SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR. A.P.J. ABDUL KALAM GOVERNMENT COLLEGE

BA-1, AA-I, NEW TOWN, RAJARHAT, NORTH 24 PGS, WEST BENGAL, INDIA 700156

https://www.apjakgc.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Separated from the main city of Kolkata by the iconic Bagzola canal, the ebb and flow of Rajarhat's (the king's market) history is as turbulent as the waters of East Kolkata's wetland's complex arterial system. An ancient habitation, it rise to glory occurred when zamindar Sabarna Raychowdhuri, bolstered by a licence from Raja Man Singh developed a market in this region in the eighteenth century. The place was culled out of oblivion when the Government of West Bengal earmarked it to be developed as a software hub and a satellite township in line with global standards to be built around it in the turn of the millennium. Rechristened symbolically as New Town, it is now an ever growing in importance and popularity to as a beacon of limitless future to complement the historically rich Kolkata.

The Newtown Government College was founded by the Government of West Bengal in 2013. It began its journey humbly but soon became housed in an expansive facility spanning over five acres to cater to the Higher Education need of the local populace. The idea was to provide exclusively state funded advanced education to one and all at affordable costs, irrespective of caste, creed, community, gender and financial status. The inclusivity, strife for excellence and commitment to nation building that the college

stood for rang close with the ideals guiding the illustrious life of Dr. A.P.J. Abdul Kalam, and the college was renamed after him.

Dr. A.P.J. Abdul Kalam Government College Newtown in Rajarhat is staffed by handpicked faculty members from the West Bengal Education Service. It has ample infrastructural support including playgrounds, classrooms, seminar halls, libraries, laboratories, canteen, student activity centres and many more. Its ragging free, disabled friendly five acre green campus is home to many rare fruit trees, herbs and medicinal plants. It is permanently affiliated to West Bengal State University and has 12b and

2f Certifications since 2018. We invite one and all to visit this academic oasis within the urbane space of Newtown in Kolkata.

Vision

To provide holistic education accessible to all, fostering an environment of empathy, enrichment, equity, excellence, empowerment, and enlightenment. Our aim is to nurture socially responsible and enlightened citizens who will contribute to a more inclusive, equitable, and just society.

Mission

Mission:

- **Education for All:** Ensure education is accessible and affordable to all, promoting self-reliance and socio-economic change to build an inclusive society with shared opportunities and responsibilities.
- **Empathy and Support:** Demonstrate empathy towards the less fortunate, the sick, the suffering, and the disabled, ensuring their integration and support within the educational framework.
- **Enrichment and Knowledge:** Provide abundant knowledge, requisite skills, and appropriate attitudes, preparing students for personal and professional success.
- **Excellence and Quality:** Strive for quality assurance, enhancement, and sustenance in academics and

research to produce graduates who meet global standards.

- **Equity and Fairness:** Promote fairness and social justice by providing equal opportunities for all students.
- **Empowerment and Innovation:** Empower graduates to become intuitive, innovative, and inventive, ready to contribute to societal and technological advancements.
- **Enlightenment and Wisdom:** Encourage students to attain wisdom and virtues in life, fostering a mindset that thinks beyond self-interest.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- The college is directly under the aegis of the Department of Higher Education, Government of West Bengal, and therefore the government has a direct stake in its well being and development. It is because of this interest and stake that despite being a new college, it has developed fast in terms of infrastructure, accumulation of human and material resources, and have been able to work in a manner comparatively free of external encumbrances. The ever increasing student interest display that it is running on the right track.
- The students get an opportunity to pursue higher education against minimal charges laid down by the government. Quality education at such low expenses are not provided by any other institution in the district, and possibly elsewhere.
- The college has a highly qualified staff, with most having considerable research experiences, or engaged in active research. The fact that the college has a large cross section of young staff ensures that the environment is dynamic and the endeavor to bring about a change in the positive direction is high, guided by the experience of senior teachers.
- The college has two smart rooms which are optimally used by the faculty, and has multiple course oriented ICTs developed by the college staff which are duly uploaded in the college website and can be accessed by the students as well as all interested in the pubic domain.
- The College is located in a region which has a mostly multi-cultural, multi-lingual and harmonious intercommuncal demography. The College is thus an important centre for promotion of National integrity on one hand and disseminating higher education to the marginalised section on the other.
- Since a large number of students come from agrarian and trade backgrounds, and yet located in a region close to urbanity, the college is in a strategic position to tap the indigeous knowledge system that exists among these constitutencies.

Institutional Weakness

Weakness

- The socio economic background of many of the students (some of them being first and second generation learners) admitted in the college is responsible for poor language competence (both comprehension and communication, particularly in the first two semesters). Within the existing structure of the college, it is difficult to address the needs of students who come from different socio-economic as well as cultural background. Many of them do not come with enough informational or educational preparation necessary to pursue the curriculum prescribed to them as a part of their undergraduate studies. The present semester system does not provide them with enough time to orient themselves with the curriculum that they are placed in. Thus, some of them lag behind from the very first semester – a lacuna they are incapable to redress at higher levels of study.
- The semester system poses immense problems, with which the college has not yet been completely able to come to terms with, in particular the elaborate system of internal examinations, evaluations and data maintenance, when coupled with university examination, moderation, evaluation and practical examination duties.

- The laboratories are not state of the art, and there is a shortage of books and journals in the library.
- The place has a great potential for development in sports and games sector. However, there is a shortage of games and sports equipments and the college lacks the resources to optimize the playing field making it suitable for track and field activities.
- There is a shortage of internet connections, which is making optimization of its available human resources difficult, and the internet speed is also not satisfactory.
- The library is yet to be digitised and automated. The amount of books and journals is also low because of exclusive dependance of government funds which are irregular and inadequate. The presence of online journals is also below par.

Institutional Opportunity

- The college is right in the midst of the communication and software hub of the state and the city. Therefore, job opportunities can be explored with comparative ease if the students are motivated and the courses that are market driven are provided at tandem with the general degree courses that are offered. The college in fact tries to bring these extremes together through invitation to various career recruitment agencies and carrying out training drives for the benefit of its students.
- The staff strength is largely young, dynamic, research oriented, hard working and mentally boosted to work and make a difference – to the institute, to their career and to society at large. This is a great opportunity for any educational institute, and if properly utilized – this workforce can take the institution to great heights. It is presence of this young and scholarly faculty that has made the college's transition from the previous curriculum to the one proposed under the CBCS format comparatively easy on cognitive ground (albeit compromised due to staff and infrastructural shortage), which has reflected in the excellent results that the students have delivered within such a short time.
- The College has a sprawling green campus, which houses a large number of fruit trees, flowering trees, medicinal herbs and other forms of vegetation that are host to a wide variety of butterflies and birds. This aspect of the College can be developed through ecological and environmental planning which can also be made commercially viable and provide hands on training to students through carefully designed Add-on courses.

Institutional Challenge

- Being a Government institution, the college does not enjoy the freedom to generate funds on its own through deployment of professional courses. Its dependence, as of now, is exclusively on government grants which in spite of ensuring a smooth regular running of the college infrastructure and human resources, is not enough to develop it in a way that is commensurate with the demands of modern education. This often creates a disjunction between the courses offered by the college which are mostly traditional and the demands placed by the geographical positioning of the college at the vicinity of the communication hub where expertise in various professional, vocational and technical fields are needed. Bringing the two at a common platform is one of the biggest challenges that the college faces.

- Many students who come to the college belong to the rural and suburban poor section, who have not been encouraged to free, radical and independent thinking, and to express themselves by their past educational and social backgrounds. Thus, despite having enough potential, they lag behind their urban contemporaries due to lack of confidence. Implementation of confidence building measures, and make the students realize their potential and act accordingly, is a serious challenge for the faculty of the college.
- Accommodating the highly demanding CBCS curriculum within the given infrastructure and time is posing a serious challenge for the development of the students. They are not getting enough time to attune themselves to the new curriculum that they have registered themselves too, before being tested for aptitude through internal examinations. Thus, maintaining the timeline of the CBCS with the given resources, as well as provide the best of the academic demands to the students is a serious challenge that the college is presently facing.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The criteria I covers the area of teaching-learning curricular aspects. It is further subdivided into preparation of academic calendar, time table, teaching plan, lesson plan, and minutes of all departmental meeting, along with the management of departmental library. The database related to each and every initiative are kept with the department for preservation and future reference. The courses and syllabi of different programmes of the institution are developed as per the West Bengal State University through its Boards of Studies constituted centrally. The Board of Studies involve faculties from different colleges and usually chaired by the University Head of the Department. They meet regularly to decide on the syllabus and distribute the workload of examination among the different faculties across its periphery.

Clearly, only the members related to Board of Studies (BoS) are involved in the developing the curricular aspects, however, each and every faculty of the college are actively involved in the examination process beginning with question framing to answer script evaluation and scrutinization. The college follows university prescribed format to conduct internal assessment and internal continuous evaluation. Furthermore, in addition to that, students are asked to appear in class tests or make regular presentaitons on pre-selected topics. Some of the departments like Anthropology, Bengali, Botany, English, Political science, Philosophy have offered different types of value added courses from time to time. Apart from

that different departments have also arranged seminars in collaboration with IQAC to better present topics not limited to the curricular aspects. The college has centrally organized events related to gender, environment and management issues related to administration. Several departments organize projects and fieldworks in different places every year. Departments like Anthropology, Zoology, history, and Botany have been organizing such academic works regularly. To understand the impact of such initiatives the institution has formed
a detailed feedback mechanism which covers the students, faculties and alumni. The feedback obtained is analysed in every semester and action is taken for improvement of the same.

Teaching-learning and Evaluation

Teaching Learning process is the core of any education system. In our college we have tried our best in planning effectively and implementing the teaching learning and evaluation system. This whole system is contextual, fluid and outcome based. Our college focused in promoting advancement of knowledge and developing skill set and
employability. The whole process is aligned with the vision and mission and objectives of our institution. Student -full time teacher ratio in our institution is close to eleven which
helps them, especially the slow learners in grasping the subject well. In order to enhance the learning experiences teachers use ICT enabled tools. Various Add on Courses were imparted to the students based on latest technologies. In this criterion Program Outcome and Course Outcome have been explicitly linked to learning outcomes. Students were enriched through seminars, webinars and workshops and further walled up their departmental magazines. The departments maintain mentor mentee registers for the holistic development of the students. The institution has striven to maintain a transparent mechanism to deal with internal examination which is time bound as per the directives of the University regulations. Number of students who appeared and passed in the final year examination have been provided as per data template. Student satisfaction survey on overall institutional performance have been provided as a web link.

Research, Innovations and Extension

Our academic goal at Dr. A.P.J. Abdul Kalam Government College prioritizes research and innovation. Our institution has accomplished great success in its intellectual endeavours during the evaluation period, as evidenced by the various research publications in journals of national and international reputes. This achievement is a testament to our faculty's hard work in fostering a rigorous research environment and their commitment to expanding knowledge in their specialties. Additionally to these publications, our faculty members have also contributed to academic literature through the publication of books and chapters in edited volumes. This substantial endeavor demonstrates our teachers' proficiency and dedication to the dissemination of knowledge and academic success.

The institution has a strong commitment to improving the educational experience for students by offering a range of activities and initiatives. We host a variety of activities that support extracurricular interest exploration and enhance the academic program. These initiatives aim to foster a well-rounded learning environment and assist our students' development on both a personal and professional level. Furthermore, the promotion of social responsibility is greatly promoted by our National Service Scheme (NSS) programs. By means of these programs, we interact with the nearby
suburban community, addressing social concerns and making a positive impact on the
neighborhood.

These initiatives have an influence that goes beyond campus, demonstrating
our dedication to improving the lives of people in our community. Overall, Dr. A.P.J. Abdul Kalam Government College continues to flourish in research, innovation, and community service, embracing the principles of excellence and social
responsibility.

Infrastructure and Learning Resources

The institute is four stored building and has adequate numbers of classroom to run 9 honours and 2 Generic subjects. Science subjects have well equipped large sized laboratories. The institute has only 30 faculty members, but faculty members are focused to create this institute a center for excellence of education. Besides conventional chalk and talk methods teachers delivered lectured through multimedia using audio video, ppt and e-resources. It has four seminar hall and one ICT facilitated smart room where national and state level subjective seminars as well as awareness seminars are conducted regularly. The college has separate common room for girls along with one large common room for all students. It has special sick room with little primary treatment facility.

College has a mid-sized football ground along with two other sports ground, a gym room and a separate yoga room. Although institute has no physical education department, faculty members and supporting staff of this college are taking care of maintaining the sports, games, gym, yoga class of the institution. The cultural committee always encouraged talented students to performed and participate in different cultural events organised in this college like Independence Day, Republic Day, Bhasa Divas, College Foundation Day etc. This Institute has one main spacious library which provides optimal environment for study.

More than 3600 books are available for students to enrich their knowledge.
This institute has been enabled with high-speed internet connectivity of 70 MBPS on 24x7 supports, to prompt anytime anywhere access to knowledge for students and teachers within this campus. College has always prioritised its infrastructural development to make effective teaching - learning process. In the last five years college purchased 7 desktop computer and 5 laptops. Currently student computer ration is more than 1.5. This institute has 12 projector which facilitated effective teaching learning through ICT-backed teaching process.

Student Support and Progression

– This criterion encompasses one of the most important quantitative parameters for the NAAC accreditation process within the academic session 2018-19 to 2022-23. The present criterion entitled as "Student Support and Progression" constitutes of four subsections. In the student support section we documented that our institute has enrolled more than 50 % of the students with the available Government scholarship programmes. Many awareness programmes/seminar on career counseling were conducted to support the career opportunities of the students during the last five years. Along with that our college has organized several number of programmes to enhance noteworthy skills that enable the students to become capable in their respective careers. Career-oriented learning programmes such as communicative language, business language, ICT/Computing skills are introduced so that students can be up skilled for their future opportunities. In the sub-section of student participation and activities our institute engages many students across the disciplines in various cultural and sports activities throughout the year and the faculties of our college encourage them for participation and gaining valuable exposure in different levels of events. Moreover, the institute conducts annual sports meet and several cultural programmes that engage the students and disseminate the values of our culture and society. In

addition to that students of our institution have participated and achieved awards for outstanding performance in the state/university level in the fields of sports and culture. In the last five academic years (2018-19 to 2022-23)the college records no such complain on sexual harassment and ragging cases however we have a transparent mechanism for the timely redressal of any such student grievances.

Governance, Leadership and Management

The backbone of any institution is its governance, leadership, and management. A well-structured governing body and management team are crucial for identifying gaps, addressing them, and implementing corrective measures. Our institution's governance aligns with its vision and mission, reflected in NEP implementation, sustained growth, decentralization, and participatory decision-making. We emphasize on accessible education, empathy, enrichment, excellence, equity, empowerment, and enlightenment. We have integrated multidisciplinary approaches, updated teaching methodologies, and counselling and academic support, showcasing our commitment to these values. Collaboration among the Principal/Officer-in-Charge and stakeholders ensures our goal achievement. Various cells handle complaints, while sub-committees manage academic and administrative functions, ensuring smooth operations. The governance structure supports perspective plans such as library enrichment, upgraded laboratories, additional computers, improved sports facilities, eco-friendly initiatives, exchange programmes, etc., promoting holistic development.

E-governance is implemented across administration, finance, student admissions, support, and examinations. We follow a structured performance appraisal system for teaching and non-teaching staff, incorporating self-appraisals and student feedback to ensure continuous improvement. Confirmation and promotions adhere to government and UGC regulations, with welfare measures including medical insurance, housing accommodations, and conveyance allowance for differently-abled employees as per government orders.

Funded by the Higher Education Department of West Bengal, our institution manages finances through a centralized HRMS and IFMS system. Funds are allocated for salaries and development, with procurement overseen by a Central Purchase Committee. Intra-departmental and external audits by chartered accountants ensure transparency and effective resource utilization. We also manage extramural research projects funded by the SERB, Government of India, with regular Statements of Expenditure and Utilization Certificates submitted.

The IQAC meets regularly to enhance quality through faculty development, academic planning, and event organization. Financial support for faculty memberships in professional bodies or to attend events is limited, but faculty receive on-duty leave for these activities. Over the past five years, 17.79% of teaching staff engaged in faculty development programs. An Academic and Administrative Audit for 2018-2023 was conducted on July 30, 2024, by experts from West Bengal State University. Additionally, ours is an ISO-certified institution for quality measures, demonstrating our commitment to high standards in educational practices and management processes.

Institutional Values and Best Practices

Our college is dedicated to promoting gender equity and inclusivity through various
initiatives. One of our key efforts is organizing seminars on gender sensitization and women and health. These events aim to educate and raise awareness among students and staff about gender issues and the importance of women's well-being. We also celebrate significant national and international commemorative days, using these occasions to highlight diverse cultural and social issues and encourage a broader understanding of global perspectives.

In our commitment to sustainability, the college conducts regular green audits of the campus. These audits help us assess our environmental impact and identify areas for improvement. As part of our clean and green initiatives, we have recently inaugurated a medicinal garden on campus. This garden serves as a resource for learning about traditional remedies and promotes the conservation of medicinal plants.

Inclusivity is a cornerstone of our educational approach. The college has organised
specialized courses that focus on sensitizing students to constitutional rights, fostering a
deeper understanding of their roles and responsibilities as citizens. To ensure that students and staff feel supported, we have established a robust grievance redressal system. This system includes a grievance box installed in the building, providing a safe and confidential space for individuals to voice their concerns.

Our college's best practices include providing thorough psychological counselling to both students and faculty, addressing their mental health and well-being. This service is essential in helping individuals navigate academic and personal challenges. Additionally, we engage in philanthropic work by providing food and essentials to needy people, demonstrating our commitment to social responsibility and community service.

The institutional distinctiveness of our college is evident in our disability-friendly campus.
We have made the campus accessible with elevators, ramps, wheelchairs, and a designated washroom for physically disabled students. Furthermore, our institute is committed to supporting first-generation learners from marginalized communities, offering them the necessary resources and opportunities to succeed. These initiatives underscore our dedication to creating an inclusive, supportive, and equitable educational environment for all.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. A.P.J. ABDUL KALAM GOVERNMENT COLLEGE
Address	BA-1, AA-I, NEW TOWN, RAJARHAT, NORTH 24 PGS, WEST BENGAL, INDIA
City	Newtown
State	West Bengal
Pin	700156
Website	https://www.apjakgc.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Moushumi Chakravorti	033-23243501	9830226190	-	principal@apjakgc.in
IQAC / CIQA coordinator	Ariktam Chatterjee	033-35978189	8335969507	-	iqac@apjakgc.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
West Bengal	West Bengal State University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-09-2017	View Document
12B of UGC	31-07-2019	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BA-1, AA-I, NEW TOWN, RAJARHAT, NORTH 24 PGS, WEST BENGAL, INDIA	Urban	5	2711

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Anthropology,HONOURS	48	H.S. or equivalent	English	24	4
UG	BA,Bengali,HONOURS	48	H.S. or equivalent	Bengali	41	14
UG	BSc,Botany,HONOURS	48	H.S. or equivalent	English	37	7
UG	BSc,Chemistry,GENERAL	48	H.S. or equivalent	English	35	0
UG	BA,English,HONOURS	48	H.S. or equivalent	English	41	14
UG	BA,History,HONOURS	48	H.S. or equivalent	English,Bengali	41	27
UG	BA,Philosophy,HONOURS	48	H.S. or equivalent	English,Bengali	41	28
UG	BA,Political Science,HONOURS	48	H.S. or equivalent	English,Bengali	41	24
UG	BSc,Psychology,GENERAL	48	H.S. or equivalent	English,Bengali	35	19
UG	BA,Sociology,HONOURS	48	H.S. or equivalent	English,Bengali	41	22
UG	BSc,Zoology,HONOURS	48	H.S. or equivalent	English	24	9

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				7				38			
Recruited	0	0	0	0	3	0	2	5	12	12	0	24
Yet to Recruit	0				2				14			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				33
Recruited	12	5	0	17
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	2	0	8	7	0	19
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	1	0	0	3	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	0	0	0	40
	Female	77	0	0	0	77
	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	33	28	47	14
	Female	27	34	25	26
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	2	2	0
	Others	0	0	0	0
OBC	Male	8	13	11	11
	Female	30	13	18	25
	Others	0	0	0	0
General	Male	31	20	47	15
	Female	34	48	24	28
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		164	159	174	119

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	(a) The NEP envisions to increase the Gross Enrollment Ration in HE including Vocation Education from 26.3 % (2018) to 50% by 2035. The institution is working towards this goal by running a

	Distance Learning Education Centre of the Netaji Subhash Open University and offering a number of relevant courses to facilitate students for whom it is difficult to pursue full time courses (b) Departments of our college have introduced holistic modes within its abilities and limitations with the rules laid down by its affiliating university by offering courses of purely interdisciplinary nature. Thereby Arts students are encouraged to choose Science subjects like Anthropology and Chemistry and electives, and Science students are similarly encouraged to choose history and Sociology or a language-literature module as an elective course. We believe that these courses will lead to more informed students with better multitasking ability and broader humanistic understanding. (c) Faculties across the departments deliver popular lectures and are encouraged for inter-disciplinary lectures to promote multidisciplinary education (d) Academic and career counselling from experts was available to all pupils.
2. Academic bank of credits (ABC):	The government of West Bengal has recently formed a committee comprising distinguished individuals to oversee the establishment of a 'State Academic Bank of Credit'. The College has prepared the academic bank of Credit for all its affiliated students following Directives of the Government of West Bengal under the aegis of the West Bengal State University through two camps dedicated for this activity on
3. Skill development:	The College has taken significant steps in developing the skill set of the enrolled students in tune with the requirements of the present day social and employment sector. The skill sets are also designed for enabling the students towards self-employment. The college has carried them out in the following ways: 1. All the presecribed Skill enhancement Courses offered as par the University Curriculum are diligently taught and evaluated. 2. Scientific workshops and Add on courses based on science topics were offered by the Departments of Botany and Zoology that were targeted towards developing practical and usable skills among the participants were successfully completed. The skills acquired by the participants went to enhance their ability within the STEM sector. 3. Sports Competitions are held and the College has a dedicated gymnasium where the students develop their sporting skills. Section of trained sporting professional among our staff assist

	the interested students in their pursuit.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The NEP 2020 envisions inclusion of knowledge from ancient India and its contributions to modern India and its successes and challenges and a clear sense of India's future aspirations with regard to education, health and environment. The college, despite not having a dedicated Sanskrit Department has organised a thirty hour long extensive Add-on Course on Sanskrit language learning and Classical culture named 'Sanskrita o Sanskriti' through the collaborative attempt of a number of Arts Departments. Yoga workshops were held by the Department of Psychology, and the Political Science Department observed the Constitution Day. Almost all disciplines now have a significant portion from the Indian Knowledge System within their prescribed curricula. The college is mindful that the portions are diligently taught to the students as par the requirements of NEP 2020. An institutional visit to the tribal belts of Jhargram allowed the students of the English Department a close observation of the lives and social structures of certain tribal groups of Bengal.
5. Focus on Outcome based education (OBE):	The College follows outcome based education which is followed by the Program Outcomes and Course Outcomes which are clearly spelt out at the beginning of the course and later pursued closely. The student progression is closely monitored and systematic feedback is carried out from the students and thereafter submitted to the appropriate authorities to monitor the outcomes of the pursued courses.
6. Distance education/online education:	The College serves as a Study Centre for Netaji Shubhash Open University (NSOU) at both Undergraduate and Postgraduate levels. The Undergraduate courses cover Bengali, English, Political Science, Sociology and History. The PG Courses are run in all the subject other than Sociology. The enrolment on an average is around 350. The College carried out online courses regularly during the pandemic level as par the guidelines of the University and the Government of West Bengal from time to time.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club of ELC has been recently set up in the College under the aegis of the Block Development Office of Newtown, and students have been enrolled within the same as members, under the guidance of the faculties from the Political Science Department. However, the Club is yet to begin its activities due to its nascent nature.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The students' co-ordinator and the co-ordinating faculty members have been appointed by the College. The ELCs are functional and they are of ta representative character, since they comprise representatives not only from the students but from students of socially disadvantageous positions, like minority girls and the urban poor. Therefore, it can be said to be of a uniform and representative character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC is yet to begin its function and has only one program to its credit till date. However, it plans to extend its activities to a wide section of society, and the results of that can be soon seen.
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.	NA
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.	Data not yet collected

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
411	342	364	348	302

File Description	Document
Institutional data in prescribed format	[View Document]

2 Teachers

2.1

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

Response: 40

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	31	33	31

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
37.93	11.63	23.29	42.33	57.11

File Description	Document
Upload Supporting Document	[View Document]

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college follows the curriculum prescribed by the West Bengal State University through its Boards of Studies. Our some of the faculty members have worked as a member of the Board of Studies, substantially contributed to the curriculum development. The college ensures effective curriculum delivery through systematic and strategic mechanism of the following parameters:

Preparation of Academic Calendar:

- At the beginning of each academic year, the academic calendar is prepared incorporating curricular, co-curricular and extracurricular events in alignment with the University academic calendar.
- The Heads of Departments conducts the meetings to distribute workload, plan the activities of the department and review the completed syllabus.

Time- Table Committee:

The college constitutes the Time Table committee.

- The Time Table is prepared by Time Table committee anddisplayed on the Notice Board and uploaded in the College Website.
- Time table for lab courses is prepared separately.

Teaching Plan:

- It is prepared by every faculty member at the beginning of each academic year.
- Periodic assessment of curriculum delivery is conducted through Class test, Departmental seminar by the respective departments.

Laboratories:

• There is optimum utilization of well-equipped laboratories for curriculum delivery of practical.

Teaching Aids:

- The faculty uses charts, maps, models and specimens along with chalk and board.
- Methods like seminar, group discussion, quiz for effective delivery of curriculum.

- Study materials, notes and question banks are provided in the class and through mails.
- Educational field visits, industrial visits, local tours are organized.
- Social sites such as YOUTUBE, what'sapp etc. are used for effective teaching.
- ICT based materials are uploaded on the college website.
- Internet, Computer, LCD projectors and other Audio- visual aids are utilized on regular basis.

Departmental library /seminar Library:

- The books are issued to the students as per their requirements
- The record of the same is maintained in Departmental Library and Issue register.

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: 1

File Description	Document
List of students and the attendance sheet for the above mentioned programs	**View Document**
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	**View Document**
Institutional data in the prescribed format	**View Document**
Evidence of course completion, like course completion certificate etc. Apart from the above:	**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: 3.34

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
59	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Seminars, Invited Talks, Workshops

History arranged a seminar **"Preservation of Archival Records"** By Smt. Sumita Seal (Ex-Director, Directorate of StateArchives) on 6th Jan.,2023. The program operated at the cross cutting area of History and Museology. Department of **Philosophy** arranged an invited talk**"Mental Health of Students"**which is delivered by Prof. Shaouna Sengupta, Department of Psychology on 17.02.2023, which was found to be operating at the cross cutting area of Psychology and Philosophy.

Apart from these, there are also parts of the syllabus in different curricula where they intercept and cross-cut with different aspects of different disciplines.

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

1.3.2

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

Response: 13.14

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

Response: 54

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

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document]
Action taken report on the feedback analysis	[View Document]

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.82

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
174	159	164	136	179

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

2022-23	2021-22	2020-21	2019-20	2018-19
267	267	267	267	267

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

2.1.2

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

Response: 46.74

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
79	83	90	87	77

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
192	192	192	192	122

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.74

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:

Our Institution offers a blend of traditional and innovative methods to cater to diverse learning styles. These include lectures, interactive sessions, project -based learning paper presentation, computer – assisted learning and experimental learning. Weencourage active participation through group discussions, quizzes, current affairs analysis and Q & A sessions. The departments go beyond basic knowledge delivery, focusing on shaping students into capable individuals.

These programs stimulate creativity, problem – solving abilities and a commitment to lifelong learning. The focus is on empowering students through interactive and participatory approaches. Experiments delve beyond the syllabus, fostering practical application of knowledge. Students exhibit their technical skills by building real -world projects showcased at technical fests. Rabindrajayanti, Students' week and Students' fest all of which provide a platform to the students so that they can express their creative selves. Intra and inter departmental quizzes, poster making competition, drawing competition promote them to promote active engagement. Students hone their technical skills by presenting research papers in seminars. The department cultivates critical thinking and problemsolving ability. Students gain practical experience by tackling smaller projects. Analyzing real-world scenarios fosters critical thinking and decision -making skills. This Institution embraces innovative approaches like workshop, Seminars which provide opportunities for focused learning and skill development. Videos, demonstration, debates, smart classroom project based learning,vivas, poster presentations those activities help them to develop a wide range of academic and professionalskills. Thesecomprehensive approachensures students graduate with the knowledge, skills and confidence to thrive in the ever -evolving world.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 71.56

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
45	45	45	45	45

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: 98.76

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
35	31	31	32	30

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Dr. A.P. J. Abdul Kalam Government College has moved beyond traditional year-end semester exams to a more comprehensive assessment system for continuous monitoring of student progress. This revised system, implemented under the Choice Based Credit System (CBCS), utilizes a variety of methods to evaluate student learning throughout the semester. These include student seminars, workshops, debates, quizzes, projects, home assignment. The college ensures the fairness and accuracy of its assessments through some concrete steps. An eternal college exam committee, headed by thePrincipal(now Officer in Charge) oversees the entire process. This committee, comprising the Superintendent of examination. Tabulation Committee meticulously verifies student award lists before submission to the university. This verification involves departmental heads, the examination convenor and finally the principal (now Officer-In-Charge). The College website is regularly updated with examination -related -information. Examination schedules are meticulously planned well in advanceby the Examination Committee. The Examination Committee publishes a centralized exam schedule for all courses ensuring transparency in the process. Faculty are given a specific timeframe (10-!5 days) to complete answer scripts evaluation. Once evaluations are complete, the faculty members helps the students in reviewing their answer scripts to identify their strength and weakness. In case of any discrepancy in grading, the concerned professors promptly addresses the issues and communicates with the departmental heads.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our college offers a wide range of programs and courses designed to provide you with the knowledge and skills you need to succeed in today's world. We are committed to delivering a high-quality education that meets both national and global academic, professional, and career management standards.

Curriculum and Learning Outcomes

As an affiliated college under West Bengal State University, we follow their curriculum and syllabus. However, we don't simply accept it passively. Some of our faculty members are actively involved in shaping the university's curriculum through their participation in the Board of Studies.

At the beginning of each academic session, under the guidance of our Internal Quality Assurance Cell (IQAC), department heads and faculty members work together to develop specific learning outcomes for each course based on the university syllabus. If the university makes any changes to the syllabus, we adapt the learning outcomes accordingly. These clearly defined learning outcomes, approved by the college IQAC, are available for every course and can be found on our website and in the library.

Communication of Program and Course Outcomes

We believe in transparency and want you to be aware of the learning goals for your program and your courses. Here's how we communicate these outcomes to you:

- **Website:** Program Outcomes (POs) and Course Outcomes (COs) are displayed on the college website under the Student Learning Outcomes (SLO) section.
- **Prospectus:** POs are clearly outlined in the College prospectus, which you receive during admission.
- **Induction Meetings:** POs and COs are explained during both the general induction meeting for all new students and the departmental induction meetings held on the first day of each academic session.
- **Hard Copies:** Printed copies of POs and COs are available for reference on departmental file and in the college library.

Evaluation

We regularly assess how well our programs and courses help you achieve the defined learning outcomes.

This ongoing evaluation process ensures we are continually improving the quality of your educational experience.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

This institution utilizes a comprehensive assessment system to gauge how well students achieve the Program Outcomes (POs) and Course Outcomes (COs). This system incorporates both direct and indirect methods.

Direct Assessment: Measuring Knowledge and Skills

Faculty members continuously evaluate students throughout the semester, following university guidelines. This includes:

- **Class Participation:** Attendance, class tests, presentations, quizzes, and viva voce examinations contribute to a student's overall grade.
- **Coursework and Activities:** Regular assignments, seminars, laboratory experiences, workshops, educational tours, and revision sessions solidify learning.
- **Recognition of Excellence:** Top performers are acknowledged so that they are motivated for betterment and for slow learners word of appreciation from the faculty members.

The results of these assessments are compiled and published annually, providing insights into student academic performance.

Indirect Assessment: Going Beyond the Scorecard

Beyond direct testing, the college also gathers valuable data through indirect methods:

- **Student Feedback:** Outgoing students complete questionnaires that provide valuable feedback on the teaching and learning process, allowing for continuous improvement.
- **Placement Success:** The college's Placement Cell actively connects students with career opportunities. Their success rate reflects the effectiveness of the program in preparing them for the workforce.
- **Preparation for the Future:** Workshops on personality development, resume writing, and interview skills equip students for their chosen paths, be it higher education or employment.
- **Progression Record:** Tracking a department's alumni who pursue further studies or find jobs

offers insights into the program's effectiveness in preparing students for their next steps.

By combining direct and indirect assessment methods, this institution gains a well-rounded picture of student learning and program effectiveness. This approach ensures graduates are not only equipped with knowledge but also possess the skills and attributes needed for success beyond the classroom.

2.6.3

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

Response: 86.04

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
62	86	72	52	30

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
85	87	72	54	53

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 67.83

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	18	49.83

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The NEP 2020 envisions inclusion of knowledge from ancient India and its contributions to modern India and its successes and challenges and a clear sense of India's future aspirations with regard to education, health and environment. The college, despite not having a dedicated Sanskrit Department has organised a thirty hour long extensive Add-on Course on Sanskrit language learning and Classical culture named 'Sanskrita o Sanskriti' through the collaborative attempt of a number of Arts Departments, supported by Sanskrita Bharati, a dedicated group for dissemination of spoken Sanskrit and IKS to institutions at a nominal cost. Theatrical presentation of Sanskrit plays by the students of the college as well as invited groups were a part of this program. The college carried this out despite of not having a dedicated Sanskrit Department, prompted by the necessity of distributing IKS to the students and creating an eco-system of IKS awareness among its teachers and students.

Yoga workshops were held by the Department of Psychology, and the Political Science Department

observed the Constitution Day. Almost all disciplines now have a significant portion from the Indian Knowledge System within their prescribed curricula. The college is mindful that the portions are diligently taught to the students as par the requirements of NEP 2020. An institutional visit to the tribal belts of Jhargram allowed the students of the English Department a close observation of the lives and social structures of certain tribal groups of Bengal.

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: 24

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
17	1	0	4	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.83

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
6	8	5	5	9

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.45

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
5	3	1	6	3

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

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:

The college is committed towards extending the benefirs of its resources for the betterment of society at large with the help of a number of outreach activities. Althgouh the college is situated in an area which is at the midst of the cyber hub of the state and the entire Eastern India, yet it is surrounded by sub-urban areas with a large section of the urban poor, first generation learners, marginalized constituencies of minority section residing therein. Some of the events carried out in the form of outreach and sensitisation of neighborhood is as follows:

As part of the NSS Swachhata Pakhwada, the NSS unit of Dr. A.P.J. Abdul Kalam Government College embarked on a two-week long cleanliness initiative. The college students, as members of the APJAKGC NSS unit, undertook the task of cleaning not only their College Campus but also the surrounding areas. Additionally, the NSS unit extended their efforts to clean the New Town bus stop and its vicinity.

To further promote the cause, they organized a rally from the college gate to Eco Park, spreading awareness about the importance of maintaining a clean locality. Initially, some students were hesitant to clean the road and bus stop, but as a few took the lead, others joined in enthusiastically, eventually finding enjoyment in the activity.

The two-week cleanliness drive culminated in a small program where Dr. Avishek Ghatak, the nodal officer of the NSS unit, delivered an inspiring speech encouraging students to participate in more NSS activities. The program also featured a documentary on Mahatma Gandhi's vision of cleanliness. The students felt a sense of fulfillment from participating in the NSS Swachhata Pakhwada and expressed eagerness to engage in future initiatives.

On March 16, 2019, the NSS unit of Dr. A.P.J. Abdul Kalam Government College organized its inaugural Gender Sensitization program focused on Gender Equality. The excitement was palpable as this marked the college's first venture into such an initiative. The program was honored by the presence of Advocate Madhuparna Ghosh from Sutanutir Sakhya, an NGO dedicated to raising awareness about gender inequality. Srimati Ghosh, a renowned advocate with extensive experience providing free legal aid to women and senior citizens, was the keynote speaker.

The NSS Unit of Dr. A.P.J Abdul Kalam Government College organized a significant program on Menstrual Hygiene on April 9, 2019. The event saw participation from both female and male students, with a special emphasis on encouraging the boys to attend. This initiative aimed to educate everyone about menstruation, dispelling myths and stigmas that often lead to domestic and gender-based violence due to ignorance

Sanitization work during the COVID-19 pandemic was a critical element in efforts to curb the virus's transmission and protect public health.

distributing clothes, winter garments, blankets, and mosquito nets to street vendors, their families, and other underprivileged individuals in the nearby locality.

3.4.2

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

Response:

NIL

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: 16

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
2	2	4	5	3

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

3.5 Collaboration

3.5.1

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

Response: 5

File Description	Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College is built covering an area of slightly over five acres which is filled with lush vegetation that house trees and plants of over a hundred species. The building itself takes up a position of 0.67 acres, and is four stories high with adequate space available for running the nine honours disciplines that have been placed in it. Of the 44 classrooms that the college has, one is smart rooms, whereas the presence of 10 Projectors make it possible to turn other classrooms into smartrooms as and when necessary. The faculty of the College make generous use of these facilities along with the traditional chalk and talk method in imparting the education. The College has wide and interrupted wifi facility which can be accessed from all parts of the College. The teachers make extensive use of -books, e-resources, YouTube videos, online resources and PPT by various teachers are made during imparting of instructions, and are routinely used during the time of taking classes and duly uploaded to the College website. The College has close to 40 computers among which, around half can be accessed by students to facilitate their learning.

The office is fully computerized and all transactions are digitally mediated. All purchases are carried out using the government dongle that is shared by the HOI and another staff of the college. E-governance is strongly practiced and promoted by the institution, in line with the e-governance policies of the Government of West Bengal.

The College has a library with a wealth of about three thousand and six hundred books. Currently the process of digitization is going on.

The College has three playground including one standard size football field with permanent goalposts. The College has a gymnasium and a dedicated yoga room. One of the unique features of the College is the support system that is available for specially abled students. The Divyangan infrastructual support is high and includes ramps with handle bars, four sets of lifts, wheelchair and a specially designed bathroom for Disabled students.

Given the high percentage of female students, and a large number of minority students, the college follows a zero-tolerance policy for sexual harassment and is highly sensitive to racial, caste and communal minority students and marginalized and non-creamy representatives who study in the college. There are statutory committees in place, including the ICC, the anti-ragging and grievance redressal cells, constituted with internal and external members as par government statutes.

Cultural programs are regularly held in the College, in particular various programs related to days of National significance including Independence Day and Republic Day, as well days which are of significance to the College like the College Foundation Day, and the Birthday of Dr. A.P.j. Abdul Kalam, whose ideal is the guiding light of this institution. Events like Rabindra Jayanti is also annually celebrated. The College holds an annual fest involving a number of inter-college competitions and cultural programs presented by the students of the College and invited artists.

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

4.1.2

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

Response: 49.9

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
18.64	0.00	11.98	17.23	38.13

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Due to the absence of librarian in the early period of its inception, the book stock was generally maintained and disbursed through individual departments. However, soon the library was made operative in 2018, and the process of transfer of the books to the Central library began. Presently the entire stock, excluding the books which are parts of the Seminar library are maintained by the Library. The total stock of books is a slightly about 3600. The College is constrained for funds, because it depends exclusively on Government funds which are often irregular in disbursement.

The College presently has an experienced librarian and the process of digitization is going on at his behest. The footfall of students was very low at the beginning, since being mostly first and second generation learners, the practice and mores of library usage had to be inculcated in them. The positive aspect is that the practice is steadily developing among the students and there is a steady rise in footfall in the recent times. Similarly, the usage of College reading room is also increasing among the students.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

- The College has a total of 38 computers and 9 laptops which are distributed evenly among the Departments and the Office, to ensure easy and effective access to all stakeholders. The computer lab of the College has 10 computers for exclusive use of the students, who use it through entry in a dedicated log book for the purpose. All departments have their officially issued computers either in the form of desktop or laptop and the Principal's Office is equipped with two desktops and 3 laptops to supervise all academic and administrative functions of the College. The IQAC has a dedicated desktop and a laptop in the custody of the IQAC Chairperson. The Office has 6 desktops, enabling smooth IT enabled office maintenance regarding all financial and administrative verticals that go into the functioning of the College.
- The College has uninterrupted internet service with a bandwidth of 70 MBPS provided by the IT Division, PWD. All computers in the college are wired in to this connection, ensuring smooth internet usage.
- The college has one dedicated smart classrooms with two wall mounted Projectors. Apart from these, there are 10 Projectors which are used for imparting of instructions, to complement the traditional chalk and talk method of teaching.
- The College website operates through a registered domain apjakgc.in.org. All college bulletins, activities, notices and necessary information are projected and published in this website. Prior to

the introduction of the Centralised online portal based admission by the Government of West Bengal in the academic session 2024-2025, online admission to the college was carried out exclusively through this portal.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 16.44

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

Response: 25

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.28

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
0	0	0	0	0.49

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 50.99

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
267	203	174	115	142

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[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: B. 3 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)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 0.06

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
1	0	0	0	0

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

5.1.4

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

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

Response: E. None of the above

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: 1.32

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

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

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
62	86	72	52	30

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

5.2.2

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

Response: 0.34

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
1	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	0	2	3

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

5.3.2

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

Response: 3.2

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
5	2	0	4	5

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

5.4 Alumni Engagement

5.4.1

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

Response:

An Alumni Association Registration Procedure is in Process.

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:

To provide holistic education accessible to all, fostering an environment of empathy, enrichment, equity, excellence, empowerment, and enlightenment. Our aim is to nurture socially responsible and enlightened citizens who will contribute to a more inclusive, equitable, and just society.

Mission:

- **Education for All:** Ensure education is accessible and affordable to all, promoting self-reliance and socio-economic change to build an inclusive society with shared opportunities and responsibilities.
- **Empathy and Support:** Demonstrate empathy towards the less fortunate, the sick, the suffering, and the disabled, ensuring their integration and support within the educational framework.
- **Enrichment and Knowledge:** Provide abundant knowledge, requisite skills, and appropriate attitudes, preparing students for personal and professional success.
- **Excellence and Quality:** Strive for quality assurance, enhancement, and sustenance in academics and research to produce graduates who meet global standards.
- **Equity and Fairness:** Promote fairness and social justice by providing equal opportunities for all students.
- **Empowerment and Innovation:** Empower graduates to become intuitive, innovative, and inventive, ready to contribute to societal and technological advancements.
- **Enlightenment and Wisdom:** Encourage students to attain wisdom and virtues in life, fostering a mindset that thinks beyond self-interest.

Our institution implemented NEP beginning with the first year undergraduate programmes from the academic year 2023-24. By adopting a multidisciinary approach integrating arts and science, theory and practice, and vocational and academic streams, the implementation of this policy aligns with our mission to provide abundant knowledge and requisite skills. In addition, we consistently strive for excellence by updating our teaching methodologies based on the latest educational trends and feedback from stakeholders. Investing in workshops and sessions equips our educators with the latest pedagogical skills and knowledge, enhancing their teaching effectiveness and contributing to our mission of enrichment and knowledge. Furthermore, counselling services, academic advising and mentorship sessions ensure that students receive the guidance and support they need to succeed. This, in turn, reflects our commitment to empathy and support. Additionally, our governance model emphasizes decentralization, with a participatory approach in decision-making among all stakeholders, which promotes empowerment and

innovation among staff and students. Transparent decision-making processes and regular feedback mechanisms from students ensure that governance aligns with our mission of excellence and quality, maintaining as much high standards as possible in all institutional activities. Our institutional perspective plan addresses immediate needs like curriculum updates while also aiming for long-term goals, such as enhancement of the libraries (central and seminar) and laboratories, facilitation of skill development and vocational courses, fostering eco-friendly practices among others - thus reflecting our commitment to growth, excellence and environmental responsibility.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The administration of our institution involves a collaborative effort among the Principal/the Officer-in-Charge, teaching and non-teaching staff, and students, with support from all stakeholders to achieve common objectives. Organization of all aspects is essential to reach desired goals. The Principal/the Officer-in-Charge supervises the work of the IQAC, that is composed of external as well as internal members. The non-teaching staff of the college is organized with a Head Clerk at the helm, followed by Group C and Group D staff members. The Head Clerk oversees administrative operations and ensures coordination among the non-teaching personnel. Both Group C and Group D staff contribute to the day-to-day functioning and maintenance of the college. The Head of the Institution supervises all non-teaching staff, ensuring their activities align with the institutional goals and policies. The appointment of all teaching and non-teaching staff is executed through West Bengal Public Service Commission, which is a constitutional body. The institution strictly abides by the West Bengal Service Rules.

Additionally, specific cells controlled by the head of the institution are formed to address complaints from students and staff, including Anti-ragging, Career Counselling and Placement, Equal Opportunities, Grievance Redressal, Internal Complaints, Psychological Counselling, and Women's Cell. Furthermore, the college has various sub-committees that operate under the aegis of the Teachers' Council. Each sub-committee is responsible for specific academic and administrative functions and works collaboratively to ensure the smooth operation of the institution. The Teachers' Council itself has a Secretary who coordinates the activities of these sub-committees. The Principal/the Officer-in-Charge largely oversees the functioning and activities of the sub-committees, ensuring alignment with the college's goals and

policies. Last, but not the least, an important feature of the college organogram is the inclusion of various stakeholders, which comprise the government, students, parents/guardians, teaching staff, and non-teaching staff members. These stakeholders play a vital role in the college's ecosystem, contributing to its development and functioning. The head of the institution oversees the interaction and engagement with all stakeholders, ensuring their interests and needs are addressed in alignment with the college's mission and objectives.

This governance structure supports the implementation of the following perspective plans:

- Further enrichment of the College Library with textbooks, reference books, educational CDs, e-books, and more.
- Provision of a spacious auditorium with improved acoustics.
- Construction of a student Cheap Store.
- Upgradation of laboratories with state-of-the-art equipment.
- Purchasing additional computers for the college.
- Establishing partnerships with industries for internships and job placements.
- Creating a dedicated Research and Development Cell to encourage faculty and student research projects.
- Enhancing sports facilities and organizing inter-college sports events.
- Introducing skill development and vocational courses tailored to the needs of first-generation learners.
- Developing an on-campus health centre to provide medical assistance to students and staff.
- Implementing eco-friendly initiatives, such as rainwater harvesting and solar energy utilization.
- Organizing regular cultural and co-curricular activities to promote holistic development.
- Establishing a digital resource centre to provide access to online learning materials and courses.
- Facilitating faculty and student exchange programs with other institutions to broaden educational perspectives..

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Our institution follows a definitive performance appraisal system for teaching staff as per the Higher Education Department's rules. Faculties are required to regularly complete self-appraisal forms, accurately documenting their arrival and departure times, the number of classes allotted and taken, and any academic or administrative activities during duty hours. They must also record the number of Casual, Earned, and Duty leaves taken each month. Additionally, the Government has introduced the Self Appraisal Report (SAR) for teaching faculties, filled through WBIFMS, evaluating performance, character, conduct, and qualities. This system is hierarchical, with reports passing through the Reporting Officer, Reviewing Officer, and Accepting Authority. Furthermore, our institution has a well-established student feedback system, prompting teachers to continuously update their teaching methods. Promotions are granted through the Career Advancement Scheme (CAS), adhering to notifications from the Higher Education Department, Government of West Bengal, in concurrence with UGC regulations, the latest being issued on 7th December, 2017.

For non-teaching staff, appraisals are sent to higher authorities during their confirmation and promotion. The reports are filled in by the Reporting Officer. Factors such as the seriousness with which the employee takes their job, the quality of maintenance of work diaries, the promptness and completeness of work disposal, the ability to complete work within time, among others are reviewed. The assessment of integrity includes any adverse findings.

All teaching staff and permanent non-teaching staff are eligible to enrol in the West Bengal Health Scheme (WBHS). WBHS is managed by the Medical Cell under the Finance Department, Government of West Bengal, in collaboration with the Health and Family Welfare Department (see G.O. No. 3472-F dated 11.05.2009). WBHS provides our employees with medical insurance for treatment of any disease. Employees can receive medical treatment at Government Hospitals, Nursing Homes, and Medical Institutions. Additionally, they are entitled to low-cost medical diagnostics from WBHS-empanelled diagnostic centres. For indoor treatment, employees have two options: Cashless and reimbursement. The Cashless facility allows employees to receive cashless inpatient treatment in private empanelled hospitals up to Rs. 2,00,000/- (see G.O. No. 92-F(MED)WB dated 07.06.2023). If the treatment cost exceeds Rs. 2,00,000/-, employees can apply for reimbursement through the online WBHS portal. Additionally, after thorough verification of family income and identity, family members are added as beneficiaries under WBHS.

Under the West Bengal Government Premises (Regulation of Occupancy) Act, 1984, two teachers have received Type A and Type B accommodations that were subject to availability after verification by concerned department. They adhere to the terms and conditions of the allotment. The quarters are strictly for personal use, and subletting or unauthorized occupation is prohibited. Furthermore, employees must vacate the quarters upon retirement, transfer, or termination of service.

As per GO No. 1306(22) – Edn (U)/EH/1U - 77/17 dated 30.12.2019, a conveyance allowance has been made available to differently-abled employees. This allowance is calculated at 5% of the Revised Basic Pay, with a maximum limit of Rs. 800 per month, effective from January 1, 2020. One teacher of our institution is beneficiary of this allowance.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 18.01

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
6	5	9	6	3

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our institution is fully funded and controlled by the Higher Education Department, Government of West Bengal. The government authorities sanction required funds for salaries and other developmental

purposes, like equipment, books, chemicals, and other necessary items through a centrally controlled HRMS system that integrates with the Integrated Financial Management System (IFMS) for financial management. In case of arrears in salary for any incumbent and purchases for infrastructural/developmental purposes, we submit a request to the Higher Education Department as and when required to approve the arrear as per their earliest convenience subject to necessary non-drawal certification on behalf of the incumbent. We have the Central Purchase Committee that handles procurement. The committee issues paper tenders or e-tenders according to the existing laws of the Government of West Bengal and compare the quotations received. Items are ordered from recognized vendors in consultation with the Heads of Departments. Once the items are received, they are recorded in the departmental stock books, and the original bills are submitted to the College office for e-payment through IFMS, while a copy of the same is maintained by the respective departments. Being a government institution, our accounts are subject to audit by the Auditor General's Office of the Government of West Bengal. However, since its inception, the institution has not been audited by them, and hence, we have conducted an internal audit on an inter-departmental basis and external audits of both non-government as well as government funds using renowned chartered accounting firms in Kolkata, whereby departmental and office stock books have been audited. We endeavour to continue internal and external audits in all academic years.

Time of Internal Audit (Period: July 2018 - June 2023)	Time of External Audit (Period: July 2018 - June 2023)
August 2019	**Non-government Fund Audit** September 2019 **Government Fund Audit** June 2019 June 2020 June 2021 June 2022 June 2023

Additionally, we take pride in having several extramural research projects, primarily funded by the Science and Engineering Research Board, Government of India. The principal investigator teacher for these projects routinely submits Statement of Expenditure and Utilization Certificate about expenditures incurred from the projects.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Recognizing that quality enhancement is an ongoing process, the IQAC of any institution is integral to the institutional framework, aiming to achieve goals related to quality enhancement and maintenance. The primary objective of the IQAC is to create a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution. It also promotes measures for institutional functioning towards quality enhancement through the internalization of quality culture and the institutionalization of best practices.

The IQAC of our institution meets regularly in accordance with NAAC guidelines to address quality-related issues, achieving sustained development in the academic environment by encouraging faculty participation in orientation programmes/faculty induction programmes and refresher courses. The IQAC supports the Principal/the Officer-in-Charge in planning academic programs, developing infrastructural blueprints, and addressing matters related to the promotion of teachers under the Career Advancement Scheme (CAS). It organizes seminars, webinars, and workshops throughout the year for promoting comprehensive quality improvement for students, teachers, as well as non-teaching staff members.

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

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: B. Any 3 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity ensures that both men and women have equal access to resources, opportunities, and support systems, which is crucial for their academic and personal growth. By addressing gender disparities, our college wishes to create a more balanced and fair academic atmosphere that encourages participation from all genders, leading to a richer exchange of ideas and perspectives.

To that end, even though our college was established only a decade ago in 2013, the administration attaches a lot of importance to undertaking seminars and awareness programmes which provide valuable platforms for female students to engage with expert knowledge, discuss pertinent issues, and gain insights into various fields, thereby enhancing their intellectual and personal growth. In the academic session 2018-2019 our college had organized two consecutive seminars on gender sensitization (under the aegis of the College NSS Unit) and menstrual hygiene with the aim of breaking down societal barriers and stereotypes, thus encouraging a more inclusive and progressive academic environment. In the academic session 2022-2023 under the aegis of the IQAC, had been conducted an "Awareness Programme on Women's Health and Hygiene" that culminated in the installation of two sanitary napkin vending machines with the financial assistance from the CSR group of Ambuja Neotia. Our college has also executed a detailed gender audit starting from the academic year of 2018-2019.

Our institution's exclusive girls' common room is a testament to our commitment to providing a supportive and inclusive environment for female students. Equipped with all essential facilities, the room offers a serene space for relaxation, study, and social interaction. Comfortable seating areas and quiet study zones cater to various needs, while modern amenities like Wi-Fi, charging stations ensure a conducive environment for both academic and recreational activities.

At our institution, female students are actively encouraged to organize college socials and fests, fostering leadership skills. This encouragement manifests through structured support mechanisms, such as mentorship programmes, where experienced faculty and staff guide female students in event planning and management. The female students of our college were some of the leading organizers of the college fest "*Anweshan*" that was first held in the academic year 2022-2023.

At our institution, national days are celebrated with great enthusiasm and inclusivity. These events serve as educational moments and promote open dialogue. Events are meticulously planned to ensure active participation from students, faculty, and staff. Activities typically begin with a formal flag hoisting ceremony, followed by speeches from distinguished guests and faculty members highlighting the significance of the day. Cultural programmes by our students are organized to showcase the nation's rich

heritage.

Some of the important days celebrated by our institution are as follows:

- Independence Day
- Republic Day
- Teacher's day
- Rabindra Jayanti
- Gandhi Jayanti
- Van Mahotsav
- International Women's Day
- World Environment Day
- Death Anniversary of Dr. A.P.J. Abdul Kalam

During the Covid-19 lockdown of 2020 and 2021 such days of national and international importance were held virtually which were attended by enthusiastic faculty and students.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

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

Response:

Fostering an Inclusive Environment at Our College: Initiatives and Efforts

In our college the majority of the students are from the minority community and this reinforces our commitment to promoting an inclusive environment that respects cultural, regional, and socioeconomic diversity. Our institutional efforts are designed to cultivate tolerance, harmony, and a deep understanding of constitutional obligations, values, rights, duties, and responsibilities among students and employees. Quite a few seminars and talks on gender equity and women's health have been organised by the college. The IQAC, the NSS Unit and the ICC Cell work in tandem with the students and meticulously address their concerns and resolve their grievances.

Socioeconomic Diversity and Support

Our college is committed to ensuring that students from all socioeconomic backgrounds have equal access to educational opportunities. We provide a wide range of scholarships and financial aid from both the State and Central Government and the faculty who are on the Scholarship Committee help the students with their applications. With the assistance of the CSR Unit of the Ambuja Neotia our students are also given training in skill management, spoken English classes and grooming lessons which have also culminated in getting placements. These efforts help level the playing field and enable all students to pursue their academic and professional goals without financial constraints.

Sensitization to Constitutional Values and Duties

To instill a deep sense of civic responsibility and awareness, our college organizes workshops, seminars, and guest lectures on constitutional values, rights, and duties. These programs cover topics such as fundamental rights, duties of citizens, and the importance of upholding democratic values. In the academic year 2022-2023 the Departments of Anthropology and Political Science had jointly organized a Value Added Course (VAC) on Indian Constitution and Human Rights that aimed to familiarise students with the fundamentals of the Indian Constitution.

Inclusive Policies and Practices

In addition to these programs, our college has implemented inclusive policies and practices to ensure that all students and employees feel welcomed and supported. We have established grievance redressal mechanisms, anti-discrimination policies, and support services for students with disabilities. A grievance box has been installed in the college lobby which is accessible to all students and faculty and it is regularly checked by the ICC Cell. Our faculty and staff are trained in diversity and inclusion, enabling them to provide a supportive and respectful learning environment for all students.

Conclusion

Through these comprehensive initiatives, our college is dedicated to creating an inclusive environment that celebrates diversity and promotes tolerance and harmony. By sensitizing students and employees to constitutional obligations and fostering an appreciation for cultural, regional, linguistic, and socioeconomic diversity, we aim to build a vibrant and cohesive community. Our efforts are not only about respecting and valuing differences but also about preparing individuals to be compassionate and responsible citizens in an increasingly diverse world.

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

7.2 Best Practices

7.2.1

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

Response:

Introduction

Our college is committed to excellence through the implementation of best practices that benefit all stakeholders and drive overall institutional improvement. By fostering a culture of continuous

improvement and innovation, we ensure that our academic programmes, administrative processes, and student services meet the highest standards. Regular feedback from students and faculty allow us to adapt and refine our approaches so that it not only enriches the learning environment but also aligns with our mission of cultivating a dynamic and supportive community.

Best Practice: 1

Psychological Counselling

Title of the Practice: "Holistic Well-Being: Enhancing Mental Health for Students and Faculty"

Top of Form

Bottom of Form

Objectives of the Practice:

The Psychological Cell of our college aims to foster mental well-being and emotional resilience among students. Its primary objectives include providing confidential counseling services, organizing workshops on stress management and mental health awareness, and offering support during academic and personal challenges. The cell also seeks to create a supportive environment by promoting open conversations about mental health and reducing stigma. By conducting seminars and interactive sessions, it strives to equip students with coping strategies and encourage a balanced lifestyle. Ultimately, the Psychological Cell is dedicated to enhancing overall student welfare and academic performance through comprehensive psychological support.

About the Psychological Counselling Cell:

The Psychological Counselling Cell of our college was established in the year 2019 (Notice No: 472 Dt. 26.04.2019.) with the aim of establishing a collegial and empathetic environment on campus. The members of the Cell are Ritwick Saha and Shaona Sengupta whose wealth of experience significantly enhances the implementation of the Psychological Cell's objectives. Their deep understanding and expertise inform effective mental health programmes and support strategies. This seasoned guidance ensures that the cell's initiatives are both impactful and aligned with best practices.

About the Practice:

Since its inception the Psychological Counselling Cell has consistently upheld ethical standards by ensuring confidentiality, providing non-judgmental support, and respecting the autonomy of both students and faculty. The cell conducts regular, scheduled sessions to address a range of mental health concerns, creating a safe space for individuals to express their issues. The Counselors are trained in best practices and adhere to professional codes of conduct, ensuring ethical guidelines are strictly followed. This commitment is evident in the proactive approach taken to address the psychological well-being of the campus community, fostering a supportive and empathetic environment for personal growth and mental health.

The COVID-19 pandemic significantly impacted the mental health of both faculty and students, leading to increased stress, anxiety, and isolation. The abrupt transition to online learning, social distancing, and

uncertainties about the future contributed to a heightened sense of instability and mental strain. In response, the Psychological Counselling Cell of our college adapted by offering virtual counseling sessions and tele-counselling sessions, providing timely support and resources. They maintained regular communication to ensure that individuals could access help despite physical distancing. This proactive approach was crucial in addressing the psychological challenges brought about by the pandemic.

Outcome and Feedback:

The Psychological Counselling Cell frequently addressed the following issues:

- stress and anxiety
- academic pressures
- behavioral problems
- excessive screen time
- familial discord
- social isolation
- relationship dynamics
- dealing with grief and loss

The cell provided targeted interventions, such as stress management techniques, mindfulness practices, and personalized coping strategies. Feedback from clients highlighted the effectiveness of these sessions, with many reporting reduced anxiety levels and improved stress management. Clients appreciated the supportive environment and practical tools provided, often noting significant improvements in their overall well-being and a better ability to handle life's pressures.

Best Practice: 2

Philanthropic Outreach Programmes

Title of the practice: "Compassion in Action: Philanthropic Outreach Programmes"

Objectives of the Practice:

During the COVID-19 lockdowns, both in 2020 and 2021, and in the aftermath of the devastating cyclone Amphan that wreaked havoc in southern Bengal in 2021, the philanthropic programmes undertaken by the college played a crucial role in supporting the needy and reinforcing the institution's commitment to social responsibility. As the pandemic disrupted lives and strained resources and the cyclone Amphan destroyed lives and properties in the state, the college mobilized its community to provide essential aid. Food drives, organized by students and staff, ensured that struggling families had access to basic necessities by providing essential nutrition to families facing economic hardship. Such

drives alleviated food insecurity, offered a sense of community support, and demonstrated the college's commitment to helping the vulnerable, thus fostering a spirit of solidarity during challenging times.

These initiatives not only provided immediate relief but also fostered a strong sense of unity and compassion within the college community. Students learned the importance of civic engagement and empathy, while faculty and staff demonstrated leadership and commitment to societal well-being. By extending support to those in need, the college's philanthropic programmes highlighted the institution's dedication to humanitarian values and ethical responsibility. This period of crisis became an opportunity for the college to strengthen its philanthropic spirit, leaving a lasting impact on both the beneficiaries and the participants, and setting a precedent for future charitable endeavors.

Additionally, the reach of the philanthropic initiatives of the college was not just restricted to the Covid-19 lockdowns as the faculty and the students conducted outreach drives that entailed supporting the needy by providing them with winter essentials in the year 2022. Such philanthropic initiatives have now become the cornerstone of the college's philosophical foundation.

Conclusion:

In conclusion, the college remains steadfast in its commitment to philanthropy, striving to uplift and empower the local community. By expanding partnerships with local organizations, increasing student involvement in service projects, and dedicating resources to social initiatives, the college aims to foster a culture of compassion and civic responsibility. As a beacon of community engagement, it will continue to lead by example, inspiring others to contribute positively to society. Through these sustained efforts, the college not only enriches the lives of those it serves but also strengthens its own identity as a catalyst for positive change.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Introduction:

Dr. A.P.J. Abdul Kalam Government College stands as a beacon of inclusivity and opportunity, embodying the best practices in higher education through its commitment to accessibility and support for students of diverse backgrounds. Our college is committed to fostering a nurturing environment of inclusivity by actively promoting diverse perspectives and ensuring that all voices are heard and valued within the academic and social fabric of the institution. We prioritize accessibility by implementing comprehensive support systems, including adaptive technologies and flexible learning options, to accommodate the diverse needs of all students, faculty, and staff. Equity is at the forefront of our institutional ethos, as we strive to dismantle systemic barriers and provide equitable opportunities for success to ensure that every student, regardless of their background or physical abilities, can thrive academically and personally.

Our college's policies and practices are designed to uphold a culture of accountability, where transparent decision-making processes and ethical standards are rigorously maintained. We actively engage in ongoing dialogues and training sessions to educate our community on issues of inclusivity, ensuring that every member understands and embraces their role in cultivating a welcoming and supportive campus environment. Through our commitment to social justice initiatives and inclusive programming, we continuously seek to create a campus culture that not only accepts but celebrates the rich diversity of experiences and identities within our community. This dedication is evident in the extensive infrastructure and programmes that specifically caters to the needs of students with disabilities and first-generation learners from marginalized communities of the urban area.

Disability friendly campus:

Central to our institution's ethos is a comprehensive approach to accessibility. The campus is equipped with ramps, elevators, washrooms for the physically handicapped, and wheelchairs, ensuring that students with physical disabilities can navigate the facilities with ease. These features are strategically placed across the campus, including in academic building and recreational areas to provide seamless access to all aspects of college life. This commitment to physical accessibility is not just about compliance with regulations but a genuine effort to foster an inclusive environment where all students feel valued and supported. In addition to physical infrastructure, our college offers a range of support services tailored to meet the needs of students with disabilities. This includes dedicated counselling services, academic accommodations such as extended test times and note-taking assistance. These resources are designed to empower students to achieve their full potential by removing barriers to learning and participation. By prioritizing accessibility, our institution not only ensures equal opportunities for all students but also distinguishes itself as a leader in inclusivity and social responsibility, fostering an environment where everyone can thrive and succeed.

Commitment to first-generation learners from marginalized communities:

Located in a prime area of the city, our college offers a diverse range of comprehensive educational and co-curricular activities designed to benefit students from all backgrounds. The institution prides itself on providing an inclusive environment where academic excellence and personal growth are paramount.

However, there is a particular focus on supporting first-generation learners from financially marginalized families residing in urban areas and its peripheries. Although the college is located in a prime urban locality, most of the students come from the suburban fringes are from financially weak backgrounds often facing significant economic challenges. Many of them are also first-generation learners, marking the first in their families to pursue higher education. This demographic reality highlights the resilience and determination of our student body, as they navigate unfamiliar academic and social landscapes. Our college is dedicated to providing these students with the necessary resources and support to help them succeed, recognizing their unique potential and contributions.

Additionally, most of the students in our college belong to minority communities, bringing with them a wealth of diverse cultural backgrounds and perspectives. Our college actively nurtures this diversity by creating an inclusive environment that respects and celebrates differences. We offer culturally responsive programmes and initiatives that promote mutual understanding and appreciation among students. By fostering an atmosphere of inclusivity, our institution ensures that every student feels valued and empowered to reach their full potential. Scholarships, mentorship, and skill-building workshops are specifically designed to address the unique challenges faced by these students. This commitment to diversity not only enriches the educational experience but also prepares students to thrive in a globalized world.

The majority of our college students being from minority communities adds a unique dimension to our institutional distinctiveness by fostering a rich tapestry of cultural experiences and perspectives. This diversity enhances the learning environment, encouraging dialogue and collaboration across different backgrounds, which enriches the academic and social fabric of the college. Our commitment to supporting and empowering minority students underscores our institution's dedication to inclusivity and equity, setting us apart as a leader in promoting social justice and educational access.

The college hosts various social and cultural events that celebrate the diverse backgrounds of our student body, fostering a campus environment that is welcoming and inclusive. Student organizations and clubs focused on first-generation issues provide additional support networks, allowing students to connect with peers who share similar experiences and challenges. To ensure that our commitment to inclusivity is reflected across all levels of the institution, we ensure that the faculty and staff are well equipped to understand the unique needs of students with disabilities and first-generation learners thereby promoting inclusive teaching practices, and fostering a campus culture of respect and understanding. Faculty are encouraged to incorporate universal design principles into their teaching, ensuring that course materials and resources are accessible to all students.

Conclusion:

In conclusion, our college's institutional distinctiveness is profoundly shaped by its commitment to creating a disability-friendly campus and addressing the needs of first-generation learners who mostly hail from minority communities. By implementing comprehensive accessibility measures and by focussing on supporting first-generation learners from financially disadvantaged backgrounds we demonstrate our dedication to levelling the playing field and empowering individuals to achieve their full potential. This dual commitment not only enhances the educational experience but also defines our institution as a beacon of inclusivity and social responsibility.

5. CONCLUSION

Additional Information :

Specific Plans to be pursued for the future:

1. Making students market friendly through industrial visits and hands on experiences within the professional and industrial, as well as RnD sectors, as and when possible. Increased industrial liaison is the objective.
2. Development of research culture in three steps:
    1. Encouragement to teachers to acquire funded research projects (both major and minor/ through government and private agencies), which can also be an initial groundwork for the pass-out PG students as research assistants, and provide a direct access to research methods and methodologies for all, as well as add to the college's infrastructural resources.
3. Founding at least two peer reviewed research journals (one for Science and one for Arts), and make it at par with UGC recommendation norms and apply for the same, to provide a platform for the teachers and the researchers of the college to publish and reach the bigger academic fraternity.
4. Liason with the university to get interested, experienced, able and well published members of the faculty with Ph.D. degrees to act as supervisors to research scholars.
5. Apply for opening of new courses at UG and PG levels based on local demands, social relevance and infrastructural feasibility that is commensurate with the philosophy of modern education that breaks down the watertight differences between the base of pure cognition and the superstructure of its applied aspect, in real time implementation.
6. Enhancing an already existing outreach paradigm by becoming an important stakeholder in local area development for local area upliftment in social, environmental and cultural sectors.

Concluding Remarks :

The college is a fledgling institution that is still striving hard to make a mark in the communicyt through its diligent disposal of instructions in a multi-cultural environment, reaching out to the needy and the marginalized section of the urban poor at affordable costs. Keeping the ideals of Dr. A.P.J. Abdul Kalam as a beacon of its aspirations, the college does not limit itself towards imparting education within the confines of the classroom, but at the same time extends the benefits towards the community by
involving them through outreach and philanthropic activities. The challenges are many, since the college has to work through the limitations of governments rules and irregularly dispensed funds, but at the same time it is also working tirelessly to turn the challenges into opportunities.

Future Plans

Being a college directly under the aegis of the Government of West Bengal, opportunities for the college to make independent plans for institutional development is limited in scope and nature. It is an organ of the government, and thus the government's plans for higher education are typically implemented through it in toto. However, even within the relative autonomy, the college has specific plans for its development with an eye on the ground reality within which it functions. It is imperative that excellence of the college's academic and co-curricular performances will rely largely on the optimal utilization of the existing resources through the indices identified in the SWOC analysis presented above.

The college plans to further equip its laboratories enhance liaison with industries to initiate students towards a more market driven practice, simultaneously, it plans to encourage the more academically oriented students towards research and appraise them of fellowship and scholarship opportunities both within the country and abroad. The development of the sport facilities, including reforms and standardization of the playing fields is an important part of its plan.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :1 Remark : DVV has made the changes as per shared clarification.
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* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>59</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : DVV has made the changes as per shared clarification.
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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>103</td><td>91</td><td>99</td><td>97</td><td>109</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>79</td><td>83</td><td>90</td><td>87</td><td>77</td></tr></table> 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	122	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
192	192	192	192	122

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded. In this metrics the number of students admitted from the reserved categories (SC, ST, OBC etc.) should not be more than the number of seats earmarked for the reserved categories, Hence the value is change accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	31	34	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	31	32	30

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded. DVV has considered the teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	82	84	57	36

Answer After DVV Verification :

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

62	86	72	52	30

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	83	85	61	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	87	72	54	53

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

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
11	10	11	7	10 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
6	8	5	5	9 | Remark : DVV has made the changes as per shared clarification.
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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
5	3	1	6	4 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19	

5	3	1	6	3

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has not considered the publications without ISBN number as per SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	20	6	1	1

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	82	84	57	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	86	72	52	30

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. In 5.2.1.1 DVV has considered the placement of students and In 5.2.1.2 considered as per 2.6.3.1 as per SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	5	5

Answer After DVV Verification :

20-09-2024 12:03:47

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	4	5

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the multiple activities which on closer dates consider as 1 only.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	30	32	35	30

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	31	33	31