SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KHANDRA COLLEGE

KHANDRA COLLEDE P.O- KHANDRA, P.S- ANDAL, DIST.-PASCHIM
BARDHAMAN
713363
www.khandracollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Khandra College, a co-educational institution imparting higher education, is located at Khandra, Dist. Paschim Bardhaman, West Bengal (Lat-23° 06' 33'' N &Long-87° 22' 0'' E). The College was established in 1981 under the leadership of late Amalendu Bakshi, a local Philanthrope, to cater higher education among the boys and girls of the surrounding area. The primary motto was to set up a minimum infrastructure for imparting higher education to young students who were mostly first-generation learners coming from economically backward strata of the society. The effort was soon acknowledged by the Government of West Bengal, and in the year of its inception, the University of Burdwan accorded affiliation to the college as a co-educational institution for higher studies. The academic activities of the College were inaugurated in 1981 with only B.A. General course of studies in Bengali, English, History,Philosophy, Sanskrit, Political science and Economics with few students.In 1985 B.com General course was introduced, and 1996 onwards , Honours Courses of studies in the aforestated disciplines were made accessible to the students. The College, which was born an unknown sapling upon the mining crags of Ukhra and Andal, far away from the glitter of the metropolis, may now boast of holding thirteen Honours Courses of studies in its branches by the side of eighteen general degree courses to enrich its foliage. This has become possible as a consequence of the combined efforts rendered by the teachers, the students, the local people and each and every staff member of the Institutional family.

Khandra College received its Assessment and Accreditation by NAAC for the First Cycle in the year 2007. Our efforts were once more acknowledged when we received accreditation by NAAC for the second cycle in 2018. Now we are looking forward to a newer dimension in our attempts to embrace the NEP 2020 guidelines in imparting Higher Education to our students through various academic, administrative and co-curricular activities.

Vision

To create responsible citizens, who would imbibe the spirit to offer mutual respect and dignity, in nurturing a sustainable and symbiotic relationship amongst the countrymen.

Mission

- To impart quality education to students from backward classes, and first generation learners from economically challenged backgrounds, thereby encouraging inclusive growth
- To provide an ambience that makes our students ethically strong and professionally competent, and contributing thereby to a healthy and prosperous society
- To encourage innovative thinking and creativity and inculcate research skills in our students
- To enable the young generation to create a sustainable society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Our strength consists in the existence of the following:

- Use of licenced software
- Online admission process
- Thirteen Honours and eighteen General courses of study
- Regular conduct of CIA
- Departmental Libraries
- Smart classroom and ICT enabled teaching
- Fully automated library resources with OPAC
- Fully computerised cash and account section
- MoUs with other institutes and local industries
- NSS units
- Certificate Courses offered by the Institution
- Garden of medicinal plants
- Effective system of rainwater harvesting
- Waste zone for dumping garbage
- Purified drinking water
- Vending machine for supplying sanitary napkin to our girls students
- Grievance Redressal Cell
- Students' Aid Fund
- Ramps and rails for differently abled students
- High speed internet connectivity
- Solar power plant
- Uninterrupted water and electricity supply
- Wi-Fi connectivity inside the campus
- Students' Cheap Store
- PH Assistance Cell and Sick Room
- College canteen
- Seminar Hall with Public Address System, etc.

Institutional Weakness

- We are running with inadequate number of teaching and non-teaching staff
- Some of the classrooms have insufficient space for students and teachers
- The College does not have enough funds of its own
- There is no provision for students to use Hindi as the medium of instruction, though we have a considerable number of Hindi speaking students in the College.

Institutional Opportunity

- We have an objective of starting Post-Graduate courses of studies under the Kazi Nazrul University in near future
- We hope to enhance the skills of our students in ensuring success in the job-market
- We have an objective to organise educational tours for each department at least once a year
- We wish to organise National-level seminars and special inter-disciplinary lectures for the students in greater numbers

We may have an AV library for audio-visual support to the students

Institutional Challenge

- To overcome the dearth of permanent teaching and non-teaching staff
- To enhance the funds of the College itself

- To introduce Honours Courses of study in new disciplines
- To increase the intake capacity of Departments like Music, Mass Communication, Zoology, Botany, and Chemistry
- To complete the ongoing construction of the College auditorium

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution has a well-defined system of curriculum delivery which consists in active participation of some of our teachers in the University Board of Studies in framing the syllabus. Besides, the academic departments take adequate care to break the syllabus into modules for an effective curriculum delivery. While a number of new courses were introduced till the academic session 2019-20, it is worthy of being mentioned that the College authority decided to introduce at least fifteen certificate courses to promote career opportunities and skill development between the academic sessions 2018-19 and 2022-23. The Institute runs two units of NSS to accelerate extension activities and awareness programmes in the neighbouring communities. The faculties of Geography and Environment Studies undertake field projects on a regular basis. The Institution believes in 360 degree feedback system. The Institution shows academic flexibility by allowing students to change subjects even after admission till a certain time.

It also encourages re-admission of drop out candidates. Keeping in tune with the norms of NEP 2020, as also the demands of the students, some departments arrange for interdisciplinary lectures/classes. The Institution also encourages academic tours of places of historical interest or places associated with the name or fame of eminent poets or writers.

CIA is regularly conducted as per the guidelines of the UGC and the affiliating University.

Teaching-learning and Evaluation

The Institution adheres to the Reservation Rules of the Government of India during student admission. The faculty takes special care of both the advanced and slow learners. While the advanced learners are encouraged

to take a lead in the classroom in organising seminar presentation, group discussion, ICT-enabled learning and participating in academic programmes, the short-comings of the slow learners are mostly done away with by providing them with continuous psychological motivation and also by arranging tutorial classes

The College always take care so that our differently abled students never feel themselves psychologically distanced from the teaching-learning process.

The Student- Teacher ratio for the current Academic Session (2023-2024) is 28:1. While the conventional mode of classroom lecture is retained as the primary medium of curriculum delivery, the esteemed faculty of the Institution excels in the use of ICT enabled teaching in accordance with the standards of modern education in India, whose purpose is to make teaching-learning more reciprocal. We do understand the importance of maintaining a mechanism of mentor-mentee interaction, and our teachers sincerely adhere to the Institutional policy in this regard.

The present percentage of Teachers on substantive post as against sanctioned vacancy is 92%. There are a total number of fifteen (15) teachers having Ph.D. as their highest qualification among our faculty and it definitely adds to our prestige that a total number of five of our esteemed colleagues have been pursuing their doctoral research with the greatest of diligence and enthusiasm.

The College regularly hold class-tests as a parts of the CIA process which has been given immense importance in Indian Higher Education in the contemporary scenario .We maintain a transparent and robust mechanism in the conduct of CIA. The College takes care so that no grievance related to academics and evaluation remains unresolved.

The average percentage of student enrolment over the last five years in our College has been 57.6%.

Research, Innovations and Extension

Over the last five years, the Institution has initiated actions, whose fruits are perceivable in the arenas of academic innovation, co-curricular extension and a furthering of the temperament rooted in research and technological growth. Such initiatives include the introduction of certificate courses on IKS, language and communication and life skills, while the markers of extension activities are to be found in the conduct of internships, Institutional workshops and training programmes in collaboration with other institutes and local industries, keeping in view the career prospects of the educated youngsters of our society. We have as good as eleven functional MOUs with other institutes and industries of repute, whereby we have ensured at least twenty-one linkage programmes in the past five years for the benefit of our students and employees. While our esteemed faculty members have published research articles in a considerable number of UGC CARE listed journals, it adds to our honour that the College has got its second ISBN volume published on the societal and cultural trends of post- Independence Bengal, under the prestigious imprints of an international publisher from Michigan, USA. Our NSS programme officers are tireless in planning extension activities in the adopted villages, and getting them executed by our beloved students in the midst of high spirit and enthusiasm. It is a happy fact that three of our teachers have been awarded Ph.D. in the last five years and five of them have been pursuing doctoral research in different universities of the State. Our College has been awarded twice by the Government of West Bengal for its performance in promoting women empowerment. The activities of the Institution in the direction of research and innovation are also perceivable in the organisation of a two- day

Science Fair in the Academic Session 2023-24, which has been a grand success in itself.

Infrastructure and Learning Resources

The College has adequate number of classrooms and almost wholly computerised management. Our Geography and Commerce Departments have fully computerised laboratories. From the academic session 2015-16, General Course of studies in Science subjects like Chemistry, Botany and Zoology was introduced. In the year 2020 General Course in Physics was introduced by the side of Honours courses in Chemistry and Zoology. We are thankful to the DVC authorities, Andal, who have helped us a lot in the matter of building Science Laboratories.

The College has its own playground adjacent to the main building for outdoor games. The college provides equipment for indoor games like Carom and Table-tennis. We have separate Common Rooms for male and female students with toilets. The College has its own Gymnasium to enable the students to take regular physical exercise. Our College canteen endeavours to provide quality food to the students.

We have installed a smart classroom, and almost all the academic departments use this room to provide ICT-enabled teaching. We hope to set up separate smart classrooms for each department in near future.

For the convenience of our differently-abled students we have installed ramps and a separate cell for their assistance with equipment like wheel chairs and stretchers.

Our Institutional Library is fully automated, and OPAC is linked with the College website for online access to library resources.

Apart from the facilities of the Central library, the students may also avail the benefit of Departmental libraries. However, the resources provided by the Departmental libraries are limited. We hope that we will be able to avail fuller benefits of the Departmental libraries in near future.

The College authority has made provision for free Wi-Fi usage inside the campus.

It may be also mentioned that the Administrative as well as Academic blocks of the College are entirely under CCTV surveillance. The College accounts are regularly audited, and we have already forwarded the updated audit reports till the financial year 2022-23 to the DPI, Govt. of West Bengal.

Student Support and Progression

The College regularly provides financial support to its economically backward students from the Students' Aid Fund. Besides, we have a number of governmental financial support-aids to provide to our students.

For the benefit of the economically backward students and the slow learners, the academic departments arrange for tutorial classes and extra classes. As far as career counselling is concerned, the Institution usually deploys the following measures:

• Organising Career Oriented Certificate Courses.

• Providing Career Counselling through external agencies

The Institution takes special care of an effective curriculum delivery. It encourages practices like timely and adequate supply of syllabus, question papers of previous University examinations, etc. through the Central Library. Students' extension activities are monitored by the NSS units which organise special camping programmes in the adopted villages. We have a well organised Students' Grievance Redressal Cell to keep at bay any possibility of ragging inside the campus.

We are yet to develop a comprehensive mechanism of recording the placement history of our outgoing students. However, the Institution regularly collects data from its Alumni Association and some local governmental agencies like the Andal Panchayat Samity regarding the recruitment of its pass-out students. It is a happy fact that we have got eleven of our State- Aided College Teachers from our former students. We have also three regular office staff and five casual staff who were former students of the College. One of our former students of the Sanskrit Department has now become a Full-time Professor in a college and many of our students of different academic disciplines have secured marks of excellence in the PG level Examination of the University.

The College encourages its students to participate in several competitions and cultural events. The College regularly organises annual sports and awards the students for academic proficiency as well as excellence in games and sports.

We have a registered Alumni Association. They meet at least once a year and forward the minutes of their discussion to the Principal for necessary action regarding the well-being and prosperity of the Institution.

Governance, Leadership and Management

We aim at empowering students from all sections of the society through holistic education centred on academics. We also strive to impart quality education to students from backward classes and first-generation learners. The College authority communicates the Institutional vision and mission through the College website.

We understand the importance of a decentralized administration and this is reflected in the preparation of the Academic Calendar, the conduct of CIA and in empowering different Institutional Committees to participate in policy formation. The Governing Body in its meetings at regular intervals takes concrete resolutions, based on the recommendations of different subsidiary committees, regarding the development of institutional infrastructure, and preserves all documents.

As for e-governance, our cash and accounts section is fully computerised and follows electronic transmission system, like Human Resource Management System (HRMS) and e-Pradaan as recommended by the Govt. of West Bengal.

The Institution takes special care of faculty empowerment and grants special leave to both the academic and office staff for attending awareness and skill development programmes. The teachers take a keen interest in performance appraisal and submit reports to the Co-ordinator, IQAC on annual basis. The institution keeps up-to-date Audit of all its financial transactions.

The College having been accredited by NAAC for the second cycle in 2018, the following post-Accreditation plans have been implemented over the academic sessions 2018-19 to 2022-23:

- Getting the AQARs prepared on time and submitting them to NAAC
- Encouraging e-governance to a greater extent in the discharge of academic and administrative affairs
- Applying for Govt. funds for the construction of the College Auditorium
- Strengthening the mechanism of conducting CIA and grievance redressal
- Encouraging the faculty and the students to be more accustomed to the usage of ICT-enabled tools in teaching-learning
- Making the transactions of the College office and Library fully automated
- Maintaining and strengthening a decentralised administration.

Institutional Values and Best Practices

The College takes particular care to maintain gender equity inside the campus. Students are made aware of the greater social impact of gender equity throughout every Academic Session through several addresses by the Principal and the faculty, and particularly during special camps of the NSS. Students are also groomed so as to help and assist their differently abled co-learners.

The Institution understands the need of renewable sources of energy in the present scenario, and so, it has installed solar power plant and LED bulbs. We follow strict measures to dump waste into bins kept for the purpose so that entire waste could be disposed of and the campus remains waste free. As for rainwater discharge, we channel out the entire amount of rain water into our own pond. This enables us to have a steady source of water throughout the year. Added to this, we have our own submersible pumps and water purifier units to meet the daily need of purified drinking water.

Our Institution is located amidst greeneries. It has a look of sylvan splendour inside the campus. Our students and staff members often provide voluntary service to look after trees and plants, particularly the garden of medicinal plants. We sincerely try to keep our campus plastic- free. The faculty advises students to dump plastic wrappers into particular boxes for easy disposal. They are also advised to minimize the use of plastic inside the campus. We have walled up stickers and placards inside the campus in adequate numbers to create awareness against the uncritical use of plastic.

Our students and non-teaching staff mostly use bicycles, and this results in minimum carbon discharge within the Campus. Some of our teachers have decidedly given up using conventional transportation, and have been utilising the environment friendly service of e-rickshaws. We have long association with the local Health Centre under the State Government to provide primary care at moments of any health emergency. We have also installed vending machine to supply sanitary napkins to our girl students at moments of necessity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KHANDRA COLLEGE
Address	KHANDRA COLLEDE P.O- KHANDRA, P.S-ANDAL, DIST.-PASCHIM BARDHAMAN
City	DURGAPUR
State	West Bengal
Pin	713363
Website	www.khandracollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	PINAKI RANJAN BHATTACHARYYA	91341-2665245	9433255126	-	khandracollege1981@gmail.com
IQAC / CIQA coordinator	ABHISEK BHATTACHARYA	341-2665245	9874382850	-	abhisekbhattacharya83@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Kazi Nazrul University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-08-1989	[View Document](#)
12B of UGC	22-08-1989	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KHANDRA COLLEDE P.O-KHANDRA, P.S- ANDAL, DIST.-PASCHIM BARDHAMAN	Rural	5.92	12140.6

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,English Program,	36	H.S or equivalent	English	37	20
UG	BA,Bengali Hons,	48	H.S or equivalent	Bengali	101	32
UG	BA,Bengali Program,	36	H.S or equivalent	Bengali	244	187
UG	BA,Sanskrit Hons,	48	H.S or equivalent	English,Bengali	90	7
UG	BA,Sanskrit Program,	36	H.S or equivalent	English,Bengali	122	17
UG	BA,Political Science Hons,	48	H.S or equivalent	English + Bengali	78	53
UG	BA,Political Science Program,	36	H.S or equivalent	English + Bengali	122	39
UG	BA,History Hons,	48	H.S or equivalent	English + Bengali	72	19
UG	BA,History Program,	36	H.S or equivalent	English + Bengali	87	32
UG	BA,Hindi Hons,	48	H.S or equivalent	Hindi	60	60
UG	BA,Hindi Program,	36	H.S or equivalent	Hindi	49	41
UG	BA,Philosophy Hons,	48	H.S or equivalent	English + Bengali	42	1
UG	BA,Philosophy Program,	36	H.S or equivalent	English + Bengali	49	17
UG	BA,Multimedia And Mass Com Hons,	48	H.S or equivalent	English + Bengali	19	2
UG	BA,Educatio	36	H.S or	English +	89	16

	n Program,		equivalent	Bengali		
UG	BA,Physical Education Program,	36	H.S or equivalent	English + Bengali	89	85
UG	BA,Sociology Program,	36	H.S or equivalent	English + Bengali	18	0
UG	BCom,Bcom Hons,	48	H.S or equivalent	English + Bengali	232	50
UG	BCom,Bcom Program,	36	H.S or equivalent	English + Bengali	182	17
UG	BSc,Chemistry Hons,	48	H.S or equivalent	English + Bengali	28	0
UG	BSc,Zoology Hons,	48	H.S or equivalent	English + Bengali	28	4
UG	BSc,Economics Hons,	48	H.S or equivalent	English + Bengali	23	2
UG	BSc,Geography Hons,	48	H.S or equivalent	English + Bengali	49	16
UG	BSc,Physics Program,	36	H.S or equivalent	English + Bengali	11	0
UG	BSc,Mathematics Program,	36	H.S or equivalent	English + Bengali	11	1
UG	BSc,Chemistry Program,	36	H.S or equivalent	English + Bengali	11	2
UG	BSc,Botany Program,	36	H.S or equivalent	English + Bengali	11	0
UG	BSc,Zoology Program,	36	H.S or equivalent	English + Bengali	11	2
UG	BSc,Economics Program,	36	H.S or equivalent	English + Bengali	11	1
UG	BSc,Geography Program,	36	H.S or equivalent	English + Bengali	28	1
UG	BA,English Hons,	48	H.S or equivalent	English + Bengali	87	39

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				17			
Recruited	0	0	0	0	2	2	0	4	10	5	0	15
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				44			
Recruited	0	0	0	0	0	0	0	0	19	25	0	44
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	6	2	0	8
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	16	1	0	17
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	2	0	5	4	0	13
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	23	25	0	48
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	670	17	0	0	687
	Female	1048	11	0	0	1059
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	79	55	52	21
	Female	117	83	77	43
	Others	0	0	0	0
ST	Male	19	7	10	9
	Female	23	11	14	17
	Others	0	0	0	0
OBC	Male	53	82	73	4
	Female	80	100	90	6
	Others	0	0	0	0
General	Male	220	244	175	429
	Female	268	367	264	264
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		859	949	755	793

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College understands the focal points of implementing NEP 2020, and as such, it welcomes a multidisciplinary approach in disseminating higher education in the contemporary scenario. Not only that

<table>
<tr><td colspan="2">conduct classes on the online platform during long holidays and on occasions when the College premises is temporarily taken by competent authorities on governmental affairs.</td></tr>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the College has been running an Electoral Literacy Club w.e.f. 15th March, 2023, in accordance with Policy Statement framed and approved by the Governing Body of the College in its meeting held on 25th February, 2023, in the presence of the Honourable President, the Teacher-in-Charge and other esteemed members.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the ELC of Khandra College is functional and, its organizational structure and objectives are stated below: Structure of the Club: The HOI as Chairperson, The IQAC Coordinator as Coordinator, Three Teachers on substantive post, having experience of performing election duty, The HOD, Deptt. of Political Science, or his/ her nominee, Two members from the SACT faculty, Two Office staff having experience of performing election duty, Two students (one boy, one girl) Objectives: To make the general students aware of the importance of elections in democracy, To provide them with general outlines of elections in India, To demonstrate the election process with model EVMs and ballot papers whenever necessary, To help them enrolling themselves in the electors' list with the help of local governmental agencies like the Andal Panchayat Samity and the Andal Block Office, to conduct doubt- clearning sessions as and when necessary.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The innovative initiative undertaken by the Electoral Literacy Club of Khandra College is stated as below: Workshops have been organised to explain the election process to the students with the aid of model EVMs and ballot papers.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness campaigns in the neighbouring villages have been organised by the the Electoral Literacy Club of the College.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	At present about 10 to 15 % of the students above 18 years are yet to be enrolled as voters in the electoral roll. These students are mentored for enrollment in the electoral register and further advised to visit the Andal Block Office for direct enrollment. Every type of help from local governmental agencies is vouchsafed. Further workshops for students are arranged where government officials are invited as resource persons.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1718	2078	1923	2057	2091

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

2 Teachers

2.1

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

Response: 64

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	61	63	59	44

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
32.23	26.72	0.84	22.03	47.97

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution has a well-defined mechanism for curriculum planning and delivery. This is reflected in the following activities conducted and monitored throughout every Academic year:

1. While we adhere to the Academic Calendar of the affiliating University, we also keep within it the scope for additional input keeping in view the necessity of Continuous Internal Assessment (CIA), class tests, Tutorial classes, Certificate Courses etc,

2. Our esteemed faculty understands the need of breaking the University syllabi into learning modules for a greater ease in the matter of curriculum delivery. Our teachers create such modules and class hours are distributed accordingly so that the needs of the students are addressed .Moreover, some of our esteemed teachers hold important place in the Undergraduate Boards of Studies of the affiliating University

3.We strongly hold that a proper Mentor-Mentee interaction in the academic sector needs to be maintained. Our teachers arrange tutorial classes for the slow learners.

4 Continuous Internal Assessment (CIA) , as emphasized in NEP 2020, is regularly conducted in the Collegethrough a transparent and robust mechanism, which comprises various modalities including viva-voce, projects and assignments, MCQ evaluation sheet and online examination like that using Google form. The marks obtained by the students are uploaded on the University website and records of the same are preserved by the concerned departments.

5.We do understand the necessity of E-resources and the use of ICT in the contemporary Teaching-Learning process. While our Central Library is equipped with E-resources and OPAC for both the teachers and the students, our teachers also make extensive use of ICT in curriculum delivery. We have an E-learning tab in our website which gives access to a repository of online study materials prepared by our esteemed teachers for the students. Besides, we also encourage the practice of taking online class through Google Meet, Zoom etc., and this was particularly of help during the Covid-19 pandemic period.

6.The College authority has eleven(11) functional MoUs with other Institutions/ industries over the last 5 years, whereby faculty exchange, linkage, programmes, internships have become possible. This has undoubtedly left positive impacts on our commitment to a successful curriculum planning and delivery.

7.To enhance the employability of the students and also to help them in building a larger awareness of the society and the Indian value system, the College plans and organizes several certificate /Collaborative courses for them during each academic year. This works as a positive impetus on our endeavor towards an effective curriculum planning.

Finally, the College authority encourages the students to undertake projects, internships, field study and academic tours as a part and also beyond the prescribed curriculum. The students are also motivated to participate in departmental and inter-departmental seminars. Most of our academic departments have Departmental Libraries of their own. This helps a lot in the matter of curriculum delivery as per the norms of modern education system in twenty- first century India.

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

1.2 Academic Flexibility

1.2.1

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

Response: 17

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

1.2.2

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

Response: 44.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
1260	861	00	900	1324

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institution understands the necessity of integrating crosscutting issues into the curriculum and so we consistently aim at incorporating issues relevant to gender, environment, sustainability and professional ethics in our Academic and co-curricular activities throughout every academic session. While Environmental Science figures out as a regular part of the University curriculum, we work for furthering the commitment of the student community to environment and sustainability by conducting several Certificate courses and awareness camps under the NSS units of the College. The Institution being a co-educational one, students are continuously sensitized to gender issues so that they can inculcate values relate to mutual respect and cooperation. While this is primarily done through different lectures delivered by the Principal and the other teachers during Freshers' Welcome and many such programmes of similar sort, we have experiences of conducting Certificate course on Women empowerment and arranging NSS awareness camps on the evils of child marriage, dowry and gender discrimination. We also organize " Kanyashree" week as a governmental programme wherein, our teachers and students uphold issues of women empowerment. We strongly hold after Mahamta Gandhiji that "The end of education must be the building of character", and so we always aim at tuning the hearts of the youngsters under our guidance in the perennial notion of harmony and ethics. To that end we have successfully organized workshops on the role of ethics in a changing value system. We have also organized workshops on research ethics and anti-plagiarism to provide a primary glimpse of research methodology to our students. We do believe that such endeavors instill in our students the spirit of holistic growth in way of making them cognizant of gender equality, sustainable development and professional ethics as citizens of a developing country like that of ours.

A list of our works in this direction for last 5 academic years is given

1. **Sensitizing the students to gender equality, sustainable development and professional ethics through lectures during programmes like Freshers' Welcome and NSS annual camps.**

2. **Organising Certificate courses in women empowerment**

3. **Conducting NSS Awareness camps on female health and hygiene, evils of dowry and child marriage etc**

4. **Observing Kanyashree week every year as a governmental programme pertaining to women empowerment**

5. **Organising workshops on research ethics, anti-plagiarism etc**

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

1.3.2

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

Response: 58.61

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

Response: 1007

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 54.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
755	949	836	940	1063

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

2022-23	2021-22	2020-21	2019-20	2018-19
1714	1664	1616	1658	1658

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 45.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
316	338	336	344	350

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

2022-23	2021-22	2020-21	2019-20	2018-19
771	749	727	746	745

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 29.12

2.3 Teaching- Learning Process

2.3.1

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

Response:

The students being the primary stakeholders in the arena of formal higher education, we consistently plan of and implement certain student centric methods in the matter of curricular and co-curricular activities during every academic session. Such strategies implemented over the last five academic years may be listed as follows:

1. Organising Certificate Courses for the students by the side of regular curriculum delivery. A total number of (17) of such courses have been organized between the academic sessions 2018-19 and 2022-23.

2. Organizing career oriented courses and internship programmes in collaboration with other institutes of repute or neighboring industries. Over last five academic years we have successfully organized 14 of such collaborative programmes for the greater interest of the students.

3. Signing MoUs with other higher educational intitutions or industries for faculty exchange, internships, seminars/ workshops etc. Over the last five years, we have had at last 7 functional MoUs of that sort.

4. Organizing Field Studies, Projects, students' seminars etc. Such programmes are regularly organized as a part of and also beyond the syllabi to boost up our students for experiential and participative learning. Inter-departmental seminars and students' seminars do give an exposure to the students to presentational and research skills.

5. Maintaining mentor-mentee interactions. We do understand the need of maintaining a systematic mentor-mentee interaction to underscore the needs of the slow learners, and also to primarily redress grievances related to evaluations. Based on the reports of the mentor-mentee interaction, we arrange for tutorial classes and extra classes.

6. Preparation of academic calendar and conducting CIA. We adhere to the academic calendar provided by the Affiliating University at the start of each semester. However, we make certain additions keeping in view the conduct of CIA, which is an integral aspect of curriculum delivery under CBCS and NEP 2020. We maintain transparency in the conduct of CIA and also in forwarding the marks to the University.

7. Digitalization of Library facilities, including OPAC. Our Library facilities are fully automated with OPAC. We have access to more than 25000 e- journals and e- resources through the licensed N list software. Besides, most of the academic departments are equipped with departmental libraries for a greater convenience of the students.

8. Encouraging students to participate in several competitions and cultural programmes. Over the last five years, many of our students have received awards in a number of such competitive programmes.

9. Encouraging students to take part in NSS camps as a part of participative/ experiential learning.

10. Allowing students to avail themselves of governmental scholarships, institutional freeships and also letting them have the benefits of cheap canteen, students' cheap store, and sanitary napkin vending machine.

Our esteemed faculty understands the importance of ICT enabled teaching and most of them utilize the following methods

1. **Using smart classroom,**

2. **Preparing materials for e-learning and uploading them in the institutional website.**

3. **Conducting online class and CIA through Google Meet, Zoom, Google Form etc.**

4. **Organising cultural programmes in the virtual platform etc.**

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	66	66	61

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

2.4.2

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

Response: 37.06

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

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	23	19	12

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institution, running under the CBCS pattern of the affiliating University, understands the role of CIA as well as External Theory Examinations, and is committed to maintaining transparency and a robust mechanism in the conduct of the same.

For the conduct of Internal Assessment we are guided by the following:

1. **Policy decision regarding tentative schedule, modality of assessment and attendance**

2. **Preservation of marks by the concerned departments**

3. **Session for discussion with the students regarding their performance.**

4. **Forwarding the marks to the affiliating University through the Marks Capturing Portal designed for the purpose.**

For the conduct of External Theory/ Practical Examination:

We are guided by the following:

1. **Attending meeting in online/ offline mode organized by the University**

2. **Issuing notice for students regarding examination enrollment**

3. **Obtaining Descriptive Roll (DR) from the University Website.**

4. **Allocation of seats for the enrolled external candidates.**

5. **Preparation of invigilation duty chart, allocating duty to the faculty.**

6. **Preparing Non- Teaching Staff register for support during the examination.**

7. **Forwarding the answer- scripts to the University in sealed packets as per prescribed format**

8. **Doing all of the above in accordance with policy decision for maintain transparency at the time of the examination.**

Ours being a co-educational institution, we do understand the necessity of having a proper grievance redressal mechanism that timely redress issues related to examination and any other in campus issues. For a timely redressal of grievances, we are guided by the following

1. **Policy decision regarding grievance redressal.**

2. **Formation of Grievance Redressal Cell as per policy decision**

3. **Creation of Form for submission of grievance in both online and offline mode**

4. **Sticking "No- Ragging" banners in different areas within the campus**

5. **Redressing examination related grievances through mentor-mentee interaction**

6. **Analysing grievance in Grievance Redressal Cell and forwarding reports to IQAC.**

7. **ATR prepared by IQAC and forwarded to Governing Body.**

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The College has adopted CBCS under the Kazi Nazrul University since the academic session 2017-18. Initially we attempted to assess the attainment of PO, CO and PSOs of our own, and published them in our website for general understanding. Our esteemed faculty also explained these to our students during regular classes and mentor- mentee interactions. However, since 2020, after the newly framed curriculum of the University came into being, all affiliated Colleges have been provided with PO and CO by the University itself. We have uploaded these in our Institutional website, and as before, have organized several meetings with the teachers and the students to explain in full the implication of the PO and the CO. The IQAC is also active in assessing the attainment of these and prepare reports on the basis of feedback received from the Teachers' Council, to forward for the consideration of the Governing Body.

Here is a brief outline of how POs and Cos are obtained, prepared, displayed and explained to different stakeholders.

1. **Obtaining PO and CO from the affiliating University as a part of the syllabi**

2. **Discussion in the Teachers' Council regarding PO and CO**

3. **Explaining implications of PO and CO to the Faculty and the students**

4. **Uploading PO and CO in the Institutional website.**

5. **Analysing attainment of PO and CO through classroom and mentor-mentee interactions and through CIA**

6. **Preparation of reports by IQAC on the basis of feedback received from Teachers' Council**

7. **Forwarding reports of IQAC to the Governing Body**

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The College has adopted CBCS under the Kazi Nazrul University since the academic session 2017-18. Initially we attempted to assess the attainment of PO, CO and PSOs of our own, and published them in our website for general understanding. Our esteemed faculty also explained these to our students during regular classes and mentor- mentee interactions. However, since 2020,

after the newly framed curriculum of the University came into being, all affiliated Colleges have been provided with PO and CO by the University itself. We have uploaded these in our Institutional website, and as before, have organized several meetings with the teachers and the students to explain in full the implication of the PO and the CO. The IQAC is also active in assessing the attainment of these and prepare reports on the basis of feedback received from the Teachers' Council, to forward for the consideration of the Governing Body.

Here is a brief outline of how the attainment of PO and CO is assessed:

1. **Obtaining PO and CO from the affiliating University as a part of the syllabi**

2. **Discussion in the Teachers' Council regarding PO and CO**

3. **Explaining implications of PO and CO to the Faculty and the students**

4. **Uploading PO and CO in the Institutional website.**

5. **Analysing attainment of PO and CO through classroom and mentor-mentee interactions and through CIA**

6. **Preparation of reports by IQAC on the basis of feedback received from Teachers' Council**

7. **Forwarding reports of IQAC to the Governing Body.**

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

2.6.3

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

Response: 86.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
392	467	500	404	386

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

2022-23	2021-22	2020-21	2019-20	2018-19
505	503	525	522	427

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.18228	0.18228	0.18228	0.18228	0.18228

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution in its limited capacity has endeavored to develop an eco system regarding cultivation of the Indian Knowledge System (IKS), and this is evident in the following:

1. **Conducting Certificate Courses in "Yoga for Physical and Mental Fitness" and "Women Empowerment" in contemporary India, "An Awareness of Vedic system".**

2. **Organizing NSS Awareness Camps on the evils of smoking, dowry and child marriage in connection with the Indian society**

3. **Identifying the classrooms after the names of eminent Indian personalities like Rabindranath Tagore, Netaji Subhash Chandra Bose, Amartya Sen et. al.**

We do understand the role of an incubation centre in the higher educational institutes of present times for promoting career-oriented learning and soft skills. Our efforts to that end may be listed as follows:

1. Certificate Courses in Effective Communication, Functional English, Soil testing till 2022-23 and indigenous handicraft(proposed to commence from 2024-25)

2. Providing free Consultancy services to neighboring community in Soil Testing, Blood Group Testing and Understanding the norms of GST.

For the dissemination of knowledge of technology among the youngsters, we have signed MoUs with nearby industries, thereby enabling our students to undergo internships, trainings and practical interactions with local entrepreneurs that might give them a boost towards independent career building in the future. The result of such initiatives are perceivable in the following

1. Increased enrollment in Certificate Courses on the Indian Knowledge System (IKS)

2. Increased participation in NSS activities

3. Local people availing themselves of several consultancy services

4. Regular collaborative programmes with local industries

5. Increasing placement of the students in the competitive job market.

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

3.2.2

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

Response: 6

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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

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

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

3.3.2

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

Response: 0.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	5	11	2	0

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

3.4 Extension Activities

3.4.1

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

Response:

1. **We conduct extension activities in the following ways:**

   1. **Through NSS awareness camps,**

   2. **Through consultancy services to the neighboring community**

As far NSS Camps, our student volunteers under the guidance of the Programme Officers visit the adopted villages of Khandra and NKJ Colliery for cleaning drives and also for getting the local people oriented to different societal issues. Over the last five years a number of such camps have been organized on the following issues:

1. **Evils of smoking and drug addiction,**

2. **Precaution against vector borne diseases**

3. **Evils of dowry and child marriage**

4. **General Health and Hygiene**

5. **Female Health and Hygiene etc.**

The impact of such camps are perceivable in the following:

1. **Enthusiastic response among the local people**

2. **Disciplined participation of students**

3. **Growth of leadership and empathy among the students**

4. **Students being sensitized to issues related to gender equality and mutual respect.**

So far as Consultancy Services are concerned, we run three services of that sort including free blood group testing, soil testing and understanding the norms of GST. The perceivable impact of such services may be listed as follows:

1. **Creation of awareness among the local masses**

2. **Impressive responses from the local people**

3. **Giving a boost to the confidence of the faculty and support staff in public dealing and providing consultancy service.**

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

3.4.2

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

Response:

For the last five years, the College has conducted extension activities and received recognition for the same in the following ways:

1. Providing the local people with free consultancy services in Soil testing, blood group testing and understanding the norms of GST. We have been doing so since 2017 under full knowledge of the Hon'ble Sub- Divisional Officer (SDO), Durgapur, Paschim Bardhaman about the same.

2. Encouraging the students to participate in State/ District level awareness- cum- competitive programmes like Youth Parliament Competition, and so on. We feel honoured to state that five of our students secured First position in YPC Quiz, YPC Quiz on character building and essay writing respectively at the District level Youth Parliament Competition, 2022-23, under the Govt. of West Bengal.

3. Observing special days/ weeks under the direction of the Education Directorate, Govt. of West Bengal,

one programme of that sort being the " Kanyashree Week" celebration, which is directly linked with the policy of the Govt. of West Bengal to promote women empowerment. Our efforts have been awarded twice, in the year 2018 and 2023 with First and Second Prize, respectively by the Paschim Bardhaman District administration, and this has definitely boosted our confidence in the harvest of organizational capability.

4. Encouraging the students to participate in " Mission Nirmal Bangla", an initiative of the Govt. of West Bengal regarding cleanliness, sanitization, health and well- being. Every year, our students participate in that programme conducted under the ambit of the Andal Panchayat Samity. The participation and activities of our youngsters are recognized by the Hon'ble Savapati, Andal Panchayat Samity, and the IQAC takes care to preserve all certificates and recognitions for the purpose of official records.

5.Organizing NSS Awareness camps in the adopted villages of Khandra and NKJ Colliery. In this connection, we have received certificates recognizing the effort of our NSS volunteers and Programme Officers from the Andal Panchayat Samity, and these recognitions work for us as a major impetus in carrying on with our extension activities through NSS in the adopted villages and the neighbouring community.

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

3.4.3

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	3	7

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

3.5 Collaboration

3.5.1

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

Response: 02

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our Institution within its limited capacity, has tried to develop a satisfactory infrastructure for a successful running of the teaching-learning process. This includes the following:

1. **Existence of a total number of thirty (30) well- maintained classrooms with adequate infrastructure for classroom delivery.**

2. **One smart classroom for the use of the faculty and the students equipped with smart board, LCD projector, HDMI and Sound System**

3. **Use of ICT enabled tools by the faculty for teaching**

4. **A total number of fifty five (55) computers for the use of the students**

5. **One Seminar Hall for organising seminars, special talks and cultural events**

6. **One open dais for cultural programmes**

7. **Ongoing work for an auditorium under administrative approval of the Dept. of the Higher Education, Govt. of West Bengal**

8. **Fully digitized central library with OPAC**

9. **Subscription to e-journals through N-List**

10. **Departmental Libraries**

11. **Online admission, registration and enrollment mechanism**

12. **Grievance redressal mechanism**

13. **Collection of feedback from students and teachers**

14. **Ragging, Smoke and Carbon free campus**

15. **Uninterrupted power supply using green Gen-set**

16. **E-learning initiatives and materials**

17. **College canteen and students' cheap store**

18. **Separate Common Rooms for boys and girls**

19. **Computer Laboratory**

20. **Separate Laboratories for science subjects**

21. **Certificate courses and career- oriented collaborative courses**

22. **College gymnasium**

23. **Adequate infrastructure and ground for games and sports**

24. **Extension activities through NSS and other free consultancy services**

25. **Provision of awarding students for excellence in academics and sports**

26. **A robust and transparent mechanism for Continuous Internal Assessment (CIA)**

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

4.1.2

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

Response: 19.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.2	.97	.13	2.27	11.2

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Khandra College Central Library was initiated along with the establishment of the College in the year 1981, and since then, it has been an integral and indispensable part of the College for all its academic functionalities. At present, the Central Library has a total of around 18, 642 Text Books covering the discipline like Arts, Science and Commerce. Moreover, it has around 261 Reference Books and 120 Rare Books in its collection.

The College Central Library is fully automated with major digital facilities using Cloud based Intrgrated Library Mangement System (ILMS) (KOHA), which comprises the following:

o Acquisition

o Cataloguing

o Serial

o Circulation

o OPAC

o Barcode & Spine Label

o Reports

The Khandra College Central Library has been enjoying the following advantages of KOHA on Cloud Server Environment :

1. Data security
2. 24/7 Uptime Server
3. Ready Server in 2 minutes
4. 24/7 support – telephonic/ticket
5. Online back-up system
6. No Purchase of Server required
7. No Server maintenance required
8. Unlimited data storage
9. No need to purchase public IP
10. Unlimited user access
11. Disaster Recovery
12. Automatic software updates
13. Automatic bug fixing
14. Work from anywhere

Besides, the Khandra College has been accessing e-Resources through N-LIST since the academic Session 2017-2018 and since then the subscription has been continued till date. The students, faculties and staff of our College can browse e-Journals through N-LIST official website https://nlist.inflibnet.ac.in

As per the register of the Central Library, a sizeable number of students and teachers (150 students and 20 teachers on an average) visit the Library on a working day for academic purposes

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth

within a maximum of 500 words

Response:

The College is equipped with high speed internet connectivity provided by M/S S&K CABLE NETWORK, Khandra, Paschim Bardhaman with a bandwith of 69.9 Mbps download and 26.5 Mbps upload speed. The College campus, including the academic and administrative blocks enjoys hastle free wifi connectivity under the unlimited and uninterrupted scheme of service provided by the same service provider. It may be also mentioned in this connection that the major blocks of the College campus are under complete CCTV surveillance

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

4.3.2

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

Response: 31.24

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

Response: 55

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 15.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.38	0.98	0.18	1.47	9.88

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
1719	1352	1088	1023	1009

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 21.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
556	300	0	470	766

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 33.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	136	150	142	152

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

2022-23	2021-22	2020-21	2019-20	2018-19
392	467	500	404	386

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	01	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	1	3	8

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 7.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	05	07	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The College has a registered Alumni Association.The members render valuable service to the wellbeing of the Institution. Some of these services can be exemplified as follows

1. **Our Alumni Secretary, Mr. Partha Dewashi is the Pradhan of a local Gram Panchayat, and it goes without saying that the College receives immense help and cooperation from him both in administrative affairs and cultural activities. His presence in several cultural Programmes of the College is definitely inspiring for the general students. The College authority is particularly thankful to him for his help during the Science Fair 2024, which was the first of its sort in the history of Khandra College**

2. **Mr Koushik Mondal, another notable alumnus of the Institution hold office as a member of the Andal Panchyat Samity. His outstanding efforts towards an inclusive growth of the Institution may be perceived in the following**

   1. **Building the open dais of the College, named the" Rabindra Nazrul Mancha " for organizing different cultural programmes**

   2. **Building the boundary wall of the College under a financial scheme of the Ministry of Backward Class development, Govt. of West Bengal, the work being completed by the Andal Panchayat Samity**

   3. **Getting the landed property of the College surveyed by a govt. registered surveyor in the Financial Year 2023-24**

   1. **The esteemed faculty of the College may legitimately pride on the fact that a number of their former students, who are now active members of the Alumni, are gracing the Institution as State Aided College Teachers in different academic disciplines. Their contribution to the teaching -learning process is nothing less as compared to that of their counterparts in substantive posts. These members of the Alumni are**

1. **Ms. Mitali Sen, SACT 1, Department of Sanskrit**

2. **Ms. Chumki Mondal, Department of Geography**

3. **Mrs. Prity Verma, SACT 1, Department of Pol sc**

4. **Mrs. Rianka Banerjee, SACT 1, Department of English**

5. **Mrs. Chameli Sharma, SACT 1, Department of Philosophy**

6. **Mrs Geeta Halder, SACT 2 , Department of Bengali**

7. **Mr. Animesh Mondal, SACT 2, Department of Sanskrit**

8. **Ms. Kripasidhu Ruj, SACT 2, Department of Sanskrit**

1. **Some of our office staff also happen to be alumni of the Institution. They are**

a. Mr. Subinoy Dey

b. Mr. Biswanath Dhibar

c. Mr. Rahul Banerjee

d. Mr. Parijit Roy

e. Mr. Choton Ruj

From the above, it is understandable that the members of our Alumni Association are always active in so far as their involvement and participation in various cultural activities and administrative affairs of the Institution are concerned. While many of them are indispensable in the matters of obtaining funds from different agencies for developmental projects, many are linked with the process of discharging academic and administrative responsibilities. However, a mechanism of systematic fund raising from within the Alumni Association itself is yet to be developed, and this is under serious consideration of the executive members of the Association.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Vision: To create responsible citizens, who would imbibe the spirit to offer mutual respect and dignity in nurturing a sustainable and symbiotic relationship amongst the countrymen.

Our mission: To impart quality education to students from backward classes and first generation learners from economically chyallenged backgrounds, and thereby encouraging inclusive growth. To provide an ambience that makes our students ethically strong and professionally competent and contributing thereby to a healthy and prosperous society. To encourage innovative thinking and creativity and inculcate research skills in our students. To enable the young generation to create a sustainable society.

From the vision and mission of the Institution, the following areas distinctive of its endeavours in academic and administrative affairs may be identified, and this is integrally linked to the progressive norms vouchsafed in NEP,

1. **Sensitizing students to gender equality, mutual respect and national integration through lectures, seminars, certificate courses etc.**

2. **Enhancing employability of students through internships, training programmes, certificate courses etc.**

3. **Inculcating notions of sustainability among the youngsters through academic talks, projects, extension activities through NSS etc.**

4. **Encouraging holistic education and inclusive growth by maintaining government norms of reservation at the time of admission and also by allowing the students to avail themselves of governmental scholarships and institutional freeships.**

5. **Encouraging innovative teaching learning by ICT enabled teaching, and instilling research skills into the students through certificate courses and workshops on research skills into the students through certificate courses and workshops on research methodology.**

6. **Making our students ethically strong by introducing them to basic tenets of the Indian value system and also to the concepts of anti-plagiarism and research ethics expounded in contemporary research methodology.**

The Institution understands the importance of practising decentralisation and participatory management as per the norms of NEP 2020 in its organogram.Its policy decisions are framed in the meeetings of three statutory bodies namely the Governing Body, the Finance Sub. Committee and the IQAC. But, in order to maintain the spirit of decentralisation in governance, all such decisions are made on the basis of recommendations received from a number of non-statutory committees which comprise a greater number of faculty and non-teaching members. Every possible care is taken so that the views and opinions of no stakeholder is compromised with at the time of arriving at a policy decision.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institution has both short term and long term perspective plans , and for that it maintains a systematic and democratic process that clearly demonstrates a spirit of decentralisation. We have a total number of eighteen Non- Statutory committees to look after students' admission, students' scholarships and freeships, students' grievances, construction and purchase, maintenance of physical and academic facilities, sports, campus publication, cultural activities and so on. These committees have got a significant role in policy framing in the sense that they primarily inspect the academic and administrative activities at the ground level and collect and analyze relevant data at the respective meetings before forwarding recommendations to the statutory committees including the Governing Body, the IQAC, the Teachers' Council and the Finance Sub Committee. The following list may stand exemplary as to how the perspective plans of the Institution have been executed over the last five years, while maintaining transparency and decentralization in management and administration:

1. Obtaining and analysing the POs and COs, and making them available in the College Website,

2. **. Launching a second ISBN volume of the College**

Practice of decentralization and participatory management is also evident in the short term and long term perspective plans of the Institution. In this matter also opinions are sought from different stakeholders through feedback, analyzing whereupon requisitions are prepared and forwarded to the concerned statutory bodies by the subsidiary committees. Some such perspective

plans of the Institution between the Academic Years 2018-19 and 2022-23 may be listed as follows.

1. **Ensuring systematic curriculum delivery,**

2. **Organizing Certificate/ Add-on Courses, Special Lectures, Workshops, Projects, internships etc to strengthen student support and progression.**

3. **Infrastructure augmentation.**

4. **Regular maintenance of academic and physical facilities**

5. **Conducting financial and academic audit on regular basis**

6. **Organizing co-curriculur activities**

7. **Maintaining and upgrading green practices to strengthen sustainability**

8. **Implementation and maintenance of e- governance in finance, administration, student admission, examination and so on.**

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution takes care so that a proper mechanism for performance appraisal of both teaching and non- teaching staff can be developed and maintained. The esteemed members of the faculty prepare their appraisal reports in the prescribed format of the Institution, and submit the same to the Coordinator, IQAC. This is of help not only for maintaining official record, but also for reference during Selection/ Screening Committee meetings at the time of considering promotion under CAS in favour of any eligible faculty. Similarly, we have a separate proforma for the non-teaching employees .It is undeniable that our efforts towards collecting and analyzing self appraisal report suffered an unexpected setback in the years 2020 and 2021 owing to the outbreak of the Covid-19 pandemic, still, it is a happy fact that we have successfully completed the process for the academic session 2022-23, and while analyzing the reports, the IQAC has found the performance of our teaching and non-teaching employees to be satisfactory and inspiring. Reports to that effect have been already forwarded to the Governing Body of the Institution.

Welfare Measures: The Institution has the following welfare measures for the teaching and non-teaching staff:

1. The College authority grants study leave to Full Time teachers who have registered themselves as Ph.D candidates

2. The College encourages teachers to attend OP/RC/ Winter or Summer school for their career advancement.

3. The College sanctions On Duty Leave to teachers attending University assignments

4. As per Government circular the college authority sanctions Maternity Leave , Paternity Leave, Child Care Leave to teachers who apply for it.

5. The College provides computer with internet for the use of both Teaching and non-Teaching Staff

6. The authority grants Festival Advance to the Staff in the season of festivities.

7. The College provides separate toilet facilities for the male and female staff

8. The College arranges for loan from Provident Funds to the staff who apply for it.

9. The College provides recreational facilities including indoor games and gymnaisum for the members of the Staff.

10. The College takes care to ensure that the members of the staff get retirement benefits after superannuation

The Institution understands its role in creating awareness of career development for its faculty, non- teaching staff . Its flexibility and dynamism are reflected in the following welfare measures.

For teachers:

1. **Publishing ISBN volumes to encourage and promote faculty publication**

2. **Encouraging faculty to prepare SAR on regular basis**

3. **Organising Screening/ Selection Committee meetings to approve promotion under CAS in favour of eligible faculties**

4. **Conducting Workshops/ Training programmes at the Institutional level for upgrading technical and communication skills.**

For Non-Teaching Staff:

1. **Allowing the NTS to attend Workshops/ Training programmes**

2. **Encouraging the NTS to prepare SAR**

3. **Conducting training programmes at the Institutional level to enhance technical and communication skills.**

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 30.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	6	26	25

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institution being an aided degree college under the DPI, Govt. of WB, has to depend for funds

from the state government or from the UGC. Such a fund was released by the Dept. of Higher Education, Govt. of WB in favour of the College vide Memo No 797. Dt…………. for the construction of the College auditorium. We are privileged to state that the said construction work is in progress at present under the supervision of the Paschim Bardhaman Zilla Parishad.

Secondly, the College itself deploys certain plans for an effective mobization and utilization of funds. These include:1. Creation of FD to obtain interest against fixed asset, 2 Using College pond for pisiculture and obtaining revenue out of that on annual basis, which is utilised for maintenance of the College garden,3. Using solar power panels as alternative source of energy to reduce straight electricity consumption,4. Using LED tubes and bulbs to reduce electricity. 5. Organizing educational/ cultural programmes like Science Fair, the excess funds gathered whereupon is utilized for augmentation and maintenance of technology based equipment.

Thirdly, we have received a total amount of Rs. 3 lakhs from our former teacher Dr. Santosh Kr. Biswas and from the family of Late Prof. Manoj Kr. Patra as one time endowment and have kept it under Fixed Deposit, the annual interest of which is utilized to award our students for excellence at University Examination with medals and certificates.

It may be mentioned in this connection that in the financial year 2023-24, a special grant from the Hon'ble MP, Asansol Parliamemtary Constituency has been allocated in favour of the College for the construction of a separate toilet complex for our teachers, and the BDO, Andal Development Block has been entrusted to look after the completion of the project in his official capacity.

Regarding financial audit, it can be said that our finance machinery that comprises the Cashier, Accountant, Bursar and the Principal, regularly analyzes all the accounts of income and expenditure, and every financial decision is taken under the approval of the members of the Finance Sub Committee. The accounts are finally audited by a CA firm, duly empanelled by the Govt. of West Bengal. We have submitted such reports to the DPI till the financial year 2022-23.. Our academic and green audit are also up to date.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of the College started functioning from April 2014.

While the formation of the IQAC was strictly in accordance with the norms of the UGC, it is also to be noted that the IQAC of Khandra College has a distinct understanding of its role in institutionalized quality assurance. If an analysis of the activities of the IQAC over the last five academic sessions i.e 2018-19 to 2022-23 is attempted at., at least four distinctive threads of work will appear in perspective:

1. **Works dedicated towards institutional accreditation which include:**

- **Collecting and processing institutional data for preparation of AQAR**

- **Getting AQARs prepared and submitting them to NAAC on time,**

- **Reviewing the recommendations of NAAC and regularly focus on post- accreditation initiatives,**

- **Preparing IIQA and SSR for the next cycle of accreditation**

1. **Works dedicated towards implementation of internal publication strategy, which include:**

- **Framing Board of Editors with internal and external members,**

- **Collecting and editing manuscripts**

- **Finalizing the publisher and the contract**

- **Getting the volume published within stipulated time**

1. **Works dedicated towards career advancement of eligible faculty, which include:**

- **Scrutiny of Self Appraisal Report submitted by the incumbent,**

- **Necessary certification in respect of academic and administrative duties performed by the incumbent,**

- **Forwarding proposal of Selection/ Screening Committee to the Governing Body through the Principal/ HOI.**

1. **Works dedicated to implementation and review of quality assurance initiatives which include:**

- **Collection and analysis of feedback from different stakeholders**

- **Assistance/ supervision in the conduct of academic and green audit**

- **Reviewing SAR submitted by teaching and non-teaching employees**

- **Preparing proposals for academic infrastructure augmentation**

- **Obtaining and reviewing POs and COs**

- **Supervising the conduct of CIA, ICT enabled teaching etc.**

- **Helping in adopting policy decisions regarding curriculum delivery and other academic inputs**

- **Designing Certificate Courses, Career oriented Collaborative programmes, Seminar, Workshops, special talks etc.**

Based on the above, the major contribution of the IQAC in Quality Assurance over last five five years may be listed as follows;

- **Developing Self Appraisal System for teaching and Non-teaching staff,**

- **Launching the second ISBNvolume of the College under the banner of an international publisher**

- **Collection and analysis of feedback**

- **Organizing workshops and training programmes at the Institutional level**

- **Arrangement of online classes and examination during the Covid-19 pandemic**

- **Orgnaizing cultural programmes on the virtual platform**

- **Making online study materials available to the students**

- **Getting the AQARs from 2018-19 to 2022-23 ready and submitting them to NAAC on time**

- **Supervising the process of promotion under CAS in favour of seven (07) teachers in substantive posts**

- **Completing AISHE till 2022-23**

- **Conducting academic and green audit till 2022-23**

- **Getting the Institution prepared for the third cycle of accreditation under NAAC.**

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institution has conducted Gender Audit internally for the Academic Session 2018-19 to 2022-23 and it keeps all records regarding number of enrolled girl students, their participation in University examinations and rate of success at the UG level. The Institution takes care so that all the girl students enrolled for first Semester,may be brought under the developmental scheme named " Kanyashree Prakalpa" under the Govt. of WB, which aims at women empowerment through inclusive education and holistic growth. We organize " Kanyashree Week", a special programme for our girl students every year under the order of the Govt. of WB, and it is worth- mentioning that our efforts have been awarded with Ist and 2nd prize respectively in the year 2018 and 2023 by the Paschim Bardhaman District administration.

We ensure the following for our girl students inside the campus:

1. Safety and security,2. Ragging- free campus,3. Separate Common Room with attached toilet, 4. Sanitary napkin vending machine and incinerator, 5. Grievance redressal mechanism, 6. An ambience that help[s the students to develop respect for women so that they can grow up with the notions of mutual cooperation as sensible citizens.

Our efforts in the direction of gender equity and gender sensitization over the last five academic sessions may be listed as follows:

1. Highlighting on the issues of gender equality during lectures, special talks and classroom deliberations throughout an academic session

2. Conducting Certificate Courses on Women Empowerment and other associated issues.

3. Conducting Workshops on gender equality to promote gender sensitization

4. Promoting awareness on female health and hygiene, the evils of child marriage and dowry etc. through NSS awareness camps

5. Encouraging girl students to participate in governmental drives promoting concepts of cleanliness like " Mission Nirmal Bangla"

6. Motivating our girl students to participate in programmes that can enlighten them about Self-help

Groups under local administration that envisage empowerment through economic independence

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

The Institution , clearly understands its role in ensuring an inclusive ambience that would manifest itself in maintaining gender equity and respect to national integration and constitutional obligations. The Institution also believes in developing an understanding of the Indian knowledge system, and finally in making education instrumental for the building of career and character.

Keeping in tune with our mission of sustaining gender equity, we always take care so that no breach in mutual respect among the male and the female students as well the staff members ever occurs. While we are always careful so that no girl student remains left out from the ambit of beneficial schemes under the state and central governments, our efforts towards a timely redressal of grievances and also towards keeping our campus free from events of ragging and sexual harassment, have enabled us to ensure a disciplined campus for our students where safety and security are identified and established as the primary requisites. Secondly, our students are from different social, economical, religious and linguistic communities from the state of West Bengal and some other neighbouring states. During the special lectures delivered at the time of Freshers' Welcome and such other occasions which include special camps under the NSS, our endeavours are directed towards making them cognizant of national integration and constitutional obligations of the citizens of India. As a part of our sensitization initiatives, we have conducted three certificate courses on Women Empowerment, Human Rights and Constitutional Awareness over the last five years, which received impressive response from our youngsters. Every year we celebrate the birth/ death anniversaries of eminent Indian personalities with adequate honour, and it is also worthy to note that we have identified our classrooms after their glorious names. We are ever awake to inclucating respect among our students towards the Indian Knowledge System. In this connection, the organization of an institutional level workshop on " Role of Human Resource in a changing Value System" in the academic session 2022-23 and the conduct of a Certificate course titled " Yoga for Physical and Mental Fitness" in the session 2019-20 deserve particular mention.

We strongly hold after Mahatma Gandhiji that " The end of education must be the building of character", and for that we not only aim at instilling the spirits of punctuality, discipline and mutual respect into our students, but also make room for several co-curricular activities for them including yoga, gymnastics and sports. We are honoured to state that over last five years many of our students have received awards and recognitions of State/ National/university level at such events. We also encourage our students to participate in internships and other collaborative training programmes, and our MoUs with some local industries and training centres bear evidence of our strategy in this regard. It is also a happy fact that over last five academic sessions, at least six hundred and fifty (650) of our girl students have received official engagement as active members of different Self Help groups under local administration.

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

7.2 Best Practices

7.2.1

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

provided in the Manual

Response:

(1) Title of the practice: Rain Water Harvesting

Objectives: The College being situated in a semi-arid zone, there is scarcity of water, particularly during summer. In order to solve the problem, the College authority has taken initiative for rain- water harvesting.

The Context: To preserve the greenery in and around the College, especially the garden of medicinal plants, we need a steady source of water. The College authority, therefore, thought of utilizing its own pond for rain- water harvesting.

The Practice: We have taken steps to channelize the entire amount of rain -water from the rooftop to our own pond through PVC pipes, so as to ensure a steady supply of water throughout the year. The message goes home to our students, particularly to the NSS volunteers who take it to the people of the locality through awareness programmes.

Evidence of Success: 1. The project has enabled us to look after the trees and the plants inside the campus. 2. It has also widened the scope for pisiculture.

Problems Encountered and Resources required :

1. We depended largely on the mercy of the monsoon.

2. We had to consider how the drainage system of the College could be linked to the pond

3. We had to motivate our students to create mass awareness regarding rain-water harvest

Notes:

The expenditure incurred for making the pipeline to the pond was met from the General Fund of the College. The cost of beautification of the pond was borne by the Andal Panchayat Samiti.

(2) **Title of the practice:**

Installation of Vending Machine for supplying Sanitary Napkins to our girl students

Objectives:

1. To provide sanitary napkins to our girl students.

2. To keep in tune with the Central Government's " Swachh Bharat".

The context:

The College being situated in a rural area, there is little awareness of health and hygiene among the girl

students who are mostly first generation learners. The College had to look after the girls so that they do not find themselves in an awkward situation during the working hours.

The practice:

The female students, who form a large share of the student community, can use the Vending Machine installed by the dint of the financial help of the D.V.C authorities. There is also an incinerator for eco-friendly disposal of used napkins. One of our female staff looks after the entire project and also collects feedback from the girl students.

Evidence of Success:

Verbal feedback shows initial success of the project.

Problems encountered and resources required:

1. We had to look beyond taboos and inhibitions.

2. Our financial burden was shouldered to a great extent by the DVC Authorities

Notes:

We do believe that many of the co-educational institutions of the neighbourhood shall follow our initiative in the dfays to come

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The Institution understands the necessity of inclusive education and holistic growth and this is clearly reflected in our Institutional vision and mission. We strongly hold that in the twenty- first century, particularly following the adoption of NEP 2020 in India, it is not only important to provide formal education to the youngsters of our country, rather, equipping them with comprehensive growth is the need of the hour. Therefore, our IQAC unanimously resolved in 2018 to introduce different Certificate Courses for our students as an institutional initiative to ensure their greater participation in developing

life skills and technical knowledge over the next five years. Accordingly, we have successfully conducted a total of seventeen such courses by the side of regular curriculum delivery without bringing any alteration to the process of covering the University syllabi on time. These courses may be classified into the following categories

. Certificate Courses on Language and Communication, Certificate Courses on Life skills, Certificate courses on Technical skills, and Certificate Courses on the Indian Knowledge System (IKS)

Under such categories the following Certificate Courses were conducted between the Academic Sessions 2018-19 & 2022-23

1) Certificate Courses in Functional English(2018-19), Effective Communication(2022-23), Peshar jogote byaboharik bangla chorcha (2022-23), Vaak-kala (2022-23)

2) Certificate Courses in Physical and Mental Fitness (2019-20), Women Empowerment (2021-22), Soil Testing (2019-20)

3) Certificate Courses in Media and Communication (2018-19), Application of basic statistics using Excel (2022-23), Computer Basics (2018-19), Computer application in Excel (2021-22),

4) Certificate Courses in Importance of Railways in Modern India (2018-19), Human Rights (2018-19), Human Rights (2022-23), Constitutional Awareness (2022-23), An Awareness about Vedic Society (2019-20), Rabindrsangeer in the realm of Bengali Music (2021-22)

The primary objectives of these courses have been

- to provide rigorous training in specialized fields that could complement the formal University Curriculum
- to get the students more focussed on language and communication, environment and sustainibility, life skills and technical skills and the Indian knowledge system
- to strengthen an ambience promoting inclusive education and holisitic growth to motivate and enlighten the students regarding future career prospects

Attainment of the Institution in relation to the present initiatives may be identified as follows

- Ensuring the participation of almost 40 % of the students in such courses
- Having succeeded in instilling the urge for research into the young aspirants
- Having succeeded in creating an ambience that harbours respect for the Indian Knowledge System (IKS)
- Having been able to provide some sort of primary assistance to the students regarding career prospects

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

5. CONCLUSION

Additional Information :

- The second ISBN volume of the College edited by Board of Editors, Khandra College on the theme of different societal and cultural aspects of Post Independence Bengal, came out in print in the year 2023 under the banners of a publisher of international repute from Michigan, USA. It is a happy fact that the book titled *" Prospects and Retrospects: Post - Independence Bengal on the Crossroads of Society Literature Culture (1947-2020)"* (ISBN 978-93-91897-18-5) has succeed in receiving inspiring response from the academic circle.
- The College received an administrative approval of an amount of Rs 39,79,00 from the Govt. of West Bengal, Department of Higher Education in 2022 vide Memo no 162-Edn (C.S)/ HED-17014 (99)/18/2022 dated 28.02.2022 for the construction of its auditorium. The construction has commenced in 2024 under the supervision of the Paschim Bardhaman Zilla Parishad, and it is expected that the work will be completed by the end of October, 2024.
- The College authority resolved in 2023 that a Science Fair would be organised in the College premises to promote general scientific awareness among the neighbouring community. Accordingly a two day Science Fair was organised on 20th and 21st January, 2024 and it was a grand sucess .

Concluding Remarks :

The College being established in 1981 paved a long way before getting accredited by NAAC for the first cycle in 2007. Our efforts were once again acknowledged as inspiring by the NAAC Peer Team during the second cycle of accreditation in 2018. Since then we have been consistent in our endeavours to enhance the standard of the Institution on qualitative metrics, both in academic and administrative affairs. We fully understand our weaknesses and have several challenges to overcome in our way of attaining academic excellence. However, we strongly feel that our spirit is not to be ousted by the thwarts of material challenges, and that, by keeping up the tempo of ongoing developmental projects, we will be able to achieve a better and more satisfactory ambience for academic performance in near future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	    Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	    Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*
	
	    2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
	        Answer before DVV Verification:

2.1.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
316	338	347	344	351

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
316	338	336	344	350

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

2022-23	2021-22	2020-21	2019-20	2018-19
771	749	727	746	746

        Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
771	749	727	746	745

    Remark : 45% Cap of reserved seats.

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

    2.4.1.1. **Number of sanctioned posts year wise during the last five years**
        Answer before DVV Verification: |

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

66	66	66	66	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	66	66	61

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	29	26	21	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	23	19	12

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.18	.18	.18	.18	3.18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.18228	0.18228	0.18228	0.18228	0.18228

Remark : Revised as per the documents.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	7	03	9

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	6	10	3	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	5	11	2	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	3	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	3	7

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :02
	Remark : Revised as per the clarification.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	Answer before DVV Verification : 55
	Answer after DVV Verification: 55

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61.34	34.14	16.02	31.84	53.29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.38	0.98	0.18	1.47	9.88

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

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

	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years* 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3</td><td>5</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>1</td><td>01</td><td>0</td><td>0</td></tr></table>
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>32</td><td>34</td><td>30</td><td>32</td><td>30</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>09</td><td>05</td><td>05</td><td>07</td><td>12</td></tr></table> Remark : Within a broader framework, the NAAC SOPs classify events into two main categories: sports and cultural. Thus, it is advisable that activities conducted by an HEI department, class, or smaller groups not be counted as distinct, independent events.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85	74	6	73	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	6	26	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	27	18	19	19

Answer After DVV Verification :

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

Remark : Revised the figures as per the clarification documents provided.

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Revised as per the direction. |
|---|---|

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

	Answer before DVV Verification : 65 Answer after DVV Verification : 64
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
59	61	65	63	51 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
59	61	63	59	44	
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
100.37	46.85	32.91	46.84	80.59 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
32.23	26.72	0.84	22.03	47.97	