# SELF STUDY REPORT

## FOR

## 2$^{nd}$ CYCLE OF ACCREDITATION

## ALIPURDUAR MAHILA MAHAVIDYALAYA

NEWTOWN,P.O. DISTRICT ALIPURDUAR

736121

www.alipurduargirlscollege.org

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The demand for a dedicated girls' college in Alipurduar was materialized in the year 2007 with the establishment of Alipurduar Mahila Mahavidyalaya. The formal commencement of academic activity began from 4th of August, 2008. Commencement of classes was declared by Professor Arunabha Basu Majumdar, the then Vice–Chancellor of the University of North Bengal. Classes began temporarily in Alipurduar Collegiate School and continued there for 4 years till the foundation stone of the new college building was laid on 16th of February, 2009 by the then Chief Secretary Sri. Ashok Mohan Chakraborty and Education Secretary, Sri Satish Ch. Tewary. The land chosen for the College is in the Newtown area, heart of the town. On 19th of February, 2012 the college shifted to its own building which was inaugurated by Shri Rabiranjan Chattopadhyay, Minister for Technical Education, Govt. of West Bengal. From that day the college is running in its own building. The First Acting Principal of the college was Late Sri Satyendra Prasad Biswas, eminent personality of the locality and retired lecturer of Alipurduar College.

Construction of second building in the same campus was completed by North Bengal Development Department in the year 2019. Presently, the college functions from this new building. The old building is used by the Government Offices for running their training programmes.

**Vision**

The college's aim is to help students realize their aspirations while also educating and training them to become well-informed, intelligent people who can recognize the difficulties of living in a changing environment and res pond appropriately. To support the aforementioned objective, the College works to give its students access to a n environment that is rich in ideas, supportive of their emotions, and culturally competent.

The college envisions its role as a facilitator and enabler of the academic goals of the students. It also aims to position itself as an institution which aims to shape young and impressionable women into responsible citizens and empowered individuals of this nation. To achieve these goals, the college intends to strengthen its core values which are:

1. Promoting an egalitarian academic culture to ensure that all our students, irrespective of her caste, creed, religion, economic status are provided with equal opportunities and resources that the institution can offer.
2. The college believes in instilling a sense of dynamism and urgency in the various academic and non-academic affairs pertaining to the activities of the college.
3. To instill a sense of responsibility and leadership among the students so that they can emerge as individuals capable of nuanced and informed decision making.
4. The institution believes in contemporizing education and making it relevant. Therefore, attempts are made to impart lectures in vernaculars, to an extent feasible.
5. To uphold the principle of unity in diversity. The college believes in appreciation of heterogeneity and multi culturalism.
6. To create an enabling space that would encourage academic inquisitiveness and the spirit of interrogation.

7. Ethical and moral education which is Humanist in its intent.
8. Creating a discourse to enable gender sensitizations.

**Mission**

The college wants all of its students to receive an education, regardless of their social standing, caste, or creed. Education is a weapon of liberty, as we firmly believe. This idea has led to the development of a strategy for raising human values via education. The college administration puts a lot of effort into reaching out to students in need. The college envisions a better world, one filled with career counselors, value education, and general human development.

The college wants to establish a foundation that will enable it to continue on its path of success. Its goal is to provide students with the necessary subject knowledge, skills, and creativity to enable them to take on any challenge that comes their way. It attempts to start and finish innovative projects in research, teaching, and extension in order to fulfill national objectives, such as promoting and adopting knowledge output for holistic human development. The institution takes seriously its responsibility to empower women and works to create an environment that supports it, as it is the only women's college in the district. In order for our pupils to become responsible members of society, it is our goal to raise awareness of human rights, value systems, culture, heritage, scientific temper, and the environment.

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

**Institutional Strength**

- Dedicated and qualified faculty members with the ability and willingness to work as a team for the holistic development of the institution.
- A dynamic feedback mechanism is operational to regularly assess the teaching-learning mechanism. An annual meeting is held to deliberate upon the feedback forms received from the students and requisite steps are taken to address issues if any.
- A clean and green campus.
- A dedicated team of faculty members for organizing student-centric activities to encourage and showcase the vibrant cultural practices of the region and instil in them a sense of pride about their cultural identity.
- Existence of several societies to ensure that the students feel encouraged to practice and showcase their co-curricular interests and also to make them aware of their duties and responsibilities towards the society.
- A strict adherence to anti-ragging principles and practices as mandated by UGC to make the students feel comfortable in the campus.
- A functional Grievance Redressal Cell to look after any complaints that may arise in the course of everyday functioning of the institution.
- Innovative assessment practices are implemented to test the conceptual clarity gained by students, beyond the ambit of rote learning.
- To ensure swift and hassle free communication between all the stake-holders of the college, digital platforms are assiduously used which at the same time enables regular documentation of the various academic and administrative decisions being taken to run the institution.
- Facilities for *Divyang* students and other members are present as required to make them feel welcome as

integral constituents of the college family.

- The institution has adequate rooms with requisite electrical fittings to ensure that the students are able to attend lectures without facing any space crunch and other kinds of physical discomfort. There is also a mini-auditorium with state-of-the art audio-visual instruments to hold cultural events of different kind.
- The college has in place automated library software.
- The institution has deputed a dedicated liaison-official to ensure that the students get timely information about all government schemes and scholarships.
- A dedicated computer lab to cater to the academic needs of the students to be met by the digital realm.

## Institutional Weakness

- The institution is fully dependent on Government aid for all its financial requirements and since it caters primarily to students from socially and economically marginalized students, it can do little to improve its financial status by upwardly revising the fee structure.
- The college lacks a substantially sized playground that could have been offered to our students. Land acquisition for the same has been marred by litigation and owing to paucity of funds.
-  A weak alumni group as most of the students are discouraged to pursue education due to economic and social constraints and are married off early by their families, sometimes even during the course of their undergraduate studies.
- The college lacks any provision for residential facilities for students. Since a substantial section of the students reside in geographically remote areas, it becomes difficult for them to travel regularly to attend classes in the college, and that negatively impacts their academic performance.
- Due to insufficiency of funds, regular repair and development of certain portions of the college building has suffered for long.

## Institutional Opportunity

- Being the only college in the district catering solely to female students, the college can develop into a centre-of –excellence in the future and create an example to encourage women empowerment in the region.
- The college can emerge as a feasible platform for female athletes who dream to enter the larger arena of national and international sports. The physical education department of the college, with adequate financial and administrative support can lead the way to nurture sporting talents.
- The college intends to equip all the classrooms with advanced audio-visual systems to prepare for the upcoming digital wave which it believes will transform the educational landscape in the near future.
- The institution can establish itself as a talent pool for recruiting agencies looking for young, dynamic and educated females for the hospitality and tourism industry that is bound to grow in this region due to the abundance of yet untapped tourist spots in the region.
- The college regularly holds sessions with government agencies and officials to educate students about various government job avenues. The college intends to approach the state government to open a branch of its administrative job training initiative so that more and more women from erstwhile disadvantaged communities can join the workforce and also encourage other members of their communities to send their girl children to schools and colleges thereby paving the way for women empowerment.
- The college also intends to introduce online courses for faculty development in the near future to ensure regular augmentation of their domain expertise.

**Institutional Challenge**

- To constantly motivate first generation female students to attend classes regularly. This becomes a complex challenge because of the regressive attitude in the region about female education and economic challenges the families face to ensure education of their wards.
- Frequent closure of tea-gardens in the region, the mainstay of employment generation in this region, adversely affects the economic credentials of the families of the students which further places obstacles in their quest for education. Most families then prefer marrying off their female wards without allowing them to complete their graduate course from the college. Many students are even forced to take up menial jobs in the unorganized sector, to support their families.
- The college has to completely depend on government aid for meeting all its infrastructure development plans, which then often prolongs and sometimes stalls plans and projects.
- The college, being an affiliated institution has to depend completely on the affiliating university for curriculum design and components and therefore is unable to initiate necessary changes that could have made the courses more attractive for the students.
- Due to government policy regarding recruitment of faculty and non-teaching staff, the college does suffer from a paucity of adequate staff members, and the college does not possess adequate fund of its own to employ contractual staff to ensure smooth functioning of the institution.
- Inadequate research funding available for courses in Humanities and Social Sciences at present has negatively impacted the academic potential, as the college only offers non-science courses.
- The college also needs to substantially augment its library resources, which again has been obstructed by severe financial crunch.
- Being a college, located in a region with limited industrialization, managing to bring prospective recruiters who would provide employment to our students, becomes a herculean task and that severely impacts the college's goal to ensure economic empowerment of girls through education.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The College offers Honours Programme in 7 subjects alongwith the BA General Programme. It has also signed an MoU with a private organisation to offer self financing course in BBA in Tourism, Aviation and Hospitality Management. All these Programmes of Study are affiliated to the University of North Bengal.

CBCS was introduced across all the programmes from the session 2018 - 19. However, from the session 2023 - 24, following UGC guidelines and direction from University of North Bengal, Four Years UG Program under NEP has been implemented for students taking admission into Semester I.

The College follows the syllabus prepared and circulated by the University of North Bengal. The Academic Calendar is also prepared on the basis of the broad time line received from the affiliating University. The Academic Calendar is circulated among the Teaching Staff so that they can plan and execute their Departmental activities accordingly. A class routine is prepared by the Routine Committee at the beginning of each semester. Extra Curricular Activities like Special Lectures, Extempores, Quiz Contests, Drawing Competition and Essay Writing Competitions, Cultural Programmes are organised on a regular basis for over all development of the students.

Teachers also maintain the Academic Diary to keep a track of the hours of lectures delivered by them and also status of the syllabus covered by them. Departmental meetings are organised under the convenorship of the Head of the Department for allocation of classes in the routine and allotment of syllabus.

Add On Courses and Value Added Courses have also been introduced in the curricular framework for the benefit of the students. These courses are of 36 - 40 hours duration. Students are encouraged to enroll and complete these courses so that they also get a taste of different aspects beyond their regular course of study.

The college also has a channel on youtube where recorded class lectures are uploaded for the benefit of the students.

**Teaching-learning and Evaluation**

At the beginning of each semester, a six-month academic calendar is prepared. Teachers are given access to the academic calendar, which is created by the IQAC Coordinator after consultation with the Principal. They plan their departmental activities in accordance with the schedule. Sufficient room is provided for continuous student evaluation. Students are evaluated on their involvement in class and college activities, enthusiasm to speak, and everyday performance. When assessing the students, the students' attendance is also taken into account. Prominent scholars from surrounding universities and colleges are invited to deliver special lectures.

Teachers make an honest effort to go beyond the regular chalk and talk method. Movies on social issues and topics from the Course of Study are screened for the students. Student Seminars are organised where all the students have to speak. One Act Plays are organised. All these are done to make the teaching - learning process more interesting and also increase involvement of the students.

An examination committee has been established, and in organizing and carrying out the internal assessments, it complies with the guidelines established by the University of North Bengal. The time frame for internal assessments is specified in the Academic Calendar. Students' performance is tracked and reported to the university; this information is then included in their report cards. Considering the academic calendar created at the start of each semester, each department creates its own schedule for carrying out the internal assessment. After finishing one or two topics from the syllabus, students are evaluated, and their performance is also addressed.

**Research, Innovations and Extension**

The College has a dedicated research cell which keeps a track of the research projects undertaken by the teachers. The members of the research cell help the teachers in applying to different bodies for sanction of funds to organise seminars and periodical lectures.

Students are urged to take part in outreach initiatives such as clothing drives and the distribution of school supplies in order to further their general development and cultivate a humble spirit. In order to foster curiosity

and inquiry, students are also encouraged to carry out surveys in nearby forest villages. They are required to compile reports on the socioeconomic and educational standing of forest dwellers based on the results of their surveys.

The National Service Scheme (NSS) Unit of the College actively engages students in Comunity Outreach Activities. Special Camps are organised every year for the NSS volunteers. Special Lectures, Health Check Up Camps and Awareness Programmes are regularly organised by the NSS Unit.

## Infrastructure and Learning Resources

The college currently has 17 classrooms, 1 seminar room, and a library complete with a stack room, computer lab, and an auditorium.

OPAC, or Online Public Access Catalog, is used by the library. Additionally, a digital ordering and lending system has been implemented.
It makes use of the KOHA software. There is a single computer for the librarian that has a printer. There are two additional PCs for the students.
The college website now features a link to OPAC for the convenience of both teachers and students. In addition, the College offers increased access to e-resources through Inflibnet registration.
Students practice yoga, self defense techniques, indoor games, and cultural programs in the auditorium. The auditorium is also used for several add-on courses, such as training in dance, life skills training, and physical and mental health.There is a field at the campus where shot put, discus throw, javelin throw, kho kho, and other activities are organized. Sports equipment is provided by the college. The college regularly sends athletes to compete in competitions hosted by the University of North Bengal and other local colleges.

For academic purposes, each department has been assigned 02 classrooms. There is also a Common Room for the girls.
Classes are held in every room. Special lectures and awareness programmes are held in the Audio-Visual Room. Every classroom has a whiteboard and a blackboard. The audio-visual area is equipped with a PC, a Smart Board, an overhead projector, and LAN connectivity.

Free WiFi has been made available to all teachers and students. There are two overhead projectors, one portable projector, and seven laptops besides the computer laboratory for academic work to aid in teaching and learning.

## Student Support and Progression

All the activities conducted in the college are recorded and uploaded in the official Youtube channel. The same details are also made available in the college website. Detaills regarding support services for students are made available in the website. The details of the cells and committees can also be accessed from the website.

Notices regarding award of Freeships and Scholarships are circulated among the students through their whatsapp groups. Students from the minority community and reserved category are continuously notified about the various scholarships provided by the Government. A student - aid fund is also maintained to help the needy students at the time of admission or filling up of examination forms.

Awareness programmes on various job opportunities are organised on a regular basis.

Details of admission into Universitites for Higher Education are also circulated among the students even after they pass out from the college.

Each Department maintains a record of i) students pursuing Higher Education after completing their graduation, ii) students qualifying NET/SET examination, iii) placement of students.

The college also has a dedicated Grievance Redressal Cell to address issues reported by the students. The Cell make sures that the issues are addressed and resolved at the shortest time possible. There is also an Internal Complaints Committee to look into the needs of the students.

## Governance, Leadership and Management

All the decisions of the college need approval from the Governing Body which includes 11 members, namely the Principal, representatives from the Teaching and Non - Teaching Staff, University Nominee, Government Nominee and a student representative. The Teacher Council Secretary is elected/selected from the teaching staff by the teaching staff. The Principal ensures smooth and transparent functioning of the College.

Cells and committees are formed to look into different developmental aspects of the college. The IQAC aids the Principal in efficient functioning of the college. The IQAC is democratically run and follows clear guidelines. Every comment is thoroughly examined by IQAC and shared with the principal, department heads, and teaching staff. The state government has established an appraisal mechanism to evaluate faculty performance. Feedback from students helps teachers identify areas where they may improve. The state government's regulations govern non-teaching staff promotions. The college office is fully automated. Financial audits are conducted either externally by agencies nominated by the State Government or internally incase no agency is nominated by the State Government.

The employees are entitled to Casual Leaves and Medical Leaves along with their Earned Leaves. There is also a provision for Gratuity, accumulation of Provident Fund and Health Scheme.

## Institutional Values and Best Practices

The institution does not believe in ostentatious display of grandeur and wealth. Rather it is committed towards building a better future for its students. With nurturing that seed in mind, two best practices adopted are as

follows:

1. Dialogues and collaboration are the only way to contribute towards achieving a holistic environment that helps blooming a rosy future of mutual empathy, social responsibility and a sense of togetherness. Linkage with NGOs, Corporate Houses and several other organiosations is one unique sector, the college is cultivating for long. The all round development of the students is the only motto of such effort. The college has linkage with skill based institutions by which various career orinted counselling sessions are organised. The college also has MOU with Open and Distance learning institutes by which a scope of higher education widens the knowledge horizon for the students of less developed locality.

2. Online Repository of Classes is another best practice, the college is relentlessly indulging in. From the pre-Covid era, we could assess the importance of shifting towards a blended mode of learning where an Online repository of classes and learning material can play a stimulating role. The effort has resulted in the starting of a dedicated YouTube Channel for the college where videos of Class Lectures, Special Lectures, and Awareness Programmes are regularly uploaded. We have also initiated a section on the college website where Question Papers of University Examinations are stored for general access. This has become beneficial not only for our students, but the students of this parent university.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | ALIPURDUAR MAHILA MAHAVIDYALAYA |
| Address | Newtown,P.O. District Alipurduar |
| City | Alipurduar |
| State | West Bengal |
| Pin | 736121 |
| Website | www.alipurduargirlscollege.org |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Amitabh Roy | 03564-251962 | 9434449856 | - | apdgirlscollege@gmail.com |
| IQAC / CIQA coordinator | Ritwika Laskar | 03564-255551 | 9830269927 | - | iqacapdgirlscollege@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Grant-in-aid |

| Type of Institution | |
| --- | --- |
| By Gender | For Women |
| By Shift | Regular Day |

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

| Establishment Details |
| --- |
| |

| State | University name | Document |
|---|---|---|
| West Bengal | University of North Bengal | View Document |

| Details of UGC recognition | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 06-03-2018 | View Document |
| 12B of UGC | 06-03-2018 | 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 | Newtown,P.O. District Alipurduar | Urban | 4 | 1.5 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English Honours, | 48 | Passed Class XII | English | 150 | 103 |
| UG | BA,Bengali Honours, | 48 | Passed Class XII | Bengali | 150 | 110 |
| UG | BA,Sanskrit Honours, | 48 | Passed Class XII | Sanskrit | 120 | 32 |
| UG | BA,Education Honours, | 48 | Passed Class XII | English,Bengali,English + Bengali | 150 | 109 |
| UG | BA,History Honours, | 48 | Passed Class XII | English,Bengali | 150 | 117 |
| UG | BA,Philosophy Honours, | 48 | Passed Class XII | English,Bengali | 65 | 50 |
| UG | BA,Political Science Honours, | 48 | Passed Class XII | English,Bengali | 120 | 89 |
| UG | BBA,Tourism Aviation And Hospitality Management, | 48 | Passed Class XII | English | 50 | 6 |
| UG | BA,B A General,Bengali English Education History Philosophy Political Science Sanskrit Sociology Physical Education | 0 | Passed Class XII | | 0 | 0 |

**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 | | | | 2 | | | | 10 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 5 | 5 | 0 | 10 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| 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 | | | | 7 |
| Recruited | 5 | 2 | 0 | 7 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 |
| Recruited | 1 | 1 | 0 | 2 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| 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 | 1 | 0 | 0 | 3 | 1 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| 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 | 2 | 9 | 0 | 11 |
| 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 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1253 | 0 | 0 | 0 | 1253 |
| | 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 | 0 | 0 | 0 | 0 |
| | Female | 382 | 398 | 247 | 188 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 170 | 173 | 58 | 45 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 110 | 125 | 70 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 668 | 681 | 700 | 494 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1330 | 1377 | 1075 | 733 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | The College runs General Degree Courses namely Bengali, English, Sanskrit, Education, History, Philosophy and Political Science. A student selects two additional courses that are relevant to their |
|---|---|

| | |
|---|---|
| | honors discipline while seeking honors in one course. They are able to relate and extract knowledge from one subject by means of this fusion of subjects. For instance, students learn about the interdisciplinary nature of courses like "Bengali and Education," which address topics such as the growth of the Bengali language, the Bengal Renaissance, and the role of missionaries in the development of Bengal's mother tongue. Comparably, courses in political science and history provide information on global politics and how they have influenced economic advancements. Teachers from different Departments address the students. Special Lectures are organised by inviting teachers not only from similar discipline but also related disciplines. To address the Multidisciplinary aspect, students are made to study one course which is not related to their Honours Course. For eg. A student pursuing Honours in History can choose from a basket of Multi Disciplinary subjects like Disaster Management, Mental Health and Hygiene, Guidance and Counselling, Great Indian Educators, to name a few. |
| 2. Academic bank of credits (ABC): | The advantages of the Academic Bank of Credits have been explained to students. They've been urged to use Academic Bank Credit to open accounts and save papers. Students who had enrolled were given a special drive to download the Digilocker app and obtain an ABC ID. The college directed the students that they complete a Google Form with details on their Academic Bank of Credit ID as a follow-up. The teaching members inform the students about the potential benefits of pursuing their academic goals through ABC ID. Students were informed that such efforts can lead to the realization of the ideal of creating a digital India. Students taking admission in Semester I are made to create their ABC ID at the time of admission. |
| 3. Skill development: | In order to enhance skill of the students, Add – On Courses are introduced in Dance, Life Skill Training, Soft Skill and Computing Skills. With training in various dance forms, students from the college participate in the Annual Festival of the District of Alipurduar. They have been regularly putting up their performance in the Annual Festival named Dooars Utsav. In Life Skill Training, they are taught karate and self – defense techniques. The aim is to make them self reliant. |

| | |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Value Added Courses have been created to ensure proper knowledge integration. The college faculty have created the course curricula for these courses. The majority of the students enrolling in these courses are from Semester VI. The goal of introducing these courses is to instill in pupils a feeling of human rights and to educate them about the traditional value system of India. Indian philosophy, with its vast repository of knowledge, serves as the college's primary introduction to the subject. A brief value-added course on human rights is being taught by the political science department. It provides students with the knowledge they need to understand fundamental rights and social responsibility. |
| 5. Focus on Outcome based education (OBE): | At the start of every semester, students receive a detailed explanation of the requirements for their course. Students are continually tested throughout the semester to determine how well they understand the material. The affiliating university administers examinations at the conclusion of the semester. Students' performances paint a picture of their comprehension and clarity of the course they are taking. Employability is important in the social context of today. Everyone wants to work in a productive environment. In order to help students find employment, the college also aims to support their personal growth. The college has launched a self-financing BBA degree in aviation, tourism, and hospitality management with this goal in mind. Options for internships and placements are offered by this course. In addition, the college also conducts Internship Training Programmes with Corporate houses to groom the students and enhance their employability skills. |
| 6. Distance education/online education: | Through Netaji Subhas Open University and Indira Gandhi Open University, the college provides distant learning opportunities. The college website and YouTube channel both have recordings of the online classes that were held under lockdown. Upon the reopening of institutions following lockdown, it was observed that certain students who lived in isolated places were finding it increasingly challenging to commute to college every day. Some others had parents who had lost their jobs as a result of the shutdown. For them, it was not feasible to attend college every day. As a result, it was agreed that |

| | college lectures would be videotaped and posted on the college website and YouTube channel. As a result, lectures would not be missed by students who could not afford to attend college every day and could instead follow them at their own pace. |
| --- | --- |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The college has a fully functional Electoral Literacy Club, headed by a faculty member from the department of Political. The stated purpose is to make the students aware of the democratic principles governing our political structure and the constitution mandated mechanism geared towards holding elections in the country, at various levels. |
| --- | --- |
| 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 college has a fully functional Electoral Literacy Club, headed by a faculty member. The stated purpose is to make the students aware of the democratic principles governing our political structure and the constitution mandated mechanism geared towards holding elections in the country, at various levels. |
| 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 college organizes mock election drill once a year whereby students are made aware of the various government bodies involved in the process of holding elections in India. They are informed about the various processes viz. preparation of electoral rolls in a constituency, the various categories of voters to be enrolled and de-enlisted from master roll, the arrangement of the voting chamber, functional aspects of operating EVMs, model code of conduct during election periods, rights of voters and candidates etc. Representatives from local administration are invited to interact with the students and address their queries regarding the election mechanism in India. The students are also told about the various novel practices that the ECI has implemented over the years for the sake of bolstering voter participation. |
| 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 | The members of the Electoral Literacy Club distribute leaflets at busy areas in the town to ensure that the message of responsible voting is spread far and wide. The club also organizes quizzes, sit and |

| | |
|---|---|
| advancing democratic values and participation in electoral processes, etc. | draw competitions and debates once a year where the students from various schools are encouraged to participate in. The club has also occasionally invited local community leaders to deliver lectures about good electoral practices that ensures free and fair elections. |
| 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. | The college has two polling Booths in its premises itself. Naturally new registration of eligible voters of the particular area takes place here. Local BLOs are involved in the process. Most of the times non-teaching employees of the college are also actively engaged in the activity. Being empowered with this first-hand knowledge, the college makes the students aware about the process and guides them to enrol as voters in due time. The college has organised two such camps with the help of the local SDO office to enrol the new voters in the college itself. Students are also sent to programmes on electoral literacy organised by the Office of the District Magistrate. |

# 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 |
|---------|---------|---------|---------|---------|
| 1330 | 1377 | 1264 | 1075 | 773 |

| 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: 23**

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

**2.2**

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

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

## 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 |
|---------|---------|---------|---------|---------|
| 58.233843 | 47.922291 | 38.14485 | 52.8051 | 57.41554 |

| 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 syllabus and guideline prepared by the University of North Bengal for curriculum delivery. The University circulates a broad academic calendar. The University of North Bengal's rules are followed in the preparation of the academic calendar. This Academic Calendar along with the class routine is made available in the College website and also circulated among the students and teachers through their Whatsapp Groups. These two are carefully upheld to ensure efficient curriculum delivery. The schedule provides ample time for regular sessions, special lectures, and organizing events for the students. The timetable for each semester is created by the routine committee, which is composed of the IQAC Coordinator, one senior teacher, and the secretary of the Teacher Council. Teachers maintain an academic diary to track their adherence to the curriculum. Departmental meetings are held at regular intervals for allocation of syllabus among departmental teachers and discussuins regarding other activities. The performance of the students is regularly monitored and graded. Based on their performance, their progress is assessed, and their advantages and disadvantages are noted.

Teachers do not believe in only lecture method. They encourage discussion. Fieldtrips, surveys, and practical classes are done in addition to the class lectures to make the teaching learning process more engaging. Students are assessed on a continuous basis not only through paper and pen tests but also through student seminars, group discussions, oral tests and assignments. Efforts are made to think of new methods for internal assessment. They are evaluated based on their involvement, speaking preparedness, and daily performance in class.Their attendance is also considered when assessing the students. The attendance of the students is meticulously recorded and preserved.

During the period when physical attendance had to be replaced with online classes due to the COVID - 19 Pandemic, classes were held through Zoom and Google Meet. Online classes were recorded and made available in the College website and the officialchannel on Youtube. This was done to ensure that students do not suffer due to digital divide. The aim was to ensure effcient curriculum delivery.

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 11

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

**1.2.2**

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

**Response:** 5.43

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 |
|---|---|---|---|---|
| 165 | 141 | 0 | 10 | 0 |

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The Courses of Study, as prescribed by the University of North Bengal includes topics which intend to integrate issues related to Gender, Values, Enviroment, etc.

Topics pertaining to Gender and Role of Women are covered in subjects like Bengali, English, Sanskrit and Education. Social Duties, Knowledge about Human Rights, Values and Ethics are included in courses like Political Science, History, Education, and Philosophy. The Course on Environmental Studies generates awareness about environment conservation and sustainability.

The college throughout the year instills moral, ethical, and social values during the observance of Commemorative Days such as World Environment Day, International Yoga Day, Women's Day, Independence Day, Republic Day, International Mother Tongue Day, Samvidhan Divas, to name a few. Awareness Programmes on Gender Equity, Legal Awareness and Intellectual Property Rights are organised through out the year to acquaint them with these social issues. To make the students environment conscious, they are made to prepare reports based on environmental issues.

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

**1.3.2**

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

**Response:** 39.4

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

Response: 524

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

## 1.4 Feedback System

**1.4.1**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 64.79

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 |
|---------|---------|---------|---------|---------|
| 470 | 514 | 505 | 507 | 437 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 781 | 781 | 731 | 731 | 731 |

| 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:** 47.85

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 |
|---------|---------|---------|---------|---------|
| 144 | 197 | 183 | 161 | 137 |

**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 |
|---------|---------|---------|---------|---------|
| 358 | 358 | 334 | 334 | 334 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 57.83

## 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:**

Students are always encouraged to actively participate in the teaching-learning process. Student seminars are frequently held by all departments to assist students in developing their public speaking skills.Working in community development projects is encouraged for students, who can learn as they go. Special lectures are scheduled. Certain academic programs mandate that students create lesson plans and carry them out at nearby schools. Additionally, in order to add interest to the teaching and learning process, films on issues of social relevance are shown to students. Students are also made to enact portions from their course of study. This makes the learning process much easier for them. Rote learning is not recommended. Students are asked and directed to use the library's resources as much as they can.

The institution has one audiovisual room where instructors can play YouTube videos and give lectures on smart boards. There is also one portable projector which the teachers can use to impart instrcution though Powerpoint presentations whenever they want.

Special lectures are arranged in offline, online, and hybrid formats via the Audio-Visual Room. Furthermore, the college provides free wifi for both students and instructors. The reading room of the library has two desktop computers that students can use. The library is also digitized using OPAC and KOHA. It is possible for both the teachers and students to surf through the collection of books in the ibrary from the college website. People can search for open-access articles, reference materials, etc. using their PCs.

During the phase of lockdown, teachers engaged themselves in taking online classes. Most of the online classes were recorded and uploaded in the ofiicial channel on Youtube and also the College website for the conbenience of the students.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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 |
| --- | --- | --- | --- | --- |
| 23 | 23 | 23 | 23 | 23 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.2**

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

**Response:** 62.61

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 |
|---|---|---|---|---|
| 16 | 16 | 14 | 13 | 13 |

| 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 awarded by UGC recognized universities | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The college follows the guidelines it received from the University of North Bengal when it routinely reviews and assesses the pupils. Internal evaluations take the shape of class quizzes, oral exams, and

student seminars on a regular basis. At times, students must deliver extempore pieces, and their performance is evaluated. The University of North Bengal has created criteria governing internal evaluation, which are followed by the examination committee while planning and conducting internal assessments. The academic calendar makes it apparent when internal assessments are due. The students' performance is reported to the university and appears on their grade cards. The Department establishes its own timetable for conducting the internal assessment using the academic calendar that is prepared at the beginning of each semester. Students complete one or two tasks from the syllabus, after which they are assessed and given the opportunity to discuss their performance.

The findings of routine internal assessments are shared with the students. Every student receives feedback on their performance, which is evaluated. Teachers also encourage their pupils to discuss their performance with them. If they are unclear or have any questions, they can talk to the IQAC Coordinator. If needed, the college's grievance redressal department can also resolve issues pertaining to internal evaluation. But as of now, the college has not been the target of any complaints about internal review.

The affiliating university, University of North Bengal also has the provision of reassesment incase students are not satisfied with the marks they secure in the semester end examinations.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

The Course Objectives and expected Outcomes are clearly mentioned in the college website. The College presently offers BA General Programme, BA Honours Programme in 7 subjects and BBA  General Programme in Tourism, Aviation and Hospitality Management. Each program has its own objectives and expected outcomes. Students are made aware of those at the beginning of their stint in college.

After completion of the below mentioned Programmes offered by the Institution, students will be able to achieve the intended objectives:

**1. BENGALI**

a. Develop and adapt active reading skills.

b. Improved vocabulary.

c. Increased awareness about aspects of Bengali culture and literature.

d. Relate texts to the social, historical and cultural contexts in which the texts are written.

## 2. ENGLISH

a. Enhanced linguistic capabilities.

b. Understanding of the political, cultural, social, economic and intellectual backgrounds of the various periods in literary history.

c. A deeper insight into the world of literature.

d. Ability to critically appreciate major literary works of the world.

## 3. SANSKRIT

a. Develop an increased ability to read and understand the language.

b. Increased knowledge and understanding of Sanskrit grammar and familiarity with the history of Sanskrit literature.

## 4. EDUCATION

a. Understand the relatonship between education and philosophy; education and psychology; education and sociology.

b. Apply philosophical, psychological and sociological theories in the field of education.

c. Understand individual differences and its implication.

d. Apply statistical principles.

e. Gain awareness about the existing educational bodies and their functions.

f. Understand the role of mental hygiene and be aware of mental disorders.

## 5. HISTORY

a. Understand the political, economic, social, cultural, intellectual and religious changes in the past and their relation to the historical context of the period under study.

b. Understand historical problems and debates.

c. Understand large - scale and long - term historical developments of regional, natioal and global scope.

## 6. PHILOSOPHY

a. Ability to apply philosophical learning to important public issues.

b. Articulate fundamental questions about what exists.

c. Ability to explain epistemological and metaphysical concepts.

d. Develop their own philosophical areas of interest and investigate them from various perspectives.

## 7. POLITICAL SCIENCE

a. Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world.

b. Students will develop effective communication skills, characterised by the ability to communicate in the styles and forms that will prepare them for graduate-level research in political science and/or the professional world.

c. Students will develop effective research skills needed to produce research papers or research reports common in the academic discipline or in professional public affairs.

d. Students will develop knowledge or career paths and appropriate tools to aid in professional development in the discipline or in public and international affairs.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

In each semester, the departmental teachers get together to divide and assign topics from the syllabus among themselves. After that, they draft a lesson plan. The academic diaries that the teachers maintain contain details about the lessons they have been teaching. The University is also informed about the students' performance on their internal assessments. Further instruction is given to students based on their performance. The final examination is coducted by the University itself.

Internal assessments are carried out via assignments, quizzes, surprise tests, and any other relevant activity to determine whether or not the course objectives have been met. The university's examination results are taken into account when determining the attainment of course objectives. Departmental teacher maintains a log of their students' performance. A variety of exercises, including class exams, internal assessments, and group discussions, contribute to the evaluation of learning outcomes. Lastly, assessments at the university level assist in determining the degree of learning achievement through both theoretical and practical components.

Feedback from students is gathered via a structured questionnaire that includes a long list of questions about the faculty, facilities, library, and overall college education. The feedback obtained is an important source of data for determining how satisfied students are.

The college also maintains records on graduates who decide to pursue other careers or further their education after three years. Pupils are asked about their thoughts on the way the curriculum is implemented. The steps taken in response to their remarks are posted on the College website.

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

**2.6.3**

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

**Response:** 85.07

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 |
|---|---|---|---|---|
| 285 | 290 | 261 | 187 | 151 |

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 |
|---|---|---|---|---|
| 367 | 334 | 310 | 188 | 181 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

| 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:** 4.3

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 |
|---------|---------|---------|---------|---------|
| 1.5 | 0 | 1.20 | 1.6 | 0 |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The institution has a dedicated Research Cell with the teachers with Ph.D degree as its members. The cell constantly motivates all faculty members to continue their writing or publication in reputed journals or books. The Research Cell holds periodical awareness programmes towards knowledge sharing among faculties regarding the process of application for Seminar/Conference grants, Periodical Lectures and such related matters. Updated information is shared in faculty Whatsapp group regarding dynamic CARE List inclusion and exclusion of journals as notified by UGC.

Effort is made to arrange atleast one lecture in a session on Research Methodology or Intellectual Property Rights.

The cell has been able to motivate at least a section of teachers towards publication in CARE listed journals during the last three or four years. We have observed a gradual increase of publication of

research papers in both edited books and journals during the span. Informal talks are arranged in Teachers Room with instant notice to encourage the faculty members who remain unpublished for a long period. Such talks become fruitful to utilise the leisure time as well as it serves as the instrument to mobilize the tecahers for the cause.

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

### 3.2.2

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

**Response:** 10

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 |
| --- | --- | --- | --- | --- |
| 1 | 1 | 5 | 2 | 1 |

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 1.26

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 |
|---------|---------|---------|---------|---------|
| 7 | 3 | 5 | 6 | 8 |

| File Description | Document |
|------------------|----------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 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:** 1.74

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 |
|---------|---------|---------|---------|---------|
| 9 | 16 | 9 | 2 | 4 |

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

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

Participating in community activities is encouraged for students in order to assist them become more aware of the issues facing society. This helps them grow as individuals and cultivates a humble spirit in them. It is recommended that students engage in various activities such as conducting surveys in neighboring forest settlements, engaging in play with the local kids, and interacting with those who reside in underprivileged communities. As a result, they are increasingly aware of their responsibilities as citizens of the country and the condition of the community at large. The students participated in the following kinds of activities.

1. Establishing a clothes bank where teachers and students donate clothing for the underprivileged and destitute

2. Clothes Distribution

3. Academic Material Distribution

4. Examine the villages in the forest

5. Textbook distribution to pupils in schools

6. Distribution of Safety Torch to Girls

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

## 3.4.2

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

**Response:**

1. Recognition for Chief Minister's Distress Relief Fund, Kerala, 23/08/2018

2. Recognition as Swachhta Action Plan Institution by Mahatma Gandhi Council of Rural Edcation

3. Recipient of Kanyashree Scholarship Award by Government of West Bengal

4. 1st Position in Youth Parliament related activities

5. Recognition for participation in 'Azadi Ka Amrit Mahotsav' celebration

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

**3.4.3**

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

**Response:** 35

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 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 6 | 11 | 6 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [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:** 6

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The college has a field where it hosts competitions in discus throw, javelin throw, shot put, kho kho, and other sports. Sports equipment is provided by the college.The college regularly sends students to compete in sports against the University of North Bengal and other local colleges. The auditorium is used for several add-on courses, such as training in dance, life skills training, self defense techniques, karate and so on. Students participate actively in cultural events all year long. Prior to Durga Puja, annual cultural program is organised. Cultural Programmes are also organised on the occasion of Independence Day. The college records its students' performances, which are then uploaded to YouTube. Then, these recordings are displayed to other students in order to inspire and show appreciation.

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

**4.1.2**

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

**Response:** 10.65

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 |
|---|---|---|---|---|
| 3.70721 | 5.15503 | 7.69643 | 5.12839 | 5.40754 |

| 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:**

Web - OPAC, or Online Public Access Catalog, is used by the library. Additionally, a digital ordering and lending system has been implemented using the KOHA software. There is a dedicated computer with a printer for the librarian. There are two additional PCs for the students. The college website now features a link to OPAC for the convenience of both teachers and students. In addition, the College offers increased access to e-resources through Inflibnet registration. Every teaching staff has an ID that is specific to them. In order to use the online resources, students need to apply to the librarian. Accounts are created for these applications upon receipt in order to provide access. Additionally, the library provides reprographic services to teachers and students.

The students are provided with bar code enabled library cards at the beginning of their studentship in College. This card is renewed after each Semester. Both the teachers and students can issue books from the library. Students can borrow 2 books at a time for a period of 7 days and teachers are allowed to borrow 5 books at a time for a period of 45 days.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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 offers IT resources for office administration and instruction. After assessing the necessity, the college upgrades them.  Periodically, the college website is updated.

To better serve academic needs, there are now twelve computers accessible for academic usage. There is free wifi available for both teachers and students. Throughout the duration of the college day, uninterrupted internet connection is ensured by the bandwidth allocated for this purpose. Software in all the machines is kept up to date. The accounting program is regularly updated. The local area network (LAN) connects the main server to the PCs in the laboratory, library, audio-visual room, and office.

Classes are also held in the Audio Visual Room. Teachers often impart instruction using Youtube Videos and Power Point Presentations.

Add On Course in IT and computing skills training is conducted in the computer lab.

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

**4.3.2**

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

**Response:** 110.83

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

Response: 12

| 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:** 9.47

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 |
|---------|---------|---------|---------|---------|
| 5.863933 | 4.798341 | 3.39224 | 4.53898 | 5.51571 |

| 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:** 80.99

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 |
|---------|---------|---------|---------|---------|
| 1221 | 1113 | 902 | 914 | 563 |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

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

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

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

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

## 5.1.3

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

**Response:** 47

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 |
|---|---|---|---|---|
| 354 | 910 | 254 | 615 | 602 |

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

## 5.1.4

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

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

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

| File Description | Document |
|---|---|
| Proof related to Mechanisms for submission of online/offline students' grievances | [View Document](#) |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 14.99

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 |
|---|---|---|---|---|
| 36 | 15 | 68 | 33 | 24 |

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 |
|---|---|---|---|---|
| 285 | 290 | 261 | 187 | 151 |

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

**5.2.2**

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

**Response:** 0.5

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 |
|---|---|---|---|---|
| 3 | 0 | 2 | 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:** 17

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 |
|---------|---------|---------|---------|---------|
| 9       | 4       | 0       | 2       | 2       |

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

**5.3.2**

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

**Response:** 3.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6       | 2       | 0       | 4       | 7       |

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The college is comparatively a new one, established only few years ago. Therefore, as far as the Alumni Association is concerned, it is yet to be formed. In the intitial days, there were only few students in the roll. Being a Girls college only, the growth rate is slow and forming an Alumni Association could not be materialised. Another reason for that is most of the girls leave native place after marriage and communication with them become quite difficult. However, lately the college has taken initiative to constitute a committee who are working to gather related information by which an Alumni Association can be formed in near future.

# 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:**

The institute wants to arm students with the knowledge and abilities they need to take on any challenge. To provide students with a range of options, the College has formed a number of committees. These committees, which are led by teachers, organize a range of activities and initiatives. Students who participate in a variety of activities and programs can reach their full potential. In order to acquire hands-on experience in event management, students participate in the program planning process. The college's administration structure works well. The Governing Body, IQAC, and the Principal work together to implement the quality policy. When creating committees, the teacher's council is consulted. Each teacher serves on at least two committees. Committees overseeing everything from admissions to program and event planning ensure that the institute operates efficiently. Regular meetings between the principal and the teachers study ways to enhance the process of teaching and learning. The teachers' council secretary and the IQAC coordinator also accompany them. It is encouraged for teachers to employ new teaching methods. The college is committed to achieving its goal of promoting the general development of its students.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

Apart from adhering to the curriculum, the IQAC selects extracurricular activities that improve academic performance in collaboration with the Principal, Committee Conveners, and Department Heads. The girls are being given the opportunity to develop their skills, and they are being encouraged to think critically as well as creatively. Participation in group discussions, extempores, and debates is encouraged from the students. Additionally, special talks and awareness campaigns are planned. Teachers assess their pupils

on a regular basis in order to fully comprehend both their strengths and weaknesses. Teachers enroll in short-term and refresher courses to stay up to date. The college keeps adding to its infrastructure in order to uphold standards. The administrative, academic, financial, and green systems are audited annually. At the beginning of every session, the Finance Committee drafts the budget, which the Governing Body then approves. The Campus Development Committee is in charge of assessing the infrastructure requirements and developing strategies for prompt upgrades. The Library Committee keeps an inventory of the books it purchases each year and monitors the usage of the existing inventory.

The democratic organizational structure of the college allows for complete flexibility of experimentation and planning for each unit. The plans are implemented while the hierarchy is respected and the code of conduct is followed in order to preserve harmony and peace among its numerous cells. After the Governing Body, the Principal, IQAC, and Teacher Council are the highest decision-making bodies. Several committees within the institution draft its operating policies, which require approval from the Governing Body and Principal before being implemented. Regarding the hiring of teaching staff, suggestions are sent by the West Bengal College Service Commission.The University of North Bengal's statutes and the service regulations established by the West Bengal government are strictly adhered to.

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

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**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](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The institution believes that to impart good education to students, the foremost necessary component is the all round development of the teachers. Keeping that in mind, the college maintains an annual Performance Based Appraisal System which further becomes useful during the Career Advancement Scheme of the teachers. The teachers are given an Academic Diary in the beginning of the session to keep the record of their academic activities. The Research Cell motivates teachers to publish papers in UGC Care List journals and articles/books with the University approved publishers. The IQAC regularly maintains a register to record OP/RC/STC particiaption data in order to send the teachers for their training timely. Even except the mandatory courses, teachers are encouraged to present seminar papers, write articles, attend courses specially in the new arenas of knowledge. Both formal and informal sessions are held regularly to make the teachers aware about the avenues to apply for the projects, fellowships etc. A speedy progression of career advancement is the oiutcome of this effort. the teachers get moved to their higher grades as soon as they submit their papers and complete all the formalities. The Non Teaching staff of the college also get refreshed in due time with the various sorts of government trainings held in Treasury or Higher Education department. They are trained in office automation, financial management softwares by the entrusted agencies involved in the job. The college hopes to provide more welfare measures both for the teaching and non-teaching employees in future after it becomes financially strong enough to allocate funds for the purpose.

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

**6.3.2**

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

**Response:** 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

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

**6.3.3**

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

**Response:** 100

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 |
|---|---|---|---|---|
| 32 | 30 | 4 | 50 | 24 |

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 |
|---|---|---|---|---|
| 5 | 2 | 0 | 6 | 12 |

| 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](#) |

## 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:**

Being a Government Aided Institution, the college receives most of its funds from the State Government and a few one time funds from philanthropists.

The West Bengal government provides grants to the college for the salary of its teaching and non-teaching staff. This amount is directly credited to the employees' salary accounts via the Human Resource Management System (HRMS). The college must submit formal claims for approval to the state government in order to do this. The College also receives a share of fund as Rent from the Distance Education Units, namely IGNOY and NSOU oprational from the college.

The record of income and expenditure is maintained under various accounting heads specified by the Department of Higher Education.

All the funds received are duly utilised with approval from the Governing Body. Purchases are made by drawing quotation. The quotatiins are scrutinised by the Purchase Committee before issuing the Work Order. The Finance Committee is entrusted with the responsibility of drawing a tentative budget at the beginning of the Financial Year which is again approved by the Governing Body.

The Account of the College is audited externally by firm appointed for the purpose by Department of HigherEducation. Besides this external audit, internal audit is also conducted to ensure transparency in transaction. All Utilisation Certificates are submitted to the concerned agencies within the due time.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

The steps taken by the IQAC for quality assurance over the period of 5 acacemic years include the following:

1.Preparation of Academic Calendar.

2. Digitization of the Library with KOHA.

3. Timely submission of AISHE data.

4. Timely Submission of AQAR.

5. Participation in NIRF.

6. ISO Certification completed.

7. Annual Academic and Administrative Audit.

8. Annual Green Audit.

9. Monioring and updating the College website. Making all details available in the college website.

10. Organisation of State Government sponsored Seminar, ICSSR - ERC sponsored webinar and NAAC sponsored seminar.

11. Conducting Student Statisfaction Survey annually and making the report of the survey available in the college website.

12. Maintaining the Teacher and Student Feedback Mechanism. Making the Action Taken Report on the basis of feedback available in the college website.

13. Maintenance of records related to participation of teachers in Professional Development Courses.

14. Maintenance of records related to promotion of teachers under Career Advancement Scheme.

15. Maintenance of records related to award of Higher Educational Qualification to teachers (for eg., M.Phil/Ph.D)

16. Mainteanance of record of students related to progression to higher education.

17. Maintenance of record of students related to qualification in examinations like NET, SET, etc.

18. Maintenance of record related to placement of students.

19. Formation of Cells and Committees and monitoring their activities.

20. Organisation of Spoken English Classes for the beneft of the teachers and the students.

21. Initiation of Add - On Courses.

22. MoU with other colleges and universities to increase educational opportunities.

23. MoU with industrial bodies for employment generation.

24. Organisation of Internship Training Programmes to increase employability of the students.

25. Organisation of Special Lectures on issues related to Mental Health for the benefit of the students.

26. Organisation of Lectures on Intellectual Property Rights.

27. Organisation of Awareness Programme on National Academic Depository.

28. Conducting Community Outreach Activities with the students.

29. During the period of lockdown, classes were held online using the Google Meet and ZOOM platform. These lectures were recorded and an online repository of classes was created. This repository was made available to the students through the official Youtube Channel and also the college website. The practice continued later as well, when classes in the trditional mode were also recorded and made available to the students.

30. Initiation of Question Paper Depository in the College Website.

Besides these initiatives, the IQAC along with the Principal meets the teachers of the Department after every Semester to discuss with them the feedback received from teachers. Teachers are evaluated by the students on all aspects starting from completion of syllabus to conducting Internal Assessments. The kind of assessments done for continuous evaluation of students is monitored by the IQAC.

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

**6.5.2**

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

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period. | [View Document](#) |
| NIRF report, AAA report and details on follow up actions | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

In order to make faculty, staff, and students feel at ease working and reading there, the college works to create a respectful environment.Being a Girls college, it has become a regular activity to arrange Awareness Programmes on gender equity, Programmes on Legal Awareness, Workshop on Equal Opportunity, various rights etc. The institution has started involving different NGOs working in the relevant fields to generate such ideas among college students. Both the students and employees participate in such programmes enthusiastically every year. Girls have started taking interest in these issues and they have successfully put up plays to promote the idea of gender equity.

Special Lectures organised for the purpose act as an eye opener for the girls so that they understand their role and position in the society. Some of the topics in the courses of study emphasise specifically on gender studies. The Grievance Redressal Cell, Anti Ragging Committee and Internal Complaints Committee together constitute the Women's Cell.

| 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:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 7.1.3

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

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

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

| File Description | Document |
|---|---|
| Policy document on environment and energy usage Certificate from the auditing agency | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 7.1.4

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

**Response:**

The college firmly believes that education in the true sense entails an ability to realize the value of co-

existence as the essential principle on which the human society is premised. With this goal in mind the institution endeavours to encourage the students to appreciate the value of harmony and democratic principles and instil in them a sense of pride about being members of a nation where multiculturalism is considered as the politico-cultural bedrock. To ensure that the students adopt an inclusive identity, the institution tries incessantly to provide an enabling atmosphere where each student can feel comfortable about their cultural, economic, social identity without feeling unduly judged or ostracized.

The college also believes in showcasing and celebrating the diverse cultural practices that define our nation. Regular events are organized under the aegis of the Cultural Committee where students in large numbers from the college participate. This is encouraged to create a harmonious ecosystem which would encourage cross-cultural dialogue and exchange of thoughts and ideas among members representing various communities. Dance performances, extempore speech competition on topics related to communal harmony and national integration are organized, to constantly make the students aware of their rich cultural diversity. Through these programmes, the students are made to feel a part of the social corporate life and also are made aware of their responsibility in sustaining the rich cultural heritage they have inherited.  Every year, the college celebrates Republic Day, Independence Day and Constitution Day to remind the students and the faculty members alike of their Fundamental Duties that the constitution expects of them as citizens of India, and make them aware of the immense hardships that the freedom fighters endured to ensure that Indians became free from foreign fetters.

All the students are made aware of the fact that it is our moral duty to be respectful towards other religions, languages, and cultural practices. Through the observation of various commemorative days and events; the message of tolerance and brotherhood is preached regularly. To produce a good citizen who will be dutiful to the society and country, we observe Constitution Day. Sensitization of the students through such events and other celebrations takes place throughout the year.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**1. TITLE OF THE PRACTICE: Corporate Partnership for Employability Enhancement**

**The Practice:**

The College makes it a point to arrange programmes on career awareness on a regular basis. Even during the entire period of lockdown, such programmes were organized in the online mode. Interactive sessions with entrepreneurs were organized so that students get an insight into how simple ideas can be converted

into business ventures. Youth Employability Program was conducted in collaboration with TATA Consultancy Services followed by Internship Training Programme with Mahindra Pride Classroom. India Post Payments Bank conducted a Screening Test and selected students for internship. Students were prepared for job interviews. The College signed Memorandum of Understanding with Anudip Foundation to provide training in Computer Skills and Communicative English to the girls of the College. Besides, RICE Education of Cooch Behar, ICA, and representatives from Indian Air Force have organized programmes on career opportunities. The college has also successfully invited independent film makers to address the students and inform them about the nuances of film making and animation. The College has also collaborated with AVLON Shiksha Niketan to provide a Genera Degree Course in Tourism, Aviation and Hospitality Management. The Course is affiliated to the University of North Bengal.

**Evidence of Success:**

28 students completed their training in Livelihood Opportunities from Anudip Foundation. Over the years 109 students completed their internship programmes under the Youth Employability Programme with TATA Consultancy Services and Mahindra Pride Classroom. Some of the students pursuing the Course on Tourism, Aviation and Hospitality Management have been placed with reputed hotel chains of the country and some are pursuing MBA from institutes like ISWBM. Girls have also been working with Airlines Company like Air India, US Bangla Airlines, etc. Students have also been offered the position of Trainee BPS by TCSL, engaged as Bansahayak under the Directorate of Forests, Government of West Bengal.

**2. TITLE OF THE PRACTICE: Creation of Online Academic Repository**

**The Practice:**

The first step towards building the repository was to record the regular lectures delivered by the teachers using the zoom and google meet platforms. Links to scholarly pages were also provided so that students could use their precious study hours fruitfully. Study materials were also made available in the college website.

Google forms were created and distributed regularly to assess learning outcomes after several sessions.

The teachers were asked to create separate WhatsApp groups to cater to the academic enquiries of the students. Apart from online classes, the various departments of the college also organized special lectures which were discipline-specific as well as on inter-disciplinary topics, by bringing in domain experts to interact with the students. These sessions were also recorded with the permission of the speakers and were made available to the students through the college website. The college ardently believes in education being the most suitable tool for holistic development of character and not just a means to economic opportunities and resultant prosperity. It believes that students must be made aware of their social responsibilities as empowerment entails instilling a sense of duty as well as an awareness of individual and social rights. With this goal in mind the college approached several relevant individuals and organizations and partnered with them to hold regular webinars on diverse subjects. These sessions were geared towards ensuring an interactive platform where students could voice their ideas. This the college felt was essential because many students belonging to backward socio-economic milieu suffer

from a debilitating temerity when it comes to public speaking. Even these sessions were recorded and uploaded with the purpose of encouraging the students to view the content and shape their opinions regarding various issues operational in the society of which they too are an integral part. Programs held in association with local NGOs also informed them about employment opportunities in the vicinity which they could apply for.

Even after the lockdown was lifted, teachers continued with this practice of recording classes held in the traditional mode. The videos were uploaded and made available to the students keeping in mind those who could not afford to come to college everyday due to loss of their parent's job along with other financial constraints.

**Evidence of Success:**

The academic repository started by the college received widespread praises from the various stakeholders of the institute. The alacrity with which students took to this model was a pleasant surprise as initially it was thought that not many students would be able to access it in the manner it was meant to be accessed. The continuous queries addressed to the teaching faculty regarding the minute details elaborated in the online audios and videos stand testimony to the manner in which the students embraced the endeavour like fishes to water. The increasing number of subscribers and views recorded in the dedicated YouTube channel started by the college for this singular purpose affirm the efficacy of the venture.

The enthusiasm of the students encouraged the college not to limit the uploads to classes only. Gradually all the curricular and extra – curricular activities were being recorded and uploaded in the official YouTube channel. This helps in letting all the students, parents and the community get a glimpse of college life.

The description of both the practices in format provided in the manual is available in the college website. The link to the description of the Best Practices in as follows:-

https://alipurduargirlscollege.org/best-practices-iqac.html

| 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:**

The college, established in 2007 has been able to establish itself as the institution of first choice for female students willing to pursue undergraduate courses, owing to the constant efforts of the faculty members and the administrative staff members, who take immense pride in being part of the only college dedicated for women in the district. The institution constantly endeavours to provide an enabling platform to its students to ensure their holistic development. The college has as its motto, '*swa Vidyaya, ya bimuktaya'* and believes that education alone can empower erstwhile disempowered individuals and communities which can lead to a more equitable society. As an institution that caters to female students many of whom are first-generation learners from economically and socially challenged sections of society, the college is aware of the challenges the students face daily to continue with their academic pursuits, and therefore constant efforts are being made on the college's part to be more proactive and humane in its dealing with the students. For this purpose, at the beginning of every academic year, the faculty members and non-teaching staff are required to attend a lecture session on gender sensitization to which resource persons from the locality are invited. Also, the college maintains a WhatsApp group and a dedicated phone number is given to all students which they are entitled to contact for any academic queries at any time of their choice. The college has also deputed a dedicated staff to ensure that the students can get all information regarding scholarships on offer that they can avail of. At the same time, if they desire, the college liaisons with the local administration to clear bottlenecks that the students might face in the process. Under the aegis of the Career Counselling Cell that is functional in the college, seminars and interactive sessions are held regularly where several organizations are invited to inform the students about the various opportunities that are available for students. At the same time, the students are also encouraged to attend the tests that these organizations hold within the college premises and on successful completion offer scholarships and fee waivers to candidates. The college firmly believes that education in its truest sense can be imparted only when the students can be made to feel encouraged to implement the knowledge they gather within the precincts of the classrooms, in their daily lives. Therefore, the college encourages them to participate in various community outreach programmes that are organized by the Electoral Literacy Club, NSS wing and Eco Club throughout the year. The students are also taken for field visits regularly so that they can realize the intricate relationship between theoretical knowledge and its practical manifestations in the world of everyday reality. The college believes that its willingness to go the extra mile for its students is its distinctive identity and it takes immense pride in its efforts towards creating an amiable and humane platform, premised on the twin ideas of inclusivity and democratic attitude. Suggestion boxes are placed at prominent locations within the college premises for the students. This is done to ensure that the students feel themselves as integral parts of the institutional ecosystem and feel valued as members whose suggestions are given due importance. This is of particular importance for female students, mostly from marginalized communities, who often feel neglected in their daily lives. When these students feel valued, it also bolsters their confidence and makes them realize their worth. It might seem inconsequential initially, but in the longer run, it does improve their social awareness and analytical faculties, whereby they get into the habit of observing their immediate surrounding and acquire the ability to find solutions to problems.

These sustained efforts on the college's part to provide an enabling atmosphere to its students have started to bear fruits. Positive word-of-mouth publicity has resulted in creating goodwill about the institution and with every passing year the college has noticed a steady increase in the number of admission of students from the scheduled castes and scheduled tribes groups that bears testimony to the

fact that efforts on the college's part has instilled enough confidence in the parents to send their girls to study here. Data collected over five years shows that the enrolment for students from the scheduled caste groups has increased from 188 in 2019-20, to 247 in 2020-21 and then to 382 in the 2022-23 session. During the corresponding years, the enrolment of students from scheduled tribe groups increased from 45 in 2019-20 to 58 in 2020-21 to 170 in 2022-23. Moreover, with a pass percentage of over 85%, the college also promises to take larger strides in the academic arena shortly. Even though the institution is located in a region where job opportunities have been ever elusive, in the recent past several students have been placed in prestigious positions in the country and abroad. Students of the college have also been taking part actively in sporting events and for the past two years under the dedicated guidance of the physical education teacher of the college, have been able to be the champions in the Kho-Kho event organized by the University of North Bengal. One of the students has recently attended the National Integration Camp held in Arunachal Pradesh, and another has participated in the National Youth Festival held recently. Students have also won the Youth Parliament competition at the district level and have participated in the same event held in the state capital. These achievements might seem unsubstantial, but taking into account the immense challenges faced owing to their socio-economic position, they can be considered nothing but stellar performances and truly path-breaking that will encourage other female students from these areas to follow suit. This, the college believes is credible empowerment, where the students can go out in society as examples worth emulating, and the institution takes immense pride in being a part of this journey and doing the needful to make their path free of obstacles.

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

# 5. CONCLUSION

## Additional Information :

The College offers education in the Distance mode through Indira Gandhi National Open University and Netaji Subhas Open University. Both Post Graduate and Bachelor's degree programmes are offered through these two universities.

## Concluding Remarks :

The institution intends to uphold a value structure that would enable all the stakeholders to adhere to highest standards of honesty and integrity. The college is steadfast in its commitment towards maintaining the codes of conduct that it has set for itself and its beneficiaries. The faculty members, students and the other staff of the institution are expected to live upto the standards, and strict censure and appropriate disciplinary measures would be recommended in case of any breach.