



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAGARDIGHI KAMADA KINKAR SMRITI MAHAVIDYALAYA

**SAGARDIGHI KAMADA KINKAR SMRITI MAHAVIDYALAYA SAGARDIGHI,
WEST BENGAL, INDIA**

742226

www.skksm.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A general degree college was established amid serene and natural beauty of an old lake called 'Sagardighi' named initially after the place as 'Sagardighi Mahavidyalaya' at of P.O+P.S:- Sagardighi,, Dist- Murshidabad, West Bengal, India, Pin-742226 with effect from 2008-09 academic year under the West Bengal Colleges Act 1978 vide G.O. No. 414-Edn(C.S.)/4C_30/08 dated 4th July 2008 with the subjects of Bengali, English, History, Political Science and Philosophy in the general stream and affiliated to University of Kalyani, Nadia vide affiliation order: RPS/Aff. Col/67/08(2), Dated : 29/07/2008. Later on this college was renamed as 'Sagardighi Kamada Kinkar Smriti Mahavidyalaya' vide G.O. No. 791-Edn(CS)/4C-30/2008 (Vol.I) dated 30th September 2013. The process of establishing the Institution was initiated by the local educationists with the help of the then local MP , Sri Pranab Mukherjee - the 13th President of India and Bharat Ratna who will be cherished for his impeccable service to the Nation.

Established in 2008, we offer a range of academic programs tailored to meet the unique needs and aspirations of our students, including skill development, and traditional academic disciplines. Our faculty, many of whom hail from similar backgrounds, are passionate about nurturing talent and fostering a culture of inclusivity and resilience. Institute adopts NEP 2020 w.e.f academic year 2023-24 and as per direction of affiliating university we are offering all 4 year UG programs. But the existing students of 2nd and 3rd year were admitted in 3 year UG program as per CBCS system.

At Sagardighi KKS Mahavidyalaya, we prioritize access to education by offering scholarships and support services to ensure that no deserving student is left behind. Through partnerships with local organizations and government initiatives, we strive to address the socio-economic challenges faced by our community and promote sustainable development.

Vision

Empowering the students to excel academically with skills and values, fostering commitment to innovation, social responsibility, and global citizenship.

The vision behind the establishment of this college is to enlighten the society of rural backward areas with knowledge and wisdom to inculcate socially responsible citizens who are academically bright, morally upright and globally innovative.

Mission

- To create an environment that embraces diversity, equity, and accessibility for all individuals.
- To develop a positive mindset and outlook on life. A positive attitude can help to overcome challenges and stay motivated. Believe in yourself and your abilities and prioritize self care activities.
- To strive for accessible quality education, achievement, and continuous improvement in all

endeavors.

- To encourage creativity, critical thinking, and adaptability to address challenges and drive positive change.
- To promote teamwork, cooperation, and mutual support to achieve common goals.
- To foster a sense of accountability, social responsibility, and environmental stewardship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Social inclusion: Institute prioritizes creating inclusiveness and welcoming environments that value diversity, respect cultural differences, and promote equity and social justice.**
2. **Providing opportunities for learning and collaboration among individuals from different backgrounds, which can enrich educational experiences and promote understanding and appreciation of diversity.**
3. **Fostering equitable access to education and opportunities for all individuals within their rural areas.**
4. **Institute serves as an important platform for advocacy and representation for these communities, helping to amplify their voices and address systemic inequalities.**
5. **Qualified young and enthusiastic faculty members.**
6. **Close Faculty-Student Relationships.**
7. **Transparent student admission policy.**
8. **Scholarship for socio-economically weak and also meritorious students.**
9. **Institution has strong ties to its surrounding communities to cater to the educational needs and aspirations of local residents.**

Institutional Weakness

1. **Limited academic and infrastructural resource**
2. **Teaching methods be improved with ICT enabled smart classroom**
3. **Lack of awareness and understanding faced by marginalized communities**
4. **Limited outreach and engagement**
5. **Lack of tailored support service**

6. Alumni participation and contribution

7. Subdued research activity

Institutional Opportunity

- 1. To serve and empower the underprivileged section of the society.**
- 2. To ensure equitable access to quality education.**
- 3. To bring the first-generation learner into the mainstream of modern education.**
- 4. To strengthen e-content resources to enhance the participation in virtual mode of learning and LMS.**
- 5. Mentoring system in implementation needs to be streamlined.**
- 6. Enabling to acquire marketable skills.**
- 7. Engaging the local community in participatory development initiatives.**
- 8. Supporting initiatives that preserve and celebrate cultural heritage of local communities.**

Institutional Challenge

- 1. A good number of students drop out due to different reasons like early marriage, socio-economic liabilities etc.**
- 2. Poor pass percentage**
- 3. Fund allocation for infrastructural development**
- 4. Indigent placement outcome**
- 5. Techno Connection.**
- 6. Learning ability of first generation learners is one of the concerns of this institution..**
- 7. Arrangement of teaching/non teaching staff against resignation and for students service**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Our college ensures adherence to the curriculum framework provided by the affiliating university, including core and elective courses, credits and academic schedules/calendar.
- We implement the course curriculum which is designed and periodically updated by the university.
- A group of qualified young and enthusiastic faculty members have adopted a student-centric teaching and assessment method to meet the vision of the institution. We follow the university's grading system and protocol for evaluating student performance through class tests, assignments as well as project work.
- Though there are adequate library resources, laboratories but Institute ensures their periodic upgradation and implementation of digital resources also.
- Our faculty members emphasize different cross-cutting issues to sensitize our students with the national and international concerns such as gender equality, environment and sustainability, professional ethics and human values.
- Besides the core course curriculum, the institute also offers the different add-on courses to enhance the students' employability and knowledge both socially and academically. Institute has the planning to offer five different add-on courses during each academic year tentatively. We are focussing on digital literacy, career counselling and also health and well-being.
- Institute promotes extracurricular activities that complement the academic curriculum, fostering students' overall development in line with the vision of this institute.
- We have officiated feedback collection from different stakeholders and their analysis guides us towards continuous improvement in teaching-learning methods and administrative as well as student support services.
- Students are encouraged to cross-disciplinary learning and collaboration to expose individuals to diverse perspectives and approaches. There are opportunities for individuals from different backgrounds to collaborate on projects and share insights. Institute is prone to recognize and celebrate creative achievements and contributions to inspire others and reinforce the value of creativity within the learning environment.
- We wish to improve ourselves continually to serve the society by providing better quality and holistic education.

Teaching-learning and Evaluation

- Institute ensures the transparency in students' admission which is in ONLINE mode. Program wise intake capacity is under jurisdiction of the Affiliating University and prevailing reservation rule of SC/ST/OBC/EWS category of students as per the State Government reservation norms.

During the last couple of academic years, we have on average nearly 58% enrolment, most of them are the first-generation learners coming for higher education.

- Institute adopts online teaching also besides the conventional teaching learning methodology. There are 17 furnished classrooms and few of them are also ICT enabled. Library resources are almost fully automated. We are looking forward to upgrading more with more e-resources.
- Presently out of 27 teaching staff, including Principal, we have eight teachers who have Ph.D. degrees, five with M.Phil. and one is in the process of completing their Doctoral research, few are going to get enrolled in PhD program.
- Students are assessed through periodic internal examinations and/or assignments as well as project reports. Students' Grievance Redressal Committee are there at our institutional level to address their grievance, if any. The Affiliating University conducts end semester examinations. Enrolments for end semester examinations are processed by the student in online mode and there is also an institutional help desk. The venue/examination centre, normally other nearby College, is decided by the University and the answer scripts are checked by the examiner selected by the university and results are timely published by them.
- We have well qualified full-time teachers against the sanctioned posts but are struggling with about one teacher per 40 students.
- The Pos and COs are uploaded on our institutional website and teachers also communicate with the students during classes.
- Institute promotes a student mentoring system to counsel/support the students.

We are worried about the average Pass percentage which is around 54%. But to make Education Inclusive we welcome the students of different socio-economically and academically backward classes who attain the minimum qualifying marks as set by the University. They are New for the Semester and CBCS system and are difficult for them to cope with. Our teachers are working hard for improvement in this regard.

Research, Innovations and Extension

- Presently out of 27 (including Principal) teaching staff, we have eight teachers including a Principal who are in possession of Ph.D. degree, five with M.Phil. and two are in the process of completing their Doctoral research, few are going to get enrolled in PhD program. We have started to augment the research facility in the science laboratory. Within limited resources they mark their effort to contribute in peer reviewed journals and books. To overcome the limitation of resources we are trying to collaborate with different academic and research institutes. We already have success in a few cases. We are inspiring the students to involve in different project work also. After implementation of NEP, no doubt, we need to work hard in these areas. Students are encouraged to cross-disciplinary learning and collaboration to expose individuals to diverse perspectives and approaches. There are opportunities for individuals from different backgrounds

to collaborate on projects and share insights. Institute is prone to recognize and celebrate creative achievements and contributions to inspire others and reinforce the value of creativity within the learning environment.

- We are lagging in arranging seminars/workshops. Very few we have managed to arrange in collaboration. Recently we have started to arrange departmental seminars focusing the involvement of in-house students and faculties. We hope we will move it to a higher dimension soon.
- Extension activities are supplemental tasks that extend learning beyond the standard curriculum. It can significantly enrich the educational experience by promoting a more in-depth, engaging and applied approach to learning. Our NSS team is involved in extension activities throughout the year. They involve nearby school students and community in different awareness program and also day celebrations. NSS team during Covid Period (2021-22) had organized vaccination program and total 250 students of college as well as nearby area were vaccinated. Under extension activities, we have plan to organise
- Awareness Program on health and wellness for child and mother
- Road safety awareness rally
- Awareness program on tree plantation
- Involvement of local underprivileged children in different Day Celebration
- National Doctors Day
- Red ribbon activities
- UBA activities

Infrastructure and Learning Resources

Starting the journey in the year of 2008, this college is now facilitated with Administrative office rooms, Teachers room, Library, separate common room for boys and girls students, with indoor game facility and also 17 spacious classrooms. A few of them are ICT enabled. We have plans to provide more ICT enabled classrooms and a Classroom with live streaming facility. There are Chemistry and Physics Laboratory with adequate equipment as required for the students as per affiliating university curriculum. At every floor there are toilets for the students as well as staff and are cleaned regularly. The seminar hall which is ICT enabled and equipped with projector, sound system and Wi-Fi access, is used for special lectures, departmental/institutional seminars and other internal programs. There are notice board, several magazine boards where students display their creative talents. There is a water cooler to provide RO enabled purified drinking water and also one Water Purification Plant. The college possesses a well-furnished, automated, open-access library with nearly 4800 books and more than 2500 e-books and other e-resources and newspapers both in English and Bengali. To cope up with modern technology all the Departments have access to computing facilities with internet connection and Wi-Fi facility. We

are focusing on enhancing computing facilities for students as well as staff.

Our library is automated fully with Integrated Library Management Software KOHA. The library has OPAC for online catalogue search, which facilitates remote searching. The circulation process has also been automated. Books as well as library membership cards are tagged with barcodes to ensure seamless circulation through barcode scanners. Students can access the Library OPAC and online library service through the college website.

The library premise is under CCTV surveillance. We don't have any sanctioned Librarian Post but the Governing Body has deputed one library assistant who is guided by a full team of Library committee. They work hard to orient the students with the automated ILMS.

Student Support and Progression

This college is a destination for different kinds of students. We reserve the seats for SC, ST, OBC, and also for economically weaker sections following the state Government reservation policy. The college is located in a rural area where the socio economic condition of the people are not good enough, then too the parents are sending their wards for higher education and during the last five academic years enrollment percentage around 60% more than 70% of which are girl students. About 80% students continue their higher education with different types of scholarship. But a good number of drop out students is our matter of concern. Though there are mostly female students and a number of them are married, during the last couple of years we have had more than 50% pass out students and a good number of them are pursuing higher education.

We are continuing to enrich our students with different extra-curricular training like Yoga, Karate, health and Hygiene for child and mother, language skill as well as computing skill. We have noticed their interest and also realized we have to improve such facilities gradually.

There are indoor as well as outdoor games for the students. After the lock down period of Covid-19 again we have started to arrange Annual Sports Meet but participation is not satisfactory, specially of girl students.

Recently our career counselling cell has started to arrange different special classes for interested students, where other than in house faculty members, external experts from collaborating institutes are also invited.

Just last couple of years we have succeeded to assemble a good number of Alumni students for interaction but till now the we could not manage the Registration as 'Alumni Association' but the matter is under consideration.

Governance, Leadership and Management

Governing Body (GB) is the highest authority of this Institute. All the major decisions regarding academic and infrastructural development, administrative and financial governance come under jurisdiction of our GB. It is noteworthy that the GB accepts the suggestions and recommendation of Teachers' Council, IQAC for consideration while designing the future policy. Our teaching/non-teaching

staff, being members in different committees, have been entrusted for monitoring and smooth implementation of various academic and administrative policies. To ensure accountability, effective management of resources, and the proper implementation of different policies, the institute adopts a strategic plan which evolves around academic, administrative and societal obligations.

Teaching methodology in this institute prioritizes the needs, interests and learning styles of students. Teachers' council prepare a tentative academic calendar which outlines the important dates and events within an academic/calendar year. It serves as a guide for all stakeholders to plan and organize their academic commitments and activities effectively. Institute adopts a student mentoring system which deposes a faculty member as mentor for a group of students to navigate their academic and sometimes personal challenges and encourage them to achieve their goals.

HODs meet with faculty members periodically to follow up the academic progress and also curriculum updates, faculty concern, student progress, upcoming events, and administrative announcement, if any. Feedback is crucial for continuous improvement in any educational setting. This institute implements a feedback mechanism to ascertain the teaching effectiveness, course content, program structure and any other aspects of the department's operation. We welcome criticism from the parents and also local intellectual personalities to serve this society with better quality education. Though there are tremendous financial issues, a regular financial audit provides the stakeholders insights into the institution's financial health and helps to ensure transparency and accountability in its operations.

Institute provides a safe and supportive environment where individuals feel valued, respected and included. It has implemented zero-tolerance policies for discrimination and harassment. There are diverse representations at all levels of the organization including leadership and decision-making bodies. Faculty members and staff contribute positively to ensure the evolving needs of both individuals and society as a whole.

Institutional Values and Best Practices

Institute believes in fairness and impartiality in the treatment of individuals regardless of their gender, religion and caste. It involves ensuring that everyone has access to the same opportunities, resources and rights. Gender equity aims to create a more just and inclusive society where everyone has the chance to thrive.

Women empowerment is crucial for achieving gender equality and social progress. Institute ensures equal opportunities and representation for women in all aspects of campus life including education and decision making. It's about recognizing and challenging the systematic barriers that hold women back and promoting their autonomy and agency. We don't have any institutional committee where there is no representation from women faculty or students. HOD, Coordinator/Conveners, Governing body everywhere the institute has ensured women representation. We are committed to promote inclusiveness, harmony and women empowerment.

Humanity plays a key role in uniting people through shared beliefs, practices and moral codes. It creates a sense of community and belongings. We believe in humanity and moral teaching that govern behaviour. Religion remains a central aspect of human culture and identity, continuously evolving with societal changes while still providing meaning and purpose for people worldwide. We focus on interfaith dialogue to promote understanding and peace between different religious groups. We practice to bring a

positive change in the attitude and focus on equity among all within the college community and beyond.

Promoting equity in college involves various steps, such as:

- 1. Equal Access to Education: Ensuring equal access to education for all genders, including scholarships and support programs.**
- 2. Creating Inclusive Policies: Implementing policies that prohibit discrimination based on gender and promote a safe and inclusive campus environment for all students and staff.**
- 3. Addressing Gender Bias: Providing training and awareness programs to address gender bias among faculty, staff, and students.**
- 4. Support Services: Offering support services such as counselling, mentorship programs, health and wellness program, self-defence training and childcare facilities to help students balance academic and personal responsibilities.**
- 5. Representation: Increasing the representation of women in leadership positions, faculty roles, and decision-making bodies within the college.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAGARDIGHI KAMADA KINKAR SMRITI MAHAVIDYALAYA
Address	Sagardighi Kamada Kinkar Smriti Mahavidyalaya Sagardighi, West Bengal, India
City	Sagardighi
State	West Bengal
Pin	742226
Website	www.skksm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sibaprasad Maity	03483-268966	8293398981	-	sdg.mahavidyalaya@gmail.com
IQAC / CIQA coordinator	Ujjal Mandal	03483-	8641830159	-	ujjalmandalh@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	Sagardighi Kamada Kinkar Smriti Mahavidyalaya Sagardighi, West Bengal, India	Rural	1.66	5600

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,Arabic,Arabic Major	48	XII Pass	Bengali	33	6
UG	BA,Bengali,Hons in Bengali	36	XII Pass	Bengali	45	0
UG	BA,Bengali,Bengali Major	48	XII Pass	Bengali	192	163
UG	BA,Education,Education Major	48	XII Pass	English + Bengali	138	116
UG	BA,English,Hons in English	36	XII Pass	English	30	0
UG	BA,English,English Major	48	XII Pass	English	110	33
UG	BA,History,Hons in History	36	XII Pass	English + Bengali	45	0
UG	BA,History,History Major	48	XII Pass	English + Bengali	165	144
UG	BA,Philosophy,Philosophy Major	48	XII Pass	English + Bengali	165	68
UG	BA,Political Science,Political Science Major	48	XII Pass	English + Bengali	138	93
UG	BA,Sanskrit,Hons in Sanskrit	36	XII Pass	Bengali,Sanskrit	30	0
UG	BA,Sanskrit,Sanskrit	48	XII Pass	Bengali,Sanskrit	38	6

	Major					
UG	BSc,Chemistry,Chemistry Major	48	XII Pass	English + Bengali	33	10
UG	BSc,Physics, Physics Major	48	XII Pass	English + Bengali	33	5
UG	BSc,Mathematics,Mathematics Major	48	XII Pass	English + Bengali	33	1
UG	BSc,General Course,	36	XII Pass	English + Bengali	30	0
UG	BA,General Course,	36	XII Pass	English + Bengali	800	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				0				0			
Recruited	1	0	0	1	0	0	0	0	6	4	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	13	4	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	1	0	4
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	5	1	0	7
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	11	5	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	226	0	0	0	226
	Female	438	0	0	0	438
	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	40	42	55	60
	Female	76	56	78	57
	Others	0	0	0	0
ST	Male	7	8	7	3
	Female	10	6	10	4
	Others	0	0	0	0
OBC	Male	41	27	54	58
	Female	66	51	88	74
	Others	0	0	0	0
General	Male	94	45	83	111
	Female	168	136	149	177
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		502	371	524	544

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute offers different multidisciplinary courses to combine elements from different academic disciplines to provide a comprehensive learning experience. These courses aim to bridge gaps between fields, fostering a holistic understanding and encouraging innovative thinking. As per the guidelines of affiliating university i.e. University of Kalyani, with effect from academic year 2023-24, the students of this institution are to select one multidisciplinary course from below mentioned broader discipline separately in three successive semesters: a) Natural and Physical Sciences b) Mathematics, Statistics and Computer Applications. c) Languages, Humanities and Social Sciences. d)</p>
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	<p>Library, Information and Media Sciences. e) Commerce and Management. These courses are designed to equip students with diverse skills and perspectives, preparing them to tackle complex, real-world problems. The students are not allowed to select more than one course from the same broader discipline in 3 successive semesters. Students are advised not to choose or repeat course(s) already at the (10+2) Level</p>
2. Academic bank of credits (ABC):	<p>As per NEP 2020, the Academic Bank of Credits (ABC) system has been adopted by this institution to facilitate flexible and personalized learning pathways for students. It allows for the accumulation, transfer, and redemption of academic credits earned from different recognized institutions. About 93% of our students enrolled in different programs during the academic year 2023-24, are bearing ABC ID. It is noteworthy that University of Kalyani has taken timely initiatives in this regard for its effective implementation.</p>
3. Skill development:	<p>Different 'Skill Enhancement Courses' (SEC) are designed by the affiliating universities to improve specific skills that are valuable in professional and personal development. All the enrolled students of this institution go through the SEC paper in different semesters as per the curriculum as designed by the University of Kalyani. Other than the mandatory SEC paper as designed by the University, this institution has also initiated some measures involving our Career Counselling Cell under IQAC for development of the underprivileged youth for providing skill development training for making them job ready through collaboration with other institution and/or with approved training partners of National Skill Development Corporation (NSDC). Institute also offers different Add-on courses in line with this purpose using local resources e.g. vermicomposting, mushroom cultivation, plantation of medicinal plants.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Being an affiliated college, there is very limited flexibility in designing course curriculum but the departments thoughtfully integrate the Indian knowledge system into the college curriculum such that students can gain a deeper appreciation of India's rich heritage and apply this knowledge in innovative and meaningful ways in their academic which can cover various aspects such as literature,</p>

philosophy, history and science and also professional lives. Indian literature includes classical epics as well as a vast body of poetry, drama, and prose in various languages. Sanskrit, the ancient language of India, is the medium through which much of the Indian knowledge system has been transmitted. It is also the basis for the study of linguistics in India, with significant contributions to grammar and phonetics. Institute offers courses in Sanskrit and other regional languages like Bengali, Arabic to help students access primary texts and understand the linguistic heritage of India. Indian philosophy places a strong emphasis on dharma/duty/ righteousness and ethics, guiding individuals in leading a moral and fulfilling life. Vedas and Upanishads are the ancient texts that form the foundation of Indian philosophy. We offer dedicated courses on Indian Philosophy and integrate philosophical discussions into the courses on ethics, history and literature. We have incorporated practices like yoga and meditation to complement theoretical learning which involves physical postures, and focuses on mindfulness and inner peace. Ayurveda is the traditional system of medicine in India, which focuses on holistic health and wellness. It emphasizes the balance of body, mind and spirit and uses natural remedies, diet and lifestyle practices for healing. To raise awareness about the various benefits of it, our 'Nature Club' in collaboration with 'Health and Wellness Club' continues their campaigning and also has taken timely initiatives to nurture different medicinal plants in their 'Herbal Garden'. Basic elements of Ayurveda are also taught to the interested students, specially Sanskrit. An herbal garden with more than 20 varieties of medicinal plants has been maintained for study on plant based drugs and to encourage students about its medicinal values as well as uses. The medicinal plant garden has been created for the cultivation and preservation of important medicinal flora. The garden has been making significant practical contribution to manifold the effects of Nature on human being. It has been instrumental in cultivation of medicinal plants and specimens and carrying out research on active plant-ingredients. We are trying to collaborate with local society/NGO who are actively working with regional history and heritage.

5. Focus on Outcome based education (OBE):

The respective departments have formulated their

	<p>Course Outcomes (COs) and Program Outcomes (POs) as per the course contents outlined by the affiliating university and the same have been displayed on the College Website (https://skksm.ac.in/Po-co.aspx). Teachers also discuss COs and POs with their students during the lectures and accordingly deliver their lectures. Many college events are outlined with the proposed outcomes.</p>
6. Distance education/online education:	<p>Covid-19, lockdown and the restrictions on the in-campus physical activity had taught us to move overnight to the Online mode of teaching using mostly Google Meet sometimes Zoom platform. Covid-19 has left us but we could not leave the online classes and/or virtual communications. We are now practicing hybrid modes of teaching and also communications. Students nowadays are also interested in accessing e-resources. Links to various e-resources are available on the Library page in our college website (https://skksm.ac.in/Library.aspx). We are collaborating with different institutions for academic interest and we are dependent on an online mode of lectures delivered by different experts of different institutions using e-platform only. This online mode of teaching facilitates our students to enjoy the expertise of esteemed faculty of different collaborating institutes also.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Whether the Electoral Literacy Club (ELC) has been set up in the College? Campaigning for electoral literacy was going on regularly by the NSS team but Sagardighi K.K.S. Mahavidyalaya has constituted an Electoral Literacy Club (ELC) literally on 25th January i.e. National Voter's Day, 2023.</p>
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?	<p>The members of ELC are being nominated by the college as a students' coordinator and co-ordinating faculties. Members of ELCs are representatives of their respective classes with given emphasis to gender-parity.</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	<p>ELC of Sagardighi KKS Mahavidyalaya has organized various programmes and took initiatives</p>

<p>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.</p>	<p>like: 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.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC of SKKSM had initiated awareness drive programmes in collaboration with NSS Unit of Sagardighi KKS Mahavidyalaya at Sagardighi Block, Murshidabad, W.B. The Department of Political Science plays a vital role in this regard.</p>
<p>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.</p>	<p>Every year ELC figures out/identifies students from the college Data-base and provides them with counseling regarding the voters-enrollment process. As to whom to approach, what documents are required to enroll.</p>

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
1024	1063	829	505	441

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 11

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
8	8	8	8	8

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
31.47	18.53	10.70	17.94	17.60

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 institute, being affiliated to the University of Kalyani, ensures adherence to the curriculum framework provided by the affiliating university, including core and elective courses, credits and academic schedules/calendar. We implement the course curriculum which is designed and periodically updated by the university.

Curriculum Planning and Delivery:

The college has a systematic planning to ensure the effective curriculum delivery. A discussion is held before commencement of each academic year to formulate a strategy so that curriculum delivery is done in a manner in tune with the vision and mission of the college. The Academic sub-committee then meets and prepares a detailed roadmap for effective curriculum delivery. The Teachers' council plays an important role in this regard. The members of the council sit together and chalk out a tentative academic calendar, discuss load distribution, and accordingly class routine/time tables are prepared by the routine committee. Teachers use different teaching methods- question-answer, narration, project and lecture as per the requirement of their subject. Every Faculty member provides the list of text and references books to the library for purchase, if required.

An Academic Calendar (<https://skksm.ac.in/Academic-calendar.aspx>) is prepared according to the guidelines provided by the University of Kalyani. It includes important timelines like commencement of classes and tentative schedule of internal examinations. Institute also focuses on other activities like seminars, invited lectures, tutorial and remedial classes, commencement and result declaration of internal college evaluation, parent-teacher meetings, field trips, excursion, etc. The college takes every care so that the planned activities are held in due time.

Syllabus/course module is distributed among faculty members on discussion in departmental meetings. Faculty members prepare semester-wise teaching plans to maintain balance between the syllabus and the available time. The institute plans to upload the teaching plan on the college website and/or library portal which the students can access easily.

Internal Assessment:

The evaluation of the students is done based on continuous assessment. There are two internal examinations in a semester, viz. C1 and C2. The teachers of the departments inform students about the modalities of continuous assessment activities at the start of the academic year and also before

respective examination. The first component (C1) of assessment is based on class attendance, class test and/or assignment. Before 1st class test about 30% of the syllabus is planned to cover. Similarly, the second component (C2) of assessment based on 70% of the course content and/or seminar and project report submission.

Appearing both in C1 & C2 is mandatory for every student. If due to some unavoidable circumstances, a student fails to appear in any of the internal examinations, he/ she has to apply for a retest or submission/re-submission of assignments and/or project reports, as the case may be.

In order to ascertain the compliance of academic calendar by the departments, IQAC plays as important role. Considering the local socio-economic condition, we are planning to install LMS, and also hybrid mode of teaching which the students can access as per the convenience.

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: 21

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 8.36

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
121	45	0	99	58

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 syllabi of University of Kalyani itself includes different cross cutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability into different courses.

- 1. Professional ethics** is included in the course of Philosophy that includes Medical ethics.
- 2. Gender issues** are included in UG syllabi of Sanskrit, History, Arabic, Philosophy, Political Science, Education and English. The courses shed light on women's education and inequality and women empowerment. It focuses on their role in contemporary literature and social reforms.
- 3. Human values and human rights** are included in UG course of Philosophy, History and Education.
- 4. Environmental sustainability** is addressed in different courses of Chemistry, History and Education. The syllabi focus on different dimensions of environment ranging from ecology, biodiversity, sustainable development, renewable energy, and green chemistry.

Mandatory Environmental Studies Course is included in Ability Enhancement Compulsory Course under CBCS curriculum.

Apart from the formal syllabus, the college makes every effort to integrate these crosscutting issues in day-to-day-teaching and sensitize students to meet the challenges of gender inequity, environmental crisis, and erosion of human values in society.

They are sensitized regarding the imperatives of sustainable environmental practices and Gender equality through celebrations like World Environment Day, Human Rights Day, and International Women's Day. The women's cell of the college regularly organizes awareness programmes, talks on gender issues.

Human values are fostered through NSS activities like flood relief, donation of clothes, books, stationeries.

The environmental studies department along with NSS and the Nature Club regularly organizes events to spread awareness regarding environment and sustainability.

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: 42.97

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

Response: 440

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: C. Feedback collected and analysed

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57

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
544	860	524	371	494

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
980	980	980	980	980

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 57.13

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
226	364	257	176	231

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
439	439	439	439	439

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 128

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:

College adopts student centric methods to enhance the learning experience for the students. As part of the curriculum, field trips are encouraged for students of Environmental Science, as a mandatory requirement for project work. Students participate in different debate, quiz competitions. Students in the science departments performs laboratory experiments based on their theoretical knowledge.

A number of departments supplement their classroom teaching by other participative learning and visits to museums, places of historical interest and archaeological sites.

Students are encouraged to contribute in students' magazines to polish and showcase their writing skills.

Students regularly encouraged in Mock Parliaments in different institutions and there is also an Electoral Literacy Club (ELC) which celebrates national voters' day to acquaint the students with the democratic process.

Different Value-added courses have been designed by different departments for the students and the participation of students in those courses have been very encouraging. In the remedial classes, the teachers interact with the students to discuss topics already taught in the class to gauge the student's level of understanding of the topic.

ICT tools are being increasingly adopted in the teaching learning process. The College has a Wi-Fi enabled campus to help better spreading of information. ICT tools and platforms (WhatsApp, Google Meet, Google Classroom, Zoom etc.) were widely used for successfully running the classes during the pandemic period.

In offline classes also, there is now a growing use of e-resources and ICT tools. It has enhanced creativity and active participation of the students. College is going to introduce a Learning Management System (LMS) software where different study materials, ppts, video presentations are time to time might be uploaded. Learning resources for competitive examinations (in interactive mode) are also in our plan.

The college has an Automated Library with KOHA facility that enables the students to find the availability of books easily. The library also provides accessibility to e-resources through INFLIBNET to teachers and students. The library has a dedicated Application in Google Play Store that helps in accessing information from anywhere in the world, easy search and retrieval of information, etc. Along with ICT enabled classroom in our College and an automated library and different e-resources have clubbed to enhance the curiosity for experiential learning.

Students are encouraged in different extension activities, excursion specially in the places of historical importance, project work, Laboratory work- specially for science faculty, all these student centric activity upholds their interest towards academic activity.

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: 80

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
10	10	10	10	10

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: 100

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
8	8	8	8	8

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
Provide Links for any other relevant document to support the claim (if any)	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 affiliating University follows the semester system with effect from the academic session 2018-19. There is a provision of internal assessment along with End semester examination as external assessment. Our college arrange internal exam at least twice per semester and/or assignment submission and/or project report submission as the case may be. Students can review their answer scripts of their class test copy on consultation of class teachers, and the grievances, if any resolved thereafter. Answer scripts were shown to students discussing the shortcomings of individual students in class. and the result were displayed on departmental notice board. In case it is not resolved at the departmental level, it is referred to the Examination Committee. Parent-teacher meetings were arranged to apprise them of their wards' performance. If they are not satisfied, they can approach to head of the department and/or Principal directly.

The University introduced CBCS since 2018-19. In this system, about 20% of marks are awarded through internal evaluation and the rest 80% is awarded by external examiners in the end-semester examination. For individual subject, out of the 20% marks awarded for internal evaluation, 1/3 rd is allotted for attendance, and the rest is allotted for internal examination/ project/Assignment. Monthly attendance is calculated by the departments and intimated to the students. Mentors discuss the issue with students with low attendance, suggestions are provided and appropriate steps are taken, wherever required. The internal assessment is mostly arranged centrally, and schedule is intimated to the students through notice in website, social media and also college notice board. Marks are submitted by respective departmental faculty online in University portal.

End semester examination is scheduled and arranged by affiliating university. Venue of the examination is different from students own college. Enrolment process of examination is completely online. In case of university level end-semester examination, any grievance of students is communicated by the college

to the University authority. If a student is dissatisfied with his/her marks, he/she can apply for review of his/her answer script as and when required by the University after paying the prescribed fee. The University provides the photocopy of answer sheets to students against Right to Information (RTI) and takes adequate steps for redressal.

File Description	Document
Upload Additional information	View 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 curriculum of all the programmes is framed by the University of Kalyani and Sagardighi K.K.S Mahavidyalaya strictly adheres to the curricula. The Program Outcomes (POs) and Course Outcomes (COs) are framed by the departments. These are published and displayed through College Website, and discussed during class room interactions. Laboratory work, Faculty meetings, Academic committee, Teachers' Council, IQAC meetings and Library awareness programmes etc.

While addressing the students, the HODs create awareness on POs, and COs and generate awareness about the need to attain the outcomes. Program specific outcomes (PSOs) are the descriptions about specific skill requirements and accomplishments to be fulfilled by the students. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation. Course outcomes (COs) describe the essential and enduring disciplinary knowledge, abilities to be attained by the students.

As the learning outcome of individual programmes and courses are not clearly defined by the University, every department of our College takes care to identify the learning outcomes from the courses. The institution has framed programme outcomes for Humanities and Science streams.

The Departmental Teachers along with the members of the IQAC formulate the learning outcomes keeping in mind the UGC guidelines and the directives of the National Education Policy.

Teachers spell out the learning outcomes of the course at the beginning of each semester. Thus, students are made aware of the expectations of the course at the very outset. The course outcomes are also given

to the students at the time they are given the class schedules. Thus, every student is made aware of the same.

The outline of the program outcomes is mentioned in the Orientation Programme for the newly admitted students on the day of commencement of an academic session. The details of the outcomes that are expected from each course are explained in the Departmental Orientation Programmes.

File Description	Document
Upload Additional information	View 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:

Attainment of Programme outcomes and Course outcomes are evaluated by the institution in different ways. In strict adherence to the guidelines of University of Kalyani, apart from the end-semester examinations, Sagardighi K.K.S Mahavidyalaya conducts internal examination consisting of attendance (1/3rd) and Internal Assessment (IA) (2/3rd) and/or Practical examination (20% for practical based subjects).

In addition, Sagardighi K.K.S Mahavidyalaya also conducts continuous internal evaluation through class tests, discussions, project-based assignments, which helps to gauge the course outcomes and provides opportunities to students for improvement. Practical examinations and viva-voce/group discussion in several curricula enables evaluation of the learning outcomes more objectively.

After identifying the academically weak students, departmental meetings are held to determine appropriate measures like arranging remedial classes for them.

The students who receive the highest marks in the University examination are awarded, so that it boosts their morale and motivates others to perform well.

Direct Method of evaluation:

This involves the analysis of the performance of the student in the end of course university examinations. It contributes 80% to the attainment.

Indirect ways to evaluate course outcomes:

Indirect attainment contributes 20% based on their performance in the internal examinations arranged by

the college and also different curricular and extra-curricular activities.

Attainment level score is calculated for each course by combining 80% of direct method score and 20% of indirect method score.

Another indirect but efficient way to measure attainment of course and programme outcomes is to keep an eye on students' progression to higher studies and their placement. For, success in competitive examinations and entering the job market requires considerable knowledge of the subject as well as power of critical thinking and logical analysis. But we couldn't implement it still now. Very few of our students graduating with honours, pursue post-graduation programmes in different universities. We are struggling to bring the socio-economically weaker students in the main stream of education and also keep them involved up to three/four years of undergraduate courses.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 66.82

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
68	110	45	40	27

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
174	119	63	47	31

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: 3.14

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[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:

Sagardighi K.K.S Mahavidyalaya has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge response. Research and Development Cell has a vibrant Innovation and Incubation Committee to provide incubation support to the budding entrepreneurs. The office staff supports the administrative part. The college also has an active entrepreneurship development Cell viz. Incubation Cell. Both the cells have started their journey during the academic year 2023-24. It inspires the budding entrepreneurs to float their own venture through various seminars and workshops. Eminent entrepreneurs are often invited to motivate the young students. The college is trying to explore with Industry academia interactions, and alumni interactions to motivate students to inculcate the spirit to be good entrepreneurs. Even the stakeholders are involved in the grooming session of the students. Every faculty member encourages students to participate in National and International competitions by government and private institutes. It also helps in creation and transfer of knowledge. There are initiatives for dedicated research laboratories for teachers who are pursuing research. The college has

signed a MoU with other colleges for promoting research activities/collaboration. Linkages and MoU with reputed colleges have been established for teacher and student exchange, taking up projects together, arranging the programs and organizing activities as well as library sharing.

The Research Cell encourages teachers to write and apply for Major and Minor Research Projects. For writing papers in national and international journals and to present papers in conferences, college has a policy to support financially. This Cell is keen to sensitize students and teachers towards culture of innovation, ecosystem of creative and innovative thinking. The Research Cell also has started to arrange various seminars, conferences and workshops. Well-equipped library of our college helps the researchers by providing research journals and few more online and offline facilities to carry on their research smoothly but lagging with software for plagiarism check.

Within huge financial constraints our young faculty members are trying to develop a collaborative research environment involving College students and also faculty members of other institutions. Science faculty has already initiated collaborative research with other higher education institutions and also published a few papers in reputed international journals during academic year 2023-24 onwards.

File Description	Document
Upload 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: 3

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
0	3	0	0	0

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: 1.09

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
5	3	2	1	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
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: 1.36

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
12	0	1	0	2

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

Extension activities are supplemental tasks that extend learning beyond the standard curriculum. It can significantly enrich the educational experience by promoting a more in-depth, engaging and applied approach to learning. The outcome of extension activities include:

1. Increased Engagement: Extension activities make learning more interesting, helping students to stay motivated and enthusiastic not only about the subject but also about the society.
2. Improved Collaboration and Communication: Extension activities involve group work which can enhance the student's ability to work collaboratively and communicate effectively.
3. Personal Growth: Engaging in challenging tasks help students build resilience, self-confidence, and a growth mindset, recognizing the value of effort and perseverance.
4. Creativity and Innovation: Extension activities often encourage creative thinking and innovation, allowing students to explore different ideas and solutions.

Our NSS team involve in extension activities through out the year. They involve nearby school students and community in different awareness program and also day celebrations. NSS team during Covid Period (2021-22) had organized vaccination program and total 250 students of college as well as nearby area were vaccinated. (<https://skksm.ac.in/Pdf/NSS/Activity/2021-22/2.%20N.S.S.%20Vacination%20Camp%20Covid-19%2005-10-2021.pdf>)

(<https://skksm.ac.in/Pdf/NSS/Activity/2021-22/3.%20N.S.S.%20Special%20Covid-19%20Awar.%20Prog.%20%2008-01-2022.pdf>)

They arrange health screening camp regularly (<https://skksm.ac.in/Pdf/NSS/Activity/2022-23/6.%20N.S.S.%20Observation%20Of%20Nss%20Day%2024-09-2022.pdf>)

NSS team visit nearby community to celebrate Literacy Day each year (<https://skksm.ac.in/Pdf/NSS/Activity/2022-23/5.%20N.S.S.%20International%20Literacy%20Day%2008-09-2022.pdf>). We can not express the happiness of ours when we would see their faces with full happiness and enthusiasm on returning from each activity. NSS team also organized ‘Care Initiatives towards Pregnant Mother’ of adopted village.

In fact, some of our extension activities are:

AIDS awareness Program

Awareness Program on health and wellness for child and mother

Awareness program on tree plantation

Involvement of local underprivileged children in different Day Celebration

National Doctors Day Celebration

etc

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:

College received various appreciations from the Government/Non-Govt. organization of West Bengal and others for its varied extension activities. Faculties were recognised for their contribution to the society at large by several prestigious organisations. The following awards are received to name a few

Students Award:

Rinki Naskar student of the session 2019-2020 secured third place in 400 mt. run in Inter-District Sports and Games Tournament 2018-2019.

Khushir Rahaman student of the session 2022-2023 secured second place in 1500 mt. run in Inter-District Sports and Games Championship, 2022-2023 with 4:47.03 second time.

Gausul Kaunine Razvi, Nobiul Mallik, Md. Ikbal Hossain, Mamoni Khatun, Susmita Sirin, Arpita

Pramanik, Bikram Sah, Pulak Mahara, Jannatara Khatun, Rehena Khatun participated in Block Level Quiz Competition with National Voter Awareness, 2022.

Faculty Award

Sri. Rajarshi Maity, faculty of English was awarded Samidh Sahitya Academy Award on 13th November, 2022 by Samidh Sahitya Patrika at Bangla Academy, Kolkata.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 7

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
3	3	0	0	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View 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: 18

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Starting the journey in the year of 2008, this college is now facilitated with Administrative block, Library, separate common room for boys and girls students, with indoor game facility and also 17 spacious classrooms. A few of them are ICT enabled. There are Chemistry and Physics Laboratory with adequate equipment as required for the students as per affiliating university curriculum. At every floor there are toilets for the students as well as teachers and are cleaned regularly. The seminar hall which is ICT enabled and equipped with projector, sound system and Wi-Fi access, is used for special lectures, departmental/institutional seminars and other internal programs. There are notice board, several magazine boards where students display their creative talents. There is a water cooler to provide RO enabled purified drinking water and also one Water Purification Plant. The college possesses a well-furnished, automated, open-access library with nearly 4800 books and more than 2500 e-books and other e-resources and newspapers both in English and Bengali. To cope up with modern technology all the Departments have the access of computing facility with internet connection and Wi-Fi facility.

File Description	Document
Upload Additional information	View 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: 12.4

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
8.52	1.06	1.05	0.36	0.94

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our library is automated fully with Integrated Library Management Software KOHA. The library has OPAC (<http://sgd-opac.kohalibrary.in>) for online catalogue search, which facilitates remote searching. The circulation process has also been automated. Books as well as library membership cards are tagged with barcodes to ensure seamless circulation through barcode scanners. Students can access the Library OPAC and online library service through the college website(<https://skksm.ac.in/Library.aspx>).

The library premise is under CCTV surveillance. We don't have any sanctioned Librarian Post but the Governing Body has deputed one library assistant who is guided by full team of Library committee. They work hard to orient the students with the automated ILMS.

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:

Our college has moderate IT infrastructure. We are in mood of regular upgradation. Considering the presence of girl students on roll and their security in campus we have adequate facility of CCTV surveillance system across the campus. All resources are monitored by 24×7 CCTV surveillance. We have enough Wi-Fi facility within the campus. Library has completely IT enabled automated accessing facility. To facilitate the cloud-based system, the desktops are connected through broadband internet connection of 150 mbps as well as Wi-fi. We started with internet connectivity of 20 mbps just five years back but it is now upgraded gradually to 150 mbps.

Admission, registration, enrolment for end semester examination, fees collection, all are facilitated in online mode. But we have realised that the students, specially girl students far away from tech-savvy to use the online facility smartly. So we are focusing towards computer literacy program along with conventional education. Considering the present roll strength, we will not deny that a greater number of computer/desktops is required to be arranged very soon and we are confident enough we will soon manage it.

Most of the administrative staffs have been trained with computer handling knowledge but they are trying to upgrade themselves as far as possible. Library staff has also been trained to use the facility of automated ILMS.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 170.67

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

Response: 6

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.43

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
3.44	1	1.23	0.98	0.50

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.72

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
898	769	656	377	263

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: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 0

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
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	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: 16.9

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
4	15	10	17	3

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
68	110	45	40	27

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

5.2.2

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

Response: 0

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
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 0.6

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

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

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:

Sagardighi KKS Mahavidyalaya has formed an Alumni Association as an extended part of its socio-cultural-academic enrichment. Although it is not registered but the commitment of our Alumni towards upgradation of academic, social and cultural sphere of Sagardighi KKS Mahavidyalaya is appreciable. The institution has an arrangement for conducting various meet with our Alumni though there is official Association. We have started our journey but we are optimistic about the activities of this Alumni groups.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governing Body is the highest policy making authority, and provides overall guidance and supervisions. However the institute believes in participative leadership/management which encourages employee engagement, collaboration and teamwork to improve institutional effectiveness and employee morale. The authority adopts decentralization policy in decision making, resource mobilization and in responsibilities. This policy aims to promote greater efficiency, responsiveness and accountability. In accordance with this policy representatives from both teaching and non-teaching staff are included in the Governing Body of the college and their valuable opinions are appreciated during decision making and policy designing and implementation. The Principal is the academic and administrative head of the institution. Head of the institution seeks input and feedback from employees, students, parents and other stakeholders at all levels of initiatives, involving them in goal-setting, problem-solving, and decision making leading to a more inclusive and supportive work environment. Apart from this there are IQAC, Teachers' Council and different sub-committee like Finance Committee, Admission Committee, Examination Committee, Routine Committee, Purchase Committee, Students' Grievance Redressal Committee, Anti-Ragging committee, Internal Compliant Committee, Planning and Maintenance Cell, SC/ST Cell, Disciplinary Committee, Student Free ship Committee, Career Counselling Cell, Research and Development Cell, Incubation Cell, Library Committee, sports committee, Leave Committee, Service book committee, PF Committee, etc. meet on regular basis and help to chalk out and implement the strategic plans of the institution. The decentralization of power is evident from the active participation of these committees in different institutional activities. The institute maintains the policy and proper planning through need-based analysis and/or consultation with the stakeholders. Internal GB members, HODs, IQAC coordinator, Bursar, Conveners of different committees along with Head of the Institution monitor the day to day functioning of the college academics and administration. Regarding academic matters administration emphasizes maximum to the recommendation of Teachers' Council. The HODs enjoy enough freedom to decide on the various academic and administrative activities pertaining to their department and delegate the responsibility to their departmental faculty members. The competent authority motivates and encourages the staff members to perform better and also appreciates their achievements.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College follows the rules and regulations as prescribed by University of Kalyani which is the affiliating University. The head of the institution in consultation with all departments, cells and committees assesses the previous outcome and draws a future plan of action. The plan prioritizes the roadmap of quality education for the holistic development of students and society. Being the higher education institution of category Grant-in-aid, the college also follows the directions of the State Government and also the UGC. The Governing body adopts the policies as per existing Government Orders as well as affiliating University statutes. The Governing Body of this institution ensures the planning of future development, its implementation and also effective management.

Principal being head of the institution is responsible for academic and administrative activities and also looks after the financial transactions. Bursar of the college is financial advisor to the Principal. The Finance Committee, based on expected availability of funds, decides on budget allocation under different heads of expenditure for the upcoming academic year considering the different departmental and institutional requirements as proposed by IQAC. The purchase committee monitors the tendering, order and related procurement process.

The process of recruitment and promotion of academic and administrative staff are governed by the norms as decided by Affiliating University, State Government and the UGC. The recruitment against sanctioned substantial teaching posts, as per directives of West Bengal Higher Education Department, is processed as per recommendation of the West Bengal College Service Commission. The appointment of teaching staff is guided in accordance with the College Teacher (Security of Service) Rules, 1977, read with The West Bengal University and College (Administration and Regulation) Act, 2017 and also rules and regulations as per Act/Statute/Ordinance of the University of Kalyani.

To achieve the goal College believes in a culture of participative management and distinct quality policy. The plan of development is reviewed as per the needs of learners and existing higher education policies of the state and UGC. The Principal, Secretary-Teachers' Council, IQAC Coordinator, internal GB members, Conveners of different subcommittee monitors day to day academic/administrative activities of the college. The various committee/sub-committee involve in monitoring and facilitating several academic, co-curricular, administrative and extension activities. This decentralization empowers individuals by distributing control, fostering transparency and it

also promotes inclusivity by allowing diverse voices and perspectives to contribute to decision making and governance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
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
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institute follows the guidelines and terms and conditions towards Career Advancement Scheme subject to fulfillment of required API scores as prescribed in the UGC Regulations 2016

and amendments thereof, for the teachers of this Government-aided College. Based on the teacher's self-assessment, API scores are considered across three different categories viz. a) Teaching, learning and evaluation related activities, b) Professional development, Co-curricular and extension activities. c) Research and innovative academic contributions. The minimum API score required by the teachers from these categories are different for different levels of promotion. The self- assessment score should be based on objectively verifiable records. It is finalized by the screening cum evaluation / selection committee.

Performance appraisal for non-teaching staff is made through the guidelines as prescribed by Govt. of West Bengal. The institute evaluates performance, conduct and also involvement in any unpleasant activity, if any, in this regard.

Institute adopts different welfare schemes for its employees. All female employees enjoy maternity leave, child care leave as per existing state government order. Institute follows the G.O. No.: 762-Edn(CS)/2L-10/08 Dated, the 3rd December, 2009 of Government of West Bengal, Higher Education Department C.S.Branch, Kolkata. All regular employees are benefited by the Provident fund scheme. Institute offers duty leave to attend seminars, conferences, FDP, RC, OP, and there is also the scope of study leave for advanced study and research. There is the provision for providing festival advance/ex-gratia to eligible non-teaching staff also as per availability of college funds.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	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: 52

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
13	18	5	2	1

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
7	7	7	7	7

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:

Sagardighi KKS Mahavidyalaya is a Govt. aided college. Salary for regular whole time teachers and non teaching staff is sponsored by the State Govt. of West Bengal and it is processed through the HRMS module of WBIFMS portal. Other than this main source of revenues are the fees received from students. Depending upon the financial situation these fees are reviewed time to time before commencement of the new academic year. Institute sometimes gets some endowment from Government and non-government agencies, most of which are used for Laboratory upgradation and/or infrastructural development. The main expenditure head include staff salaries and wages, utilities, general maintenance, maintenance and implementation of e-governance and e-learning resources etc. Surplus, if any, is protected in form of term deposit in some nationalised bank accounts. The major financial decision is considered and approved by the institute's financial committee and the Governing Body(GB). Institute restricts itself to the budget as approved by the competent authority for academic and administrative expenses. Our Purchase committee monitors the entire procurement process like tendering, comparative statement preparation through technical and financial evaluations, issuing purchase/work orders to eligible vendors with lowest quoted price satisfying our specification, installation and/or implementation etc. Payment is done after successful completion of the work. We try our level best to make the process transparent as far as possible and to utilise every rupee optimally.

Statutory audit is done regularly by the Auditor nominated by the Department of Higher Education, Govt. of West Bengal. And the internal audit is done by the auditor as nominated by the GB of the College. The audit reports are placed before the Governing Body for necessary analysis and action.

‘Sagardighi Kamada Kinkar Smriti Mahavidyalaya takes all measures to ensure the optimal use and mobilization of Resources. Being a Grant-in-Aid category college the salary is received from

Govt. of West Bengal and processed entirely online through the HRMS module of WBIFMS portal to employees. The different avenues, Government or non-government endowment, by which funds are received, are utilised optimally following transparent mechanisms and considering academic needs of the students.

The Bursar who is the financial advisor to the Principal, supervises all the financial matters of the college based on decision/approval of the Finance Committee. The Purchase Committee of the College looks after the entire procurement process. The committee evaluates potential vendors, products or services, and makes recommendations based on factors like quality, cost and suitability for the organization's needs.

Regular periodic Audit ensures reliability of the financial information, its completeness and compliance with accounting standards and regulations. The auditor in such cases is nominated by the Department of Higher Education, Govt. of West Bengal'.

File Description	Document
Upload Additional information	View 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:

IQAC formally came into the act from late December of 2022 but for a few years each stakeholder had some dream of providing quality education to the society. IQAC recognises primarily monitoring and ensuring the quality of academic and administrative activities. IQAC develops and implements quality enhancement strategies, conducts periodic assessments and evaluations and fosters a culture of continuous improvement.

IQAC takes a crucial role in close coordination with all Head of Departments (HODs). This collaboration ensures effective policy implementation. IQAC gathers data related to academic and administrative activities, while HODs provide department-specific data. Both entities work together to analyze this data for assessing performance and identifying areas of improvement.

In earlier years the feedback from different stakeholders were collected in discrete ways but IQAC is not only emphasizing on online feedback collection but also focusing on its analysis and implementation as required to impart quality education.

IQAC aims at enhancing the skill and competencies of students. It has introduced a Mentor-Mentees system across the institution, the practice enhances personal and professional relations, fostering learning growth and mutual support within organizations and communities.

Recently IQAC is working on green initiatives, aimed at promoting environmental sustainability. It focuses on use of LED light, installing renewable energy systems like solar panels and/or use of solar light throughout the campus. IQAC plans on composting organic waste and wishes to promote a recycling program for plastic, glass and other material to divert it from landfill. In brief energy conservation, water conservation, collection and management of biodegradable and non biodegradable waste are the main focus of our initiatives. Recently IQAC is working on green fields and herbal gardens of medicinal plants which may serve as valuable resources for promoting health and wellness, preserving traditional knowledge, and connecting students with the natural world.

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: C. Any 2 of the above

File Description	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

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:

Institute believes in fairness and impartiality in the treatment of individuals regardless of their gender. It involves ensuring that everyone has access to the same opportunities, resources and rights. Gender equity aims to create a more just and inclusive society where everyone has the chance to thrive.

Women empowerment is crucial for achieving gender equality and social progress. Institute ensures equal opportunities and representation for women in all aspects of campus life including education and decision making. It's about recognizing and challenging the systematic barriers that hold women back and promoting their autonomy and agency.

We are committed to promote inclusiveness, harmony and women empowerment. We practice to bring a positive change in the attitude and focus on equity among all genders within the college community and beyond. Promoting gender equity in college involves various steps, such as:

- 1. Equal Access to Education: Ensuring equal access to education for all genders, including scholarships and support programs.**
- 2. Creating Inclusive Policies: Implementing policies that prohibit discrimination based on gender and promote a safe and inclusive campus environment for all students and staff.**
- 3. Addressing Gender Bias: Providing training and awareness programs to address gender bias among faculty, staff, and students.**
- 4. Support Services: Offering support services such as counseling, mentorship programs, and childcare facilities to help students balance academic and personal responsibilities.**

There is a separate Girl's common room having a sanitary napkin vending machine and incinerators in the common room and also at their Toilet, creche and other necessary facilities. CCTV cameras are installed within the college premises for continuous surveillance and securing their movement safely. Institute also has introduced 'karate' as a self defense program for the girl students.

- 5. Representation: Increasing the representation of women in leadership positions, faculty roles, and decision-making bodies within the college.**

We don't have any institutional committee where there is no representation from women faculty and/or students. HOD, Coordinator/Conveners, Governing body everywhere the institute has ensured women representation.

Every year our NSS team also organizes special lectures on health issues, 'save girl child', etc. Internal Compliant Committee, Anti-Ragging Committee of the Institute always monitor the campus activity to avoid nuisance, if any. We hope by taking these steps, colleges can create a more equitable and inclusive environment where all students have the opportunity to succeed regardless of their gender.

- There is a separate common room for female students with necessary facilities like Vending machine and incinerators, and lady attendant.
- There is CCTV for continuous surveillance of the entire college premises.
- Self defence training program (karate) is organised regularly
- Seminars are organised for health and wellness awareness.
- College ID cards are issued to the students to restrict the entry of outsiders.
- Women Cell of the college remains active to stand with all girl students and female employees.

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: B. 3 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
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View 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

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:

Creating an inclusive environment within an institution involves comprehensive and sustained efforts that span policy-making, cultural shifts, and active engagement. Here are some key components that institution often focus on foster inclusivity.

Clear Policy:

We believe in mutual respect, effective interpersonal relationship, love for motherland and others irrespective of gender, religion, disability, socio-economic status and other characteristics. We also are committed to spread this belief among all stakeholders.

Participation of students irrespective of their religion, caste and socio-economic status are ensured in different curricular and extracurricular activities through NSS, Health and Wellness club, Photography club, nature club, Quiz club, etc.

All the teachers emphasize on topics related to human rights, women empowerment during different curricula and also Add on courses. Institute adopts Mentor-Mentee practice to provide accessible mental health services and support to address the unique challenges faced by diverse groups.

Equal opportunities:

There are recruitment and promotion practices that ensure equal opportunities for all.

The socially backward students like ST/SC/OBC are offered special privileges for admission by relaxation of the entry marks and also facilitated with different scholarships financed by different Government/Non-Government agencies. Institutional SC/ST cell is always active for sensitization of students. Online complaints can also be launched through the College Website.

There is also a seat reservation policy for economically weaker sections as well as for people with disability.

We also arrange sensitization programs regularly to educate students towards various schemes like Student Credit Card, scholarships etc. so that financially weaker students can avail the opportunity of higher education. College provides a dedicated helpdesk having dedicated teaching and non-teaching staff for processing the students application and maintaining different formalities related to scholarship scheme as applicable. College is also ready to provides financial assistance to needy and meritorious students.

Feedback and accountability:

To gauge the inclusivity of the environment and identify areas for improvement we invite feedback from different stakeholders. Institute does not tolerate any individual s accountable for discriminatory behaviour. Women cell, Internal Compliant Committee, Anti-ragging cell, Anti-ragging squad, SC/ST cell always vigilante the campus activity

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Inclusive Excellence: Celebrating Diversity:-

Unity in diversity- a concept that signifies the presence of unity and harmony among people despite their cultural, religious, ethnic or social differences. We emphasize that diversity rather than being cause of division, can be a source of strength, creativity, and innovation when people come together with mutual respect and understanding.

At Sagardighi Kamada Kinkar Smriti Mahavidyalaya, we take pride in our commitment to inclusivity and diversity. Puja can be a communal activity, reflecting the idea of unity in diversity, as people from different backgrounds come together to participate in these rituals and celebrations, fostering a sense of togetherness and shared spirituality. A shining example of this is our Muslim community's dedicated efforts to organize and celebrate Saraswati Puja, a significant festival honouring the Hindu goddess of knowledge and arts. On the other hand Hindu students whole heartedly participate in Eid celebrations, promoting cross-cultural understanding. Also we uphold a tradition of inclusivity and mutual respect. Our students and staff from different faiths come together to celebrate each other's festivals, fostering a sense of community and social cohesion.

Best Practices:

Interfaith Dialogue: Encouraging mutual respect and understanding among different faiths.

Cultural Exchange: Showcasing the richness of diverse traditions and customs.

Community Engagement: Fostering a sense of belonging among all students and staff.

Respectful Coexistence: Embracing differences and promoting harmony.

Post-Celebration Reflections: Students from both communities come together to share their experiences, strengthening bonds and fostering empathy.

This exceptional initiative demonstrates our institution's:

- Dedication to inclusivity and diversity

- Commitment to breaking down cultural and religious barriers
- Spirit of mutual respect and understanding

We continue to strive for excellence in creating a harmonious environment where everyone feels valued and respected.

1. Commitment to Women's Safety: Our Best Practices:-

It's commitment and practice to achieve any faith than it's maintained. At Sagardighi K.K.S Mahavidyalaya , we take pride in our commitment to creating a safe and secure environment for all students, particularly women. Our consistent track record of:

- Over 60% female student enrolment every year
- More than 65% of female candidates appearing for final exams

demonstrate our dedication to fostering a trustworthy and supportive atmosphere.

Key Best Practices:

- **Zero Tolerance Policy:** Strict action against any form of harassment or misconduct with girl students.
- **Women's Cell:** A dedicated platform for reporting concerns and seeking help.
- **CCTV Surveillance:** Strategically installed cameras ensuring constant monitoring.
- **Sensitization Programs:** Regular discussion and awareness campaigns promoting gender equality.
- Separate girls' common room to spend their free time with their friends.
- **Emergency Response System:** Quick response mechanisms in place for immediate assistance in any kind of health issue.

Our Promise:

We continue to uphold our commitment to women's safety, ensuring a nurturing environment for all students to thrive. Also, we committed to keep the faith of society and parents on us.

Notably, our college has an impeccable record of:-

- Zero incidents of ragging

- Zero cases of women harassment

File Description	Document
Any other relevant information	View 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:

Institutional Distinctiveness:

Crafting and execution of a concrete policy framework for capacity building of students. The term, liberation of backward classes from socio-economic restraints making them self-reliant is an ornamental presentation, unless the women comprising around 50% of the country's population become economically independent. To provide optimistic support to the cause of empowerment of students from minority sections and to give them the basic minimum opportunity of higher education and employment Sagardighi K K S Mahavidyalaya through its IQAC, through its Career Counseling Cell, Research and Development Cell, its Health, Yoga and Self Defence units are trying hard to make free from unevenness, financial dependence, oppression, and distinct social evils.

(a) Sagardighi Kamada Kinkar Smriti Mahavidyalaya is located in a rural backward area and local people stretched their helping hand with the dream that their wards will get opportunities for accessing higher education at nearby places at affordable cost. Our institutional distinctiveness lies in the fact that due to its locational status where major student populations hail from financially and socially weaker sections, our prime target and challenge is to provide quality education at a nominal financial cost.

(b) Considering the socio-economic conditions of our students we honestly guide them to facilitate different scholarship schemes and in fact it's our pleasure to disclose that during the last five academic years nearly 77% of our students have enjoyed the same.

(c) The inclusion and advancement of women in mainstream education have been crucial in shaping more equitable and inclusive societies. Over the past few decades there have been significant strides in increasing access to education for women and girls worldwide. However, challenges and disparities still exist, particularly in certain regions and contexts.

In some regions, particularly in low-income rural areas, the gender gap in literacy is still wide enough, female students are less likely to attend college and complete their education. Barriers include poverty,

cultural norms, early marriage and safety concerns. College authorities always take care of all those concerns and heartily try to overcome them. In this college there has been gradual progress in female students' enrollment. Over the last five academic years more than 60% enrolment of female students out of total students in this college, we believe, has contributed considerably towards the rising female literacy rate and also women's empowerment. We must mention that the attitude and behaviours of our teaching and non-teaching staff have made great contributions in this regard.

(d) Many girls may face gender based violence and harassment in and around the premises, which can deter them from attending or force them to drop out. This college focuses on health and confidence building of pupils. Yoga and Meditation and Self Defence are certificate courses offered by the College. These courses are designed to help students to grow up with strength and confidence.

(e) Our Career Counseling Cell provides the platform to the students regarding preparation for Government Jobs, Skill enhancement, entrepreneurship developments, training courses etc. College through the different National Skill Development Centre engages our teachers for preparing our students for different jobs. The Cell is engaged with local NSDC in skill building and also planning more.

(f) The college encourages Research, Innovation and Entrepreneurship in the college campus. This is in compliance with the vision of the MHRD to create a sustainable future and enhance the rational knowledge of teachers and students.

Research and Development Cell promotes meaningful Research and Development activities in all fields of Science and Arts. RDC functions with the aims to:

- Generate innovative ideas on academic and societal problems
- Encourage, Coordinate and Implement Research and Development
- Create awareness on evolving technologies and industrial standards for products
- Encourage and facilitate the publication of the research work/projects in reputed academic journals and reputed conferences
- Encourage Core Competence and Consultancy work. Extend the reach of the college's sustainable initiatives by conducting outreach programs in local schools, communities, or rural areas.

These are our distinctiveness towards quality education that designed and practiced for 'capacity building of students for sustainable development'

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The college was founded on the philosophy that knowledge is virtue & enlightenment and in turn enlightenment leads to emancipation. On this philosophy the college emerged as a co - education college with a view to educate the pupils coming from backward communities and working-class people apart from the general classes, most of whom were first generation learners. Since the state of infancy, the college has proceeded in the teeth of opposition- both financial and functional. This lone institute of higher education in such a remote area where the light of proper education has not yet fully reached became an oasis in the desert. The college is maintaining a vital role to impart the value-based education to the local people specially the financially backward students. The college strives for socio - cultural as well as educational uplift of the surrounding areas largely populated by backward communities. The college offers undergraduate courses in the discipline of Arts and Science. Conventional 3-year degree courses have been discontinued from the academic year 2023-24. Academic year 2023-24, as per direction of affiliating university and present national education policy, all students are admitted in different 4-year UG courses with a major subject and two minor subjects, with multiple exit and entry options. Admission process are online and transparent, and completely merit based following existing reservation norms.

This college has started its journey in the year of 2008 and the local educationist helped a lot for teaching but officially only two faculty members had joined in the year of 2014, then one in the year 2016 and few during the year 2017-18 and finally two during 2023-24 against 10 sanctioned substantial teaching post. Since it's inception this college is suffering from adequate teaching staffs. In sake of students' interest management sanctioned 17 teaching post, and college management managed their remuneration which once was great financial burden for us till the year 2020, from which State Government has taken their financial responsibility and renamed them as State Aided College Teacher (SACT).

Concluding Remarks :

During 2018-2023 there were 8 Assistant Professor and 17 SACT category of teaching staff but no Principal and presently Principal and two new Assistant Professor have joined and one SACT has resigned. The then Teacher-in-charge was trying his level best during 2018 to June 2023 but the College was stuck to Lock Down during March 2020 to November 2021, then too Teacher-in-charge along with a group of very young faculty members have tried their level best for the academic development. They have not compromised with their effort, but they were lagging from documentation and its preservation.

From the year 2022 after formation of IQAC has started its journey with new enthusiasm and now we have completely automated library and a good number of e-resources, considering the safety of the female students entire campus is now under CCTV surveillance, we are now focusing more on extra-curricular and extension activities, NSS team is now more careful about the documentation, we are in process of upgradation of Science laboratory, to manage the inadequacy of teaching staffs we already are collaborating with different institution for academic and research interest and also IQAC initiates the Career counselling and skill enhancement activity. IQAC are actively working on energy conservation policy. Already we a solar panel of 4 kW capacity, water purification plant run by solar energy, we are shifting to LED lamp and tube, planning for solar panelled street lamp also. IQAC initiated computer literacy for the students who are mostly from backward class, and most of whom are female students but more computers are to be installed soon for this purpose. We are careful

about our green and ragging free campus. Nature club and Health and wellness club members are active for green campus and health-hygiene as well as self-protection training program. Though there are financial constraints then too we are optimistic about the upliftment of our college to another dimension soon.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :21</p> <p>Remark : DVV has only considered courses offered that are outside the main courses offered at the college as per SOP</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>45</td> <td>0</td> <td>99</td> <td>90</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>121</td> <td>45</td> <td>0</td> <td>99</td> <td>58</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	134	45	0	99	90	2022-23	2021-22	2020-21	2019-20	2018-19	121	45	0	99	58
2022-23	2021-22	2020-21	2019-20	2018-19																	
134	45	0	99	90																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
121	45	0	99	58																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
256	372	292	190	236

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
226	364	257	176	231

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
439	439	439	439	439

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
439	439	439	439	439

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.46	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made changes not considering installation Solar Panel for this metric

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

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

during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made changes based on seminars conducted in 2023 and one in 2022 were FDP

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	5	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	1	1

Remark : DVV has made changes only considering research papers notified on UGC CARE list

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	0	1

Remark : DVV has made changes only considering activities of community outreach

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

Answer before DVV Verification :

Answer After DVV Verification :18

Remark : DVV has only considered MoU for which some activities are conducted

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.39	11.3	7.9	13.9	11.7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.44	1	1.23	0.98	0.50

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per SOP excluding intercollege awards

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	9	0	0	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	18	5	2	1

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes based on mismatch in input and supporting documents also excluding faculties attending multiple programs each AY as shared by HEI

7.1.2 The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 10 Answer after DVV Verification : 11</p>