youth with quality education. To make this dream come true, it has been running twenty two short term and add on courses for the students. The college has a spacious and well equipped ground with all gymnastic equipments. It is open for every youth of Kanchrapara College at free of cost. Hundreds of students are benefited from the college infrastructure .</p> <p>Maintaining Health and Hygiene- The college has a health centre to deal with health awareness, nutritional balance diet, and some hygienic practices for students and staff. A doctor visits twice a week and every stakeholder of our college can take the opportunity to consult with him for free of cost.</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> ● Appropriate web in the Institutional website ● Any other relevant information

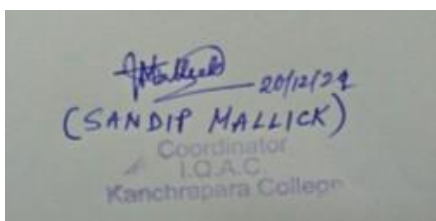
Future Plans of action for next academic year (200 words)

1. To develop skill and empower young people belonging to the local and surrounding communities to be self-reliant by initiating certificate courses to impart vocational

- training to local youths at affordable prices to generate revenue.
2. To empower the underprivileged section of the society by taking the benefits of quality education to them, irrespective of religion, caste, creed and gender. Special emphasis is to be given to the backward students belonging to SC/ST/MINORITIES and also physically challenged students with a special coaching system under the schemes adopted by UGC.
 3. Teaching is provided in undergraduate honors and general courses in most of the subjects in science, arts, commerce and also in postgraduate courses in Hindi. Introduction of undergraduate courses in Business Administration and postgraduate courses in Bengali and commerce are also in the pipeline.
 4. To organise seminars/workshops/performance development programmes to enhance the human resources among students, teachers and other stakeholders of our college.
 5. To develop a well structured placement cell to give possible opportunities to our students and alumni.
 6. To start a free coaching class for our students to prepare themselves for competitive examinations.
 7. To create a registered alumni association for our alumni.



Signature of the Chairperson, IQAC



Signature of the Coordinator, IQAC

Annexure I

Abbreviations:

CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence

For Communication with NAAC

The Director

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