



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

M.U.C.WOMEN'S COLLEGE BURDWAN

**M.U.C. WOMENS COLLEGE B.C. ROAD BURDWAN
713104**

WWW.MUCWCBURDWAN.ORG

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MUC Women's College was established on 28 July 1955 with the mission of educating women, of Burdwan and the neighbourhood areas. With enrolment of less than 50 students in 1955, the College continued to grow over the years. It introduced science course in 1957, opened the Morning shift in 1970 and also opened PG in English in 2005. Originally affiliated to Calcutta University, it came under Burdwan University in 1960 and has now been recognized as a 'Constituent' College.

The College has all through sustained its glorious track record. During 2012-16 alone, as many as 60 students of this College have found berth in the University Rank List (first five positions) and out of them 12 are University toppers. In the assessment period, 10 of our ex-students came out First Class First at the Master level and 22 have been awarded Ph. D. degree by the affiliating University.

Located in District town (23°14' 23" N and 87°51' 10" E), the College is well connected to the rest of the Country by Roadway and Railway. National Highway 2 runs through the town and is just 1KM away from the College. The College has succinctly formulated its vision statement which touches upon the key aspects of its functioning as an academic institute – empowerment of women through education, application orientation of acquired knowledge, bond with community, value-based quality education and development of personality – all of which together have bearing upon the five Core Values of Higher Education identified by NAAC.

Vision

VISION

1. WOMEN EDUCATION: FROM ENLIGHTENMENT TO EMPOWERMENT
2. KNOWLEDGE TO WISDOM: PERCEPTION TO APPLICATION
3. COMPLEMENTATION AND INTEGRATION OF INSTITUTION AND SOCIETY
4. NURTURING THE FEELING OF ALL-TIME INDEBTEDNESS TO THE INSTITUTION
5. MOULDING PERSONALITY: CHANGING ONESELF TO BE SUCCESSFUL AND TO BE ACCEPTED

Mission

MISSION

1. EDUCATION, EMPLOYMENT, SELF-RELIANCE
2. INFORMATION, COMPREHENSION, REPRODUCTION
3. EXTEND, REACH OUT, AND ACCEPT
4. MAKE PROUD, MAKE HAPPY, MAKE CONFIDENT
5. BE TOLERANT AND OTHER REGARDING

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTH:

1. Perceptive & Cooperative management
2. Average quality & potential of students
3. Faculty strength and quality
4. Increasing number of working days
5. Research potential & exposure of teachers

Institutional Weakness

1. Absence of Career oriented/ professional courses
2. Lack of freedom in designing curriculum & introducing courses
3. Fewer PG departments
4. Absence of institution-industry linkage
5. Irregular student attendance

Institutional Opportunity

1. Availability of experts from various fields & profession in the town
2. Scope for cultivating faculty cum student exchange programme with neighbouring colleges
3. Facility for faculty enrichment through NPTEL on-line courses
4. Scope for augmentation in use of renewable energy
5. Locational advantage – proximity to the affiliating University

Institutional Challenge

1. Ensuring greater student involvement in various programmes
2. Enhancing skill development within the framework of the syllabi
3. Modernizing the courses & laboratories
4. Increasing percentage of campus recruitment
5. Reforming the evaluation system

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution teaches the syllabus framed by the affiliating University and has little freedom in designing curriculum. However, the institution takes utmost care for proper implementation of the curriculum. CBCS has been successfully implemented at PG level since 2014 and at the UG level during the current (2017-18) academic session. For effective implementation of curricula, the syllabi have been modularized, class timing extended and timely completion of teaching assignment ensured. The institution also organized a workshop on teaching CBCS English syllabus in collaboration with the department of English, BU. For identifying the learning competence, the College takes Diagnostic Test and also runs Bridge Courses to cater to the needs of slow learners. As class-room teaching is principally subject specific, in order to sensitize the learners to cross-cutting areas, the College organizes awareness programme in the forms of seminars/special lecture/workshops throughout the year.

For the purpose of curricular and skill enhancement, the institution has run 12 Add-on Courses with increasing enrolment number. More and more number of learners are being involved in Project Work which facilitates the scope for self-learning. The Feedback mechanism of the institution is strong and diverse. Analyzing feedback as well as utilizing it for the purpose of improvement is done methodically. The general feedback is discussed at IQAC/GB meeting and for the sake of transparency the College has taken initiative to upload on the institutional website the feedback analysis reports.

Teaching-learning and Evaluation

The drop-out rate of the college is 5.8%; students from other states and other countries have enrolled. The enrolment is over 80% in most Honours Courses. Student centric methods of teaching like use of ICT tools, and Smart Class rooms have been adopted to give space to learners for self-exploration. College has structured the existing personal counselling mechanism into the Mentoring Practice with a specific Guideline. Innovation in teaching methodology has also been made in terms of 'Book Review', 'Stall Exhibition, etc.

20 new appointments have been made through CSC against vacant posts. Ph.D. degree holders have increased to 35, & 18 have been awarded during the assessment period; seven Part time teachers have also M. Phil. as highest degree. The College has granted Study Leave to five teachers for completion of their research. Our faculty members have earned various recognitions –huge downloading of article, inclusion in prestigious bibliography, Wikipedia referencing and reviewing articles for international journals. The college has reformed its evaluative system by introducing viva voce in language course, Rubrics Score sheet for Internal Assessment, Bloom's Taxonomy method in Outcome assessment, and by customizing a software for computer-based assessment of knowledge acquisition.

For addressing examination related grievances answer scripts are shown to students, review applications are submitted on-line and in case of mass grievance, university approached for re-checking of scripts. The average success percentage higher than University success percentage – almost 100% in PG, over **85%** in UG Honours and over **70%** in UG General course.

Research, Innovations and Extension

Summary of research activities:

- 20 Minor Research Projects and 2 Major Research Projects sanctioned by UGC & DST.
- Over 300 articles published in National and International journals with ISSN,

- Over 100 books authored or chapters figured in books with ISBN,
- 7 teachers acting as PhD supervisors; 5 PhD theses submitted
- research infrastructure augmented with RUSA grant
- interdisciplinary research journal **JAST** (ISSN 2395 – 4353), (3 issues) published
- One teacher of English completed Post-Doctoral research at OUCIP, Hyderabad, & also figures figures in an International Bibliography.
- One teacher has Patent.

The Extension Activities of the college carried out by mainly by NSS, NCC & the alumni, some in collaboration with NGOS like Red Cross Blood Donation Camp & Health check-up camp include:

1. Plantation and nurturing saplings
2. Save Girl Child Rally & Swachh Bharat Abhijan
3. Campaign against Addiction, Domestic, Violence, AIDS
4. Awareness Drive for 'Sustainable Environment', 'Traffic Rule', 'Affordable Nutrition', Adolescent Hygiene'
5. Sensitization programmes for Cashless Transaction, Gender Equality, Thalassemia Prevention
6. Distribution of winter cloth & supporting the otherwise able
7. Weekly visit to District Correctional Home for Socio-cultural rehabilitation of female inmates.

College not being located in an industrial belt, we are still lagging behind in matter of collaboration with industries. To extend the scope of such collaboration, recently a few MOUs are signed with neighbouring colleges and a number of programmes have been jointly performed.

Infrastructure and Learning Resources

Compared to the poor infrastructure of the college during the first-cycle NAAC accreditation, and satisfactory but inadequate infrastructure during the second-cycle accreditation, the present infrastructural facilities have increased substantially. The following infrastructural innovations have been made after that:

1. Construction of 9 rooms on the third floor of Rajmata Mahal and 01 in Anjuman Kachhari.
2. Construction of one Auditorium with about 200 seating capacity.
3. Construction of the top floor of Sarala Hostel and two NT Staff Quarters initiated
4. Thorough renovation of 12 rooms and the corridor of Anjuman Kachhari, six rooms in Mobarak Manjil, two rooms in RM Building
5. The outside passage of the English department roofed with corrugated sheet and the cash section shifted.
6. A beautiful front gate constructed,
7. the rectangular terrace before R M Building facelifted,
8. the outside wall & the kitchen of Swarnakumari Hostel repaired
9. decent painting of renovated portion.

Other infrastructural drives at a glance:

- 01 new Cycle Stand,
- 01 Gymnasium,

- 01 small research Laboratory
- , 09 Smart Class rooms
- , 5 units of solar Water-heating system
- Library Collection computerized and one ILMS (COHA) introduced
- One Language Lab & one Computer Lab
- One Virtual
- Wi-Fi facility is available on the entire campus including the Hostels and the College
- periodical updating of IT infrastructure
- adequate budgetary allocation for infrastructural development
- AMC with various service providers.

Student Support and Progression

Student satisfaction is one of the topmost priorities of the college & the institute does not want any student to discontinue her studies due to financial stringency. The College has brought huge number of students under the coverage of various types of scholarships & stipends –Kanyashree, SC, ST, Minority, Jindal, SVMCM and the like. For this, the number of applicants for Free studentship has gone down over the years and it has become possible for the institution to grant Full Free studentship to all the applicants year after year. The college has won District First Prize for target achievement in Kanyashree project, a special stipend scheme of the Government of West Bengal for girl students of poor families. The student support & progression initiatives undertaken by the college are as follows:

- Health Insurance scheme for the students introduced; all students brought under the insurance coverage.
- a number of capability enhancement schemes – Guidance for Competitive exams, Career Counseling, Soft skill development, Remedial Coaching, Language Lab, and Personal Counseling –implemented
- vocational training in handicraft of General Course students
- six-month course run in collaboration with Pedelite since March 2016(272,87 candidates enrolled in 3 batches; 4 offered jobs as trainers)
- Active Grievance Redressal Mechanism
- Students' progression adequately reflected through UG to PG mobility & sporadic successes in NET/SET
- Remarkable recognition of students at various national platforms
- A vital, dynamic & functional Alumni

Governance, Leadership and Management

The institution functions with a well-articulated vision and orients all its activities towards translating the vision into reality. For approximating the target point, a long term Perspective Plan has been drawn and for maximizing the success percentage a strategic plan has also been prepared. A cursory glance at the following may bear witness to it:

- Democratic functioning of GB in policy making
- Decentralization of administration through constitution of committees.
- Manual of committees prepared outlining the composition, tenure, function and jurisdiction of each committee.
- Time Table of service prepared and hosted on the College Website to ensure accountability in rendering service to the students.
- Team spirit encouraged among the staff
- Gradually switching over to e-governance initiated
- Online admission
- Salary through COSA software
- Paperless office introduced; leave application sent through e-mail;
- Intimation to GB members done through e-mail
- the institution vigilant in arresting chance of student drop-out on account of financial stringency.
- an elaborate performance appraisal system – each faculty required to mention in the Attendance Register the duty performed on the day of attendance and submit to IQAC the annual performance report for checking.
- external audit for 2015-16;
- Regular auditing of UGC, the State Govt., University, RUSA grants
- Proactive role of IQAC
- timely submission of AQAR
- participation in NIRF and submission of college data for 2015-16 to the affiliating University for Academic Audit.

Institutional Values and Best Practices

Value based quality education is the professed mission of the institution. Some of the initiatives taken by college to promote inculcation of values are:

- Women Studies Center initiated; Program on domestic violence
- film show on marginalization of women in a patriarchal culture
- Workshop on Equal opportunity
- Successful introduction of Add-on courses
- Environment-awareness programmes undertaken
- Arrangement for rainwater harvesting
- chemical effluent treatment plant and improved the Solid Waste management system constructed
- Banning of plastic cups & carry bags in the campus
- Restriction of entry of motorized vehicles into the college premises on every Wednesday
- decreased use of paper in the office, & emphasis on greening the campus with annual plantation drive
- convention bulbs & tube lights replaced by low-power consuming LED lamps
- Five large-size solar water-heaters installed in the girls' hostels
- the interest of the *divyangjan* addressed
- the visually impaired students encouraged to record the lecture & the needy helped with electronic recording device
- Facility of amanuensis to help them write their exam papers.
- one-wheel chair for the orthopedically challenged.
- Construction of a ramp
- Observance of national festivals and the anniversaries of great Indian personalities.

In our College we have a number of Best Practices worth mentioning, some of which are as follows:

1. 'Book Review' by students
2. 'Knowledge sharing' by teachers; teachers encouraged to share their knowledge acquired in RC/OP, as also that of their seminar presentations at different conferences

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M.U.C.WOMEN'S COLLEGE BURDWAN
Address	M.U.C. WOMENS COLLEGE B.C. ROAD BURDWAN
City	Burdwan
State	West Bengal
Pin	713104
Website	WWW.MUCWCBURDWAN.ORG

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUKRITI GHOSAL	0342-2533168	9434062597	0342-253190 0	mucwcburdwan@g mail.com
Associate Professor	PRADIPTA SENGUPTA	0342-2634144	9474638069	0342-263420 8	pradiptasg.eng@g mail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	28-07-1955

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

State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-05-2016	View Document
12B of UGC	31-05-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	M.U.C. WOMENS COLLEGE B.C. ROAD BURDWAN	Urban	5.18	8810

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	HS	English + Bengali	87	87
UG	BA,English	36	HS	English,English + Bengali	87	87
UG	BA,Sanskrit	36	HS	English + Bengali	87	87
UG	BA,History	36	HS	English + Bengali	87	87
UG	BA,Political Science	36	HS	English + Bengali	67	67
UG	BA,Geography	36	HS	English + Bengali	52	52
UG	BA,Economics	36	HS	English + Bengali	59	20
UG	BA,Philosophy	36	HS	English + Bengali	81	77
UG	BSc,Mathematics	36	HS	English + Bengali	73	73
UG	BSc,Physics	36	HS	English + Bengali	33	33
UG	BSc,Chemistry	36	HS	English + Bengali	33	33
UG	BSc,Zoology	36	HS	English + Bengali	33	33

UG	BSc,Botany	36	HS	English + Bengali	33	29
UG	BSc,Nutrition	36	HS	English + Bengali	31	31
UG	BSc,Microbiology	36	HS	English + Bengali	37	35
UG	BSc,Computer Science	36	HS	English + Bengali	25	23
UG	BSc,Three Years Bsc General	36	HS	English + Bengali	119	66
UG	BA,Three Years Ba General	36	HS	English + Bengali	959	583
PG	MA,English Pg	24	Graduate	English	34	17

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				14				57			
Recruited	0	0	0	0	6	8	0	14	28	24	0	52
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	16	1	0	17
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	12	6	0	18
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	7	2	0	9
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	6	0	12	12	0	34
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	2	2	0	14	12	0	30

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	2	0	0	2
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	6	0	7
PG	0	0	0	0	0	0	1	4	0	5

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	10	18	0	28

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1325	3	0	0	1328
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	17	0	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	217	195	205	234
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	35	45	40	40
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	286	222	193	119
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	878	729	927	1014
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1416	1191	1365	1407

3. Extended Profile

3.1 Program

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

Response: 19

Number of self-financed Programs offered by college

Response: 00

Number of new programmes introduced in the college during the last five years

Response: 04

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3468	3598	3450	3639	3708

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

2016-17	2015-16	2014-15	2013-14	2012-13
856	856	808	444	1000

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

2016-17	2015-16	2014-15	2013-14	2012-13
1000	1067	1100	1035	1000

Total number of outgoing / final year students

Response: 1000

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
70	71	65	69	1000

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

2017-18	2016-17	2015-16	2014-15	2013-14
67	57	57	51	55

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

2016-17	2015-16	2014-15	2013-14	2012-13
72	72	72	72	72

Total experience of full-time teachers**Response: 1051****Number of teachers recognized as guides during the last five years****Response: 07****Number of full time teachers worked in the institution during the last 5 years****Response: 78****3.4 Institution****Total number of classrooms and seminar halls****Response: 60****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
769.35860	904.10538	694.813988	693.4887763	1000

Number of computers

Response: 125

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.40988

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.21338

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution is committed to effective delivery of curriculum in a well-planned and documented way. In order to ensure effective delivery of curriculum the institution has taken following measures:

- 1.Preparation of Academic Calendar
- 2.Publication of Prospectus
- 3.Preparation of Time-Table
- 4.Maintaining Unique Attendance Register
- 5.Preparation of modules
- 6.Syllabus completion Monitoring
- 7.Introduction of Outcome Based Education

- **Academic Calendar** mentions the number of working days, and teaching days, the list of holidays, the tentative dates of College Examination for Semester/Part, and also the tentative date of commencement of class and also of university examinations.
- **Prospectus** mentions the distribution of marks, credits to be earned in a Semester, Semester-specific courses and also the evaluation procedure and weightage for both General and Honours programmes.
- **Time Table** drafted and finalized well ahead of the commencement of classes. It is then staffed by the departments according to the availability of teachers and expertise of faculty. The TimeTable shows the number of classes, both theoretical and practical, allotted to each department. Space has also been left in the Time Table for Library hours and for other academic programmes like seminar and presentation.
- **Attendance Register** for the teachers has been prepared so as to make daily record of all academic activities of the faculty. The number of classes allotted for the day to the teacher, the number of classes taken, special/compensatory class taken – everything is recorded in the register by individual teachers. While this ensures greater accountability, the register is more authentic in terms of documentation of curriculum delivery.
- **Preparation of modules** for every course as well as displaying them on college website is a standard practice. The modules serve as a sort of well-planned guideline for teaching a course and have made delivery of curriculum most effective.
- **Syllabus Completion Monitoring:** In order ensure effective curriculum delivery, the college has introduced a practice of collecting a report that the prescribed syllabus has been taught within the given time by the department. To make it more objective and transparent, the matter of syllabus completion has been included in the student appraisal format to get student feedback on individual teacher regarding effective teaching of the assigned component of the syllabus.
- With the introduction of CBCS, the college has switched to **Outcome Based Education**. For this purpose PO, PSO, and CO have been worked out by the departments. These have been hosted on

website, and outcome measurement method has been finalized.

Other steps towards effective curriculum transaction:

- Appointment of Guest Faculty/Substitute teacher for class management
- Holding of classes after the Test examination if the session is delayed due to extension of the schedule of the university examinations or lengthening of the process of admission
- Usually releasing teachers for attending OP/RC/Short Term Course during the slack session when there is little chance of teaching-learning being seriously impacted due to absence of the faculty
- Mutual rearrangement of classes due to accidental absence
- Arrangement of special lectures by experts

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 14

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
09	05	00	00	00

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 69.69

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	10	09	04	04

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 21.05

1.2.1.1 How many new courses are introduced within the last five years

Response: 04

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 19

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 3.14

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
409	141	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The college wants its graduates to be successful in personal as well as social sphere. This is possible if only the learners can get scope in the institution not only to acquire good subject knowledge but also to develop general awareness about cross-cutting issues. For this purpose in our college emphasis has been laid on interdisciplinary sensitization programmes. The institution regularly tries to integrate these cross-cutting social issues to the curriculum by periodically organizing seminars/ workshops having bearing on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics.

The Women Study Centre of the college carries out various programmes throughout the year to sensitize the learners to the question of Gender Equality. In our time of Climate Change and Environmental Disaster, the issue of Environment and Sustainability is of paramount importance. So in every session the Science departments in general and the Geography department in particular adopt programmes to create awareness about Environment and Sustainability. The college also recognizes the importance of value based education. Human Values are, admittedly, most precious of all values. Communal Harmony, Dignity of Labour and Concern for the Otherwise Able are the three best Human Values that the institution tries to inculcate in the minds of the learners. Scientific Temper which consists in rational, critical approach to life so as to liberate the mind from obscurantism and superstition is another Human Value promoted on regular basis in the institution. The five Graduate Attributes of the college – Gender Equality, Communal Harmony, Dignity of Labor, Social Accountability, Scientific Temper – in one way or the other also embrace these values. Therefore, the college at regular intervals promotes civic and human values by organizing seminars and other awareness programmes.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 2

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 02

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 19.78

1.3.3.1 Number of students undertaking field projects or internships

Response: 686

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.11

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
04	02	04	05	05

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 75.85

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1416	1191	1365	1407	1341

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2008	2008	1829	1584	1560

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 58.88

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
542	466	443	393	333

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:****Assessing learning level:**

Students who join the UG courses hail from different Boards/Councils and as such they are usually a heterogeneous group having different levels of competence. To assess the competence-level of the learners, every department conducts Diagnostic Test which aims at testing the basics of a learner in determining her competence level for the course chosen. The objective of the Diagnostic Test is to organize Bridge Course required for proper orientation to the course to be studied and also to arrange special programmes for the advanced learners.

Bridging the gap:

After Diagnostic Test faculty members offer special orientation lectures for the weak learners. The purpose is to bridge the gap prior to teaching the topics/texts assigned to them. The Bridge classes are held departmentally usually between the first two weeks of commencement of classes. The faculty members make extra effort to help any such student with further clarification/ amplification to boost her cognitive level and offer them suggestions for improvement of performance. Special tutorials are also held to raise the knowledge level of learners to the expected standard. The utility of such introductory classes is twofold: (a) it helps to minimize the knowledge-gap of learners between 10+2 level & UG level & (b) gives them an orientation to the topic/area to be mastered. It also stimulates learner-interest in the domain knowledge and motivates her to attend class with greater involvement

Encouraging the Advanced Learners:

The college also tries to ensure that the advanced learners get full scope to explore their potentials. Special programmes for students, who are adjudged advanced learners in Diagnostic Test, are:

- Permitted to borrow extra book from the college library
- Encouraged to sum up class-discussion
- Selected for making seminar presentations
- Asked to make book- review
- Given charge to lead departmental group during stall demonstration

Orientation on the use of Library: Library is the knowledge centre of an institution but most students do not know the proper and meaningful use of library. In order to equip the learners with a basic idea of the utility of the library the college has introduced a library orientation program for all students. Students are divided into different batches and provided with this orientation. The college librarians, having MLIS degree & NET, make Power Point presentation before the students at library induction session in order to make them aware of how to search books they are looking for, and how to make the best use of the library.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 51.76

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.43

2.2.3.1 Number of differently abled students on rolls

Response: 15

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Converting the conventional Chalk and Talk method of imparting knowledge into a student-centric method of teaching is a challenge to teachers of all institutions. The teachers of our college have been successful in switching to more useful student-centric methods of teaching. The following are the ways in which student-centrism is cultivated in our college:

- Seminar Presentation by advanced learners
- Summing-up of class-lectures by students
- Stall- Exhibition and Demonstration
- Completing Assignments/ Projects
- Undertaking Field-Survey
- Preparing Charts/ Posters
- Participating in Quiz and Group Discussion
- Publication of departmental Wall-magazine

These apart, experiential, participative and problem-solving methodologies are also adopted to convert teaching into learning.

Experiential Learning: Experiential learning is promoted through:

- Analysis of experiments after Practical classes (Science departments)
- Compilation and analysis of survey data (Geography and Economics departments)
- Discussing a video clip/ performance after watching it (Literature departments)
- Evaluating films shown for the purpose of classroom teaching or promotion of awareness (Social Science departments and the departments of English & Bengali)

Participative learning: This is done in the following ways:

- Participation in Youth Parliament (Political Science Departments)
- Group Discussion (Social Science departments)
- Quiz Competition (Social Science departments)

- Presentation by students during stall exhibition (All departments)
- Undertaking Field Survey by students (Social Science departments)

Problem-solving learning:

- Inviting students to solve a problem which involves critical thinking(Maths department)
- Eliciting multiple responses to a topic to problematize it (All departments)
- Making students aware of the best course in a situation involving dilemma by arranging issues on the basis of priority

Audio-visual mode of learning: The majority of teachers resort to audio-visual aids like use of Smart Classroom and projectors in teaching. This is decidedly more student-centric, for it ensures active participation of students in the learning process, it minimizes the gap in communication, it concretizes graphs and designs which remain abstract if they are described without being demonstrated.

Sustained cultivation of these student-centric modes of teaching, suitably adopted by individual teachers for curriculum transaction, have on the one hand transformed the role of students from passive listeners to eager explorers and on the other transformed the role of the teacher from instructor to facilitators in this process of self-learning. Since student-centrism has proved to have positive impact on the students, the college takes the challenge of gradually institutionalizing this method of teaching.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 82.09

2.3.2.1 Number of teachers using ICT

Response: 55

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 51.76

2.3.3.1 Number of mentors

Response: 67

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The following innovative teaching methods have been devised and adopted by the faculty of the institution during the last five years:

1. **Reviewing Books:** Advanced learners are encouraged to review book/ chapters after reading it without consulting any readymade review accessible from the net. The learners are asked to digest the content and summarize the issues point-wise to ensure that they have really gone through the content. The reviews thus prepared are checked by the faculty and the write-ups are preserved in the library
2. **“LET US DEBATE”:** Topics of social relevance which involve different responses are floated on the public domain under the above caption. Students are encouraged to exercise their free critical thinking and participate in advancing the discourse.
3. **“LET US AGREE”:** Topic of social relevance on which there is a general consensus, are floated on the public domain under the above caption. Students are encouraged to offer their opinions or simply to give ‘Like’. This makes them get acquainted with a topic and extend the range of their learning.
4. **Stall Contest:** Stall Exhibition is held during the annual cultural fest *Jagriti*. The faculty help the students in preparing posters illustrating subject specific issues like Smart City (COSH), Microbes and preservatives (MCBH), Junk Food (NUTH), Wet Land (BOTH), Representation of Gender (ENGH), Distortion of History (HISH), De-monetization (ECOH). Learners try to popularize a topic related to their subject among co-learners of other courses. The most articulate representative acts as demonstrator and responds to the questions of stall-visitors. In order to make it successful, the college has made the Stall Exhibition competitive.
5. **Summing –up Lecture:** Students are encouraged to sum up main points of class-lectures at the end of the class. The reproduction requires not only communicative skill but attentive listening and grasping all the points discussed by the teacher.
6. **Watching Video Clips:** The learners of the college are to visit the library regularly and watch the educative video clips which raise the level of their awareness. Recently IQAC took a decision to make this compulsory for all learners.
7. **Pictorial representation of narrative:** In narratives which form the curriculum of a literature course students sometimes face problem managing long passages of elaborate description. In order to help students remember the details of narration, students having skill in drawing are asked to draw a picture of the objects/scenes narrated and other students are asked to watch minutely the picture drawn by co-learners. As a result the learners can immediately grasp the whole passage

without taxing their memory.

Creativity in the learners is nurtured in the following ways:

- Decoration of Stalls with illustrative posters
- Publication of Wall Magazine
- Publication of College magazine
- Rangoli Competition & Dance Competition
- Song & Recitation Competition
- Publication of Students' painting in Magazine
- Preparation of Decorative invitation Cards on special occasions like Teachers' Day

Thus ample scope has been created by the institution for learners to cultivate their creative potentials to the fullest extent.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 79.72

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 44.52

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
31	26	24	22	25

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.69

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 41.81

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	04	04	04	04

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 10

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	7	7	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The college has adopted the practice of Continuous Internal Evaluation to assess the progress of learners. With a view to making CIE objective, intensive & transparent, the college has introduced following reforms:

- **Weightage on communicative skill:** In the university syllabus for BA English Honours Course there is no weightage on oral communication. But since it is a major skill and one everywhere to be used, the department of English has introduced a practice of holding Viva-Voce test for students of BA English Hons course.
- **Weightage on Class Test Score:** Although class tests used to be held, there was no system of taking the score of these tests into account in preparing result at college or university level. So many common students were not at all serious about these tests and some even skipped them at will. The college, therefore, now takes the score of the class tests into account in preparing result of test examination.
- **Supplementary Test:** If any learner missed the Qualifying Test due to illness or accident, there was no system for determining her eligibility for being sent up for University Examination. Introduction of Supplementary Test for students who missed the main has made the process of screening easier and plugged the escape route of shirkers.
- **Precision Ensuring:** Many UG and PG students often face problem in answering all questions within the stipulated time for lack of precision. The college, therefore, resolved to bring into use Question-cum-Answer Booklet for Internal assessment at both. As the students are to answer questions in the given space, they are picking up the art of writing to-the-point answer.
- **Rubrics Score Sheet:** After the introduction of CBCS, the college has brought about a significant evaluation-reform by integrating OBE with CIE. This has been done by introducing the Rubrics Score Sheet for capturing the Student Progress in a given format from the current Second Semester:

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The following significant steps have been taken to ensure rigor and transparency in the internal assessment:

- Strict adherence to the University prescribed rule regarding holding of Internal Assessment for C1 & C2 at the end of 8th and 16th weeks respectively
- Making the internal assessment compulsory for all 6-credit courses
- Short Answer type questions are preferred in Internal Assessment to eliminate subjectivity of evaluation. Also utmost care is taken to avoid leniency
- Evaluated scripts are shown to students to make them aware of their lapses. Teacher-examiners discuss the errors and justify the score in the class to ensure that the students find the evaluation unbiased and transparent. Students are thus given scope to be satisfied that their answer scripts have been properly evaluated and they can interact with the teachers in case they have any point of disagreement
- In University Practical examination, help of Subject Experts from other colleges are taken for the sake of transparency.
- Even in college literary competition and Stall Exhibition, experts from university and other sister institutions are invited to maintain transparency in judgment

As regards frequency, in Part System every department is required to take minimum 4 class tests in every session. Lest these tests should be taken lightly by students, 10% score from these tests are accrued to their Test Exams result. In CBCS, first Internal Assessment is taken after the eighth week, the second on completion of sixteenth week and Semester End examination is held after twentieth week

The learners have different potentials and different acquisition skills and outcome of knowledge covers mnemonic, affective, critical, cognitive and creative domains. So the evaluation process has been varied accordingly. The variety of evaluative process is ensured through the following:

- In Class Test, type of questions is varied and graded in respect of complexity to ensure that learners of all categories can find scope for performance
- Instead of Class Test, students capable of completing assignment within dateline are given Assignment for Internal Assessment
- Analytical & reproductive skills are tested through expertise in preparation of Notebooks in all Practical based subjects and these are checked and evaluated
- Communicative skills of the learners who study with English as a major subject is tested through Viva-Voce not mandated by the affiliating University
- The creativity of the learners is tested by putting premium on originality of approach in writing answers
- The performance skill of the learner is assessed through the ability to handle and use scientific tools

- The presentation skill of learners is tested at the time of Seminar Presentation and there is weightage on it as it is an essential component of Internal Assessment.

All these prove that the assessment mechanism of the college is transparent and robust in terms of frequency and variety.

File Description	Document
Any additional information	View Document

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

Response:

Since the evaluation is both internal and external, the former conducted by the college and the latter by the affiliating university, exams related grievances are handled in two different ways. At the college level, date is fixed for students to consult the evaluated answer scripts, and they can settle the disputes, if any, through interaction with the evaluator concerned. This year the college has introduced a practice which requires students to sign a document whether they are satisfied with the evaluation. Till date there has not been any major complaint regarding under-marking, over-marking or perfunctory assessment. To make the process transparent the date is notified, and the notification is posted on the website. This checking of evaluated scripts by the students is time-bound and efficient since the process is completed roughly within two weeks, but positively before the filling up of form for university examination.

As regards external examination, the students appear in exam at a venue other than their alma mater. The scripts bear code marks to maintain confidentiality of evaluation and examiners other than the teachers of their college evaluate the scripts within a given time frame. After the publication of results the students can apply for review of their scripts if they are not satisfied with the award given. The college gives wide publicity to the dateline for review, and processes the applications, offline or online as asked by the university, within the date fixed by the Controller of Examinations. The college has never been a defaulter in respect of processing review application of the students of this college. Rather if any student failed to report for review within dateline for any genuine problem, the college approaches the University for accepting her application on humanitarian grounds.

If a student is not satisfied even with the second evaluation, she may also apply for photocopy of her scripts by applying under RTI Act for which provision has been created in the University Examination Regulations. In case there is discontent among large number of students with the result of a particular paper in a particular Part, they may apply to the Principal. The Principal with the help of the department compares their performance at the university level with that at the college level Test Examination to assess if there is any merit in their grievance. If it is established that the students have made a legitimate complaint, the Principal writes to the University for proper Reassessment of all the scripts of the Paper to ensure that the students get justice in respect of evaluation.

Since the entire process is a long drawn one, the college encourages the faculty to help the university in matter of proper and expeditious review and reassessment of answer scripts.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institution strictly adheres to the academic calendar in all academic activities. The probable date of commencement of pre-final Test examination conducted with a view to judging the eligibility of the learners for appearing at the University examination is mentioned in the Academic Calendar. The dates of Class Tests for Part system are variable because it depends upon the progress of teaching a particular component of the syllabus. The test is taken departmentally at regular intervals. In the CBCS pattern, weightage to the extent of 20% of Full Marks (= 15 for a six credit course) has been put on Internal Assessment. The college takes two tests for that. The date of the First Internal Assessment is fixed at the end of the eighth week of a Semester and that of the Second Internal Assessment at the end of the sixteenth week of a Semester. The details of course specific weightage, are available in the Prospectus as well as the Academic Calendar.

In the current session (2017-18), classes for Semester I started in the third week of July. As per stipulation in the University Regulation and as mentioned in the College Academic Calendar, Class Tests were held following the schedule given below:

C1

Program	Date	Course
B.A/B.Sc Hons	13-09-17	CC1 & CC2
B.A/B.Sc Hons	14-09-17	GE
B.A/B.Sc General	14-09-17	CC1
B.A/B.Sc General	15-09-17	CC2
B.A/B.Sc General	16-09-17	BSc CC3 /BA L1/1

C2

Program	Date	Course
B.A/B.Sc Hons	15-11-17	CC1 & CC2
B.A/B.Sc Hons	16-11-17	GE
B.A/B.Sc General	16-11-17	CC1
B.A/B.Sc General	17-11-17	CC2
B.A/B.Sc General	18-11-17	BSc CC3 /BA L1/1

The mode of assessment – Assignment or Project or Seminar Presentation where it is not a Class Test – is decided departmentally and communicated to the students through internal notification. As regards Project work, the dateline for completing the Project is notified in departmental notice boards and also on the college Website and students are to strictly adhere to the dateline. Part III Test examination for the current academic session was also held as per schedule. Part II test has been preponed by 10 days because Part I Test is not required in the Semester system. As per schedule, Semester II classes have been started in January, within four days of after the end of University examination.

However, deviation from the schedule mentioned in the Academic Calendar becomes unavoidable in years of Parliament or Assembly election. During such times immediately after the election formality, the college completes the evaluation process expeditiously so that the delay does not severely impact the regular academic activities of the institution.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college has worked out the Programme Outcome, Programme Specific Outcome & Course Outcome for each course. The same has been posted on college website for faster and universal communication.

Other modes of communication:

- Copy of PO.PSO & CO has been kept in the Library for consultation
- Semester specific PO.PSO & CO has also been made available at college photocopying centre so that the interested learners can collect a copy of it when they join a course at the beginning of a Semester
- The same has also been sent to all faculty members by e-mail
- The mentors have been asked to share them with the mentees

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

With the introduction of CBCS at all levels from the current session, the college has embraced Outcome Based Education System. Since the system is new, in Semester I all attention was directed to work out the PO, PSO & CO and serious implementation of Internal Assessment system which carries 15% of total weightage in every course. In order to monitor & ensure learning outcome the following measures used to be adopted in the past:

- Taking result of Class Test into account in calculating Test Result
- Tallying Test result with University Result

- Analysis of results for each Part/ Semester
- Collecting result analysis report from departments

But in order to effectively switch to Outcome Based Education, the IQAC has resolved to adopt Bloom's Taxonomy of Outcome Measurement.

The entire Learning Outcome has been specified as a journey from a lower to a higher level of competence with stages in between. As per Bloom's Model, this has been mapped **in terms of following six verbs of action indicating progressively deeper levels of performativity:**

Remember> Understand>Apply>Analyze>Evaluate>Create

At the first stage Course Outcomes are identified using action verbs like Apply, Implement, Utilize, Develop, Analyze, Detect and then these are co-related to PSOs which are discipline-specific and also to POs which are discipline non-specific. The faculty members initially assess the degree of progress using letter-descriptors like S (Strong), M (Medium) & L (Low). Then on the basis of degree of correlation between CO & PSO/ PO, the descriptors are turned into matrix value to get a clear picture of the level of knowledge acquired at the end of the Semester/ Programme. For the purpose of measuring correlation four point scale ranging from **0 to 3 is used** – **0** indicative of **no correlation**, **1** of **low correlation**, **2** of **medium correlation** and **3** of **high correlation**. The following two separate mapping matrixes (sample) are used for measuring outcome:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1-01	3	3	3	2	-	2	1	2	2	3	3	3
CO1-02	3	3	2	-	3	2	1	2	-	1	3	3
CO1-03	3	3	2	3	3	2	1	2	2	3	3	3
CO1-04	3	3	2	2	-	2	1	2	3	-	3	3
CO1-05	3	2	2	-	3	2	1	2	-	-	3	3
CO1-06	2	3	2	2	3	2	1	2	3	3	3	3
Total	17	17	13	9	12	12	6	12	10	10	18	18
*Average	2.8	2.8	2.2	2.2	3.0	2.0	1.0	2.0	2.3	3	3	3

	PSO1	PSO2	PSO3
CO1-01	3	2	-
CO1-02	3	3	-
CO1-03	3	3	2
CO1-04	3	2	-
CO1-05	3	1	1
CO1-06	3	1	1
Total	18	12	4
Average	3	2	1.5
Average	3	2	1.5

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 79.1

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

Response: 791

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1000

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.34

File Description	Document
Database of all currently enrolled students	View Document
Any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 63.17

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
33.48	1.8	4.96	9.95	12.98

File Description	Document
List of project and grant details	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 10.45

3.1.2.1 Number of teachers recognised as research guides

Response: 7

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.28

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

Response: 20

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Within constraint-parameters of a constituent/affiliated college, our institution has created an ideal ambience for generation and transfer of knowledge. Since ours is a General Degree College with a PG wing, the Research Cell need not be compared to a full-fledged **Incubation centre** creating eco-system for the startups, such as Technopark or IPK. Nevertheless, the college has constituted a governing cell for promotion of research. Teachers who have earned appreciable distinction as researchers are members of the body which acts as an Incubation Centre:

- To advise and assist the faculty to apply for Major/Minor Research Projects and other Fellowships
- To motivate the faculty to publish research articles on regular basis
- To identify emerging areas of research
- To publish the College multidisciplinary peer-reviewed journal, *JAST*
- To ensure that books and equipments procured for a particular research can be further utilized by other researchers
- To preserve & make accessible fruits of research

The cell is visibly active as evident from the following:

- Three issues of the Research journal with ISSN have been published
- Taken initiative to update teacher profile and post it on institutional website www.mucwcburdwan.org in order to open avenue for collaborative research
- Taken decision for strictly adhering to the principle of research-ethics in matter of publication
- Recommended to the Management introduction of Research-incentive scheme
- Moved the college authority in approaching the University with proposal for recognition of some advanced departments as Research Centre
- Helped faculty members to complete their research with Teacher Fellowship under FDP Scheme of UGC. At present one teacher is completing her research as Teacher fellow and the proposal of another is under consideration of UGC

Since facilitation is the principal function of an Incubation Centre, the cell has been successful in persuading Management in adopting the following measures which facilitate smooth progress of research:

- Time-off or reduced work-load for completion of research
- Granting Study Leave to Researchers

- Ensuring uninterrupted Internet connectivity
- Opting for ENLIST membership & institutional membership of American Center Library to create for access-facility to journals of repute

Mainly due to this research ambience it has been possible for the faculty to publish more than 350 articles in journals of high impact factor and also over 100 books/ chapters, many brought out by International publishers. The research-friendly environment has also inspired our learners to be research-minded as evident from the fact that since 2012 there has been as many as 24 Ph.D. awardees among our ex-students.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0.71**3.3.3.1 How many Ph.Ds awarded within last five years****Response:** 5

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.69**3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
7	10	25	20	35

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in

national/international conference proceedings per teacher during the last five years**Response:** 1.71

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	20	21	19	18

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

One of the professed vision statements of the college is 'Complementation and Integration of Institution and Society'. So the institution persistently promotes institution-community network for holistic development of its learners. In order to integrate it into the curriculum, Social outreach factor has been included in the PG Term Paper. The objective of extension activity is twofold:

- strengthening the link between the institution and society which supports and sustains it
- broadening the perception level of the learners – or what is known as “psycho-social evolution” – through social exposure and participation

In our institution extension activities are carried out by

- N.S.S. units (2)
- NCC (under 5 Bengal battalion for girls)
- Chirayata, college alumni association, in collaboration with NGOs like Red Cross

Since ours is an educational institution, sensitizing students to social issues for their holistic development is the main thrust of extension activities. But it is not restricted to in camera discussion but actual off campus work be it in the form of cleaning programme, plantation, rally, campaign, or awareness drive. Major activities include:

- **Blood Donation Camp**

- **Health Check-up Camp**
- **awareness drive & carrier test**
- **Breast Cancer Awareness Programme**
- **Yoga & Meditation on World Yoga Day**
- **Campaign against Drug, Tobacco & Alcohol addiction**
- **Campaign against use of Plastic**
- **Vittiya Saksharta Abhiyan (VISAKA) – programme on cash less transaction**
- **Swachh Bharat Abhiyan**
- **Plantation in Forest Week**
- **Awareness Rally on Road Safety, AIDS Prevention, Population Control**
- **Legal awareness regarding Domestic Violence & Human Rights**
- **Special Programme for the Disabled and the Aged on World Disabled Day and**

The impact of our activities has been deep and wide. While the Councilor of the adopted ward has made written acknowledgement of the social transformation catalyzed through our works, students have also recognized the value of such social involvement. Those who initially felt hesitant to get involved have increasingly felt motivated to be associated with outreach programmes. It is for this growing interest among students for participation in extension activities that the college had to open the second unit of NSS in April 2015. In order to further motivate students, the college has re-designed the Admission form asking prospective learners are to exercise option regarding the field of work (NSS, NCC, Plantation) they are interested in.

One major extension activity of the college is weekly visit to the District Correctional Home with a noble mission of socio-cultural rehabilitation of the female inmates so as to bring them back to the mainstream. The programme is carried out by a select team of committed members of Chirayata. This has earned so much appreciation and left so positive an impact that the college has been asked to perform the program twice every week.

It was mainly because of our achievement in this field of activity that the affiliating University selected only our NSS team for representing details of extension activities before NAAC Peer Team in 2016

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 15

3.4.2.1 Total number of awards and recognition received for extension activities from Government

/recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
05	05	03	02	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 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 last five years

Response: 117

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	25	18	18	34

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 28.07

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-

wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1346	875	717	1097	974

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	3	1

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 4

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
03	01	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institution has over the years built up adequate facilities for teaching-learning as would be clear from a glance at the table below:

Serial No.	Item	Unit
1.	Classroom	58
2.	Laboratory	18
3.	Smart Classroom	9
4.	Virtual Classroom	1
5.	Auditorium	1
6.	Computer Laboratory	5
7.	Computer Center	1
8.	Language Laboratory	1
9.	Reading Room	2
10.	Library Halls	4
11.	Seminar Library	18
12.	Hostel	3
13.	Departmental Staffroom	14
14.	Gymnasium	1
15.	Photocopying Centre	1
16.	Parking Place	3
17.	Staff Quarters	2
18.	Green Generator	1 + 1 outsourced

The infrastructure facility, though not ideal, is adequate. Most of the Humanities departments have three separate classrooms meant for 1st, 2nd and 3rd year students. Each Science department has departmental class theatres and Labs for practical classes. The Chemistry department has a separate building housing practical Labs for Organic, Inorganic, and Physical Chemistry. The burners in Chemistry labs are centrally fed with LPG fuel from an LPG fuel store in an annexed room. Computer Science, Mathematics, Geography, Economics, and Nutrition departments have computer-based practical components in the syllabus, and as such each has separate computer labs. The number of computers in the departmental labs is commensurate with the number of students having access to the computers in a batch. The number of computers in the computer centre and the language lab need to be increased, for all students of a big class cannot be accommodated at a time. For this while students have been asked to visit the centre at different times, the college has also written to the State Government for grant for ensuring a healthier Computer-Student ratio. But as the grant is uncertain, the college FC has released fund for procuring 20 computers. Lest teaching-learning activity should be held up due to power cut, the college also has created infrastructure for steady power supply through two generators (60 KV & 30KV) to all the corners of the

college.

Besides, all the sixteen Honours teaching departments of the college and the Physical Education department have been provided with departmental computers with internet connectivity. Although some big halls are used by different departments for general classes having more than 100 students, there has not been any overlapping of classes due to inadequacy of space. Halls for General Class have been furnished with microphone so that students sitting at the back can follow the lectures. The Gymnasium, apart from catering to the needs of the Physical Education department, is open to use for all students of the institution. The English Department, since it is a PG teaching department, has additional rooms, and efforts are being made to increase the number of rooms for holding classes for different optional paper simultaneously. The reprographic centre is mostly used by the students and the teachers for the purpose of photocopying study material required for day to day classroom teaching.

In short, the facilities created by the institution are adequate for imparting meaningful education to all the students.

File Description	Document
Any additional information	View Document

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

Response:

The institution has a Physical Education department, established in 2005, to promote games and sports activities in the college. There is a playground (size 75x40 square meters) within the premises of the institution, upgraded with UGC financial assistance during the assessment period. Sports-persons regularly practice there; Khokho, Volley ball, Kabadi, Badminton & Basket ball are their favourite outdoor games. Of the indoor games, students prefer Yoga & Gymnastics. There is one hall (size 30X20 square feet) in the Physical Education department used as Yoga Centre and for practicing gymnastic skills. The Physical Education department has also a Gymnasium furnished with necessary gadgets for regular practice by students. Over 100 students use the playground everyday and the number of Gym users varies from 10-20 on an average.

Given below is a list of items used by our sports-enthusiasts:

Serial No.	Name	Quantity
Sports Equipment		
1.	Cricket: Bat, Ball, Wicket	7 +10+ 9
2.	Badminton: Racket, Shuttlecocks, Net	65 + 1+ 4 packets
3.	Discus, Javelin, Shot	13 + 21+9
4.	Handball, Football, Volleyball	5+5+ 15
5.	Mat: Yoga, Gymnastics	50+2
6.	Rope for Tug-of-War	1

7.	Starting Block, High Jump Stand, Hurdles	4+1+10
8.	Measurement tape, Weighing Machine	3+4
9.	Pumper, Clapper	2+1
Gymnasium		
Equipment		
1.	Multi Gym: Five Station, Sixteen station	1+1
2.	Treadmill, Jogger, Waist Twister	1+ 4 sets + 1
3.	Exercise Cycle	4
4.	Hex Dumble Set, Weight Plates	3 +2 sets
5.	Gym Ball, Push up bar	6 + 6 pieces
6.	Weight Scale (150 kg)	1 pieces
Other Equipment		
1.	LCS-121 (Ultra Sound)	1
2.	Tens (Physiotherapy Ultra sound Wave)	1
3.	Wax Bath 2 liter	1
4.	Hot Pack, Cool Pack	1+1
5.	BP Machine, Perfect Stethoscope	1+1
6.	Computer	1

The college has one harmonium with scale changing facility and also an Auditorium with in-built sound system used for all cultural activities by the students and staff. Besides, the college NSS owns an amplifier cum sound box used for cultural presentation before small gathering. There are also many boards for displaying departmental Wall Magazines.

The physical facilities for games and sports and cultural activities are adequate and many of our students have earned distinction at inter-college competitions on account of their outstanding performance in sports and cultural fields.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 18.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 12.46

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
136.36	105.52	77.61	83.78	96.74

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

INTEGRATED LIBRARY MANAGEMENT SYSTEM

An Integrated Library Management System (ILMS) is an automated package of library services that contains several functions. These functional usually include circulation, acquisitions and cataloguing etc. An Integrated Library Management System is also called an Integrated Library System (ILS). An ILMS usually comprises a relational database, software to interact with that database, and two graphical user interfaces (one for patrons, one for staff).

M.U.C. Women's College started using **Koha-open source** software since the last visit. It is a full featured Integrated Library Management Software. As Koha is open-source software and Linux based, so the College Library has chosen it for the purpose of Integrated Library Management System.

Koha integrated various library functionalities. There are various modules and features of Koha and within different modules, work is in progress.

Modules of Koha are as given below:

CIRCULATION

For the purpose of circulation use of barcode in a book is essential. Till now barcode is not in use, so circulation is done manually. But since barcoding is convenient from the point of view of processing, it is the next step that college library wants to take.

AUTHORITIES

Library is following Anglo American Cataloguing Rules 2 (AACR2) for cataloguing and DDC 22rd edition for classification of books. . If Cataloguing in Publication is provided in title page of the book then subject heading is provided following the Cataloguing in Publication.

SERIALS

Purchasing and ordering of serial subscription is done through local suppliers.

ACQUISITION

Acquisition is recorded in an accession register manually.

CATALOGUING

AACR2 is used for cataloguing of books. The meta-data entry of books is recorded in the MARC (Machine Readable Catalogue) data field and can be viewed as (International Standard Bibliographic description) ISBD format.

The data entries of **25, 948** books have been completed from **01/04/2017** to **17/11/2017** in Koha .The list is shown as below:

Sl. No.	FINANCIAL YEAR	NO. OF BOOKS
1	Up to 31/03/2013	6912
2	01/04/2013 to 31/03/2014	554
3	01/04/2014 to 31/04/2015	4617
4	01/04/2015 to 31/04/2016	10, 290
5	01/04/2016 to 17/11/2017	2579
6	01/04/2017 to 17/11/2017	996
TOTAL NO. OF BOOKS = 25,948		

PATRONS:

Patrons of our college include students, ex-students, teachers, guest teachers, contractual teachers and non-teaching staff. Data entries on the basic information of patron's name, department, email id etc. have been started.

OPAC

To make Open Public Access Catalogue facility available to the users, work is in progress.

Library automation may be described as partial as bar-coding for circulation is yet to be done.

Koha-version used: 17.05.01.000

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:**Manuscript present in the library:**

Name of the Book/	Name of the Publisher	Name of the author/	Number of Copies	Year of
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Manuscript "Bhaswati", first magazine of our college, reserved in a handwritten manuscript	M.U.C Women's College	Multiple contributors	One	1955-56
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Special Collection (MRP Reports):

Sl. No.	SUBJECT	INVESTIGATOR	DEPARTMENT	REMARKS
1	Food Security in Bankura & Burdwan	Khokon Sarkar	Economics	4 copies
2	Humanities and Social Sciences	Anupama Chowdhury	English	2 copies
3	Neutrosophic sets	Pinaki Majumdar	Mathematics	1 copy
4	Cerebral Stroke	Minakshi Chatterjee	Nutrition	2copies
5	Psycho-Social well being of Mid Age women.	Deboshree Koner	Physical Education	2copies
6	Lepidoptera: Arctiidae	Nayan Roy	Zoology	2 copies
7	Cytogenetic Assay	Abhijit Bandhopadhyay	Zoology	4copies

Data of Library for Five Years (Financial Year 2012-2017)

YEAR	Total Number of Books (Opening Balance)	Newly Added Books	Total Number of Books (Closing Balance)	Number of Journals	of E-Resources including (CD and DVD)	Special Collection (Manuscript) + Minor Research Project + Souvenir)
2012 - 2013 (01.04.2012 to 31.03.2013)	37612	196	37808	23 (Regular and irregular)	122 (CD) + N-List	1m + 2 MRP + 2S=5
2013 - 2014 (01.04.2013 to 31.03.2014)	37808	567	38375	30 (Regular and irregular)	124 (CD)	1 MRP + 2S = 3
2014 - 2015 (01.04.2014 to 31.03.2015)	38375	899	39274	30 (Regular and irregular)	246 (CD)	7 MRP + 3S = 10
2015 - 2016 (01.04.2015 to 31.03.2016)	39274	3121	42395	35 (Regular and irregular)	362 (CD) + N-List	4 MRP + 3S = 7

31.03.16)					List	
2016 - 2017 (01.04.2016 to 31.03.2017)	42395	1830	44225	38 (Regular and irregular)	366 (CD) + N-5 MRP + 3S=8 List +370 (From online)	

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.8

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR

in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.35	20.52	0.71	1.80	0.64

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.47

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 158

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college embarked upon a project of computerization of accounts and general administrative works many years back. After Second Cycle of NAAC visit stronger emphasis has been put upon augmenting use

of ICT in every academic and administrative sector as evident from the following:

- Number of computers in campus is 125 including recently updated computers in three Labs. Every department has individual desktop PC
- Computer-student ratio in the campus is nearly $125:3500 = 1:28$
- As teaching aid, there are ten LED projectors with facility for direct projection from pen drive. Also five Computer Labs, one Computer Centre, nine smart classrooms equipped with Short throw Projectors and Eyeris sensor and projection board. Besides, there is one Language lab run on advanced software and one Virtual classroom for creating e-resource
- Computer lab is equipped with state-of-the-art technology and the Library has good number of computers with stable internet connectivity.
- Each lab is equipped with uninterrupted power backup either via 800Va digital inverter or green gen set
- LAN facility available in computer lab and accounts department. Others computers are interconnected with WLAN LAN facility available in computer lab and accounts department. Others computers are interconnected with WLAN.
- For discontinuation of government subsidy coupled with problems like poor connectivity and irregular service, the college switched from BSNL broadband connections under NME project to a high-speed, sophisticated and resilient campus network infrastructure based on Fast Ethernet and WiFi Wireless LAN technologies. Our institute's intranet uses advanced fibre optic cables. It gives a wealth of information via connectivity of 100 Mbps to the entire campus including the hostel blocks. The entire campus has password protected Wi-Fi facility with more than 16 wireless access points. The network infrastructure is managed with enforcement of high security measures, spam and virus filtering but at present there is no plan to provide off campus internet connectivity
- College Auditorium is equipped with large scale image and video projection system with a ceiling mount projector and laptop and laser pointer (along with public address system)
- number of nodes/ computers with Internet facility is shown below in tabular form

Number of computers with Internet facility Through LAN /Wi-Fi

Room No.	Math lab	Computer Science lab	Geography Lab	Internet room	Language Lab	Nutrition lab	Office	Accounts	Library	Economics Lab	Others
No. of Computers	14	11	10	5	10	04	05	08	05	04	4

- Along with periodic upgradation of hardware, the college upgrades operating software and Microsoft office also. The names of the licensed software in use are given below:

Sl. No.	No.	OS	Application software
1.	04	Win 10	
2.	01	Win 8.1	
3.	68	Win 7	
4.	14	Win XP	
5.	01	Linux	
6.	03	DOS	

7.	11		Turbo C
8.	11		Oracle
9	11		Ubantu
10	11		Virtual box
11.	16		Fortran
12.	05		KOHA
13.	07		Busy
14.	60		K7 Total Security

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 27.74

File Description	Document
Student - Computer ratio	View Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 10.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
78.42	145.87	63.21	67.59	78.93

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

The institution follows a well-defined procedure for utilizing and maintaining the facilities created over the years.

Utilization:

At the time of preparing the Time Table classes are allotted consulting the non-occupancy of a particular room in a particular period. The institution has succeeded in making optimal use of the lecture theatres, avoiding overlapping of classes. Since, is not ideally proportionate to the huge number of students, The institution has introduced log book system to facilitate the optimal use of gymnasium equipment and computers available for NET browsing and developing communicating skills by students.

The institution has restricted the number of borrowings and also fixed the date of return to ensure proper circulation of books for a better circulation and utilization of books. To avoid the rush to The departmental libraries furnished with essential collection supplement the use of Central Library. The paucity of 9 Smart Classrooms in 9 departments, is redressed through sharing and rotating the facility with other departments.

Science departments having practical component of interdisciplinary nature, use the facility created for other departments for running practical classes of their departments.

Maintenance:

To ensure proper maintenance of computers, the college has given a contract with a Computer vendor following the proper norms and procedures. For the maintenance of water purifiers and aquaguards, the college has signed AMC (Annual Maintenance Contract) with a local agency. The maintenance of the generators is done through outsourcing. The maintenance of laboratory equipment is done through help of the faculty and external experts, if necessary. Necessary Budgetary allocation is made every year under the head "Repairing & Maintenance". The Repairing Head is mainly utilized for the purpose of repairing damage portion of the building or any other physical infrastructure that is repairable. Maintenance allocation is mainly utilized for maintenance of computers and electronic gadgets, water purifiers, generators, & plumbing lines and maintenance of all kinds of microscopes. Besides, the Building Committee of the college takes special care to ensure the overall maintenance of the college building in order to ensure that the physical infrastructure remains usable despite annual depreciation.

In other cases the office refers the matter to the Building Committee or Purchase Committee, as the case may be, and with the committee takes initiative to redress the complaint expeditiously. Wooden furniture like chairs, tables, desks, high and low benches, and platforms, are repaired and painted/polished as and when required by enlisted carpenters. . As regards maintenance of power line and electrical articles, the college takes the help of an electrician whose service may be requisitioned around the clock. During university examination he is paid separately for being physically present to render service during exam hours.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 40.28

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2057	1781	1491	1210	597

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 13.01

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
321	372	524	573	539

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 5.68

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

2016-17	2015-16	2014-15	2013-14	2012-13
345	355	42	51	221

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 1.84

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
232	90	00	00	00

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0.39

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	4	2	6	1

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 23.1

5.2.2.1 Number of outgoing students progressing to higher education

Response: 231

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 40.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
81	25	38	50	50

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
126	252	81	117	135

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 14

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	3	0	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college has a democratically elected Students' Council with representatives from every class and every shift. The election to the Council is held every year in December/January as per provision of the BU Regulations regarding constitution of Students' Council. The election is conducted following almost all

the paraphernalia of a General Election to ensure the sanctity of representation of students. From the preparation of Voters List to the election of the Office Bearers, the entire process is conducted under the supervision of an Election Commission with three teaching staff and two Non-teaching staff, selected by the GB, as members.

The main activities of the students' body are:

- Looking after Student Welfare, recommending financial assistance for the needy learners
- Ensuring peace and harmony on the campus
- Voicing the demands of the students, the main stakeholders
- Keeping a liaison between the learners and the college authority
- Organizing annual Sports Meet
- Organizing annual cultural function called *JAGRITI*
- Publishing the Student Magazine *ESONA*
- Organizing *Saraswati Puja* festival in the college
- Felicitation of the new-comers at Freshers' Welcome Ceremony
- Observing the Teachers' Day

Since College students are grown-up individuals capable of rational behaviour, the institution thinks that for running the administration effectively, they should be involved in the decision making process. Hence in our college provision has been made for

- Representation of students to the major academic and administrative bodies. The General Secretary is a member of the IQAC and the college Governing Body.
- Sectional Secretaries are invited to all the meetings convened for carrying out activities involving their sections.

A brief note is given below to describe the activities of four Committees:

- Cultural Committee: The members of the Committee take vital initiative in engineering the cultural activities like observing Saraswati Puja, Tagore's Birthday, Teachers' Day, and particularly the organization College annual fest *Jagriti*.
- Sports Committee: The Sports Secretary and her team organize the Annual Sports Meet. Without the active cooperation and participation of the student-volunteers in every matter from listing names to distribution of Chest numbers purchase of prizes, it would be virtually impossible for the college to organize such a mega event
- Magazine Committee: The college magazine *Eshona* is published annually with the help of both the students and teacher members on this committee. Members of the Committee co-operate in collecting articles, working as liaison between the press and teachers doing the editing/ proof-reading works and also distribute magazines when it comes from the print house.
- Welfare Committee: The members of this committee identify the distressed and indigent students, and recommend their name for concessions. A large number of students who might have missed the benefit of financial assistance can avail themselves of Free Studentship due to the active involvement of Class representatives and the Students' Council.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 3

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	3	2

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Chirayata, the college alumni association, was formed way back in 2003. The primary aim behind forming this body was to assemble the ex-students for observing the Golden Jubilee of the college and also to have an Advisory Body for preparing the roadmap of development. But because of the keen interest of a number of very senior members, the association, since the first day of its constitution, has become part of the college. Ms Shanti Bandyopadhyay, the Secretary to the Association, is the one of students of the first batch which stepped into the college in 1955, the year of establishment of the college.

Chirayata has recently applied for registration under Society Registration Act. The association is commendably active. The members meet in the college on the second and fourth Saturdays and work for the development of the college. The college authority has approved the drive of Chirayata for universal membership and this is done by running a camp when students after the publication of final results come to college for collecting their Marksheets. As on 31 December 2017, the association has 801 members (renewed plus enrolment for current year). On an average twelve meetings of the association per year were held during the last five years.

The accounts of Chirayata have all along been well maintained and every year the treasurer placed the statement of Income Expenditure at the annual general meeting. Recently, the association got its accounts up to 31.03.2017 audited by a firm of Chartered Accountants.

Chirayata has contributed to the all round development of the college. It gives feedback on the functioning of the college, involves NGOs like the Red Cross, the Lion's Club for some extension activities and carries out various functions throughout the year. Following are the major activities of Chirayata:

- Organization of Health Check up Camp for students
- Organization of student sensitization Programmes
- Cultural function with & for the Otherwise Able
- Felicitation of Senior Citizens
- Collecting donation for the development of the college (Amount donated during 2012-2017: 2012-13: Rs 25,000; 2014-15: Rs 1,00,000; 2015-16: Rs 1,80,000; 2016-17: Rs 10,000; 2017-18 (up to 31 December 17) Rs 36,000)

The most remarkable of the regular activities of Chirayata, of course, is weekly visit to the District Correctional Home for helping the administration in achieving socio-cultural rehabilitation of the female inmates of the Home. The activities include literacy and counselling programmes, spiritual and moral support, cultural orientation, etc. in order to bring the female inmates back to the mainstream. This extension activity approved by the West Bengal State Government has been appreciated by the District authority of Correctional Home, and recently the college has been requested to carry out the program twice a week.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 3 Lakhs - 4 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 64**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	11	11	16

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

- *Women Education: from Enlightenment to Empowerment*
- *Knowledge to Wisdom: Perception to Application*
- *Complementation and Integration of Institution and Society*
- *Nurturing the Feeling of All-Time Indebtedness to the Institution*
- *Moulding Personality: Changing Oneself to be Successful and to be Accepted*

MISSION

- *EDUCATION, EMPLOYMENT, SELF-RELIANCE*
- *INFORMATION, COMPREHENSION, REPRODUCTION*
- *EXTEND, REACH OUT, AND ACCEPT*
- *MAKE PROUD, MAKE HAPPY, MAKE CONFIDENT*
- *BE TOLERANT AND OTHER-REGARDING*

NATURE OF GOVERNANCE:

- College run with a clear vision of holistic social transformation through education
- Strategic Planning & Synergy promoted in every sphere of activity
- Decisions taken democratically prioritizing student- interest and following principles of motivation rather than imposition
- Management seldom interferes in academic matters but reviews results, student feedback, audit observations to ensure accountability
- Governing Body pro-active in filling up of vacant posts and even makes casual appointments to clear work-backlog
- Need analysis made before introducing courses and Temporary Teaching posts created for guaranteeing that quality is not compromised
- Welfare measures for students and staff always get enthusiastic support of management
- Disputes settled preferring win-win policy so that all disputants feel that management has been unbiased in justice-administration

PERSPECTIVE PLAN

The following Perspective Plan has been drawn by the GB to outline the trajectory of growth in next two decades:

- Finding second campus to accelerate growth rate

- Introduction of greater number of PG courses
- Full digitalization- making the office paperless
- Signing MOU with foreign institutions & Library
- Getting patent for resource generation
- Introduction of Online exams system
- Attaining Autonomous status
- Ensuring employability all learners through Skill Development
- Setting up Instrumentation Centre
- Merging disciplines to bring in interdisciplinary courses
- Building up a network of alumni
- Setting up Indoor Sports Complex
- Publication of Online Journal
- Blogs for each department
- Using at least 50% of alternative energy on the campus
- Creating provision for Elevator for the Physically Challenged
- Braille for the Visually impaired learners
- Opening Bank window for providing education loan to admitted students
- Roof gardening to control temperature of the top floor
- Digitalization of all reference books
- Designing interactive Website
- Computer Literacy for all office staff

PARTICIPATION OF FACULTY IN DECISION-MAKING BODIES:

Teachers play major role in decision-making, and all decision making bodies have representation from Teaching Community. Of the 12 members of the Governing Body, 9 are teachers; both IQAC & NAAC Committee headed by experienced faculty. Teachers participate in

- Identifying benchmarks & analyzing feedback (IQAC)
- Framing policy for & conducting evaluation of student performance (Result Committee)
- Adopting policy for conducting admission (Admission Committee)
- Preparation of time table (Routine Committee)
- Determining standard & publishing college Journal *JAST* (Research Committee)
- Setting standard, selecting articles, proof reading (Magazine Committee)
- Devising Add-on Courses and sometimes outsourcing expertise to run them successfully
- Identifying brand, specifications/configurations of articles (Purchase Committee)
- Identifying issues of Social relevance and arranging sensitization programmes (Seminar Committee)
- Finalizing policy about maintenance, upgradation, licensing and phasing out of the computer & electronic gadgets (ICT Committee)
- Outlining annual action-plan and scheduling awareness programmes (NSS advisory committee)
- Planning, scheduling, formulating Gender sensitization programmes (Women Study Centre)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The college practices Participative Management and following steps have been taken to de-centralize administration.

- Representation from all categories of stakeholders to the GB
- Co-opting the experienced to involve them in decision-making process
- Inducting Non-teaching staff into different committees constituted by Teachers' Council
- Inviting experienced faculty to IQAC for sharing their views on academic development
- Referring a particular agenda for discussion to a lower committee/ body to adopt a fool-proof resolution

Practice of participative management is evident from mode of implementing of Rotational Headship.

Case Study

In order to groom leadership and inject dynamism into management of affairs, the faculty members thought of changing the system of permanent Headship. The affiliating university follows the practice of rotational Headship. So a proposal for rotational Headship was raised for discussion at the Teachers' Council meeting on December 18, 2012. The TC supported the proposal but as it was a policy matter, it could not be implemented without GB approval. So the matter was raised again in TC meeting on 14.08.2013. The TC resolved to approach the GB. The view of IQAC was also sought before placing the proposal to GB. After discussing the pros and cons of the matter, the college IQAC in its meeting dated 07.09.2013 adopted the resolution supporting rotational Headship. It was then forwarded to the Governing Body for approval. At its meeting dated 18.01.2014 (Item 72), the GB approved the proposal of the TC, resolved to implement the policy from the next session (July 2014) and authorized the Principal to work out the modalities in consultation with the Teachers' Council.

On 26.02.2014 Teachers Council worked out principles of implementation of the new mode of departmental governance. The rule-document was then submitted to GB for approval and GB in its meeting dated 26.04.2014 (Item 80) adopted and finalized the following implementing principles for rotational headship:

- Rotation on the basis of institutional seniority
- Minimum service of one year for assuming responsibility
- Heads of single faculty departments to continue
- Tenure: Two years, responsibility mandatory
- In absence of the Head, the charge to devolve upon the next in order of seniority

- Performance of duty as Head to be acknowledged
- Heads to consult departmental colleagues in taking decisions, others to cooperate
- Departmental meeting book to be maintained
- Resolutions should preferably be unanimous
- The leadership role of HOD to be motivational
- New recruits to take over after the stipulated number of months
- Responsibility includes transacting all departmental business including purchase, stock book maintenance, updating student & staff data in a reproducible manner

With GB approval, college switched to the new system from 01.07.2015. The institution's drive for Rotational Headship has enabled other faculty members to become more involved in academic and administrative activities and to translate their ideas for a holistic development of the institution. It further conduces to a decentralization of power and provides greater scope for developing a sense of togetherness among the faculty members.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The institution has approved Perspective Plan in which augmentation of use of renewable energy has been mentioned. Installation of Solar Water Heater in Student Hostels illustrates institutional activity in consonance with Perspective Plan.

Hostel committee in its meeting dated 05. 12. 2016 discussed the prayer of the students regarding supply of hot water to the boarders in winter. Hostel Committee resolved that the management be approached for installation of geysers in student wash rooms. Since this involves using power generated from conventional fuel energy, Finance committee in its meeting dated 28. 03. 2017 resolved that although the cost of geyser-installation will be cheaper, institution should prefer Solar Water Heating system. The decision of FC was referred to the Purchase Committee which in its meeting dated 21.06.2016 resolved to complete purchase formalities. Accordingly, purchase notification seeking quotations was posted on website. At the time of preparing comparative statement of rates Purchase committee detected a technical flaw in the quotation of lowest bidder and in its meeting on 23.08.2017 resolved to seek fresh quotation. Since the lowest bidder at this stage had given some conditions, the matter was referred to Finance Committee for approval and guidance. FC in its meeting dated 23.09.2017 gave direction about mode of payment acceptable to the

institution. Accordingly PC met again & in its meeting dated 18.10.2017 finalized the supplier for placing Purchase Order. Meanwhile the Building Committee in its meeting dated 08.11.2017 resolved to finish the initial plumbing works at the earliest. As the 3rd floor of Sarala Hostel is at present under construction, Building Committee resolved to fix the unit meant for Sarala Hostel at Rokeya Hostel temporarily with provision for shifting it to Sarala Hostel after construction works. Thus the college successfully accomplished a work by strategically involving various bodies functioning at different levels.

Purpose & Value: Green development as targeted in Perspective Plan

Objective: Reducing the use of energy from fossil fuel

Analysis: How to provide modern amenity to students without disturbing ecological balance

Strategy Formation: Opting for device run on renewable energy

Modus operandi:

- Student demand considered, but implementation suspended during Summer & Monsoon
- Finance committee involved in devising policy in tune with Perspective Plan
- Purchase Committee involved in kick-starting Purchase Formality
- FC not interfering in matter of Purchase till its advice is sought
- Not regularizing the irregular; rehearsing quotation formality as per rule
- Finance Committee advice solicited to avoid future complication regarding payment
- Installation of system immediately after Purchase with the help of Building Committee

Structuring strategy:

- Decision to procure modern amenity for boarders avoiding use of conventional energy
- Allocation of Fund for this purpose
- Selection of item of required configuration through extensive homework
- Compliance with Financial rules
- Expeditious installation

Substitution: Not required

Feedback: Feedback taken from users is very positive. But as the system is glass made, it needs to be protected against accidental damage.

Working on the feedback: Steps have been taken for keeping the system in an iron cage with big net-holes for filtration of sunlight.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The administrative structure of the college is organically conceived with the Principal mediating with the different stakeholders of the college as the administrative nucleus. All the decisions taken in the highest body, the GB, are implemented through the Principal, the ex-officio Secretary to the GB, with the help of other integral statutory and non-statutory bodies of the college. A Manual for the different committees stipulates the Composition, Tenure, Objective, Function, and their whereabouts. The GB keeps track of the decisions taken by the statutory bodies, while those taken by the non-statutory bodies are reported and analyzed by the Principal. It is imperative for the college staff to abide by The West Bengal College Teachers (Security of Service) Act 1975, the relevant part of which is also recorded in the Statutes of Burdwan University. Further communications for compliance are made through GOs of the State Government. On the basis of the government decisions, the following major changes have been made:

- Child Care Leave for female staff
- Extension of the Superannuation age from 60 to 62 years
- General and Mutual Transfer for Teaching Staff
- Since the amendment of the Statutes is a long-drawn, complicated process, in matter of service, the force of the G.O. prevails till the Statutes are amended.

Recruitment of teachers & principals are monitored by the West Bengal College Service Commission(WBCSC) following proper government norms. The recommendation of WBCSC is implemented through the GB. Guest teachers are recruited following the norms of the affiliating university. Appointment of Substitute Teacher due to sanction of Teacher Fellowship under FDP scheme is done as per UGC norms. Appointment of non-teaching staff is maneuvered through the Standing Committee, in compliance with government rules.

The promotional policies stipulated by UGC are implemented through IQAC which guides the incumbents in preparing their API score properly. Promotion of non-teaching staff is done through the Standing Committee, and finally ratified by the GB.

The Grievance Redressal Mechanism implemented through the Grievance Redressal Cell(GRC) adheres to transparency, objectivity and confidentiality by creating an email id <grievancemucwcburdwan@gmail.com>. Other forms of grievances, if any, are addressed and redressed by direct intervention of the Principal.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The bodies and/ cells and committees of the college cooperate with one another to make every programme successful. This is evident from the success of the institution regarding organization of a NAAC sponsored Workshop in 2013.

The college approached NAAC with a proposal for organizing a workshop on principles of quality enhancement. The proposal was considered and a grant was assured. IQAC held a meeting on 01.08.2013 and adopted the following resolution:

1. The Cell extends thanks to the NAAC for giving financial assistance for organizing the workshop entitled "Quality Assurance Initiatives in Higher education: Challenges, Trends & Priorities" to be held on 25-26 September, 2013.
2. It is resolved that there will be eight Technical Sessions apart from the session for Rapporteur & Valedictory Session. Our Hon'ble Vice-Chancellor be requested to inaugurate the workshop.
3. It is resolved that at the time of workshop there shall be no classes for Hons Course students. However, classes for General Courses will not remain suspended.
4. It is further resolved that Rs. 100/- (Registration Fee) is to be taken from the participants in the workshop.
5. The entire session will be covered by VDO recordings.

Accordingly schedule for the workshop entitled *QUALITY ASSURANCE INITIATIVES IN HIGHER EDUCATION: CHALLENGES, TRENDS & PRIORITIES* was prepared, Resource Persons contacted, and Workshop-brochure was published. Necessary decisions like number of sessions, Registration fee were taken at another meeting of the IQAC held on 07.09.2013. Since no fund was yet received by the college, the IQAC approached Finance Committee for required fund. FC in its meeting dated 14.09.2013 resolved to release the required amount from college fund. The following are the minutes of FC in this regard:

"NAAC has sanctioned a grant of Rs 75,000 in favour of the College for organizing a seminar/workshop within six months of the date of grant. The IQAC of the college has organized a workshop to be held on 25 & 26 September 2013. The FC resolves that amount required for the Workshop be spent from College fund for the present and the amount will be realized from NAAC grant when released by NAAC. Additional expenditure, if any, to make the workshop successful will be borne by the College from its own fund."

The Seminar committee was involved to work out the action plan and distribute jobs among the faculty members and the workshop was held on 25 and 26 September, 2013. The Keynote was delivered by Professor L. N. Gupta. Eminent academicians like Professor Debabrata Mitra, Coordinator, IQAC, NBU, Professor Debnarayan Bandyopadhyay, Director, UGC HRDC, BU, acted as Resource Persons. Dr Ganesh Hegde, represented NAAC and enlightened the audience on how to achieve Quality Culture. The faculty members of English department acted as rapporteurs and summed up the deliberations. The workshop was attended by 130 participants with delegates from no less than 25 colleges. The papers presented were circulated among the participants and bound into a volume and kept in the Library for future reference.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

In addition to implementing Government welfare schemes like Bonus, CCL, Management has introduced a

number of staff welfare schemes. The following deserve special mention:

Loan Facility

College Cooperative Credit Society grants various loans to its members. Loan sanctioned during the last five years given in table below:

YEAR	SHORT TERM	MID TERM	EMERGENCY	EDUCATION	DIVIDEND
12-13	2715100	2346800	21800	x	60
13-14	1994500	4933500	217900	x	56
14-15	1432329	4729037	86000	x	49
15-16	1372900	3564893	72000	x	45
16-17	2025335	2856350	125000	100000	80

Festival Advance

All staff members are eligible for interest-free festival advance, realized in 10 equal installments. Amount disbursed for this purpose during the past five years is given in the table below:

Special Medical Leave

GB grants Special Medical Leave if a Temporary Staff on Fixed Pay falls ill for period which cannot be covered by Casual Leave. Such leave has been granted in favour of Somnath Dey, Kakali Sarkar, Minati Nag, Mitali Chakrabarty and Ashok Patra.

Special Medical Assistance

Needy Temporary Staff are also given financial assistance for medical treatment on humanitarian grounds. For this purpose an amount of Rs 49435 has been disbursed during the assessment period.

Compassionate Appointment

To bail out a family when its sole earning member dies in harness, the management makes ad hoc appointment on compassionate ground. Four temporary staff – Sri Somnath Dey, Smt Manjurani Dutta, Shankar Routh and Chandrika Raut have been thus appointed. Chandrika Routh, has been engaged by college on compassionate ground in place of his daughter after her marriage.

Staff Ward Concession

Wards of Non-teaching staff members get concession in respect of various fees. The daughters of Kali Pada Das & Uttam Mallick have enjoyed the benefit during the previous five years.

Alternative Accommodation

For constructing new quarters for non-teaching staff the families living there were asked to vacate rooms occupied by them. In response to their prayer the management provided them alternative accommodation at Ground Floor rooms of Mobarak Manjil.

Daily Wage to Fixed Pay Staff

Daily wage workers suffered most on holidays. So the management recognized all such workforce as Temporary Staff on Fixed Pay. Thus the pay of 20 workers on 1.7.2014, 3 on 1.8.14, 3 on 1.2.17 & 10 on 1.7.17 was fixed.

Loan from PF

Apart from final withdrawal at the time of retirement, Staff members can get both refundable and non-refundable loans from Provident Fund deposits with the help of the institution. The amount of loan sanctioned for this purpose along with the amount of interest disbursed to depositors during the last five years is given below:

Year	Non-Refundable		Interest Distributed
2012-13	522000	1084355	2162345
2013-14	258800	380000	2342763
2014-15	94000	427000	2556203
2015-16	0	265000	2922833
2016-17	694000	635000	3311799

File Description	Document
Any additional information	View Document

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

Response: 6.92

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	03	03	04	04

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 23.85

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
06	20	14	11	16

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has a performance appraisal system for both Teaching and non-teaching staff. The feedback is analyzed and feedback report is also communicated.

Student Feedback:

There is a formal mechanism for obtaining feedback from students on the performance of the teachers. The key aspects of teaching-learning have been brought under the purview of this feedback system. First introduced in 2004, the feedback is taken in a format having 10 questions covering major aspects of Teaching-Learning. Students are required to award marks assessing the performance as Average, Good, Very Good and Outstanding. The Feedback thus received is analyzed by the Principal himself and the signed score-sheet is made available to the faculty members with suggestion for improvement. The Feedback form has been so designed as to give the learners scope for giving their views frankly and without any inhibition, for disclosing identity has not been made mandatory for students.

The performance of all the Full Time Teachers has thus been appraised successfully. The total number of beneficiaries of this appraisal system is given year-wise hereunder:

- 2013: 56
- 2014: 52
- 2015: 47
- 2016: 54
- 2017: 60

This feedback system has earned applause from NAAC as well as from the Apex Body of State Education Department when it visited the college after the 2nd cycle of NAAC accreditation. This Feedback is one of the strengths of the institution and recently the scope of the Feedback has been extended to the General Courses taught in the college.

Exit Questionnaire:

The college has a mechanism for collecting feedback on various aspects of the institution, especially services expected from the non-teaching staff. This is done through a questionnaire which every student is required to fill up before leaving the college. The feedback which also serves as annual appraisal of the performance of the support staff is analyzed centrally by the IQAC with the help of faculty members. The consolidated report of this feedback was discussed at the Governing Body Meeting on 18.03.2016 (Item

no. 89). Generally the Principal is authorized to work upon the recommendations and discuss the feedback report with the NT Staff (Section-wise) and motivate them to cater to the needs of the students with greater commitment and sincerity.

Attendance Register:

The college has introduced a practice of regularly recording in the Attendance Register the number of classes allotted and held. The AR is checked by the Principal on regular basis. This enables the college authority to make quantitative appraisal of duty assigned to faculty members.

Some other modes of appraisal:

- Syllabus completion report from departments also helps the authority appraise the performance of teachers. Now included in Teacher Performance appraisal format
- Checking API score sheet by IQAC
- Pre-confirmation confidential performance appraisal of NT Staff in format prescribed by the University

In compliance with the suggestion of NAAC, the GB of the college in its meeting dated 14.11.2017 has taken decision to upload on college website the abstract of student appraisal report.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Various systems of auditing the institutional accounts are in place.

External Audit:

The institution has a mechanism for auditing the accounts by one firm of Chartered Accountants appointed by the DPI for 2/3 years. The auditor visits the college, checks the cashbook, the vouchers of expenditure, the receipt payment statement, income expenditure statement, the different schedules and the Balance Sheet, and verifies the Bank balance from Passbook. As and when required the accounts are also audited by a team sent by CAG. Audit of accounts up to the Financial Year 2015-16 has been completed and audit for 2016-17 is expected to be completed before 31 March 2018.

The audit report is placed at the GB meeting and the college works on the audit observations. The following are the Items and dates for discussion on the audit report since 2012:

- Audit Report: 2012-13: Item 123, date 19-12-2014

- Audit Report: 2013-14: Item 88, date 18-03-2017
- Audit Report: 2014-15: Item 104, date 13-04-2017
- Audit Report: 2015-16: Audited report yet to be received

The mechanism for addressing the audit objections is placing the Audit Report at GB meeting, making threadbare discussion of the observations and finding feasible steps for compliance. All the auditors who have checked the accounts since 2012 are satisfied that there has not been any misuse or misappropriation of funds. Although they have not given any objection, they have made a few observations for giving the college account a better shape.

Some major observations are as follows:

- Physical verification of Library stock
- I.T. Return Filing for the college
- Drawing separate statement of accounts for the hostel
- Introducing internal audit system
- Huge spill of fund in some heads

The observations were discussed at GB meetings and the G.B. gave required direction to the Principal for compliance with the observations of the auditors.

Internal Audit:

Apart from general audit, the college makes special Internal Audit of all Government grants from whichever source – UGC, RUSA, State Government, University – the grant is received. In such case, the audit report showing utilization of grant is sent to the appropriate authority.

Some other Check-points for financial control:

- Scheme-wise audit of grants received from UGC, State and Central Government
- Checking of all construction related bills by a qualified engineer
- Checking of Bills above Rs 20,000/- by the members of the Finance Committee
- Checking of all bills by the Bursar before payment
- Payment by cheque

File Description	Document
Any additional information	View Document

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

Response: 7.79

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.47	4.41	1.7	0.85	0.36

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

Since ours is a Government sponsored College, our own resources are limited. The tuition fee, collected (@ of Rs. 50 for Arts General Course, Rs 75 for Arts Hons Course, Rs 85 for Science General Course & Rs 110 Science Hons Course per month) is the main source of College income. While the fee, last revised way back in 1999, is very low, half the amount of this collection is to be deposited to Treasury as per Govt. rule. So the College is literally fund crunched. In order to overcome financial stringency, the college makes utmost effort for resource mobilization.

The following are the institutional strategies for resource mobilization:

- Tapping in UGC allocation under various schemes – MRP, Seminar, Scheme & Development Grants
- Availing of various development schemes of the State Government
- Collecting rent from users of college buildings
- Claiming HRA from the State Government for College Quarters occupied by TS & NTS
- Accepting donations from alumni and other well-wishers
- Sale of Admission Form/Collection of Registration fee
- Sale of journals and auction of scrap items
- Collecting hiring charge for holding external examination in the college
- Bringing greater number of students under the purview of stipends/scholarships granted by Government & Private agencies
- Transferring amount lying idle in non-interest accruing A/C to interest accruing A/C or schemes
- Creating scope for collecting monthly rent from roadside space

Approximate amount of fund generated through all these and other efforts is given in the table below:

Head	12-13	13-14	14-15	15-16	16-17
UGC	Rs 78,41,129	Rs 17,50,000	Rs 28,95,791	Rs 87,022	0
RUSA	0	0	0	Rs 50,00,000	Rs 95,83,333

State Govt.	Rs 1,85,000	0	Rs 4,50,000 +3,00,000 (Multi-gym)	Rs 22,17,197	Rs 3,70,000
Youth welfare office	0	0	0	Rs 25000	0
Donation	Rs 25,750	Almirah Rs 81,200 (GB 18.01.14)	Rs 1,00,000	Rs 3,71,950	Rs 20,000
House Rent (Qrs)	Rs 1,95,000	Rs 1,90,500	Rs 1,98,000	Rs 1,94,500	Rs 5,95,500
Other Rent	Rs 14,200	Rs 17,800	Rs 7,400	Rs 18,600	Rs 11,450
Student Aid Fund	Rs 15,375	Rs 14,900	Rs 13,775	Rs 15,600	Rs 16,425
NAAC	0	75000	0	0	0
Scholarship Stipend	&Rs 40,26,345	Rs 33,366	Rs 25,455	0	0
Admission form/Registration	Rs 3,57,070	Rs 1,96,270	Rs 4,93,260	Rs 2,05,335	Rs 2,91,208

The optimal use of resources of the institution is ensured by

- Interdepartmental sharing of equipment and borrowing books of interdisciplinary coverage
- Holding different classes in the same hall at different slots of time
- Use of departmental labs by researchers of other departments
- Strengthening labs with additional spareable computers for University Practical exams
- Upgrading computers rather than discarding them as junk
- Stock verification before issuing purchase order
- Use of Log-book for arresting slot overlapping at Computer Centre, Language Laboratory and Multi-gym
- Maintaining Register for booking of auditorium to avoid overlapping of schedule

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

‘Excellence is no destination but a marching forward’ is the motto of the college. College IQAC acts as a nodal agency for quality assurance and is pro-active role in strengthening the culture of excellence by:

- Identifying benchmarks

- Introducing Best Practices
- Setting the goal higher & still and higher
- Promoting 'Break-Your-Own-Record' mantra
- Encouraging innovation in every field of work

Two Best Practices institutionalized at the initiative of IQAC:

1. Since 2004 the college has been collecting student feedback on teachers' performance. The students of PG & UG Honours courses are involved in this system. While reviewing feedback mechanism on 26.06.2014 IQAC resolved to make Feedback system 'more inclusive'. So General Course students have also been brought under the purview of Feedback. As they are a heterogeneous group studying different courses, IQAC decided to take from them general feedback on the important quotients of institutional service. So IQAC prepared a Feedback Form, called 'Exit Questionnaire', covering all important aspects of the institutional service.

The feedback is collected on the date of examination of 'ENVS', compulsory for all third year students. The IQAC involves teachers in analyzing the Feedback and a report is also placed at the GB meeting. Because of the pro-active initiative of the IQAC, 'Exit Questionnaire' has over the years emerged as an important practice of getting reliable data for assessing the quality of service, identifying weak points and making priority of work for further development of the institution

2. College used to publish a journal called *The Quest*. But in absence of ISSN, it could not elicit enthusiastic response from outside scholars and researchers. Getting ISSN was a problem, because the name 'The Quest' was *pre-occupied*. It was a multi-disciplinary journal; so college faced difficulty in retaining a common format as found in most standard journals. The practice of Peer Reviewing articles was followed but for lack of experience the method was not very systematic. Mainly because of this, the publication was irregular. All these issues were discussed at IQAC meeting dated 07.09.2013. IQAC resolved to publish the college journal regularly (one volume each year) in a standard format. A smart name *JAST*, (acronym of Journal of Arts, Science & Teaching) was chosen to precisely express character of this multi-disciplinary journal in due course ISSN 2395-4353 was obtained to attract contributors. Thus the college journal *JAST* appeared with a brand new look, with each article selected on the basis of positive report of Peer-Review. Regularity in the matter of publication has been ensured, for the college has already published three volumes in three consecutive years. Response from contributors is inspiring, for articles of a number of dedicated researchers have already figured in volumes published. The soft copy of the article has been hyperlinked through college website www.mucwcburdwan.org. The journal has already been included in "Directory of ISSN assigned Indian Serials – 2015" and efforts are being made to get it enrolled in UGC journal list.

File Description	Document
Any additional information	View Document

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

Response:

IQAC, the nodal agency for quality assurance, not only sets benchmarks but periodically reviews learning outcomes and constantly monitors the process, structure and methodology of operation. Review and implementation of teaching learning reforms facilitated by the IQAC is borne out by the following two cases:

1. After the second cycle of accreditation the IQAC, in its meeting dated 19.09.12, resolved that special emphasis be given on ICT-enabled teaching. Accordingly, teachers were asked to make Power Point presentation. The college procured *Short Throw* projectors for this purpose. The facility created enthusiasm among young teachers who started making Power Point presentation on regular basis. Yet the percentage was not up to our expectation. So IQAC in another meeting dated 03.09.15 resolved to motivate the faculty to augment the use of ICT in teaching learning. It was then felt that having smart classroom will be a step ahead in facilitating the use of ICT in classroom. So the college utilized the RUSA fund to set up of Smart Classroom in nine departments. Thus greater number of teachers could be involved in making use of ICT. On further review it was found that because of habitualization in the conventional lecture mode, use of ICT was not universal. So IQAC reviewed the state of implementation and in its meeting dated 28.01.17 set one benchmark in this regard – at least one Power Point presentation every week by all faculty members. The college subsequently managed to get Government grant for setting up a Virtual Classroom. The IQAC then in its meeting dated 15.09.17 resolved to motivate teachers to deliver at least one lecture a week in the Virtual Classroom. This is being done and already a number of lectures have been recorded and posted on public domain.

2. Up to the second cycle of accreditation the college could not effectively cultivate the practice of modularization of the syllabus. Portion of the syllabus used to be assigned to individual faculty members at a meeting of the department. IQAC in its meeting dated 19.09.2012 reviewed the practice and recommended preparation of syllabus modules detailing chapters, sections, number of lectures to be delivered on a topic within the available time. Accordingly the departments prepared syllabus modules and started teaching the prescribed course content in a more organized manner. Although copy of module was available in the Library, there was no system of communicating the modules to the students. So IQAC reviewed the system and in its meeting dated 16.04. 2015 resolved that 'the modules prepared for the purpose (of methodical teaching) be uploaded on the college website'. So this was done and learners now can easily access modules and get clear picture of lesson-plan well ahead. With the introduction of CBCS, IQAC felt the need for switching to outcome oriented learning. It spared no time to ask departments to prepare PO, PSO, CO. Next IQAC arranged for uploading the same and in its recent meeting dated 30.11.2017 finalized the methodology of Outcome analysis

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 19.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
46	08	16	11	16

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

College acted upon all 10 recommendations in PTR

Sl. No.	Recommendation	Action Taken
1	Semester system	Semester system under CBCS introduced at PG (2013-2014), & UG (2017-18)
2	PG courses in science stream	After creating necessary physical facility, College approached WBSCH University for M.Sc. in Nutrition. WBSCH has given permission but said to take off, for University affiliation is pending.
3	Job oriented courses for self-reliance	In 2015 College applied to UGC for vocational education under KAUS proposal was not approved, in 2016 College arranged for skill development month course by Pedelite). So far <ul style="list-style-type: none"> • Enrolled 250 • Completed 109 • Job-offer 4 College has also run several Add-on certificate courses.
4	Shortage of faculty	In March 2012, against 72 sanctioned substantive posts, 60 were in position, 2012-2017 nine teachers retired & three resigned, raising vacancy number effort College filled up most vacancies. Present faculty strength 67, only five four due to non-availability, one due to post-ad retirement.
5	Centre for Women Studies	On 19.09.2012 IQAC resolved to set up Women Study Centre. Accordingly, was prepared, fine tuned & action plan structuralized. <p>Gender Sensitization programmes by WSC include</p> <ul style="list-style-type: none"> • Awareness-talks to observe International Women's Day • Seminars, workshops &, film-show on Gender Equality • Participation of learners in off-campus competition on Gender issues • Short-term Certificate Course in Gender Studies
6	Welfare measures for NT staff	Welfare measures for NT staff <ul style="list-style-type: none"> ◦ ex-gratia payment to staff not on Government Pay-roll ◦ four appointments on compassionate ground ◦ lump sum grant to low-earners for medical treatment ◦ waiving fees of staff wards ◦ CL facility for temporary staff, ceiling raised from 12 to 14 ◦ fixed remuneration for 36 daily wage workers ◦ Special ML for prolonged absence on medical ground
7	Health Scheme for students & staff	Steps taken to implement 'Swastha Sathi' Health Scheme for all permanent e <p>Universal Medical insurance scheme for students introduced in 2015-16 already getting benefit</p>

8	Perspective Plan and Work Plan	<ul style="list-style-type: none"> ◦ Perspective Plan & Strategic Plan: Prepared & uploaded. ◦ Work Plan: Time Schedule of Service prepared to guarantee accountability of service within reasonable time frame. ◦ College Manual outlining constitution, tenure, function, responsibility committees uploaded. 	
9	Commerce & MBA Course	Commerce courses non-viable in this region as evident from dwindling student numbers in neighbouring colleges. So College introduced B.C.A., soon rolled back in absence of infrastructure. To open new career avenue for learners, Mass Communication & Journalism introduced in current session.	
10	Use of ICT	<p>Use of ICT in teaching-learning and office has been augmented.</p> <ul style="list-style-type: none"> ◦ Most Teachers now comfortable with making PowerPoint presentation ◦ Short Throw projectors and smart classrooms regularly used ◦ Virtual Classroom for recording lectures and augmenting e-resource ◦ Computer savvy. office staff, using website, e-mail facility, POS machine, Tally & Accounting Software, computer-processing student data 	

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 1

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and Security:

As ours is a women's college, appropriate measures have been taken to ensure safety and security of learners.

- Campus well-protected with boundary walls – gates on both front and back side guarded by security personnel from Morning to late Evening
- The college has CCTV in all the major points, except within the classroom and washroom
- Hostel boarders are to return to Hostel by 6 pm positively
- Home-bound boarders are released from Hostel on submission of Leave Prayer signed by Guardian
- There is an Anti-ragging Squad and not a single instance of ragging has been reported
- There is a Cell for prevention of sexual harassment
- At the initiative of IQAC and NSS units, a self-defence training programme has been run
- Since ours is a Women's College, a Gynaecologist selected as college Physician. In case of an emergency, the college takes the responsibility to admit the student to hospital.

- Sanitary napkin vending machines and incinerators for hygienic disposal of sanitary napkins have been installed in college and hostels.

Counselling:

Personal Counselling:

College has arranged for personal counselling of students.

- Departmental teachers address personal problems of learners in stressful situation. If special attention required, they are sent to college Counsellors, two senior lady teachers who expertly handle personal problems of students in their late teens.
- But when the problem is beyond their management, the learner or her family is advised to consult psychotherapists.
- To practise Counselling systematically IQAC has brought counselling under purview of mentoring
- At the time of Mentor-Mentee grouping, Mentees are to respond to a question whether they can share their feeling freely with family members. If the response is negative, special attention is given to these mentees. They are sent to college Counsellors who help them overcome their personal crisis

Common Room:

The college had a Common room for students at the Ground Floor of RM Building. When the college got a grant from the State Government for setting up a Multi-gym, this room was selected as Gym for its positional advantage. In Feedback form students mentioned absence of Common room. Grievance Redressal Cell promptly addressed the grievance. With the help of the Building Committee, within a few months, a new Common room, adjacent to the Students' Union Office, was handed over to students.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.6

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 648

7.1.3.2 Total annual power requirement (in KWH)

Response: 108768

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 3.55

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2052

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 57780

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid waste management

As part of Green Initiative, the College has introduced a system of collecting solid waste in two different vats, one for bio-degradable and another for non-biodegradable matter. The college dustbins have been accordingly classified with Green & Red mark and the accumulated waste material is hygienically disposed by emptying the bins at the Municipality vats earmarked for this purpose.

Liquid waste management

The toxic effluent from the Chemistry lab is a problem to most institutions of higher education. To address this problem the college has constructed a treatment plant in consultation with the faculty of the department. The toxic affluent is made to flow through three chambers filled respectively with charcoal, brick bats and sand, so that the effluent loses toxicity before it is flows out as waste water. Initiative has been taken to channel laboratory waste of other departments using chemical substance for Practical experiments into the treatment plant to achieve 100% success in liquid waste management.

E-waste management:

Generally, the college does not allow e-waste to accumulate in the institution. Gadgets which can no longer be used are sold off at the time of procurement of newer ones following Buy-Back policy. As per advice of Green Club, College has approached Burdwan Municipality having elaborate infrastructure for effective e-waste management.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:****Water harvesting**

Although the district of Burdwan is not a drought-prone area, the ground water level is sinking mainly due to un-regulated water lifting through Submersibles/ Deep Tubewells and also due to the problem of recharging ground water because of concrete coverage, a necessary evil of urbanization. The college does not want to limit its activity only to awareness campaign about the threat of depletion of ground water. In order to play a more positive role in replenishing ground water level, a well has been dug and all the pipes of the four storied Golden Jubilee building have been linked to the well. Whenever there is a shower, rain water is harvested and flowing into the well it recharges ground water level.

This water is utilized mainly for the purpose recharging ground water.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college has taken initiative to promote “Green Practices” so as to sustain ecological balance and

prevent environment hazards.

- **Cycle Stand:** Bi-cycle is the principal mode of transport of about 20% of day scholars and many staff members. There are two large and spacious cycle stands for students, and one for the staff.
- **Public Transport:** Burdwan is a district town, well connected by roadway and railway. Standing beside the arterial BC Road, the institution has locational advantage. So the majority of the Day Scholars and over half of the staff-members regularly commute from their home using Public Transport. In order to encourage scholars to avail themselves of public transport, College arranges for their Bus & Rail-travel concession.
- **Pedestrian Friendly Roads:** All the entry points to the main campus are connected with pedestrian-friendly wide paths which are regularly cleaned. The passages within the college building are also broad and well lit by electricity with an uninterrupted source of power from two Green Generators.
- **Plastic Free Campus:** The college has taken particular care to make the campus plastic free. Use of plastic cups, thin-layered plastic carriers and thermocol plates on the campus has been banned.
- **Paperless Office:** Steps to reduce use of paper:
 - Faculty members to send common leave-prayers by email (to id mucwcleave@gmail.com).
 - Only soft copy of GB resolutions sent to members by Email
 - Instead of printing multiple copies of a Notice, all notices uploaded on www.mucwcburdwan.org
 - Management Information System developed so as to keep Management updated about information through mucwcmis317@gmail.com
- **Green landscaping with trees and plants:** Although an urban college, the institution has a lush viridescence provided by a beautiful garden before the main portico and a variety of trees.
 - Plantation is an annual programme generally observed during Forest Week. NSS volunteers regularly nurture planted saplings.
 - Felling of trees without permission of the Forest Department has been restricted.
 - College guarantees plantation of more number of trees than lost by natural/ accidental process.
 - College also has a medicinal plant garden on the campus.
 - Botany Department has taken charge of identifying & conserving some endangered species of plants of local origin

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.07

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.019	0.00165	0.005	0.003	2.1

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 17

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	02	06	04

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website**Response:** Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 3

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Yes

The institution organizes national festivals and birth/ death anniversaries of great personalities every year. The following deserve special mention:

- Observing the Republic Day (26th January)
- Observing Saraswati Puja (January/February)
- Observing Bhasa Divas (International Mother Language Day) (21 February)
- Observing Rabindranath Tagore's birthday on 25th Baisakh (May)
- Observing Rabindranath Tagore's death anniversary on 22nd Shraban (August)
- Observing the birthday of Maharajadhiraj Uday Chand, after whom the college has been named (14th July)
- Observing the Foundation Day of the college (28th July)
- Observing the Independence Day (15 August)
- Observing Teachers' Day to pay tribute to Dr. Sarvapalli Radhakrishnan (5th September) and also to felicitate all the respected faculty members

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Yes, the institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

The major points regarding maintenance of full transparency in every academic, administrative and financial matter:

Academic:

- Online application for admission, computer generated merit list, notification regarding correction before finalization of list, online admission on the basis of Merit List, elimination of discrepancy, if any, by e-mail communication, verification of document and cancellation of admission if submitted data proves incorrect.
- Showing checked answer scripts of Test Examination to learners
- Filling up seats that fall vacant after admission strictly on the basis of merit
- No quota of any stakeholder, from student council to management, in admission
- Publication of article in JAST on the basis of positive review report.
- Strict invigilation to stop malpractice in examination hall

Administrative:

- SPIO & AO to respond to RTI applications
- Recruitment of NT Staff by empowered Committee, of Teaching Staff on the basis of recommendation by WBCSC
- Website Notification for enlistment of Daily Wage Staff
- Publication of result of Test Examination on Website
- Periodic publication of attendance percentage on Website
- Requisitioning from University subject Expert for recruitment of Guest Faculty

Financial:

- Collection only of fees mentioned in the Prospectus
- Fees collection by A/C transfer or through Bill Book kept by the student
- Compulsory daily deposit of collected amount
- Refund of fees if deposited twice by any student by mistake or if the admission cannot be confirmed due to submission of correct data
- Purchase through Tender/Quotation website/Newspaper notification
- Website notification for auction
- Deduction of IT
- Adjustment of admission fee if transferred from General to Honours Course
- Internal Audit for all grants from State Govt., UGC, RUSA, University & other Grant – agencies
- Rate verification certificate for local purchase of smaller amount
- Joint signature system for withdrawal of amount above Rs. 20,000/-

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BP 1

Title

BOOK-REVIEW BY STUDENTS

Goal

- Enhancing reading habit, developing self-learning habit, augmenting critical acumen, making review-repository for future users.
- Familiarizing learners with unknown texts and developing originality in thinking and organized presentation
- Initial target 10 % of Third Year Honours students

Context

Under the burden of syllabus learners generally are unwilling to go beyond text books. Library use has also been decreasing over the years as reflected from dwindling number of walk-ins. So learners with good score cannot perform well in tests of originality of approach. So this Best Practice was adopted to help the learners rack their brains towards a critical orientation.

Practice

- Heads asked to frame implementing policy
- Class-regular advanced selected
- Learners asked to select books of preference and submit their reviews within two weeks without consulting net-accessible review
- Asked to digest content and summarize issues point-wise
- Write-ups checked by faculty with suggestion
- Learners elaborate points following line of argument
- Reviews preserved in Library

Evidence of Success

Successfully implemented BP, initial target of involving 10% of third year Honours students achieved and Reviews kept in Library

Problems Encountered and Resources Required

- Convincing learners of usefulness
- Curriculum load and time-inadequacy
- Selecting easily comprehensible reference books
- Involving not just advanced learners but all students
- Comprehension as well as expression
- Students being in salad days, maturity and judgment of standard review missing

College has adequate human resources to execute this practice. Financial involvement limited to stationery only & hence borne by College

Notes

To broaden the scope of this self-learning, college has made watching educative video clips in Library compulsory for students, exposure-target being 40 video-clips per semester and 240 during three years of studentship.

BP 2

Title

KNOWLEDGE SHARING

Goal

- Expansion of cross-discipline knowledge-horizon
- Augmenting multi-disciplinarity
- Plantation of research idea
- Intra-institutional knowledge generation

Context

Our institution believes that knowledge shared is knowledge augmented. It not only enriches understanding but stimulates research. Institution releases faculty for attending RC/ OP/ Winter Schools/ Short Term Course but the knowledge gathered needs to be used for systematic augmentation of Human Resource, for in student-interest it is impossible to release all faculty members. Sharing is vicarious augmentation and a viable alternative.

Practice

One faculty member prepares presentation slots, 3/4 on a day. Intellectually refreshed teachers make PPT presentation before institutional colleagues and interact with them. Unlike departmental seminars attended by faculty and students of same department, Knowledge-Sharing sessions have heterogeneous audience.

Evidence of Success

Practice has created great academic ripples. Faculty members initially hesitant have come forward to make

presentation before their colleagues. Those attending session were also happy to get a scope of enrichment within institutional premises. Soft copies of PowerPoint presentations video clippings treasured in Library.

Problems Encountered and Resources Required

- Practice being new, some rudimentary scruples seen in some faculty
- Finding convenient time slot
- For having Auditorium with pre-fixed projection-cum-sound-device, no additional resource required

Notes

IQAC has taken salutary step in extending scope of this BP by inviting paper-presenters at Seminar/ Symposia to share content of research with colleagues.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Knowledge is extracted from Information, Wisdom is digested Knowledge. Application is the litmus test of Wisdom. Consequently, one of our vision statements ('Knowledge to Wisdom: Perception to Application') emphasizes Comprehension at the cognitive level, and Skill at the Performative level. Teaching is converted into Learning when students are motivated to intellectually/ physically engage themselves in the process. Hence in an educational institute worth its salt *student-centric pedagogy need to be linked to application of acquired knowledge*.

Consistent with this principle, the college has institutionalized inter-departmental "Stall Competition". During college fest *Jagriti*, students of each department prepare charts, posters, models on a socially relevant topic of their discipline and decorate individual 'stalls' around the fest spot. Each department selects a host of dedicated learners for this purpose from whom three/four advanced learners act as demonstrators. The demonstrators interact with stall-visitors, explain and illustrate the contents of charts/ models and satisfy their queries.

It is a true application of acquired knowledge which is visible not only from the relation of abstract, theoretical part of discipline-specific knowledge to lived experience but also from the ability to defend the topic in presence of inquisitive viewers. By introducing prize this grand academic exhibition has been made healthily competitive, for an extra-ordinary zeal has been seen among learners to surpass one

another. To ensure neutrality and transparency in judgment, a panel of external experts usually from the affiliating university and neighbouring colleges, are invited to visit the stall, interact with the demonstrators and declare the first three positions in Humanities & Science disciplines. The three criteria for assessment are Social Relevance of the Topic, Illustration of the idea and Art of demonstration.

As teachers just suggest or approve topics, and learners go on exploring it, illustrate the topic and present it, 'Stall Competition' has emerged as the finest form of student-centric learning system. Stalls are visited by all sections of students, and since the competition is held on the occasion of College Social, even common visitors can visit the stalls. This paves the way for deeper percolation of the fruits of academic pursuit. As weightage is given on the Social Relevance of the topic, the competition also is an attempt to bridge the gulf between an academic institute and the society which sustains it. Coverage of topics like *Corruption in India* (Political Science, 2012), *Punishment & its Ethics* (Philosophy, 2013), *Adulteration of Different Common Food* (Nutrition, 2014), *Digital India* (Economics 2015), *Breast Cancer* (Zoology, 2016), *LED & its Application* (Physics, 2016), *Population Growth & its Impact on Environment* (Geography, 2017), *Color Chemistry & Green Chemistry* (Chemistry, (2017) shows how an educational institution can play an effective role in passing over theoretical knowledge for betterment of society. Application of acquired knowledge is one of our professed vision statements, community orientation is our priority, student-centric quality education is our thrust and all these three have been meaningfully harmonized in this annual 'Stall Competition' which may be singled out as the distinctive feature of this temple of learning.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The College at a Glance: Distinctive Traits

- Only Women's College in Purba Bardhaman District
- Administrative Block located in a building redolent of historical flavor
- College success rate consistently above University percentage
- One faculty member (Nutrition) has Patent
- College rated *** star (superactive) by Spoken Tutorial, IIT, Bombay
- The number of working days is on the rise
- Nine out of twelve GB members are from the teaching community
- Faculty have international exposure, recognition and publication (<http://www.mucwcburdwan.org/index.php?id=hats-off>)
- College has registered for NIRF ranking
- Ex-students have succeeded in getting admitted to some of the best institutes like NIN (Hyderabad), JNU, University of Hyderabad, BHU, TIFR, BARC, NPL (Delhi), JU
- Ex-student Dr Debmita Ghosh, faculty of IISC, Bangalore
- Among 67 faculty members, six are our ex-students
- College has active collaboration with MRCSS
- College selected venue for Teachers' Training by the State Govt.
- One non-teaching staff has been recently awarded Ph.D. degree
- Secretary of the Alumni Association is a student of the first batch

Concluding Remarks :

After second cycle of accreditation, the institution was focussed on recommendations of PTR. As regards realization of the recommendations of PTR, institutional achievement level is more than 90%. The institution is conscious of the dynamic role it has to play in bringing about positive social transformation through education. Although academic concepts like CBCS and OBE are somewhat new in this region, the college has geared up its mechanism to embrace and adopt them. Factors like student enrolment from other countries, teacher-recruitment from other states, and industry-linkage, are beyond institutional control. But academic activity is our priority, and this is attested by the success percentage of our learners (much above university percentage all through the assessment period), as also by the large number of university rank-holders and PhD awardees. The research contribution of our faculty has increased substantially, and one teacher has Patent to his credit.

The institution has strengthened its bond with community, and student service has improved in number and quality. The vertical mobility of students is significant; not a single teaching day has been wasted due to students' agitation; rather the number of working days has been maximized. IQAC has become more active and involved, and quality benchmarks have been set. Full E-governance and greater use of alternative energy, both included in college Perspective Plan, are our next target. The institution, it is hoped, will continue to flourish and also will succeed in exploring its potentials to compete with the best colleges of the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 09 Answer after DVV Verification: 02</p> <p>Remark : As per the clarification and proof provided, only communicative skill course and handicrafts course has been implemented in the institution. Hence modified accordingly.</p>
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Only alumni feedback form has questions related to the curriculum. Hence modified accordingly.</p>
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 50 Answer after DVV Verification: 15</p> <p>Remark : As per the clarification and proof provided, the number of differently-abled students has been modified.</p>
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 4271 Answer after DVV Verification: 791</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 5651 Answer after DVV Verification: 1000</p> <p>Remark : This is a current year question (2016-17). The number of students appeared and passed has been changed based on the proof provided in the SSR, As the total number of outgoing students is only 1000.</p>
3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p>

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the clarification given, no monetary incentives is provided to teachers. Also no proof has been provided for the claim that teachers are being provided with duty leave. Hence this metric has been modified.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
26	25	72	62	145

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
7	10	25	20	35

Remark : Since many of the links shows an error, the numbers have been changed accordingly.

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
04	01	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
03	01	0	0	0

Remark : Since one of the MoUs has been signed in the year 2018, it cannot be considered in the last 5 years. Hence modified accordingly.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise

during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
03	01	02	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

Remark : Since proof for only one event in the year 2016-17 has been provided, the number has been changed.

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none">1. Physical facilities2. Provision for lift3. Ramp / Rails4. Braille Software/facilities5. Rest Rooms6. Scribes for examination7. Special skill development for differently abled students8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above</p> <p>Answer After DVV Verification: D. At least 2 of the above</p> <p>Remark : Since proof for only scribe has been provided, this metric has been edited accordingly.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>07</td><td>07</td><td>07</td><td>07</td><td>07</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : NSS and NCC activities cannot be considered here. Also proof for only one initiative is provided which is a NSS activity. Hence reduced to 0.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	07	07	07	07	07	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
07	07	07	07	07																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p>																				

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	02	07	04

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	02	06	04

Remark : Since swachha bharat has already been claimed in the metric 3.4.3, it cannot be claimed here again.

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 19</p> <p>Answer after DVV Verification : 19</p>