



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**KRISHNA CHANDRA COLLEGE**

VILL-HETAMPUR, PO-HETAMPUR RAJBATI, DIST-BIRBHUM

731124

[www.kccollege.ac.in](http://www.kccollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Maharani Padma Sundari Devi founded our Krishna Chandra College, named after her revered late father-in-law, Maharaj Krishna Chandra. With a prime objective to promote the growth and spread of higher education in the remote villages in and surrounding Hetampur Birbhum, she established the college on 26th June 1897, enabling the rural learners of the vicinity, including women and those who come from families with very modest means to avail themselves of the opportunity of the then Post-Matric education. Hetampur College is the first rural college in undivided Bengal.

Despite its location in a village, the college has now become easily accessible to all regarding communication through both railway and roads. The nearest railway station is Dubarajpur, which is 5 km away. The main arterial roads, NH-2 and NH-60, connect this village college with the rest of the District and the State. Thus, modern communication has now made it possible to cater to the needs of the desirous students of 14-16 feeder schools, who have no difficulty finding their way to this college.

Before the formal start of its functioning, the college got in 1897 the seal of approval from the University of Calcutta to teach the Arts course initially. In 1923, it obtained the permission to teach B.A course. B.Sc course was introduced in 1958. In 1961, the institution was again affiliated with the University of Burdwan. Since the early sixties, the college began to offer Honours courses, one after another, and now it has 15 Departments in Arts, Science and Commerce streams which is not an insignificant achievement for a college located in rural area. The students are exposed to all fourteen subjects with B.A. and B.Sc. (Honours) syllabus and three with B.A. B.Sc. and B.Com (General) under Choice Based Credit System (CBCS), the students will study core courses, generic elective courses, skill enhancement courses and discipline courses in three years (Six Semesters). Four Science Departments viz CHEMISTRY, MATHEMATICS, PHYSICS & ZOOLOGY got DBT STAR College Scheme from the Department of Biotechnology, New Delhi for the benefit of UG students.

### **Vision**

**The vision of the institute “is to make the students cognizably sound and ethically strong so as to enable them to carry out the task of nation-building”.**

The college was established in 1897 in the lush-green vicinity of Hetampur Village in the district of Birbhum, It is the oldest college of the district which actually helps in creating an atmosphere of learning and pedagogy for the first time in this area. It was founded by Maharani Padma Sundari Devi, wife of Maharaja Ramranjan Chakraborty, in the name of her father-in-law Raja Krishna Chandra.

### **Mission**

**“To make learning accessible to all through the exploration of the multiple dimensions of education both inside and outside of the classroom.”**

### **Objectives:**

- To make education the empowering agent for the marginalized section of society and nurture a positive attitude within the larger academic ecosystem.
- Preparing students as good service provider in the form of entrepreneurs, salaried individuals, civil society activist etc.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

**Location:** Being located in a village, Krishna Chandra College has the advantage of a serene and peaceful environment, which can be conducive to learning and focus.

**Experienced Faculty:** The college has experienced faculty members including Ph.D. and M.Phil. degree holders, who are well-versed in their respective fields, providing quality education and guidance to the students.

**Diverse Academic Programs:** Offering a wide range of academic programs, the college caters to diverse interests and ensures a comprehensive educational experience for students.

**Community Engagement:** The college can establish strong ties with the local community, fostering a sense of belonging and support. This can lead to collaborations, internships, and networking opportunities for students.

**Inclusivity:** Emphasis on inclusivity and diversity, promoting equal opportunities for students from various backgrounds, aligning with the institution's commitment to social justice.

### Institutional Weakness

**Limited Infrastructure:** As a college in a village, Krishna Chandra College may face limitations in terms of infrastructure, including classrooms, laboratories, and library resources. This can hinder the implementation of advanced teaching methodologies and practical learning experiences.

**Limited Exposure:** The college might face challenges in providing exposure to the latest developments in various fields due to its rural location. This can restrict students' access to industry internships, guest lectures, and other such opportunities.

### Institutional Opportunity

**Rural Development:** The college can contribute to rural development by offering courses and programs that focus on agricultural studies, rural entrepreneurship, and sustainable development. This can align with the local community's needs and contribute to the region's growth.

**Digital Learning:** With the advancement of technology, Krishna Chandra College can embrace digital learning platforms and virtual classrooms to enhance the educational experience. This can enable students to access a wider range of resources and connect with experts beyond the physical boundaries of the village.

**Research Collaboration:** Encouraging and expanding research collaboration with other institutions can

enhance the college's academic standing and contribute to its reputation.

## **Institutional Challenge**

**Limited Resources:** The college might face challenges in terms of funding and resource availability for infrastructure development, faculty training, and student support services. Overcoming these challenges would require strategic planning and seeking external support.

**Attracting and Retaining Talent:** As a rural college, attracting highly qualified faculty members and talented students might be challenging. The college needs to implement strategies to showcase its strengths, provide attractive incentives, and create an environment that fosters growth and success.

**Changing Demographics:** Shifts in demographics and socio-economic conditions may impact student admissions, particularly if financial constraints persist.

**Regulatory Changes:** Changes in educational policies and regulations could affect the college's operations and require adaptation to new standards.

In conclusion, while Krishna Chandra College in Birbhum has the advantage of a peaceful environment and community engagement, it faces challenges in terms of limited infrastructure and exposure opportunities. However, it can leverage its location for rural development initiatives and embrace digital learning. Overcoming resource limitations and attracting talent will be crucial for the college's growth and success.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

This section exhibits in detail certain core aspects that define the academic practice in the institution. Krishna Chandra College as an institution believes in the core philosophy of systemizing things which helps in the maximization of outputs. This is reflected in the institution's chalking out a well-planned academic calendar at the very beginning of every academic year. Departmental routines of all the departments of the institution are regularly chalked out which sets the ball rolling. Continuous Internal Assessments (CIA) are conducted to understand the comprehension level of students. On the other hand, the institution tries to cover the extra mile through the implementation of various certificate and add-on courses, to enhance the academic competency of the students. That education is not confined to only books and that it can and must be acquired from the outside world is actualized in Krishna Chandra College through regular field visits. Various departments keeping in mind their discipline specificities take their students to places of interest where they witness both the fruitification of the ideas which they study in the classrooms and encounter the practical challenges of their discipline. Apart from this the career counseling cell in collaboration with various reputed companies also organizes placement sessions where selected students get an opportunity to do internships with those organizations. Detailed feedback forms amounting to a total of five (student feedback form, parent feedback form, teachers' feedback form, employer feedback form, and alumni feedback form) are being prepared. These feedback forms try and assimilate views from all the stakeholders which help the institution identify the shortcomings and rectify them in the future which is reflected in the action taken report. Every department

organized parent-teacher meetings to discuss the shortcomings of the students and what could be done better in the future. This criterion also talks about the organizational engagements of the faculty members which are a prime marker of their intellectual prowess. These primarily include their involvement as question paper setters in the University examinations which highlights their juggling capabilities with the academic content of the discipline at large.

### **Teaching-learning and Evaluation**

The institution provides equal opportunity to the students irrespective of their class, caste, and religion and caters to the need for the upbringing of confident, creative, and curious young minds. Departments maintain one-to-one communications with the students, through WhatsApp and Telegram groups, to keep them well informed about the academic and other activities of the department and to further ensure that students feel free to communicate with their teachers, which in turn is crucial for better learning. Besides this, the students are guided closely by the mentors regularly, through the departmental mentor-mentee groups. Thus, efficient communication helps the institution understand the satisfactory levels further giving scope for improvement.

The institution aims to evolve with time in adapting to modern pedagogies and equipment to make learning wholesome and fruitful. Our institute aims at adopting student-centric methods, like experiential learning, participative learning, and problem-solving methodologies, to enhance learning experiences, which in turn enhance students' involvement through various academic activities like seminars, quiz competitions, publishing wall magazines, educational tours as well as through extra-curricular activities like sports, various cultural activities and programs organized under NSS and NCC. Having sound knowledge about ICT-enabled tools is essential for making the teaching-learning process effective nowadays. Thus, to make use of these ICT tools during teaching, faculty members keep themselves updated with new developments in this field. Almost all the teachers of our institution are well-equipped and trained in using ICT-enabled teaching tools for facilitating the teaching-learning process. Besides this, the faculty members hold good academic records and have expertise in their respective fields and around 55% of the faculty members hold PhD degrees.

Internal Assessment is an integral part of the curriculum and the institution conducts CIA to understand the comprehension level of students. The institution has academic and examination committees to ensure systematic and efficient functioning of the academic as well as evaluation processes. The student's performance is well monitored through departments and effective measures are taken by the mentors to improve the student's academic performance, the outcome of which can be reflected in the pass percentage of students which is around 84% on average.

### **Research, Innovations and Extension**

The college has established a Research Sub Committee to manage research and development among the Teaching Faculty. The committee is committed to motivating educators to conduct research and expand their knowledge. Three professors from Bengali Economics, and Zoology, are currently enrolled as research supervisors. Regular seminars, lectures, and webinars are held to introduce faculty and students to the dynamic facets of the subject. During the pandemic, the college provided institutional mail addresses and G Suite accounts for staff, facilitating the advancement of technology.

The college also features a well-stocked digital library with access to open educational materials, E-magazine subscriptions, E-resources, and career counseling tools. Modern laboratories and outstanding teachers provide

an appropriate learning environment for innovation. The college has organized workshops and talk series on various socially significant issues, such as education, human rights, mental wellbeing, and Intellectual Property Rights. Educational excursions and field trips are part of the regular course, instilling confidence and much-needed recreation within students.

The NSS and NCC branch of the college organizes awareness campaigns, special camps, and cleanliness campaigns to teach students selflessness, character development, leadership skills, and patriotism. The college is also aware of environmental hazards and has taken steps to harvest rainwater and follow a biodegradable waste management system. These practices aim to create an environment for innovations and cultivate the Indian Knowledge System.

### **Infrastructure and Learning Resources**

The campus of Krishna Chandra College, Hetampur spans over an area of 16187.42 sq.mts (4 Acre) and boasts a clean and green environment. The campus includes a built-in area of 7000 square meters, as stated in the land records of District Birbhum. The college is well-equipped with modern facilities, including classrooms, ICT resources, and learning materials.

The college ensures that there is an ample supply of physical infrastructure, such as equipment, books, ICT facilities, consumables, furniture, and teaching aids. Additionally, plans have been made to upgrade and enhance the existing infrastructure in the future. To ensure the safety of the campus, a barrier has been installed at the main entrance, along with a guard. The main campus houses the Central Library, which contains books from various disciplines. Furthermore, CCTV cameras are installed in the library and throughout the building's corridors.

Teachers use ICT-enabled tools for the effective teaching-learning process. Nowadays in the field of education, having the required knowledge about ICT-enabled tools is essential for making the teaching-learning process effective. Thus, to make use of these ICT tools during teaching, faculty members keep themselves updated about new developments in this field. Almost all the teachers of Krishna Chandra College are well-equipped and trained in using ICT-enabled teaching tools for facilitating the teaching-learning process. ICT Tools: The teachers used ICT tools including computers, projectors, and several software. Institute premises are Wi-Fi enabled with a bandwidth of up to 75 MBPS. The latest software is used by many departments such as Mathematics, Chemistry, and Physics. The institute has **42** classrooms. The Number of ICT-enabled Classrooms is **13**. There are two seminar halls with ICT facilities. One LED TV and two Interactive boards.

### **Student Support and Progression**

Extending support to the students for their academic and career progression plays an important part in the qualitative evaluation of the institution. Our institution maintains this through various committees and cells, like the Career Counselling and Placement Cell, Students Cell, Grievance Cell, etc. The institution works hard to maintain continuity in the application and disbursement of scholarships under several Government schemes. With systematic maintenance of the student's records and the untiring efforts of the staff, many students are benefitted from the student support schemes. Besides this, the Institute has certain policies to waive the fees of students who come from economically backward communities.

The Institution also arranges for several employability skill development programs, career counseling programs

as well as placements through these programs to open doors for their future progression. The students also receive career guidance at departmental levels through their mentors. Besides this several subject-specific seminars are conducted which helps them to have clarity about their progression to higher studies.

The Institute also organizes an annual program to felicitate outstanding performers to encourage the students to excel in their field and acknowledge their efforts in the process. The percentage of students' progression to higher education has invariably increased and many have cleared competitive exams. The Institution also maintains communication with the alumni and keeps a record of their current career status as much as possible.

### **Governance, Leadership and Management**

The governance framework of the University follows the traditional model common to all Indian universities and adheres to the regulations set by the UGC. To ensure ongoing growth and improvement in educational quality, effective governance requires distinctive management approaches that are not only democratic and consultative but also inclusive of all stakeholders. Not only do management and leadership focus on the vision and mission of the organization, but they also dynamically develop ways and methods to achieve the set objectives through transparent stakeholder engagement. Some of the key strategies include academic freedom, decentralized academic administration, sustainability audit, and accountability through built-in feedback systems from all stakeholders (students, parents, alums, department audit committees, etc.). The thrust is based on the fundamental criteria of attaining quality in teaching, learning, and research with critical mass; demographic diversity; internationalization and international collaboration; cross-discipline programs; flexibility and mobility for students; academic freedom; 24x7 IT access to information; inter-institutional collaboration; and finally, a huge push for research.

### **Institutional Values and Best Practices**

The institute upholds its values maintaining the best practices mainly wholesome learning through service to society and green initiatives for a sustainable future. The students are well-trained to practice service through several activities like "Wall of Kindness", a philanthropic initiative extended to nearby Majuria and Niramoy Majhipara villages for clothing donations. Besides this, the institute organizes an event for gift distribution before Durga Puja to provide local people with clothing and food. The main objective of the practices is to foster social responsibility among the stakeholders of the institution and promote inclusivity for those who are economically disadvantaged or facing societal challenges. Additionally, it aims to bridge the gap between educational institutions and the broader community. The involvement of faculty, staff members, and students in organizing such programs is highly commendable.

The institution also focuses on spreading social awareness among the students as well as the local community about issues related to the environment for its conservation and amelioration. NSS and NCC play an active part in effectuating such initiatives through awareness programs. The institution stresses on cutting down the misuse of water as well as power sources. The institution has also installed rainwater harvesting systems, replaced light bulbs with LED lights, Solar light and implemented the use of BEE star-rated appliances to minimize huge power consumption and to put the best practices into action.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KRISHNA CHANDRA COLLEGE
Address	VILL-HETAMPUR, PO-HETAMPUR RAJBATI, DIST-BIRBHUM
City	Hetampur
State	West Bengal
Pin	731124
Website	<a href="http://www.kccollege.ac.in">www.kccollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	GOUTAM CHATTERJE E	091-9002244569	9434015200	-	principalkccollege @yahoo.com
IQAC / CIQA coordinator	SHYAMAL KUMAR JASH	-	8250208910	-	iqac@kccollege.ac. in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No



**Establishment Details**

State	University name	Document
West Bengal	University of Burdwan	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	08-01-2003	<a href="#">View Document</a>
12B of UGC	08-01-2003	<a href="#">View Document</a>

**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	VILL-HETAMPUR, PO-HETAMPUR RAJBATI, DIST-BIRBHUM	Rural	4	7000

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Physics, Honours	36	Higher Secondary	English,Bengali	44	9
UG	BSc,Chemistry,Honours	36	Higher Secondary	English,Bengali	60	9
UG	BSc,Mathematics,Honours	36	Higher Secondary	English,Bengali	60	9
UG	BSc,Botany, Honours	36	Higher Secondary	English,Bengali	44	14
UG	BSc,Zoology ,Honours	36	Higher Secondary	English,Bengali	44	19
UG	BA,Bengali, Honours	36	Higher Secondary	Bengali	111	49
UG	BA,English, Honours	36	Higher Secondary	English,Bengali	97	69
UG	BA,Sanskrit, Honours	36	Higher Secondary	English,Bengali,Sanskrit	97	16
UG	BA,History, Honours	36	Higher Secondary	English,Bengali	97	51
UG	BA,Geography,Honours	36	Higher Secondary	English,Bengali	42	22
UG	BA,Education,Honours	36	Higher Secondary	English,Bengali	68	37
UG	BA,Economics,Honours	36	Higher Secondary	English,Bengali	38	2
UG	BA,Philosophy,Honours	36	Higher Secondary	English,Bengali	77	15
UG	BA,Political Science,Honours	36	Higher Secondary	English,Bengali	77	34
UG	BCom,Commerce,General Course	36	Higher Secondary	English,Bengali	160	0

UG	BA,Arts,General Course	36	Higher Secondary	English,Bengali	1471	886
UG	BSc,Science,General Course	36	Higher Secondary	English,Bengali	228	34

### 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				12				32			
Recruited	0	0	0	0	9	3	0	12	20	9	0	29
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				27			
Recruited	0	0	0	0	0	0	0	0	18	9	0	27
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	13	0	0	13
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	14	3	0	17
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	3	0	11	6	0	26
M.Phil.	0	0	0	1	0	0	1	1	0	3
PG	0	0	0	2	0	0	8	2	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	17	9	0	26
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	2		1		3

**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	1314	7	0	0	1321
	Female	1471	2	0	0	1473
	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	281	279	321	216
	Female	278	262	232	172
	Others	0	0	0	0
ST	Male	31	26	31	23
	Female	19	29	25	17
	Others	0	0	0	0
OBC	Male	345	509	385	339
	Female	331	471	432	393
	Others	0	0	0	0
General	Male	918	756	892	597
	Female	962	851	863	656
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3165	3183	3181	2413

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	A learner-centric approach, the best learning environment, and multidisciplinary education have all been incorporated into the curriculum structure by the NEP instructions. Wider consultations were
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	<p>conducted in this regard through a series of seminars and conferences in order to raise awareness and sensitivities regarding the implementation of NEP-2020. A comprehensive strategy plan has been developed for the implementation of NEP, and its phased execution has produced a multidisciplinary ecosystem. Renowned academician delivered a one-day lecture on National Education Policy at Krishna Chandra College on July 11, 2023. In order to adopt a multidisciplinary strategy, it assisted the institution in creating and refining its own viewpoint and strategy plan. Since the institution is affiliated, it follows to the University's approved curriculum. In order to gain a foundational understanding of not only the major fields but also other disciplines broadly classified under the following: (Natural and Physical Sciences), (Mathematics, Statistics, Computer Science and Computer Applications), (Library, Information and Media Sciences), (Commerce and Management), and (Humanities &amp; Social Sciences), the students will take courses in multi/interdisciplinary categories. The university is aware that the focus of today's efforts is on solving issues that have social, economic, business, environmental, or industrial importance. The difficulty lies in integrating knowledge and skill sets from many knowledge domains to create an interdisciplinary or transdisciplinary solution. As a practice, the institute has been offering several certificates/add-on/value-based courses of interdisciplinary nature, every year.</p>
<p>2. Academic bank of credits (ABC):</p>	<ul style="list-style-type: none"> <li>• According to National Education Policy 2020, Academic Bank of Credits (ABC) is a national level facility to promote the flexibility of curriculum framework and offers academic mobility of students so that they can verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required. It is working on the principle of multiple entry-multiple exits as well as any-time, any-where, and any-level of learning.</li> <li>• The institute concurs in principle with the ABC. The institute has uploaded all the information regarding ABC to the college website (<a href="https://kccollege.ac.in/pageview.php?id=55">https://kccollege.ac.in/pageview.php?id=55</a>).</li> <li>• The affiliating University of Burdwan has uploaded the certificates of UG Examination (Hons.: BAH &amp; BCH &amp; BSH) to the National Academic Depository. Students can download their certificates from Digi</li> </ul>

	locker App by providing valid Registration Number, Roll Number and Examination Year. The affiliating university has appointed a Nodal Officer, National Academic Depository (Digi locker), The University of Burdwan.
3. Skill development:	Presently, the Institute don't have any mandatory formal vocational courses, soft skills and value education courses. We do agree that such courses are very much crucial to improve the employability of the students. However, the institute offers need based skill education for the students and also organized, workshops, training, seminars etc. The curriculum includes skill enhancement courses strengthening practical aspects of the subject. This year college has conducted two add-on courses and one Spoken English certificate course. To enrich academic-industry interaction, the experts of various fields are invited. Students are inspired to take up research and entrepreneurship through Star College Scheme sponsored by DBT, New Delhi and Technology Based Incubators-like initiatives taken by the government. The students are also given value-based education to inculcate life skills and human values for their holistic development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college conducts various events and activities and takes initiatives promoting Indian knowledge system. To list a few: <ul style="list-style-type: none"> <li>• The college magazine encourages poetry and writings in Indian languages as well as regional art forms.</li> <li>• Departments have sought to revive cultural assets like folk music for communicating affirmative messages in society. Almost all cultural activities are conducted by the local language (Bengali).</li> <li>• All the teachers and non-teaching staff of the institute are well-versed with the local language (Bengali). The courses in the institute are delivered mostly bilingually.</li> <li>• The college offers Bengali and Sanskrit as UG level Programmes.</li> <li>• There are frequent celebrations of national and regional festivals and events, birthdays of national figures, yoga training, etc.</li> <li>• Programs on philosophy of great Indian thinkers are also held to inspire youth.</li> </ul>
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> <li>• An Academic Calendar as per the University of Burdwan academic schedule, is prepared at the beginning of session. Faculty Members prepare paper-wise teaching plans and translates through lectures, presentations, power-point presentations,</li> </ul>



	<p>assignments, educational visits to various research institutions/places, using ICT (including internet facilities etc.), virtual classes (also used as a regular practice during covid-19 pandemic) and discussions.</p> <ul style="list-style-type: none"> <li>• The institute has hoisted the programme outcomes (POs), programme specific outcomes (PSOs) and course outcome (COs) in the college website and communicated to the students by the respective teachers during orientation programmes at the very beginning of the course. The students are also encouraged to take up courses with a definite objective of developing skills or gaining knowledge so that they can complete the goal by the end of the course. The students are free to learn as per their choice under the CBCS framework.</li> <li>• These outcomes are evaluated through internal assessment and semester-end examinations, seminars, workshops, projects and during their participation in different co-curricular activities.</li> </ul>
6. Distance education/online education:	<ul style="list-style-type: none"> <li>• As an affiliated college under the University of Burdwan, presently we do not have the scope to offer any courses in an ODL Mode. No vocational courses are offered through ODL/blended mode. However, during the pandemic period, courses are delivered by the teachers using online platforms like Zoom/Google Meet, YouTube Video Lectures.</li> <li>• The college also conducts a Distance Education PG programme affiliated to the Vidyasagar University in the six subjects Bengali, History, Political Science, English, Sanskrit, and Environment Science.</li> <li>• Students are encouraged to use online platforms like YouTube, NPTEL, INFLIBNET etc. Students' feedbacks are taken online. The institute empowers the students with the usage of online tools and materials for learning. Webinars and e-workshops are organized periodically. Information exchange and collecting are done using collaborative platforms like Google Forms and Google Docs, Whatapps, Telegram etc.</li> <li>• The institution has certain amenities, and our teachers are skilled in offering education in blended mode. However, ODL/online/blended learning requires much more funds for the further development of the ICT facilities and space</li> </ul>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have no electoral literacy club (ELC) at present in our institute. However, the formation of such electoral literacy club is under process and it will be activated in the next academic session. In this context, it is mentioned that the Department of Political Science on several occasions has taken the initiative of making aware the electorates (students) of their voting rights.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not Applicable
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral 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.	Not Applicable
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Not Applicable
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Not Applicable

## 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
3165	3183	3181	3413	2296

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 45

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
39	39	41	38	33

### 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
67.58295	70.16954	18.19976	9.854500	21.27699

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

1. As the College is affiliated with The University of Burdwan, it fully follows the University curriculum (CBCS) for the last five years (2018-19 to 2022-23). The College has prepared its academic calendar according to the academic calendar of the affiliating university. The syllabus has distributed among the teachers in the departmental meetings and classes were allotted as per the routines. All the departmental routines are approved by the principal.

2. All through the academic sessions, the principal supervises the regularity of classes. Teachers note down the topics taught in every class to keep track of the progress and coverage of the syllabus. Regular departmental meetings are also held to discuss the extent of the syllabus which has been completed.

3. Teachers also supplied study materials through WhatsApp Group, Google Classroom, and the Departmental website. Departments regularly organized tutorials, continuous assessments, and mentor-mentee meeting to identify the learning difficulties and special needs of the students.

4. College as well as each departments have organized a bridge course at the beginning of a semester to aware them about the prerequisites.

5. The College also provides a Wi-Fi enabled campus and a good student-computer ratio for its students as an additional boost.

6. Apart from the conventional chalk and talk method, ICT based teaching-learning methods are extensively used in the teaching-learning process.

7. All students are directly connected with the Principal through the Telegram group.

8. During the pandemic time (after March 2020), the faculty members have utilized various online platforms like Google Meet, Google Classroom, Team Link, Zoom, Skype, etc. to conduct their online classes and assessment procedures. As maximum students of our college belonged to remote villages, a section of students faced difficulty in adjusting with the online teaching cum assessment process due to poor internet connectivity.

The University of Burdwan circulates an academic calendar before the commencement of the academic session. The academic calendar is consisted of the information about the beginning, dispersal of the classes, practical examination, theory examination and semester break. By following the academic calendar provided by the University, our college prepares an academic calendar which reflects academic

activities such as scheduled dates for Internal Assessments, and other co-curricular activities etc. Apart from that, each department prepares their individual schedule of classes, seminars, workshops, educational tour etc. However, due to the outbreak of COVID 19 pandemic and closure of the educational institution from the end of March, 2020, classes were conducted in online mode as per the guidelines of the affiliating University and Government of West Bengal. Each department engages in continuous internal evaluation (CIE) process. CIE is performed for theory papers through examinations, assignments, presentations, and in other modes. According to University regulations, internal assessment module has 20% weighting and the end-of-semester exam has 80% weighting. Each student's IA marks are explicitly displayed to them before posting, and any discrepancies regarding this should be resolved. In case of practical papers, CIE is conducted through interaction, viva-voice etc during experimental lab works performed by the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 03

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[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:** 3.27

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
499	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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 affiliating Burdwan University has included courses on Gender, Human Values, Professional Ethics, and Environment and Sustainability mandatory for all disciplines while formulating their CBCS syllabus. Apart from providing the best quality of education the college also works for the holistic development of society. The college conducts various co-curricular activities throughout the year. Through these co-curricular activities, the college raises awareness about professional ethics, gender, human values, environment and sustainability. There are active Career Counseling Cell, Culture and Sports Cell, Anti-Ragging Cell, Sexual Harassment Cell, ST/SC and Minority Cell, and NSS and NCC.

**Human Values and Professional Ethics:** The College has a code of conduct for all of its stakeholders (teachers, non-teaching staffs, and students) to maintain professional ethics and human values. It is intended to guide teachers' in practice judgments and decisions and inform parents, and the community of these standards. As professionals, teachers are to constantly engage with the principles outlined in a critical manner, taking into account the educational value of the particular relationships with persons within particular teaching and learning situations and processes. The code is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect the good and correct practices as professional teachers. It is not, however, a definitive or exhaustive guide, neither

should it be read as a blueprint to be followed unreflectively by teachers.

**Gender:** This College gives an equal opportunity, and treats students without gender bias. Girl students are encouraged to take part in all kinds of sports, co-curricular activities, self defense training, etc. A well established internal Complaints Committee in accordance with the Sexual Harassment Committee deals with the issues related to sexual harassment with utmost care, support, and confidentiality. The Women's Empowerment Cell of our college celebrates different gender sensitization programs like celebrating International Women's day to increase awareness about gender equity.

**Environment and Sustainability:** Krishna Chandra College with its aim for a clean environment and pollution free campus, declared it as 'Plastic Free' and 'No Automobile' Campus. Two types of dustbins, *i.e.* Wet Waste and Dry Waste are set up in the college campus to separate the bio-degradable and non bio-degradable waste materials. The college is committed to raising awareness about the environment for a sustainable future. The college organizes various awareness events on the occasion of world environment day, forest week etc. All the stakeholders of the college actively participate in such programmes. Also, the NCC and NSS units of the college organize several events time to time, such as Webinar on 'Youth for Environment', campus cleaning, Van Mahotsav celebration, Dengue awareness programme, etc. The motto of the college in terms of Environment and Sustainability is – 'Reduce, Reuse and Recycle'.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 3.51

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

**Response:** 111

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1



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

**Response:** C. Feedback collected and analysed

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 64.55

##### 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
1248	1490	1761	1132	1157

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

2022-23	2021-22	2020-21	2019-20	2018-19
2238	2188	2080	2005	2005

#### 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](#)

Provide Links for any other relevant document to support the claim (if any)

[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:** 53.22

##### 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
489	527	697	440	474

### 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
1047	1026	977	943	943

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 81.15

## 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:**

**Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies are used to enhance learning experiences.** Our institute believes in the adoption of student-centric methods to enhance students' involvement as a part of participatory learning and problem-solving methods.

These include:

1. Students participate in competitions at various levels for real-time exposure and are simultaneously encouraged to participate in State, National, and International Levels.
2. Organizing local-level field visits for students to make them familiar with the local current issues. To further sensitize the students, about the local socio-economic conditions with a motive to establish a social connection and to provide support to the particular group of people, who need it. In this kind of field visit, special emphasis was given to making them aware of the healthy diet and hygiene, by preparing and providing a specific diet chart for a particular family and further inquiring about malnutrition and obesity.
3. The institute frequently organizes various student activities to promote the spirit of teamwork and goodwill. The institution also conducts activities such as NSS camps, Tree plantation, Swatch Bharat Abhiyan, and Health awareness camps to help the students learn the art of living in a team for Social and community welfare.
4. Project work is organized to make our students aware of the experiments and research in brief.
5. The case study method is also adopted and used during the teaching-learning process to develop the problem-solving ability among the students.

**Teachers use ICT-enabled tools for the effective teaching-learning process.** Nowadays in the field of education, having the required knowledge about ICT-enabled tools is essential for making the teaching-learning process effective. Thus, to make use of these ICT tools during teaching, faculty members keep themselves updated about new developments in this field. Almost all the teachers of Krishna Chandra College are well-equipped and trained in using ICT-enabled teaching tools for facilitating the teaching-learning process. ICT Tools: The teachers used ICT tools including computers, projectors, and several software. Institute premises are Wi-Fi enabled with a bandwidth of up to 75 MBPS. The latest software is used by many departments such as Mathematics, Chemistry, and Physics.

Teaching pedagogies: Google Meet, Zoom, and WhatsApp were used to conduct online lectures, share resources, and conduct internal exams and assignments. Pedagogy was mainly participative. Teachers also used PowerPoint presentations, lecture recordings, uploading on Google Drive, and Audio/video aids. Google Forms were used for taking feedback, research-based activities, etc. All webinars, workshops, BU exams, and outreach programs have been conducted through ICT Online library resources: The college library has IP access as well as remote access to e-resources.

The institute has **42** classrooms. The Number of ICT-enabled Classrooms is **13**. There are two seminar halls with ICT facilities. One LED TV and two Interactive boards.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 86.36

#### 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
44	44	44	44	44

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 0

#### 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
0	0	0	0	0

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 mechanism of internal assessment is transparent and robust in terms of frequency and mode.**

Internal Assessment is an integral part of the CBCS program. Since the entire process of these assessments is confidential, there is little scope to show the answer scripts to the students but individual weaknesses are solved through remedial classes.

1. Internal assessment schedule: The students are informed well in advance about the academic calendar, requirements of the exam, and tentative dates, and the question paper is prepared by the university examination format.

2. Modes of internal assessment: Offline assessment is used as per BU guidelines. Continuous assessment, End-of-unit tests, and mid-unit tests are conducted by teachers according to the requirements of the course. This includes written assignments that can be submitted to the respective departments, presentations by students, etc. Questions banks are available in the college library and students can access them through the BU website. The teachers ensure speedy evaluation and students are given feedback about their performance accordingly.

3. The college has set up an examination committee for the smooth functioning of exams. The committee follows the guidelines issued by the University of Burdwan. All exam-related procedural guidelines need to be followed by the teachers strictly.

4. If students have any grievances, then they can approach the Teacher directly. In case it doesn't get resolved, there is a provision to approach the grievance redresses committee.

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

At the end of each semester, there is a final exam that is uniformly conducted for students across all the constituent colleges of Burdwan University. The Internal Assessment is conducted through Class Tests, Tutorials, Assignments, Projects and Presentations. All of these together constitute an integral part of Internal Examination which is carried out in a well-planned and systematic manner. The institution has a well-defined system in place to deal with examination-related grievances. The faculty addresses the rightful grievances of the students about the marks obtained in the internal assessment. The final Internal Assessment marks are reviewed by the Departments.

In addition to that the College has a Grievance Redressal Cell. The Grievance Committee will meet as and when required depending on grievances received. Students can lodge their complaints in writing on any issue, including the internal evaluation process. Students even have the liberty to take up the issue to the principal. The final settlement of any grievance shall be made within a reasonable period (normally not exceeding one month) by the principal after the recommendations are submitted to him by the Grievance Redressal Committee.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **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:**

Seventeen programmes are available at Krishna Chandra College: three undergraduate general programmes and fourteen undergraduate honours programmes. Every programme has a specially designed course that ensures distinctive outcomes that help students in acquiring subject-specific knowledge that also gives them greater relevance beyond the topics.

Program outcomes encompass a broad spectrum of knowledge, skills, abilities, and attitudes that students acquire during the pursuit of graduate Courses. The College offers several programs in Science, Humanities, and Commerce, each of them with unique and well-defined outcomes. The specific learning outcomes of various courses are built into the curriculum of each discipline and are available on the University website. The Programme and Course Outcomes (COs) of all programs offered are well aligned with the syllabus framed by the University of affiliation which is examined and approved by the Board of Studies and Academic Council. The Program specific outcomes are framed meticulously defining clear objectives and defined timelines as most of the syllabus focuses on hands-on training and

is practice-based, which in turn measures the level of knowledge, skill, and other abilities through continuous assessment processes.

The assessment of each course follows a standard pattern of internal assessments defined by the Academic Council for each component of theory, practice, and project, and the assessment methods focus on strengthening the knowledge, Analytical skills, problem-solving, tool, and computational skills, research skill, environment awareness, ethics, etc. The attainment of the learning outcome is measured by the continuous assessment conducted by the respective faculty members of each course by conducting written tests, assignments, MCQs, and presentations.

The College has well-designed and effective mechanisms to communicate Programme and course outcomes to all stakeholders, which are: Fresh applicants can get the requisite information from the college website as well as from the prospectus.

In summary, program and course outcomes play a crucial role in shaping the educational experience offered by an institution, providing direction for both educators and students as they work towards achieving academic success and professional growth.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes, and Course Outcomes. Throughout the year the faculty records the performance of each student on each program outcome. At the same time bridge classes are also conducted for slow learners to make pace with the desired progression.

Evaluation Process: The program outcomes and program-specific outcomes are assessed with the help of course, outcomes of the relevant program through the direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, etc. Average attainment in Evaluation Process: Students under university examination are evaluated for 75% of total marks and institution for 25% marks as internal assessment. Students enrolled for add-on/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time,



observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

1. College always emphasizes the output of students. It regularly directs the IQAC to execute it properly. The mission statement of the college itself clearly states the approach of the college toward the holistic development of students. There are three programs in the college viz. Arts, Science, and Commerce, though these are traditional in nature but college has been continuously working on the attainment of these outcomes. Very systematically, from the first year of their college, the Purpose of their academic journey is elaborated through principal address, induction program, and classroom interactions. To focus on the outcomes, they are categorized as slow, average, and advanced learner based on their entry-level marks. Close awareness of basic conceptual clarity, life skills, Practical exposure, and behavioral change are few of the parameters to recognize or evaluate the attainment of their outcomes. Lectures on competitive examinations, and career counseling play a crucial role in the overall development of the students.

2. The Best students' awards are given to students. Star performers are felicitated on the Annual Day in different categories such as best students of the year, university toppers and students who have received scholarships.

3. Students are given the opportunity to interact with their distinguished alumni regarding job opportunities and future perspectives.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 83.99

#### 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
516	690	522	370	205

#### 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
731	704	543	402	362

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.74</b></p>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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 vision and mission of Krishna Chandra College, aptly reflects its keen idea of creating an ecosystem for innovations and incorporating the Indian Knowledge System within its institutional ambit. Our college has a Research Subs Committee under the Teachers Council which reviews any research-related matters and through various meetings, they are implemented. This committee encourages teachers to apply for various research project, department II encourages them to conduct various seminars and take teachers and students to various seminars and conferences to give any kind of presentation. The department is invited to conduct various national international and state-level seminars and the faculty and students of each department are encouraged to give presentations in the seminars at various places. Highly proficient teachers along with well-equipped laboratories, provide an adequate learning ground for the students. The various research grants for projects funded by Government agencies such as the Department of Science & Technology and Biotechnology, Government of West Bengal, West Bengal Biodiversity Board and the Department of Biotechnology (DBT), Government of India under the Star

College scheme have been just as helpful to the faculty in furthering their knowledge as they have been to the students by exposing them to the thriving ambience of research and innovation.

Every individual has an inherent innovative skill in his/her mind. But, in most of the cases, due to lack of scope and support these skills find no outlet to get shaped. To create a favourable atmosphere for the blooming off such innovative skills for our students from different disciplines, the Department of Physics Krishna Chandra College has launched an open innovative laboratory namely "Meghnad Saha Innovative Laboratory", under the strengthening component of DBT star college scheme.

To extend the perspectives of its students, the college has actively arranged seminars, workshops, and talk series on a variety of subjects related to education, human rights, mental health, intellectual property rights, and other socially relevant concerns. Included in the normal course curriculum are educational excursions and field trips that provide students with much-needed relaxation and self-assurance.

The college is also keenly aware of ever-increasing environmental hazards and, for the purpose of environmental protection, it has taken steps to harvest rainwater which helps replenish the groundwater. It also follows a biodegradable waste management system.

In the 2020–21 and 2021-22 academic years, the College and its departments arranged multiple webinars on virtual platforms during the pandemic phase, and each of these was a big success. Large numbers of eager teachers and students participated in these webinars.

The Governing Body sanctions leave-on-duty to the faculty members for attending seminars and workshops in India and abroad.

Students have benefited greatly from several efforts, including setting up simulated teaching sessions to guarantee a greater understanding of subject and organising offline and online Student Seminars. Students were able to interact with one another using these, and they worked well for knowledge transmission. Through the publication of Wall Magazines and E-Magazines, several departments have encouraged their students to showcase their abilities of creative thinking and writing.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 43

**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
12	03	27	00	01

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 1.24

**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
12	16	12	07	09

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 0.91**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
20	08	07	02	04

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

**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:**

Krishna Chandra College focuses on providing formal education and holistic development to its students. The college believes in providing opportunities for all round development of its stakeholders and the communities through various extension programmes and outreach activities that address social issues for their holistic development. The college organizes a number of activities to promote the institute-neighborhood community relationship and to sensitize the students towards the community needs. The National Service Scheme [NSS Unit-1 & 2], Women's Empowerment Cell [WEC] and NCC company of the college always remain in the forefront to promote the institute-neighborhood community relationship through such activities. Along with carrying out various social service activities NCC company of the college adopts one village each & every year. It carries out different social service activities in the adopted village with a view to developing the village holistically.

The college organized regular seminars, workshops, and training as part of extension programmes for

inculcating scientific and research temperament in the students.

Major highlights of such activities are –

1. Women's Empowerment Cell organised a talk on the occasion of International Women's Day
2. One Day Webinar on "Importance of Timely Vaccination". An Awareness Programme organised by NSS units.
3. Special care is taken about educating the old & aged people in the village. Awareness campaign on "Beti Bachao, Beti Pado" has drawn a special attention of the villagers by NSS & NCC Unit.
4. Sanitary Pad Distribution Drive by Women's Empowerment Cell.
5. The college has undertaken a cleanliness campaign under the Swachh Bharat Abhiyan to apprise the students of the impact of cleanliness on mind and health.
6. Organised workshop and awareness program on the student's mental health and stress management. Students actively participated and opened up to the expert about their problems.
7. 7 days' Workshop on Yoga as an Extension Activity helps sensitise the students about the necessity of health care.
8. Thalassaemia and Dengue Awareness programs sponsored by the Red Ribbon Club broaden their knowledge about the disease.
9. Student Week celebration day helps groom the students to be more social, amiable, and benevolent, thus aiding in developing better personality traits.
10. Special camps give an opportunity to work in their adopted village.
11. Special quizzes, extempore, songs and dance competitions bring out the hidden talents within the students.

**Some of the annual flagship events are organized:**

- International Day of Yoga
- International Day Against Drug Abuse and Illicit Trafficking
- Tree Plantation Drive
- Pulse Polio Immunization Drive
- National Voters' Day
- World Aid Day

- World Earth Day
- National Youth Day
- World No Tobacco Day
- International Day Against Drug Abuse and Illicit Trafficking

Through these extension activities, students become conscious of their social surroundings and the social issues plaguing society and find ways to overcome these problems. These activities have a formative impact on young minds and lead to their holistic development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Krishna Chandra College has to its credit some awards and recognitions for extension activities from Government/Government recognised bodies.

- Travel Grant from UGC for attending the International Conference,
- University Rank Award from The University of Burdwan, West Bengal, India,
- Vigyan Sarvatra Pujyate Rhyme-Model (UG-PG) from the Ministry of Culture, Govt. of India,
- Vigyan Sarvatra Pujyate Rhyme-Slogan (English) contest from the Ministry of Culture, Govt. of India,
- Youth Parliament Quiz Contest on Character Building 3rd prize, from the Govt. of West Bengal,
- 3rd position in the Divisional Level Youth Parliament Quiz Contest from the Govt. of West Bengal
- 1st Position in Youth Parliament Quiz Competition(Divisional Level) from the Govt. of West Bengal,
- Youth Parliament Quiz Contest on Character Building 2nd prize (District Level) from the Govt. of West Bengal,
- Youth Parliament Quiz Contest Building 2nd prize (District Level) from the Govt. of West Bengal



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 11

**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
04	03	01	01	02

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 16

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Krishna Chandra College, Hetampur, has sound Infrastructural facilities to ensure and sustain quality in education. Though there is a shortage of available space, the institute take a scientific approach to utilize its available space and strict measures are taken to maintain cleanness of the whole campus.

#### 1. Classroom:

- The institute has 42 classrooms.
- The Number of ICT enabled Classrooms is 13.
- There are two seminar halls with ICT facilities.
- One LED TV,
- Two Interactive Board.
- Seven Green Board

In the campus the optimal utilization of the classrooms is ensured and innovative teaching-learning practices are encouraged.

**2. Laboratories:** The institute has nine spacious, well-decorated and well-equipped laboratories.

**3. Seminar Hall:** There are two seminar halls with ICT facilities. Seminar halls equipped with LCD projectors, computers, audiovisual facilities and Internet facilities. The seminars/webinars, Guest lectures, workshops etc are conducted in the seminar halls.

**4. Library:** The central library is located in the Ground floor. The library is well-stocked. The total number of books in the central library is 39278.

**5. Internet Facility:** – The bandwidth (**Alliance Broadband**) available of internet connection in the Institution is 50 mbps. But in some departments like IQAC and office internet speed is 80 Mbps.

Moreover, the institute provides several physical facilities like classrooms with ICT facility. It is a dedicated WIFI campus. It's also had its own playground, indoor sports complex, which helps the students to competence with the present society. This ensures that students have access to the latest technological resources, empowering them to explore, innovate, and excel in their academic endeavors.

In essence, Krishna Chandra College stands as a testament to its commitment to providing a holistic educational experience. With its well-appointed infrastructure and physical facilities, the college fosters a dynamic learning environment where students can thrive and realize their full potential.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 47.2

**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
10.30202	45.33108	13.36797	5.02371	14.28188

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Library is a Treasure house of Knowledge and it is considered as the heart of any educational institution. The Library Krishna Chandra College was inaugurated along with the college in 1897.

Library is automated using Integrated Library Management System (ILMS) namely CAMS 3.0 since 2018. Web OPAC Library system is running in the library which provides different library resources.

**SPACE** Presently, the Library is having two spacious halls and two rooms (including Reading Room, Reference Section, and Text Book Section).

**COLLECTION** Library houses 39278 books at present and number increases every year. It covers many broader areas of different subjects (accordance to the NEP 2020) and contains collection of modern subjects such as Computer and Information, Human Values and Professional Ethics, Rare books and Competitive books etc.

**CIRCULATION SECTION** The library motto is to provide books to every reader of this college as well as visitors also; library is providing three books for first year, second year students and also for final year honours students. The period of borrowing of the books is fifteen days. No manual issues should be done in the library, we are using barcode technology.

**READING ROOM SERVICE** The library provides a spacious reading room for Periodicals, newspapers, magazines, journals. Interested readers can refer to the old volumes and very rare books / manuscripts also.

**REFERENCE BOOKS** Library Provides a separate reference section for its students and Staff. It covers reference books of all subjects, rare books and books for competitive exams.

**LIBRARY ORIENTATION PROGRAMME** Library orientation programme is conducted every year to make the first-year students aware toward the library, use of library management software, use of requisition slips, use of N List database, digital library etc.

**REPROGRAPHIC SERVICE AND DOCUMENT DELIVERY SERVICE** Library provides reprographic service and document delivery service to the students and staff of the college.

**PREVIOUS QUESTION PAPERS** Library provides previous question papers to the students and staff of the college. All the question papers from last 05 years are preserved in the library digitally.

**OPAC (Open Public Access Catalogue)** is available for students and staff with high-speed internet facility including LAN and Wi Fi connection for the benefit of students.

**REMOTE ACCESS TO E-RESOURCES (E-JOURNAL & E-BOOKS)** is available for students and staff for better academic and research activity through **INFLIBNET**. e-Resources significantly enriches the educational experience for students and staff alike. It promotes flexibility, collaboration, efficiency, cost-effectiveness, and access to up-to-date scholarly content, thereby empowering individuals to thrive in their academic pursuits regardless of geographical constraints.

**E-MAGAZINES AND E-DAILY NEWSPAPERS** in the library empower students and staff with

convenient, current, and varied reading options tailored to their academic and professional interests. By embracing digital formats, libraries ensure that users have access to a wealth of knowledge and information, enriching their learning, research, and professional development endeavors.

**THE e-CAREER GUIDANCE** document serves as a cornerstone of the college library's commitment to empowering its users with the knowledge, skills, and resources needed to thrive in their chosen career paths. By providing comprehensive guidance and support, the document contributes to the holistic development and success of students and staff alike.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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's IT infrastructure is managed by skilled and knowledgeable staff members, who are assisted by a group of knowledgeable network and system administrators. IT infrastructure aims to supply modern and reliable hardware, software, and networking support for the secure functioning of academic programs, administrative duties, exams, and research-related activities at colleges.

**1. Computer & Laptops Systems:**

The institute has 100 systems in various departments and office exclusively to meet the curricular requirements. All systems have optical mouse's. 22 printers are available in the campus. The office has a high speed multi tray scanner cum printer. All HOD's, Administrative Office have scanner cum printers.

In session 2021-22, 22 new computers were purchased to upgrade computer labs. In session 2022-23, 20 new computers were purchased to upgrade computer labs. In addition, one new computer lab was set up for students.

**No. of Computers (subject/Department wise): 100**

Bengali : 01

Economics (Arts & Sc)	:	03
Geography	:	08
History	:	01
Philosophy	:	01
Political Science	:	01
Sanskrit	:	01
Botany	:	02
Chemistry	:	03
Mathematics	:	32
Physics	:	14
Zoology	:	02
Commerce	:	01
Office	:	28

## **2. UPS:**

UPS backup is connected to every computer in the department and office for 30 minutes. Also, all computer laboratories have UPS Online backup of 30 minutes.

## **3. Networking and Internet:**

All systems in the Institute are networked through **Alliance Broadband** for Internet Maintenance & Support. The current internet connectivity is 50 Mbps. But in some departments like IQAC and office internet speed is 80 Mbps

## **4. Wi-Fi:**

Wi-Fi connectivity was given to all the students and staff members. Wi-Fi routers are fixed at various locations to improve connectivity. Currently, the whole campus is Wi-Fi connected. The institute have 4 Wi-Fi enabled computer labs, 1 well-equipped computer center with Wi-Fi facility.

## **5. Software:**

The institute has all requisite software as per the curriculum. Based on The University of Burdwan curriculum constantly upgrades the software. As recommended by UGC, few free and open-source softwares are being used. System Software's, Application software's Microsoft Licence software is

available in the Institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 31.65

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

Response: 100

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 2.67

##### 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
1.16	0.86	0.52	0.82	1.64



File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 62.04

**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
2560	2458	1801	1503	1131

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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:** C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 1.49

**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
165	0	0	37	25

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** B. 3 of the above

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

## 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:** 13.68

**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
128	93	48	25	21

**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
516	690	522	370	205

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)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 2.52

**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
32	6	5	3	4

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

## 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:** 13

**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
6	2	3	2	0

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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:** 21.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	31	7	8	27

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:

Alumni promote their colleges' identities globally, promoting their basic ideals of excellence, lifelong learning, inclusivity, and diversity. Their attitude and outlook on life are expressions of the ethos and culture of their educational institutions as well as the education they obtained. The Krishna Chandra College was founded in 1897 and is one of the college's greatest assets. The institute has a Registered Alumni Association namely "ALUMNI OF KCC"; The registration number is IV-1903-00709/2022. The name of president of this body is Dr. Goutam Chatterjee; the secretary is Surojit Sutradhar and the treasurer is Pranay Sen. Alumni Association contributes significantly to the development of the institution through financial and/or other support services.

#### Alumni Contributions:

**Alumni Referrals for Jobs:** Alumni advise about current work opportunities in the market. Alumni themselves frequently participate in the placement companies; a number of them are successful business owners who provide employment. They also give Placement Officers ongoing information via WhatsApp groups.

**Internship by Alumni:** Some of the alumni are providing information about internships in companies/institutions.

**Alumni Feedback:** Alumni feedback is a key input to strengthen the teaching and learning environment at the institute.

**Guest Lectures / Workshops:** Since technology is constantly evolving, the Institute must close the knowledge gap between business and academics by offering guest lectures as value-added programmes. Alumni become excellent resources for this because they are familiar with the demands of the business world as well as the academic setting.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>





## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

**Vision:** The vision of the institute is to make the students cognitively sound and ethically strong so as to enable them to carry out the task of nation-building”.

**Mission:** To make learning accessible to all through the exploration of the multiple dimensions of education both inside and outside of the classroom.

#### Objective:

- To make education the empowering agent for the marginalized section of society and nurture a positive attitude within the larger academic ecosystem.
- Preparing students as good service provider in the form of entrepreneurs, salaried individuals, civil society activist etc.

It is necessary to have the practice of decentralization and participating management for the smooth, efficient and successful functioning of any institution.

- The Governing body of the college takes various major development decisions of the institution.
- The principal of the institution has decentralized his powers by forming various Advisory Committees and a subcommittee consisting of teaching and non-teaching staff for the smooth running of the institution.
- The IQAC of the college plays a very crucial role in maintaining the quality in teaching, learning and evaluation processes.
- The Teacher's council of the college promotes the professional standards in the institution.
- There are departmental coordinators/HoDs in each of the departments who are endorsed to look after various departmental aspects like preparing departmental load distribution, conducting class tests, conducting departmental seminars/workshops and organizing educational tours, etc.
- Also, teachers participate in administrative and executive processes as: Representatives in the Governing Body, Nodal officer, bursar, public information officer, conveners of university exams member of board of studies.

As the Institute works toward a decentralized governance system, all functions have the authority for delegation and operational autonomy. In the college, the governing body has the highest decision-making power.

- **Admission of Students:** The institute follow a de-centralised online admission process as

prescribed by the Government of West Bengal and our affiliating university. The students are selected on the basis of their marks in 10+2 level. The institute provides helpdesk facility to the students to resolve the admission related queries.

- **Human Resource Management:** As per the directions of HRMS of the Government of West Bengal. Staff development and skill-building programs are organized by the College. CAS promotion policy of the Higher Education Department, Govt. of WB is followed. The Principal, Teachers' Council, Advisory committees, Sub-Committee, and the Bursar ensure active monitoring of all College functioning.
- **Library, ICT and Physical Infrastructure/Instrumentation:** The library functions under an advisory committee (namely Library Committee). The central library of the college has a large collection of books. The institution has an ICT room and a virtual classroom together with free wi-fi facility.
- **Research and Development:** Some of the faculty members are involved in research. The institute organizes various seminars and workshops to inculcate research skills and knowledge among the teachers and students.
- **Teaching and Learning:** Departments distribute the workloads amongst the departmental teachers as per requirements.
- **Curriculum development:** The institute follows the curriculum developed by the affiliating university.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 role & responsibilities of the above institutional bodies are mentioned in the Statute of the affiliating University of Burdwan:

1. The President of the Governing Body: The President monitors the overall administrative parts of the college.
2. The Governing Body: The major decisions regarding developmental plans are framed in the Governing body meetings.
3. Principal: The Principal is the academic and administrative head to decide on academic and non-

academic activities.

4. Bursar: He/she manages the domestic and internal finances of the College.
5. Co-ordinators of the departments: They are responsible for academic and administrative functioning of the departments.
6. The faculty members: The Faculty members take care of the curricular, co-curricular, and extra-curricular activities.
7. The teacher council: The teachers' council is the statutory body in the College that promotes professional standards in teaching.
8. The librarian: The Librarian plans for procuring of books and maintains all functions of the Library.
9. Placement cell: The placement cell organizes campus interviews for the final year and pre-final year students.
10. Advisory committees: There are several advisory committees for taking decisions.
11. Sub-committee: The Governing Body appoints a Sub-committee for financial affairs from amongst the members of the Governing Body.
12. Office: Office looks after regular day to day official work.

**Curriculum Development:** Inputs provided by the faculty subject experts and 360 degree feedback from all the stakeholders are taken into account for the advancement of the subject.

**Teaching and Learning:** The College follows an academic calendar for all its academic activities. The students are provided course outlines and course schedules prior to the commencement of the academic session.

**Library, ICT and Physical Infrastructure / Instrumentation:** The Central Library and Open-Learning Resources (OLR) cater to the needs of all the students. The college has created smart-class rooms with Wi-Fi connectivity, projectors with latest technology. Library is automated using Integrated Library Management System (ILMS) namely CAMS 3.0 since 2018. Web OPAC Library system is running in the library which provides different library resources.

**Admission of Students:** Admission was conducted online as per the directive of the Department of Higher Education, West Bengal. The reservation policy is followed strictly.

**Deployment:** The faculty members of the institute are encouraged to participate in various workshops and seminars to improve their knowledge to provide improved education to the students. The IQAC of the institute plays a pivotal role in maintaining the quality standards of education in the institute. Apart from that, there are several advisory committees and subcommittees to monitor actively the functioning of the institution. Moreover, the institute received grants under the strengthening component of DBT star college scheme from the Department of Biotechnology, Ministry of Science and Technology, Govt. of

India, New Delhi its nonrecurring head to revamp its infrastructure.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 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:**

Krishna Chandra College, Hetampur has Forty-One full-time faculty members and Twenty-eight State-

Aided College Teachers (SACT) along with thirteen non-teaching employees engaged in teaching, research as well as catering to the needs of nearly three thousand five hundred students.

The administrative body implemented both traditional and nonconventional measures for the welfare of the teaching and non-teaching staff, in addition to a number of well-thought-out initiatives to provide seamless and timely academic services to such a large number of students. The IQAC, along with the Head of the Institution, is very much active in the technical work associated with the promotion of full-time teachers (CAS), and other crucial works. The College administration not only provides sufficient space for scholarly research, but also funds for seminar organisation and presentation in seminars in a sufficient amount. In this regard, the College's Governing Body and the Head of the Institution adopt the following plans and strategies:

The institute encourages the faculty members of the institute to regularly participate in workshops, seminars and conferences. For attending such academic events 'on duty leave' is granted to them. The institute also takes timely measures to process documents and to form committees for the promotion of the teaching staff. The institute is committed towards the timely processing of relevant documents of the nonteaching staff also. Both the teaching and non-teaching staff of the institute get benefit from the GSLI policy. Apart from that, the institute takes quick steps for sanctioning loans for any staff from his/her accumulated PF balance, and also is sometimes given salary advance to facilitate the teaching and non-teaching staff of the college. Moreover, the institute has a welfare society named 'Krishna Chandra College Employees' Credit Cooperative Society Ltd.' from where the member staff can get personal loans whenever needed. After the lockdown began and the teaching in the classroom was disrupted, the college bought G-Suite to facilitate the smooth functioning of daily online classes on an uninterrupted online platform following a prearranged schedule. These virtual classes were connected to the administrator's Google calendar in order to maintain records.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 3.16

**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
06	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 21.89

**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
16	08	28	02	04

**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
13	15	15	16	16

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

Every year our institution prepares a budget keeping in mind the requirements of departments, offices, and various advisory committees. Our institute mobilizes funds from the following sources:

- 1) Government Sources: Our institute receives salaries and other grants from the Department of Higher Education, Government of West Bengal.
- 2) Tuition fees: Tuition fees are received from students at the time of admission.
- 3) Funding agencies: Different funding agencies like UGC, DBT, and DST are approached from time to time by the institute for different projects.
- 4) Miscellaneous sources: Also the institute receives funds from well-wishers and non-government organizations (NGOs) for specific purposes. Also, the institute receives interest on its fixed deposits.

The institute ensures proper and sustained utilization of the funds received from the above sources. The salary grants are utilized for the salary of teaching and non-teaching staff. Half of the tuition fees received from the students are shared with the Government of West Bengal. The remaining half of the funds is utilized for:

- 1) Infrastructure: construction of building expenditure and renovation of a building
- 2) Physical assets: as per requirements of different departments

3) Academic purpose: organization of seminars, workshops, research activities and other academic activities, student-related extra-curricular activities, contingencies, maintenance, remuneration of external visitors and other routine expenses.

4) Salary of casual staff: paying salary to the casual staff. The grants received from the funding agencies are utilized by the respective project heads. The financial support received from well wishers, and nongovernment organizations (NGOs) are utilized for specific purposes.

The institute has a robust mechanism for conducting the audit. The auditors verify/audit the following data:

- 1) All cash and bank receipts and transactions,
- 2) Cash balance,
- 3) Bank reconciliation of all Bank Accounts,
- 4) Salary register and its reconciliation of TDS,
- 5) Interest earned on investments,
- 6) Budget,
- 7) Fees reconciliation statement with student record 8) income and expenditure statements etc.

Each year the accountant of the institute prepares a financial statement of the institute. After that, the statements are audited by the auditors. The audit includes two components:

**Internal Audit:** The Governing Body of the institute appoints a chartered accountant firm on a contract basis to audit the financial statements of the institute. They check statements related to funding and other documents etc.

**External Audit:** The external audit committee set up by the DPI, Govt. of West Bengal audits the books of accounts in each financial year and submits the audited report to the institute. They check documents related to Government funding, fees, provident fund, tax, annual bank reconciliation statements, all cash and bank receipts and transactions, income and expenditure statements etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals. The cell conducted significantly in the following areas:

1. Conducted regular meetings for improvement.
2. Prepared strategies for quality assurance and ensured implementation.
3. Organized webinars, seminars and other programmes in collaboration with other departments, NCC and NSS.
4. Collected and analysed feedback.

The IQAC of the institute plays a pivotal role in reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals. The IQAC took the following steps to review various academic and operational activities:

- Prepared the academic calendar in concordance with the affiliating university well in advance mentioning admission, examination, vacation and other events schedules.
- Took the initiative to display the calendar on the notice board and hoist it on the institutional website.
- Organized orientation program for newly admitted students.
- Students were explained the Time-Table, CBCS Programme structure, syllabi, Cos, POs and PSOs of the courses before the commencement of the semester.
- Conveying important notices to the students through Whatsapp, Telegram and Gmail.
- The principal of the institute monitored the weekly class report of the departments.
- Collected and analyzed feedback from students for the improvement of teaching and learning.
- Collected and analyzed feedback from teachers and parents for improvement.
- Reviewed the feedback from the stakeholder and implemented accordingly.
- Reviewed the performance of the students in the University Examinations.
- Encouraged faculty members to participate in FIPs, RCs, FDPs, STCs, Seminars, Conferences Workshops etc. to enhance their knowledge.
- Encouraged and assisted departments to conduct webinars, workshops, quizzes etc.
- Ensured timely submission of AQAR.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Our institution places a strong emphasis on fostering a supportive and inclusive environment for women, and we have taken concrete steps to provide facilities that cater to their unique needs. We have the following facilities:

- **CCTV Cameras:** Safety and security are paramount, and we have spared no effort in creating a secure campus. We understand the importance of feeling safe, and that is why we have implemented comprehensive security measures, such as 24/7 surveillance and the presence of dedicated security personnel. We want every woman on our campus to have peace of mind, knowing that their well-being is our top priority.
- **Girls' Common Room:** To promote a sense of community and relaxation, we have established comfortable and welcoming common rooms exclusively for women. These spaces are designed to encourage social interactions and provide a peaceful retreat during busy academic days. Our institution has a sanitary napkin vending machine at Girls' common room.
- **Women's Empowerment Cell:** Our institution has an active Women's Empowerment cell. They Addresses issues of gender equity through (i) hosting interactive sessions, workshops, seminars, ; (ii) fostering a secure and empowering environment via self-defense workshops and awareness programs.
- **Internal Complaints' Committee:** Our institution has an active internal complains committee to address issues related to it.
- **NCC & NSS unit of KCC:** The NCC & NSS units of KCC take various measures to educate people about gender equity. They conducts various awareness program through year not only in our institution but also in the Hetampur village.
- **Scholarship for Girl students:** Eligible girl students from our institution receives Kanayashree scholarship provided by the Govt. Of West Bengal.
- **Observation of International Women's Day:** Our institution celebrates international Women's Day on 8th March each year.
- **Gym & Sports Facilities:** Our institution has dedicated sports facilities for the physical and mental well being of our students.
- **Healthy and equitable male-female ratio:** Our institution has a healthy and equitable male-female ratio amongst both teachers and students.

Furthermore, we are committed to continually evaluating and enhancing our facilities and services to align with the evolving needs of our female students and staff. Our dedication to supporting women's growth, safety, and success knows no bounds, and we eagerly welcome feedback and suggestions for

further improvements. Together, we are building a thriving and inclusive community where women can flourish and achieve their dreams.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:**

Our institute serves as a shining example of inclusivity, welcoming individuals from diverse cultural, regional, linguistic, and economic backgrounds. We uphold the government's reservation policy to ensure equitable access to education for all students. Additionally, we offer fee concessions to assist those facing financial hardships, underscoring our commitment to inclusivity and accessibility.

In our pursuit of diversity and equality, we have established dedicated bodies such as the Women's Empowerment Cell and Committee for SC/ST/OBC. Through their dedicated efforts, we strive to cultivate an environment where every voice is respected and valued.

The NSS wing of our institute plays a crucial role in promoting tolerance and harmony within our community. Through engaging programs, we educate villagers about the significance of embracing cultural and linguistic diversity. These initiatives not only benefit the community but also provide valuable learning opportunities for our students, enhancing their understanding of societal dynamics and challenges.

Fostering a culture of harmony and understanding is paramount to us, which is why we actively observe various awareness days dedicated to promoting these values. Moreover, we empower local youths to become advocates for harmony, equipping them with the necessary tools to promote inclusivity within their communities.

Aligned with our commitment to education and awareness, we incorporate discussions on the importance of an inclusive environment into our mentorship program. Through education, we aspire to nurture a

generation that values diversity and fosters unity.

In addition to our efforts towards inclusivity, we regularly host events aimed at raising awareness about constitutional obligations and civic responsibilities. Our curriculum reflects our holistic approach to education, with courses such as Environmental Science instilling an appreciation for sustainability.

Symbolic traditions like flag-hoisting ceremonies on Independence Day and Republic Day serve as poignant reminders of our shared history and values. Despite the challenges posed by the COVID-19 pandemic, we remain steadfast in our commitment to public health awareness, as evidenced by the timely webinars organized by our NSS unit.

Furthermore, our NCC unit actively engages in celebrating various awareness days, contributing to broader societal conversations on critical issues. Each year, we unite to commemorate national and international days, fostering a sense of unity and collaboration among all members of our community.

In collaboration with the NCC and NSS wings, we honor the legacies of esteemed national figures by commemorating their birthdays. Additionally, initiatives like our Puja Gift and Daily Essentials Distribution Programme exemplify our dedication to serving the local community and providing support where it's most needed.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

- **Title of the practice: Beyond the Classroom: Bridging Education and Social Services.**
- **The context that required the initiation of the practice:** The COVID-19 pandemic, which began in late 2019, has had a severe global impact. Our country has not been immune to its effects, experiencing an extended period of lockdown. People from economically disadvantaged backgrounds have been the hardest hit. Therefore, teaching is not the institution's sole duty; it is our responsibility to assist the less fortunate members of society.

- **Objectives of the practice:** The main objective of the practice is to foster social responsibility among the stakeholders of the institution and promote inclusivity for those who are economically disadvantaged or facing societal challenges. Additionally, it aims to bridge the gap between educational institutions and the broader community.
- **The Practice:** The main practice is to assist local people whenever they face difficulties related to education, health, or any other kind. To achieve this, the NCC and NSS teams of the institute play a very active role in raising awareness among the villages on various issues and societal aspects. Additionally, the institute organizes gift distribution before Durga Puja to provide local people with clothing and food. Moreover, the institute has organized "Wall of Kindness" camps in nearby Majuria and Niramoy Majhipara villages for clothing donations.
- **Obstacles faced if any and strategies adopted to overcome them:** The initial challenge was securing the necessary funding for these programs, followed by the need to assemble a substantial workforce for their organization. Fortunately, thanks to the spontaneous and overwhelming support from our teachers, non-teaching staff, and students, we were able to successfully overcome all these obstacles.
- **Impact of the practice:** With this practice, we have been able to assist a significant number of local residents. The gift distribution ceremony alone allowed us to provide clothing and food to over 270 individuals. Additionally, our "Wall of Kindness" initiative has brought benefits to approximately 90 people in Majuria village and 80 people in Niramoy Majhipara village by providing them with much-needed clothing. We are proud of the positive impact we have made through these initiatives, enhancing the well-being of many individuals in the local villages.
- **Resources required:** Following such practice requires a large amount of manpower and time. The availability of a large number of dedicated teachers, non-teaching staff, and students makes it possible to continue such practice. Also organizing programs under this practice requires financial assistance.

## Best Practice II

- **Title of the practice: Green Initiative for Sustainable Future.**
- **The context that required the initiation of the practice:** In the last century, the pace of industrialization resulted in many developments in the world. However, most industrialization caused severe damage to our environment by increasing pollution in the environment, reducing water resources. The pollution of the environment resulted in climate change, adverse effects on health. But stopping the whole process of industrialization is not a solution to the above problems. Instead, if we incorporate environmentally friendly resources into industries as well as in our everyday use, this practice may help stop the gradual deterioration of the health of our environment. Implementation of such a practice require proper awareness about various environmental issues.
- **Objectives of the practice:** The main objective of the issue is to aware the local population,

students about the various environmental issue. Also, we want to convey the message that how we can prevent damage to our environment by properly following environment-friendly procedures.

- **The Practice:** To follow such practice we first aware newly admitted students to our institute how global warming is leading towards ice melt in polar caps, in the Himalayas, and resulting in unusual floods and droughts in various regions of the world. We also made them aware of how the increase in carbon and other harmful particles in the breathable air causes various lung diseases. Also, as we are an agriculture-friendly country, our agricultural process requires a large amount of water, leading to some wastage of water. So we make them aware of how we can reduce carbon footprint by using alternative energy like using solar energy, using LED lights, and BEE star-rated appliances to reduce the usage of formal source sources of energy. In our institute, we have fitted LED lights and BEE star-rated appliances to reduce carbon footprint. We also have a solar panel in our institute to meet a small portion of our energy requirement. We train our students to switch off electronic appliances like lights, fans, desktops when not in use. We also monitor how they are applying the aforementioned practice. We also make them aware of how afforestation can be helpful for the restoration of health in our nature. We encourage them to actively participate in various activities that aim to increase vegetation. Also, encourage students to convey the message to villagers that how we can stop energy wastage, use green energy, etc. In our institute, we also organize a tree plantation program to increase vegetation in our institute. In our institute, we have a medicinal garden which contains a vast variety of rare and valuable medicinal plants. We have also installed a rainwater harvesting system in our institute to conserve water.
- **Obstacles faced if any and strategies adopted to overcome them:** Implementation of this practice requires large manpower, a great amount of time as well as patience. Due to the academic load the students, faculty members, non-teaching staff have little time to contribute to this practice. However, working in some extra time all the stakeholders have contributed to this mission.
- **Impact of the practice:** It is prudent to note that the outcome of such a practice can not be seen in a small amount of time. The outcome of such practice can only be seen globally after a large amount of time if a large section of the population contributes globally. However, some benefits of this practice may be seen locally such increase in the number of plants on the campus, storage of water, etc. Due to this practice, environmental awareness among the local people is gradually increasing.
- **Resources required:** Following such practice requires a large no of participation. The involvement of a large no of dedicated teachers, non-teaching staff, and students make it possible to pursue such practice. Also organizing programs under this practice requires financial assistance from various sources.



File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

**Krishna Chandra College was established in 1897** in the heart of Hetampur village in the Birbhum district of West Bengal. It is the oldest college of the district to create an atmosphere of learning and pedagogy for the first time in this area. It was founded by Maharani Padma Sundari Devi, wife of Maharaja Ramranjan Chakraborty, in the name of her father-in-law Raja Krishna Chandra. Before the formal start of its functioning, the college got in 1896 the seal of approval from the University of Calcutta to teach the Arts course initially. For about 25 years, the college functioned as an intermediate College. In 1923, it obtained the permission to teach B.A course. B.Sc course was introduced in 1958. In 1956, the college becomes a Government-Sponsored Institution. In 1961, the institution was again affiliated with the University of Burdwan. Since the early sixties, the college began to offer Honours courses, one after another, and now it has 15 Departments in Arts, Science and Commerce streams which is not an insignificant achievement for a college located in rural area. Hence, propounding the idea of an all-inclusive and comprehensive notion of education without compromising with quality remains an important **Vision and Mission** of the college since its inception. The students are exposed to all fifteen subjects with B.A., B.Sc. and B.Com. (Honours) syllabus under Choice Based Credit System (CBCS), the students will study core courses, generic elective courses, skill enhancement courses and discipline courses in the span of three years (Six Semesters). Field visits and community work are part and parcel of this program. According to the Pass syllabus under CBCS, the students will study core courses, skill enhancement courses and discipline courses in the span of three years (Six Semesters). Four Science Departments viz CHEMISTRY, MATHEMATICS, PHYSICS & ZOOLOGY got DBT STAR College Scheme from the Department of Biotechnology, New Delhi for the benefit of UG students.

The performance of Krishna Chandra College stands out distinctly in its commitment to fostering holistic student development through community engagement initiatives. Unlike many other institutions, Krishna Chandra College has made significant strides in integrating community service and social responsibility into its academic framework.

One notable aspect of the college's performance is its comprehensive outreach programs aimed at addressing local societal needs. Through partnerships with various NGOs and government agencies, the NSS, NCC, Women Empowerment Cell, Career Counseling and Placement Cell of the college organizes regular community service projects such as health camps, environmental clean-up drives, and educational workshops in nearby villages areas. These initiatives not only benefit the communities but also provide students with valuable hands-on learning experiences and a deeper understanding of social issues.

Additionally, Krishna Chandra College stands out for its emphasis on experiential learning opportunities beyond the classroom. The college encourages students to participate in internships, fieldwork, and research projects that have practical applications in addressing real-world challenges. By exposing students to diverse environments and situations, the college equips them with the skills and knowledge needed to become socially responsible citizens and effective leaders in their respective fields.

Overall, our institute is committed to providing high-quality education to all students, regardless of their caste, creed, or gender. Our dedication to distinctiveness in our work sets us apart. A majority of our students hail from the surrounding villages, and we take pride in having a substantial number of female students. Many of our students come from economically disadvantaged backgrounds, and we strive to keep tuition fees and hostel costs affordable compared to other institutions in the district. Our primary aim is to empower our students with knowledge and inspire them to make meaningful contributions to society. We are steadily improving our infrastructure, including our ICT facilities, due to the support we have received under the strengthening component of DBT Star College Scheme. In addition to academic excellence, we prioritize the well-being of our students through special health-related seminars, workshops, and health check-up camps. Our institution values community engagement. Our faculty members, along with non-teaching staff and students, actively participate in social activities such as distributing clothes and food to economically disadvantaged villagers. We are also deeply committed to raising awareness about environmental issues within the local community. These efforts collectively contribute to our institutional distinctiveness.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Krishna Chandra College, founded in 1897, boasts a roster of distinguished alumni who have excelled in various fields both nationally and internationally. These alumni serve as shining examples of the academic excellence and professional success fostered by Krishna Chandra College. Our college recently organized various awareness programs with students of nearby federal schools through college laboratory visits and popular lectures on the importance of higher education and, scope of career. A program on science was also conducted with the school students so that the students would be more interested in science.

### **Concluding Remarks :**

Krishna Chandra College has been accredited by NAAC in 2018 (First Cycle) and post accreditation, the College has been relentless in its pursuit of quality in all spheres. It has also tried to implement several recommendations of the NAAC Peer Team during the first cycle of accreditation.

Following are some significant post-accreditation quality initiatives undertaken by the IQAC till the academic session 2018-19:

1. Feedback System: Since the academic session 2018-19, a proper Feedback mechanism is in place, with the IQAC generating online feedback forms and collecting online feedback from the different stakeholders. The feedback is then analysed and placed before the Principal.
2. Mentor-Mentee System: This has been introduced in the 2018-19 academic session, keeping in mind student-specific needs.
3. Collaborative undertakings/MoU with other institutes / Student and Faculty Exchange Programmes: Academic collaboration with other reputed institutions is definitely a quality initiative, a learner-centric drive to improve the overall teaching-learning process.
4. ICT-enabled teaching-learning: There are a few classrooms with ICT and some departments are equipped with laptops and projectors, facilitating technology-enabled teaching-learning.
5. Computer laboratories: At present, there are only three computer laboratories in Physics, Mathematics and General Computer Lab.
6. Digitization of Rare Books: Some rare books in the Library have been digitized, a process that has ensured their preservation.
7. Organized more Career Counselling and skill development programs, seminars, workshops, quiz by different departments through online and offline modes.
8. The institute conducted more placement processes by the Career Counselling & Placement Cell.
9. Completed some add-on/certificate courses in the college.
10. Purchased recent subjects-related books, periodicals, and magazines and enhancement of library infrastructure.
11. Completed five-year academic and green audits.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 142            Answer after DVV Verification: 111</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																																								
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: C. Feedback collected and analysed            Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1248</td> <td>1490</td> <td>1780</td> <td>1132</td> <td>1157</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1248</td> <td>1490</td> <td>1761</td> <td>1132</td> <td>1157</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2238</td> <td>2188</td> <td>2080</td> <td>2005</td> <td>1847</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2238</td> <td>2188</td> <td>2080</td> <td>2005</td> <td>2005</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1248	1490	1780	1132	1157	2022-23	2021-22	2020-21	2019-20	2018-19	1248	1490	1761	1132	1157	2022-23	2021-22	2020-21	2019-20	2018-19	2238	2188	2080	2005	1847	2022-23	2021-22	2020-21	2019-20	2018-19	2238	2188	2080	2005	2005
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2238	2188	2080	2005	2005																																					

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
489	612	680	454	475

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
489	527	697	440	474

**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
1047	1026	977	943	943

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1047	1026	977	943	943

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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
46	46	46	46	46

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding Librarian, thus DVV input is recommended.

2.4.2	<p><b>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)</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>19</td> <td>18</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and Doctorate Degree / Provisional Degree Certificate awarded by UGC recognized universities only to be considered, with proper sealed and signed by competent authority, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	24	22	19	18	13	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	22	19	18	13																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>55.7853</td> <td>5.86</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and grants received for research projects / endowments in the institution only to be considered, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	55.7853	5.86	8	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
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0	0	55.7853	5.86	8																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1917 1046 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>15</td> <td>08</td> <td>14</td> <td>12</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	15	08	14	12										
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	15	08	14	12																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	12	07	09

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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
15	19	09	02	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	08	07	02	04

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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
34	30	10	11	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	01	01	02

Remark : As per clarification received from HEI, and only extension and outreach programs to be considered, thus DVV input is recommended.

**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 :16

Remark : As per clarification received from HEI, and only functional MOUs only to be considered, thus DVV input is recommended.

**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
57.28093	24.83846	4.83179	4.83079	6.99511

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.16	0.86	0.52	0.82	1.64

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2575	2883	1801	1708	1131

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2560	2458	1801	1503	1131

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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: C. 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
35	7	5	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	6	5	3	4

Remark : As per clarification received from HEI, thus DVV input is recommended.

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**

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*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	3	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	3	2	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	0	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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
13	09	44	02	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	08	28	02	04

**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
00	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	15	15	16	16

Remark : As per clarification received from HEI, thus DVV input is recommended.

- 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 : As per clarification received from HEI, thus DVV input is recommended.

- 7.1.2 **The Institution has facilities and initiatives for**
- 1. Alternate sources of energy and energy conservation measures**
  - 2. Management of the various types of degradable and nondegradable waste**
  - 3. Water conservation**
  - 4. Green campus initiatives**
  - 5. Disabled-friendly, barrier free environment**
- Answer before DVV Verification : A. 4 or All of the above  
 Answer After DVV Verification: C. 2 of the above  
 Remark : As per clarification received from HEI, thus DVV input is recommended.

- 7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
- 1. Green audit / Environment audit**
  - 2. Energy audit**
  - 3. Clean and green campus initiatives**
  - 4. Beyond the campus environmental promotion activities**
- Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above  
 Remark : As per clarification received from HEI, thus DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3165</td> <td>3183</td> <td>3181</td> <td>2413</td> <td>2296</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3165</td> <td>3183</td> <td>3181</td> <td>3413</td> <td>2296</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3165	3183	3181	2413	2296	2022-23	2021-22	2020-21	2019-20	2018-19	3165	3183	3181	3413	2296
2022-23	2021-22	2020-21	2019-20	2018-19																	
3165	3183	3181	2413	2296																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3165	3183	3181	3413	2296																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 46            Answer after DVV Verification : 45</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>41</td> <td>42</td> <td>39</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>39</td> <td>41</td> <td>38</td> <td>33</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	41	41	42	39	33	2022-23	2021-22	2020-21	2019-20	2018-19	39	39	41	38	33
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	41	42	39	33																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	39	41	38	33																	