SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

LADY BRABOURNE COLLEGE

P-1/2, SUHRAWARDY AVENUE
700017
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lady Brabourne College, located in an urban area, in the heart of the vibrant city of Kolkata, the most important metropolis in eastern India, is dedicated to woman emancipation and empowerment since its inception in 1939. It is a NAAC Accredited Institution with two 'A' Grades awarded in the 1st and 2nd Cycles of accreditation. It successfully participated for the first time in NIRF India Rankings and secured 94th position in 2020. It has been recognized as an Institution having Centre with Potential for Excellence (CPE) and successfully completed both CPE Phase I and II. It has been recognized as a DBT-STAR College and is lately the recipient of the DBT Builder Grant. It has successfully defended its DST-FIST proposal and has received full grant for the second time in 2020. The first reception as DST-FIST College was in 2010. These recognitions of the College have helped it to expand upon its ideal of academic excellence for its women students. Further with the help of the various grants received as part of the recognition, as well as the RUSA grant as outcome of its high accreditation in 2014, support facilities have also given a boost and a fresh lease. Lady Brabourne College has a varied and rich alumnus and has been appreciated at the level of peer perception for providing, sustained and quality education for women for the consistent high rankings by media houses like Education World-the Human Resource Magazine 2018-19, Zee 24 Ghanta and others. It is regarded as a gateway to higher aspirations for girls from the neighbouring states of Bihar, Jharkhand, Assam and even the country of Bangladesh. Many students of the marginal communities, tribal and hill areas find its open and stimulating atmosphere congenial, availing its spacious and secure hostel facilities convenient to shape their bright futures.

Vision

Lady Brabourne College, located in an urban area, in the heart of the vibrant city of Kolkata, the most important metropolis in eastern India, is dedicated to woman emancipation and empowerment since its inception in 1939. Each girl student, irrespective of her caste, creed, language and religion is considered a gift and the aim of the institution is to nurture her as self-confident and faithful modern Indian woman. The goal of the College is to give her exhaustive exposure in curricular education, life-skills, sports, cultural activities, and build her into a sensitive, analytical yet humane personality who will enrich India's talented pool of human resource. The College aims to make her career orientated, so that a sense of economic self-sufficiency becomes second nature to the precious girl-child developing into woman hood.

Our Institution has been twice accredited by NAAC with A grade and has been bestowed as College with Potential for Excellence twice as well. With a strong combined effort of the teaching and non-teaching staff coupled with the endeavors of the highly motivated and diligent students of the College, our immediate vision is to become a College with Excellence.

Mission

The College was established initially with the mission to impart education to poor Muslim girls but gradually the horizon broadened and the College developed into a multicultural Institution with students coming from varied backgrounds. The mission also progressed towards imparting education to women *per se* crossing all geographical, religious, cultural and socio-economic boundaries. The College logo carries the message

"*Sangachchhadhvam*" which translates into commitment to unity. In keeping with this motto the Institution dedicates itself into a sacred and zealous space where imparting of curricular education is concerned; each Faculty member is naturally a mentor and each student is cared for with love, respect and sensitized to inculcate necessary discipline. The Faculty and Students are engaged in an eternal and coordinated journey to ensure the blossoming of every individual girl-child who enrolls herself in the College. Every effort is made to make the individual student aware of her unique potential, overcome inhibitions, if any, and engage in a fulfilling self-discovery. There is assurance that she may become the person of her choice - educationist, scientist, doctor, administrator, activist, engineer, social worker, poet and author, sportsperson or performing artiste. The mission is to see that in her choice, the primary stakeholder understands her true aptitude and gets the right advice and direction.

The College Anthem '*Ekosutrebandhiyachhisahasratimon*' meaning, thousands of minds are tied together by a single string, infers the existence of the invisible string of harmony that joins every element of the Institution as it progresses in its pursuit of excellence. There is harmony between its students, teachers, non-teaching staff, Research Scholars, Head of the Institution on one hand which extends to guardians, alumni, the Governing Body members, IQAC, former teaching and non-teaching staff on the other hand.

The institution is not purely idealistic but is more committed to creating a balanced space; there is the motivation to dream and aim higher but at the same time the need for checks and balances to instill humility for the human society at large and the environment that nurtures every man is considered to be important.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Institution boasts of a multicultural, multilingual and multireligious environment upholding its glorious tradition of empowerment of women.
- Dedicated, motivated and qualified teachers maintain high academic standards of the College.
- Commendable performance in the University examinations with many rank holders each year.
- In compliance with the directive of mother University, College has implemented the 'student centric' CBCS syllabus in all UG/PG courses from 2018 successfully.
- In 2016 postgraduate courses have been launched in Botany, Chemistry, Zoology and Political Science.
- Academic activities and research boosted through the establishment of the six Advanced Research Centres involving six PG departments.
- Institution-neighborhood community network through the activities of NSS units involving college students.
- The Women's Studies Centre successfully carries out programs related to women related issues.
- Extensive augmentation of e-resources, IT facilities and computerization in the College.
- ICT enabled classrooms and ICT based teaching.
- Excellent hostel facilities offered to outstation students.
- Actively running units like Grievance Redressal Cell, Anti-ragging Cell and Squad, Internal Complaints Committee, Disciplinary Committee, RTI Cell and Career Counseling Cell protect student interest, dignity, welfare and future prospects.
- Health of the students, both physical and mental, is taken care of through running of the medical units, gymnasium and Psychological Counseling Cell.
- Institutional philanthropic activity in the forms of Principal's welfare Fund, LUNCH BOX provision for economically challenged students of the College are carried out.

- The successful running of the IQAC ensures quality control, academic expansion, collaborations and adopting constructive strategies for development and growth of the Institution.
- Lush green pollution free campus with a well maintained garden area including a medicinal plant garden.
- Eco-friendly practices have been adopted in the campus including College Laboratories that satisfy safety norms and other environmental parameters.
- The campus is accessible to the differently abled (*Divyangjan*).
- Security within campus enhanced with the posting of armed guards and installation of Close Circuit TV.
- Remedial Coaching Centre is running successfully
- Four canteens are running in the College and Hostel campus.

Institutional Weakness

- Shortage of classrooms for holding classes after the implementation of CBCS curriculum.
- Lack of space along with class load acts as a deterrent to faculty research.
- Insufficient funds from the Government which is not disbursed uniformly over the entire financial year poses problems for the college in planning and execution of project. The recurring component of allotted funds is often meager thereby limiting the resources to meet up running costs of establishment, AMC of instruments, hiring casual staff etc.
- Lady Brabourne College being a fully government College has to depend entirely on the P.W.D. for construction and renovation related works. Sole dependence on P.W.D. for civil and electrical work within the college and hostel campus makes quality assurance, maintenance and monitoring difficult.
- Poor administrative staff to student/Faculty ratio acts as a hindrance to the smooth running of the administrative affairs of the college.
- No recruitment of Group-D staff in the last five years has completely depleted the Science Departments of their non-teaching laboratory assistants and affected the office as well.
- Neither funding nor permission is available for starting diverse vocational courses which would have enhanced placement opportunities for the students.

Institutional Opportunity

- In the last five years the College has received funding from RUSA, CPE-2, DBT, DBT (BOOST) and DST along with a few state grants which has opened the opportunity for development in various areas:
- Extension of infrastructure, like overhauling and development of laboratory facilities, IT facilities, procurement of e-resouces, books, journals etc., and renovation/ construction work in College and Hostel.
- Organizing workshops and seminars for students to explore areas beyond syllabi.
- Organizing Faculty improvement programs for the teachers both internal and external.
- Promoting research activities including interdisciplinary research for the faculty.
- Field work like visit to heritage sites, SRFTI, state of art laboratories and industry visits.
- Institutional scholarships/freeships is offered to meritorious students belonging to the economically weaker section.
- The last five years have seen a dramatic transition to a paperless office through the introduction of library software ILS software KOHA, RFID and financial management softwares like PFMS, HRMS etc. that has made monetary transactions simpler and more transparent.

Institutional Challenge

- Little scope for introducing innovative teaching, learning techniques due to constraints in syllabi and annual academic schedule designed by the mother University.
- The academic autonomy enjoyed by the PG Departments of the College has been withdrawn after the introduction of the CBCS syllabus from 2018-19 session which has now limited the scopes of dissemination of knowledge in PG courses.
- Being a Government college the Institution does not have either authority or scope of filling up vacancies in teaching and non-teaching posts, many of which (particularly non-teaching) lay vacant.Vacancies are filled solely by the Department of Higher Education, Government of West Bengal.
- Transition of administrative activities from paper-based to paper-less, computer based handling have become challenging due to lack of proper and regular training programs for non-teaching staff.
- Due to close down of contact based teaching during the last year, practical classes have been compromised.For theoretical classes also, online-teaching afterall, is not a proper substitute for classroom teaching.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is seasoned in its primary objective of teaching and learning. It pools its resources from tradition and contemporary trends. While a meticulous and timely completion of syllabus and thorough preparation of its students is part of the very fabric of the College, the growing emphasis on documenting syllabus dissemination, student progression in terms of academic calendar, lesson plans which connect with the Time Table are part of constant up-gradation of the teaching-learning system. Many teachers at both UG and PG levels are part of BOS of the affiliating University and participate in course planning. The imparting of lessons remain faithful to the design prescribed by the affiliating University, but the course is addressed to highlight student awareness of cross-cutting areas, environmental studies, gender issues, human rights, value education, professional ethics and sustainable development. Experiential learning is a part of the PG curriculum as well as the UG curriculum to some extent. Participation in the Add-on courses on offer, have a modest number of takers because the institution caters to students who prefer progression in pure academics than induction in basic employment sectors. Continuous tests, particularly at the initial stage of each semester are arranged by the College for a thorough preparation for the final exams of the students.

Teaching-learning and Evaluation

The Institution is in high demand, for imparting quality education. The enrolment percentage is definitely on the higher side ranging from well over 66% to 88% and above. The admission process is inclusive as is borne out by more than 50% presence in the Reserved Category. There is a comfort zone among students with varying intellectual quotient because teachers plan and execute teaching and exercises keeping the competence of advanced, average and slow learners in mind. Personalized discussions, tutorials, caring guidance in practicals and projects, exhaustive analyses of written assignments, revisionary classes on request are all parts of the natural mentoring process. The institution maintains a transparent system of evaluation and constantly sensitizes the student as to the Programme Outcomes and the Programme Specific Outcomes so that, even from

the UG level, they inculcate a sense of discrimination and judgment to be implemented for later planning for higher education and careers. There is also an extended mechanism of Mentor-Mentee which the institution is gradually consolidating to assure a more holistic development of the personality of the students. At 1:38, the Mentor-Mentee ratio is fairly functional but there is effort in the making to make the system more student-friendly.

Research, Innovations and Extension

There is prevalence of a culture of not only continuous and pedagogical learning in the institution, but also the mission and vision of woman empowerment, that is, its spirit has always inspired the Faculty and Management to sustain an open and dynamic system of nurturing the young minds. This is amply evident in the way the teaching community of the College engages itself in continuous research and publication. From 2015-2019, the Institution has received research grants in the range of Rs. 23.5 - Rs.51.05 lakhs; as many as 16 of the 19 departments have funded projects in their repertory. The percentage works out to be 84.2%. As many as 79 teachers are Ph.D. holders and 19 teachers are registered Ph.D. guides of the affiliating and other Universities. Both Science and Arts departments regularly publish and/or present papers, with several papers accepted and listed in Scopus. The College publishes several journals with ISBN and ISSN recognition. It is to the credit of the Institution which is a general degree College, that the Faculty strikes a balance between its commitment to teaching, giving this aspect priority, and using their Research work to update and upgrade themselves and to have frontier knowledge in the respective areas.

There is also a very convivial atmosphere for Extension Activities. The numerical range is a good between 5 to 19 programmes per year. However certain programmes are yearlong, like the Night School which is run by the Hostel inmates of the College to lend academic assistance to the children of the adjacent slums and provide them with toys, school bags, water bottles, afternoon tiffin etc. This assistance enables these economically challenged children to do well in the structured curricula of their respective schools; more so because parental income is not always assured. Other Extension Activities include DBT sponsored outreach programme of holding practical classes for schoolchildren by our students, free indigenously made sanitizer distribution by the Microbiology department, Blood donation camps by the NSS, awareness and interactive programmes on third gender, extending helping hands to senior citizens living in Old Age Homes and Acid Attack Survivors, etc.

Infrastructure and Learning Resources

The Institution stays vigilant of the changing scenario in higher education. It has in place a well-established system of planning, proposing and executing development of infrastructure and support facilities. Opportunities of fund provision are tapped and State and Central funds expertly managed. Teachers' Committees like the PWD Committee, Computer Committee and Infrastructure Committee are in place to oversee and execute proposals and implementation. Specially constituted bodies composed of dedicated teachers have been formed to execute RUSA and CPE through its unit. Provision for converting class rooms into smart class rooms with the portable ICT tools, dedicated smart class rooms, state of the art and upgraded laboratories, a state of the art auditorium, a manicured ground for outdoor events, modern ladies gymnasium, fitness equipments, modern and upgraded toilet units, '*divyangan*'-friendly facilities like toilets, ramps, easy gangways, lifts, wheelchair facilities, ladder to climb beds in hostel, hygienic canteen blocks are outcome of planning. Utility spaces from existing fallow ones created; e.g. planned sharing of space between the Hindi and Microbiology departments, Economics and Statistics departments, Chemistry, Geography and Microbiology Departments, and Chemistry, Botany and Zoology Labs etc. Infrastructure augmentation occupies a healthy 40% of developmental efforts.

The library is a RFID enabled fully automated support facility using ILMS software KOHA. It has procured books and journals worth Rs. 42,68,718/-, e-books worth Rs 39, 93,501/-, and e journals worth Rs.2,75,217/- over a 5 year span. The high-speed Intra-Net bandwidth of 25Mbps ensures assured and uninterrupted connectivity. The WAN ensures that the Main Campus and the Hostel are connected. The cabling is through CAT 6E Gigaspeed and the Firewall is installed in the Principal's Chamber. The Institution has a healthy student-computer ratio at 5:1. The range of average spending on maintenance of physical and academic infrastructure is 53.38% to 59.28% over a span of 5 years with the average coming to around 51%.

Student Support and Progression

The Institution is a fully government non-profit socially benevolent organization. It has a transparent fully online admission policy within the mandate of its affiliating University, the University of Calcutta. It remains grateful to both Government and Non-Government scholarships and freeships with the number of beneficiaries of 15.06% and 2.38% respectively. Other philanthropic efforts like the Principal's Welfare Fund and the Lunch Box Programme directly helping student progression needs special mention. As its holistic educational approach, additional skills like yoga, life-skills, etc. are offered as part of personality development initiative. For furthering career moves, guidance for preparing for competitive examinations is provided and the range of support is wide from 12.15% to 40.45%. The College has the grievance redressal cell with dedicated committees equipped to manage issues related to sexual harassment, ragging, etc. A seamless student progression where the stakeholder is assured of focusing on honing her multiple skills without distraction is thus ensured. Exposure to rich cultural diversity in the form of competitions and celebrations creates space for participation in extra-curricular activities. Student participation in management is also there. From such an ambience, students in healthy numbers largely progress to higher education and to some extent placements.

Governance, Leadership and Management

The College is managed largely by women with a team of support staff. The Organogram presents the well integrated administrative structure designed for optimum coordinated functioning under the apex authority of the Principal. The active IQAC with vigilant and participative external members constantly update their knowledge of the growing and changing needs of the Institution. In the governance of the College, the Governing Body also plays a key role. It is the IQAC which plans most of the development activities from planning, extension, renovation work, procurement, structuring within itself sub-committees or acting as a full body in correspondence with the volume and character of the plans and funds. The Governing Body, in its turn, considers all matters related to overall academic and administration of the College placed before it and discusses the benefits of the same. In several areas e-governance is being introduced, the prominent among these being full scale operations of ILMS Software KOHA, WBIFMS and PFMS financial portal management, online Self Appraisal Report (SAR) submission by the teachers to the Principal and ultimately to the Director of Public Instructions and by the Professor (WBSES) and the Principal to the DPI and ultimately to the Principal Secretary, Higher Education Department, Government of West Bengal; online management of admissions, data verification and registration on account of the COVID pandemic and a whole system of online teaching, liberal use of GMeet and Google Classroom packages, and totally online examination management. The virtual platform has been used to hold a series of GMEET Webinars of State, National and International levels. IQAC has consistently published AQARs, managed data submission and organized programmes for benefit of value education, green consciousness and woman empowerment. It's Minutes and Action Plan Reports are posted on the College Website.

Institutional Values and Best Practices

The Institution, believing in woman empowerment, is committed to sustained efforts at awareness of gender equity. There is option to study Women's Studies in the structured academic format and the Women's Studies Centre actively creates interactive platforms for the students to acquaint with women in distress and participate in a vital way to the necessity of an egalitarian society. There is provision for security, female hygiene to make every female student accept her femininity as natural and very worthy to be cared for, so that they become immune to social shaming of any sort directed against their female entity. *Divyangjan* friendly facilities are on offer, so that all interested in pursuing higher education can enroll in the College, subject to University regulations. Well maintained gardens, scientific waste management, conservation of water, use of non-conventional energy are all standard practices. Green audit and maintenance of PBR register have been done. The student demography has representation from hills, plains, coastal areas and from the tribal heartlands of the country; students from neighbouring countries are often enrolled. Philanthropic activities include NSS drives like Blood Donation for the ailing persons and helping the underprivileged as is the aim of the Principal's Welfare Fund and the Contributory Lunch Box programme.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LADY BRABOURNE COLLEGE
Address	P-1/2, Suhrawardy Avenue
City	Kolkata
State	West Bengal
Pin	700017
Website	www.ladybrabourne.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Siuli Sarkar	033-40055355	9830111872	-	prl@ladybrabourne.com
IQAC / CIQA coordinator	Indrani Choudhuri Dutt	033-24408085	9339751146	-	i.choudhuridutt@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	26-08-1939

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	17-06-1972	View Document
12B of UGC	17-06-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2017
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	P-1/2, Suhrawardy Avenue	Urban	6112.51	163070.8

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,Bengali	36	HS or ISCE or CBSCE or any other board	Bengali	40	37
UG	BA,English	36	HS or ISCE or CBSCE or any other board	English	30	27
UG	BA,Hindi	36	HS or ISCE or CBSCE or any other board.	Hindi	25	18
UG	BA,Urdu	36	HS or ISCE or CBSCE or any other board	Urdu	50	50
UG	BA,Persian	36	HS or ISCE or CBSCE or any other board	Hindi	15	7
UG	BA,Sanskrit	36	HS or ISCE or CBSCE or any other board	Bengali,Sanskrit	20	6
UG	BA,History	36	HS or ISCE or CBSCE or any other board	English	35	29

UG	BA,Philosophy	36	HS or ISCE or CBSCE or any other board	English	30	17
UG	BA,Political Science	36	HS or ISCE or CBSCE or any other board	English	41	31
UG	BA,Sociology	36	HS or ISCE or CBSCE or any other board	English	50	43
UG	BSc,Physics	36	HS or ISCE or CBSCE or any other board	English	30	16
UG	BSc,Chemistry	36	HS or ISCE or CBSCE or any other board	English	30	17
UG	BSc,Mathematics	36	HS or ISCE or CBSCE or any other board	English	30	20
UG	BSc,Statistics	36	HS or ISCE or CBSCE or any other board	English	22	20
UG	BSc,Economics	36	HS or ISCE or CBSCE or any other board	English	40	32
UG	BSc,Geography	36	HS or ISCE or CBSCE or any other board	English	36	34
UG	BSc,Botany	36	HS or ISCE or CBSCE or any other board	English	30	22
UG	BSc,Microbi	36	HS or ISCE	English	35	28

	ology		or CBSCE or any other board			
UG	BSc,Zoology	36	HS or ISCE or CBSCE or any other board	English	30	22
PG	MA,Bengali	24	BA Hons.	Bengali	20	20
PG	MA,English	24	BA Hons.	English	15	15
PG	MA,Political Science	24	BA Hons.	English	15	8
PG	MSc,Physics	24	B.Sc Hons.	English	15	14
PG	MSc,Chemistry	24	B.Sc Hons.	English	20	20
PG	MSc,Mathematics	24	B.Sc Hons.	English	30	28
PG	MSc,Geography	24	B.Sc Hons.	English	27	27
PG	MSc,Botany	24	B.Sc Hons.	English	15	15
PG	MSc,Microbiology	24	B.Sc Hons.	English	25	25
PG	MSc,Zoology	24	B.Sc Hons.	English	15	15
PG Diploma recognised by statutory authority including university	PG Diploma, Food And Drug Safety	12	B.Sc Hons.	English	10	10

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				10				55				50
Recruited	0	2	0	2	1	54	0	55	0	40	0	40
Yet to Recruit				8				0				10
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				79
Recruited	19	14	0	33
Yet to Recruit				46
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	1	52	0	0	24	0	79
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	2	0	0	15	0	17

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	31	27	0	58

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	474	2	0	0	476
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	186	1	0	0	187
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	106	123	104	83
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	19	18	12	15
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	58	64	73	63
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	539	494	476	466
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		722	699	665	627

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
665	478	398	349	317

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
30	30	30	30	26

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1713	1770	1829	1809	1689

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
353	353	350	352	267

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
615	618	655	562	555

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
114	92	93	99	98

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
113	113	113	113	113

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 69

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
342.75	542.49	421.33	547.48	329.70

4.3

Number of Computers

Response: 340

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

- The Institution follows the curricula determined by its affiliating University, the University of Calcutta, for both Undergraduate and Post Graduate Courses offered.
- The dissemination of the Courses is well planned as it closely follows the **Academic Calendar** set by the University of Calcutta. The **Institution's Academic Calendar** is designed on the basis of the Master calendar of the University with due flexibility for its unique extra-curricular activities.
- The Institution follows well-structured central and departmental **Time Tables**. Strict adherence ensures completion of syllabi in correspondence with the projection in the academic calendars and bears evidence to proper academic planning.
- Departments prepare **Lesson Plans** so as to provide maximum learner-friendly dissemination of both UG and PG Courses and these are further examples of meticulous documentation.
- The **Courses – both Non CBCS and CBCS -** are divided into segments in correspondence with the graded **Internal Examination System**. The internal examinations for Non-CBCS Courses including **Class Tests, Mid-terms, Selection Tests**, and those under CBCS – **Internal Assessment Tests and Tutorials/ Practicals,** document academic progress and lacunae.
- The records of the graded evaluation system help modify teaching plans so as to effectively and efficiently address any gap in learner-receptivity and prepare students better for terminal examinations/semesters.
- Records of evaluation are digitally prepared by Faculty Members designated for Result Preparation for separate Courses based on data provided by the teachers in charge of Honours/Core Courses and General/Generic Elective Courses. **From 2018 with the introduction of CBCS Courses,** the Institution has evolved a system of uploading marks of Internal Assessment in the database designed by the University, duly maintaining back copies at College level to complete the documentation process.
- During the period 2018-2020, both Non-CBCS and CBCS syllabi had been meticulously covered and this included the pandemic year when classes were regularly held online, even though Educational Institutions in our State remained closed for students as per the notification of the Higher Education Department, Govt. of West Bengal.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- The College is affiliated to the University of Calcutta and follows its Curricula and Examination guidelines.
- The **Academic Calendar** of the College is prepared at the beginning of every academic year in correspondence with University Academic Calendar.
- The dissemination of the syllabus is planned to match the academic events designated in the calendar; in the pre-CBCS system the teachers apportioned the syllabus to correspond with the Annual System (1+1+1 System) of Examination; in the CBCS system the dissemination corresponds with the Internal Examination and End Semester.
- The College has been consistently designing its teaching methodology to cater to the **curricula and examination process**. The College follows the University directives and plans, its **teaching and continuous evaluation processes** accordingly. **Monthly Tests / Class Tests** are conducted to make students aware of the examination modules. Continuous academic evaluation helps all students including slow learners and this is reflected in their University results.
- Lab Manuals in different subjects are made the point of reference for conducting Practical classes and tests as designated in the Academic Calendar. In this way a student is being prepared and inducted to face the rigorous examination system of study and fare well in the final examinations conducted by the University.
- All other activities of the College such as value education, cultural activities, sports and various kinds of Awareness Programs are organized simultaneously with regular academic activities.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<u>View Document</u>
Link for Additional information	<u>View Document</u>

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 30

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for Additional information	<u>View Document</u>

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 25

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 7.86

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
130	117	115	235	98

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

- The Institution does not have the mandate to design its own curriculum. However within its permitted range it integrates cross-cutting issues into the teaching of its curriculum.
- **Professional Ethics** is included and addressed in both UG and PG syllabi of various disciplines having the component of Term Paper/Dissertation.

1. The paper(s) on Research Methodology in Sociology UG and Political Science PG Courses, for example, offer an understanding of the ethics of research and provide a comprehensive understanding of the debates/arguments surrounding different issues, of the need to fully disclose the methods and findings of the study, free of distortion and/or suppression, while protecting the rights of the human subjects by assuring anonymity and confidentiality of the participant.

2. The students are thereby trained in Professional Ethics and to undertake original research and write dissertations free of plagiarism.

3. The UG Core Course (CC) in Philosophy too, includes extensive study of ethics, normative and meta ethics which is the basis of understanding of Professional Ethics and creating Environmental Awareness. It includes Business Ethics, Ethical Issues and Principles, and Ethics in Management.

- **Gender** issues are included and addressed in the Women's Studies General/Generic Elective (GE) Course.
  1. The comprehensive Course sheds light on the various dimensions of power and patriarchy, which get silently reproduced in our every-day lives. It brings into attention the challenges faced by women belonging to different socio-economic strata cutting across geographical borders.
  2. Besides regular classes that follow the syllabus of the University of Calcutta, special lectures are also arranged in order to provide the students with a clearer perception of the subject.
  3. The UG/PG syllabi of the Language and Literature departments and the Social Sciences departments, offer special papers on Gender comprising Feminist Perspectives, Feminist Texts, Queer Studies, Gender and Politics, Sociology of Gender and Sexuality, Gender Sensitization, and Feminist Philosophy, to name a few.
  4. Students also participate in the Seminars, Workshops, Awareness and Outreach Programmes organized by the UGC approved Women's Studies Centre of the College.

- **Human values** are addressed and included in the UG Core Course of Philosophy -DSE-A(2), as part of Applied Ethics, Ethical Studies on Animal Killing, War and Violence : Terrorism, Nature and Value of Human Rights, The Ethics of Care, Value Beyond Sentient Beings, Reverence for Life, Concepts of Kinship Ethics and Ecological Concern in Indian Thoughts.

1. Philosophy Generic Elective (GE) Course includes Value Education

2. Human values are inextricably woven in the texts taught by the six Language and Literature Departments of the College, as literary texts have larger and wider cultural, historical and ethical ramifications.

3. The institution, moreover, conducts a Value Education Programme annually.

- **Environment and Sustainability** is addressed in CC, SEC and GE Courses of some disciplines that include the study of Man and Environment - Respect for Nature, Deep Ecology, Eco-Feminism etc. In Semester II Environmental Studies, including a project, is a compulsory paper for all students.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.1

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	15	17	12	11

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)

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

Response: 36.89

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

Response: 632

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: B. Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 74.06

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
628	665	697	735	676

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

2019-20	2018-19	2017-18	2016-17	2015-16
953	953	943	945	815

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 52.64

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
161	189	205	184	142

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- The Institution counsels students from the day of Orientation Programme about the nature and scope of the course of study and the ideal methodology to deal with it.
- The early classes are devoted to making the students comfortable in the new environment and getting accustomed to higher education.
- An outline of the course of study in the form of Lesson Plans is given to prepare the minds of the students for the progression of the course.
- Each teacher remains particularly sensitive to the responses of the receivers during the early lessons and the slow learners and advanced learners are identified without any overt discriminatory attitude.
- Some of the customized study-help programmes in-built in the college's teaching-learning system are:

1. Class tutorials-Students are divided in small groups and the lesson done in the general classes is discussed in segments. Programmes in B.A. adopt methods of giving short exercises while those in B.Sc. adapts individual sessions in Practicals and correspondent theory work.
2. Students are encouraged to write answers and read recommended books (texts and References) to clarify doubts. These exercises are evaluated and personal sessions are conducted especially for slow-learners and also for advanced learners to ensure awareness of their weaknesses.
3. Remedial Classes are arranged to develop language skills and also subject-knowledge. This programme is structured along specific guidelines with extensive board-work and whenever necessary these classes are held by adjusting the Master Time Table. Student participation necessitates that these should be held within college hours as far as practicable.
4. Most of the B.Sc. programmes have provision for on-site visits and excursions; the institution makes the necessary provision through the individual departments to implement them. Extra-curricular on-site visits are also conducted by certain departments (SRFTI visit by the department of English; Science Day Demonstrations in nearby schools by the Science Departments, visit to historical sites by the History department). These exposures act as stimuli to both slow and advanced learners: a) Slow learners gain confidence when hands-on methods are shown or when the course outcome becomes an experiential act. They understand that abstract theories disseminated in class-room lectures are the fundamentals on which the applications are rooted. Post visit they tend to become attentive and ready to give extra effort.
b) Advanced learners benefit from the live contact with applied aspect because their natural intellectual curiosity finds necessary outlet outside the limited class room exposure.
5. The system of departmental and central Parent-Teacher meetings also add to the institution's plan for student support and progression; parents and their wards sit in convivial set up discussing the student's problem or aptitude; the presence of professional domain experts, the teachers and mentors, assure the students that their academic issues will be objectively and seriously viewed; at times various domestic pressures prevent parents to give special and exclusive attention to these issues.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 15.03

File Description	Document
Any additional information	[View Document](#)

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

Response:

1. Teaching-learning methodologies are evolved according to the scope of the syllabus structured by the affiliating University.
2. The chief method of dissemination is through class-room lectures. Lectures are always interactive sessions and the teacher encourages all levels of learners to promote an environment of participative learning.
3. In order to enhance student participation in subjects like Mathematics, Statistics and Economics, students are asked to suggest probable next steps for completing the calculation.
4. Power Point Presentations customize the lesson according to the needs of the learners. The texts/topics are made lively through photographs, diagrams and graphics wherever applicable.
5. Tutorial and practical classes are designed to help out students in writing answers and conducting experiments.
6. In both Science and Arts subjects, students are taken on field trips, excursions, expositional tours, social work programmes to apply their class room knowledge and acquire hands-on training/experience.
7. Many of the Core Courses in the CBCS syllabus requires Project work and the student is trained in decision-making, analytical assessment and report-writing based on real -time facts.
8. Regular seminars and workshops are organized to keep students updated, broaden their outlook, enhance their communicative skills and induce critical thinking in them. The six Advanced Research Centres of the college in collaboration with other institutes of Higher Learning and Research Institutes constantly endeavour to organize programmes and seminars to inculcate participative learning and problem solving strategies.
9. Students are encouraged to undertake self-study in the form of writing assignments and paper-presentations under the guidance of teachers. The PG students of some departments also undertake summer internships.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- The College has dedicated computer labs and smart class rooms which are widely used by the teachers for teaching as well as giving hands-on exposure to many aspects of the course.
- Each Department is furnished with dedicated computers used for teaching-learning, for preparation of lectures and customized study material.
- Power Point Presentation through Overhead LCD Projectors is a common practice in all departments of the College.
- Arts departments also present movie adaptations of texts and various topics.
- The College Library is on the way to becoming fully computerized.

1. Library is fully automated through the open source software 'KOHA'.
2. It provides lending service by RFID based Library Management System.
3. The library is connected with all Departments of the College through Intranet.
4. Book search and cataloguing are all electronically done. Users can access the library through On-line Public Access Catalogue (OPAC).
5. Access to e-resources is provided through N-LIST programme of INFLIBNET.
6. Books are issued and returned through self-touch kiosk and 'Book-drop box'.
7. Photocopying and scanning facilities available.

- Projects in various UG and PG departments are fully executed by the use of ICT tools.
- During the Covid 19 pandemic, ICT facilities were fully availed for conducting:

1. All classes both theoretical and practical (through video clippings)
2. Examinations both Internal and External, evaluation of answer scripts and uploading of marks
3. Admission, verification of relevant documents and University Registration
4. Webinars (State, National and International level)
5. Virtual Sports
6. Annual Prize Distribution Ceremony
7. Commemorating Antarjatik Matri Bhasha Divas (International Mother Language Day)
8. National Science Day celebration
9. Observing International Women's Day
10. e-pathshala

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 41.78

2.3.3.1 Number of mentors

Response: 41

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 87.79

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 73.61

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
85	71	69	71	69

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.47

2.4.3.1 **Total experience of full-time teachers**
Response: 1194

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

- The institution has a well established tradition of transparent and robust mechanism of Internal Assessment subject to the regulations of the affiliating University.
- The pre-CBCS 1+1+1 system, operational till August, 2018 had a graded system of Internal Assessment.

1. Short Class Tests were held on Mondays to assess the students' reception on selected portions of the syllabus currently taught.
2. Mid-Term exams were held as per the schedule provided by the University.
3. Selection Tests were held on the entire syllabus in each discipline. Based on the results of the Selection Tests, the students were allowed to appear for the final University Examination. This also gave an opportunity to the students to assess the level of their preparation for the final examination.
4. Answerscripts were shown to the students who were counseled on a one-to-one basis and all queries met and explained by teachers to individual students.

- In the CBCS mode, the University has introduced the semester pattern. In the current system the Internal Assessment consists of Attendance, Project/Oral Presentation/Book Review/Short Format Tests etc.

1. Although the semester system requires intensive teaching, leaving little scope for any College specific evaluation system, the Institution has preserved the short Class Test format to train students to make pointed and clear presentation as demanded by the CBCS pattern. The evaluated scripts are always shown to the students to enable them to address their mistakes in future examinations.

2. Internal Assessment examinations are taken in all CC, GE, SEC, DSE and AECC Courses. Student counseling continues as part of the in-built teaching-learning strategy and evaluation outcomes are discussed in detail.

- In the pre-CBCS system, Result Consideration Meetings in each subject were held under the stewardship of the Principal.
- If necessary any or all of the following is proposed:-

1. Remedial coaching.
2. Monitored home-study under parental guidance
3. Regular interaction with Departmental teachers and submission of exercises in the problem areas.
4. Parent-Teacher meeting.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

- There are several checks and balances for ensuring that the process of continuous assessment is rigorously adhered to in every class. But students are given a fair chance to lodge their grievances and question the system if they have logical reasons for the same.
- Additional tutorial coaching is provided by their departmental teachers to students who have difficulties in certain areas of their syllabus.
- There is also a system of PPR/RTI available under Calcutta University (C.U.) of which we are an affiliate College. Students can apply for the above regarding summative evaluation within one month of the declaration of results. In our College, both project based learning and experimental learning have been strengthened and made the core of the teaching-learning process across all departments. Students' competence and mastery of subjects get reflected in the formative assessments and the teachers are always ready to clear doubts and answer any query. The departmental committees for moderation of internal assessment, scrutinizes in detail the marks assigned to students. Internal Assessment scores are displayed and individual students are expected to sign their internal mark sheets to certify validation. All academic grievances are addressed promptly and scripts are re-evaluated if the students request for the same.
- Grievances related to examinations held in the College are rare because as stated in 2.5.1 wherever applicable and permissible by the University, scripts are shown to the students so that they can understand the rationale of the evaluation and their errors.

- The departmental committees for moderation of internal assessment, scrutinizes in detail the marks assigned to students. Internal Assessment scores are displayed and individual students are expected to sign their internal mark sheets to certify validation.
- Grievances related to external examinations are formally placed before the Controller's department of the affiliating University which are addressed in due course of time.
- There is a Public Information Office (PIO) in the College with two senior teachers in charge which deals with legal issues involving academic grievances of students liaising closely with the Law Officer of the Department of Higher Education, Government of West Bengal.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

- The Institution approaches teaching and learning in definitive and structured manner.
- Faculty members of all disciplines apply themselves to the syllabi framed by the affiliating University at UG and PG levels and internalize the Programme Outcomes (PO).
- With reference to the Programme Outcomes formulated by the University, the Programme Specific Outcomes (PSO) and then the detailed Course Outcomes in relation to both PSOs and POs are discussed at the departmental levels during syllabus allocation meetings in the beginning of each Academic Session.
- Departments mostly record the mapping in dedicated computers but many prefer to document the mapping in departmental files for easy reference as the course gets underway.
- During the first few Orientation classes, newly admitted students are sensitized about the academic, cultural, socio-economic, scientific and technological scope of the syllabus and the rationale of the structure. Once they settle down the idea of Course Outcome (CO), PSO and PO are made clear during the teaching-learning process.
- Consequently a large number of students in the institution are able to make up their minds about their academic progression by the final year of study.
- The Website acts as the Institution's 'face' and displays the POs, PSOs and COs so that entry level students can make effective academic and career choices before enrolment.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

- The Institution has an in-built system of monitoring syllabus distribution and completion.
- All Departments have a well formulated plan for teaching and learning. Students are made aware of the knowledge and skills that they will acquire at the end of their chosen course. The context and the potential applications of the knowledge and skills are adequately explained to them.
- The students' progress is continuously assessed through various kinds of evaluation. Mentor-mentee meetings are held frequently.
- At the end of each academic session, faculty members assess the PSOs and COs through Departmental meetings and are meticulously recorded and maintained in the Departments. The Term Report is submitted to the Principal for her perusal.
- The Term Report includes detailed teaching route map employed and the classes taken to complete the syllabus.
- The Institution also has its own "Student Feedback Form" which concentrates substantially on the quality and quantity of class-room teaching with specific queries on the nature of the teacher's punctuality, target achievement and communication skills. The Feedback forms are seen by the respective teachers as well as by the Principal. In case of negative comments, the teachers concerned are consulted and necessary measures are suggested to be taken to address students' grievances. The Institution believes in solving issues at micro-level and this has been done preserving the sanctity and self-respect of both teachers and students.
- The Principal in consultation with the IQAC takes the initiative to introduce new Courses along with the consent from the affiliating University as well as the Department of Higher Education, Government of West Bengal.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 98.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
614	611	640	556	547

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

2019-20	2018-19	2017-18	2016-17	2015-16
615	618	655	562	555

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.39

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 109.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
11.1	66.47	0	11.1	20.9

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 16.67

3.1.2.1 **Number of teachers recognized as research guides**

Response: 19

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 33.68

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	8	11	9

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
19	19	19	19	19

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The College provides opportunities and a platform to excel in Academics, Innovation and Research that goes beyond the Curriculum for creation and transfer of knowledge. Through well-planned and specifically oriented innovative programmes students are provided the opportunity of experiential and participative learning that not only facilitate their course of studies but also enable them to become:

1. aware of the extent and expansion of learning in their respective fields
2. boost their interactive skills
3. instill an aptitude to research, and
4. help relate to larger social and national issues.

Assimilation and dissemination of knowledge are undertaken through National, International, Collaborative, Intradepartmental and Interdepartmental Seminars, Workshops, Special Lectures, Endowment Lectures and Webinars. These are organized regularly for the benefit of both faculty and students by

1. all Undergraduate and Postgraduate Departments of the College
2. the Advanced Research Centres of the 6 Postgraduate Departments of Geography, Microbiology, Mathematics, Physics, English and Bengali, IQAC

3. the interdisciplinary Women's Studies Centre and
4. the Psychological Counselling Cell

Intradepartmental and Interdepartmental workshops and summer schools are moreover regularly organized under the auspices of the DBT-STAR and DBT-BOOST College Programs, which give the students an opportunity to get hands-on-training on techniques beyond their syllabus.

E-Pathshala has been initiated by the Department of Bengali in collaboration with the respective Bengali Departments of Jogomaya Devi College and Raja Peary Mohan College as per the e-PG Pathshala initiative of the MHRD under its National Mission on Education through ICT. This has enriched the faculty and students of all 3 Colleges and beyond.

Students are assigned Projects under the supervision of teachers. Projects facilitate self-learning and instill confidence.

Group Discussions are encouraged and Group Assignments given. This not only enables group-learning but also helps in knowledge-building.

Regular industrial visits provide students with an insight into the corporate world and a practical experience of techniques, processes and instruments along with a real-world perspective on different functions in organizations like marketing, finance, operations, customer service, logistics etc.

Educational trips and tours are organized that help students collaborate with their teachers more closely, gain new perspectives, enhance interactive learning and foster leadership skills and communication skills.

Field trips give opportunities to develop visual literacy and learn beyond the classroom.

The Skill Enhancement Courses prescribed in the syllabus give an insight into entrepreneurship opportunities and to develop self employment abilities in students.

Internship in collaboration with other Research Institutes helps to develop research and professional aptitude and provides the broadest spectrum of opportunity, experience and access to instruments not available in the College.

Faculty Development Programs are organized to improve the efficiency of teachers in the teaching of the subject matter and make them skilled in latest technologies.

Undertaking Research Projects and publication of research-oriented books and journals primarily by the Advanced Research Centres and the Women's Studies Centre illustrate the faculty's focus upon knowledge-enhancement and quality-improvement in the teaching-learning process.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	0	0	0

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 00

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.33

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
02	04	07	05	15

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 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

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	18	21	24	24

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The College aims and strives to inculcate in its students a sense of social responsibility through various Awareness Programmes and extension activities, so that they become conscious of prevalent social ills like discrimination, injustice, poverty, lack of basic rights and opportunities, and thereby reach out to the underprivileged.

Students of NSS and the College Hostel, conduct Night School in the Hostel premises for the children of

the adjoining slum areas and Non-teaching Staff of the College, and provide exhaustive coaching in basic skills in language and arithmetic.

- The NSS Unit of the College organizes blood donation camps, social awareness programs on health and hygiene and on communicable diseases and their prevention, distributes food and clothes to slum dwellers, plants trees, and keeps the college premises and its adjoining areas clean.
- The Department of Bengali and the Women's Studies Centre have created open platforms for domestic help and members of the third gender respectively and in the institution and provided space for them to share their stressful experiences and marginalized social position. The students also came into direct contact with two NGOs under the aegis of the Women's Studies Centre and explored ways to reach out to women who have been victims of human trafficking and acid attacks.

- The students of the Department of Sociology have been providing leadership to the development of Self-Help Groups in villages in order to empower women and to make them economically independent. The students have formed a self-funded Welfare Association "Anubhooti" working for underprivileged children and the neglected elderly people. They have been gifting new clothes to the needy children, visiting Old-Age Homes to spend fruitful time with the elderly on special occasions, and visiting slum areas as part of survey programs to assess the literacy level, their awareness of health and hygiene, economic status, condition of women, etc.
- Students of Zoology have been working as Commendable registered volunteers with WWF for Plastic Cleaning Campaign, Bird survey and other environment awareness programs.

- Students of Microbiology and Economics have been working with NGOs for betterment of education for the underprivileged children of an orphanage 'Khelaghar' and fund raising and charity for Amphan cyclone disaster and Covid-19 pandemic affected people.
- During the pandemic, the teachers and students of the Dept. of Microbiology, distributed their lab produced Antimicrobial Handrubs to the local Police Station, to doctors of SSKM Hospital, and to the office staff of the College who use public transport. Moreover, they volunteered in the collection of nasopharyngeal and oropharyngeal swabs from Covid patients at Peerless Hospital as well.
- Students of 5 Science Departments visited and demonstrated experiments in a rural school to encourage and motivate children, especially girls living in remote/under-developed areas to go to school and take up Science as their subject of study.
- Students of Geography and Microbiology are preparing the People's Biodiversity Register of 2 Wards lying within the Kolkata Municipal Corporation Area.

File Description	Document
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/**

Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	1	2	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 5.47

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
74	166	50	88	102

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 5

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College has two campuses. The main campus housing the Main Building, the Roma Chaudhuri Memorial Building, the New Science Building, the Merged Scheme Building, and the Cottage Building ensures sufficiency of classrooms and laboratories for the smooth running of classes, examinations, and co-curricular activities. The lush greenery, gardens, open spaces and a huge playground, provide a congenial environment for academic pursuits.

An adjacent second campus consisting of UG & PG Hostel Buildings accommodate 257 boarders, benefitting students hailing from distant places.

Over the years the infrastructure has been developed and expanded to keep pace with the demands of new requirements:

- Teaching-learning is enhanced by

1. Smart Class Rooms
2. ICT based lectures
3. Skype sessions
4. International and National Seminars, Workshops and Symposia

- All lab-based Science Departments have their respective laboratories for Practical classes.
- A vertical extension of the Merged Scheme Building has been undertaken for construction of laboratories for the Advanced Research Centres of the Departments of Microbiology and Geography and a Computer Laboratory for the Department of Chemistry.
- There are computer facilities with latest software.

1. The College has a total number of 366 Computers.
2. Besides the designated Computer Room for conducting Computer Science classes, there are Computer labs for each Science Department.
3. An efficient, high-speed, wide intranet with secured accessibility also covers the Hostel.
4. Wide Area Network (WAN): Presently there are around ninety seven nodes situated at different Departments, the Library, Seminar Halls and the Auditorium.
5. Amidst the current pandemic holding online classes, assigning online projects & tests, correcting scripts, uploading marks and organizing syllabus-oriented webinars have ensured uninterrupted teaching-learning.
6. As per affiliating University circular, Admission, Verification of documents and Registration of students successfully conducted online.

- The College possesses a
    1. Fully automated rich library, housing old and rare books, journals and manuscripts, and equipped with RFID and INFLIBNET.
    2. 24x7 CCTV surveillance at College & Hostel
    3. Air-conditioned auditorium with 325 seats
    4. Reprographic Centres
    5. Psychological Counselling Cell
    6. Medical Unit
    7. Career Counselling and Job Placement Cell
    8. Sky-gazing Unit
    9. Ramps, gangways and lifts for barrier-free movement
    10. Wheel chairs in both College and Hostel and special cots in the Hostel for divyangjan candidates
    11. 4 canteens with food courts ensuring students remain nourished during long hours of classes and library work
    12. 'Lunch Box' scheme for economically marginalized students whereby nutritious food is provided free of cost.
    13. Remedial Coaching Centre
    14. 4 Career Oriented Courses
    15. Women's Studies Centre
- To facilitate students' curricular and co-curricular activities, the College maintains exclusive units like a

    1. Plant Fossil Museum
    2. Tissue Culture Laboratory
    3. Medicinal Plant Garden
    4. Butterfly Garden
    5. An Animal House

- The Institution also lends its infrastructure for social causes. It is Centre for

    1. Conducting Public and Competitive Examinations on Sundays and holidays
    2. Administering polio drops during Polio vaccination drives
    3. Electoral booths
    4. Only Centre in the Eastern Region for blind IAS candidates.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

A vibrant campus life is enjoyed by the students as equal stress is laid on academic and extracurricular activities.

The College taps the rich pool of talent by holding

- Intra-College Cultural Competitions annually held in the air-conditioned auditorium with a 325 seating capacity and the multi-purpose hall in the Merged Scheme Building. The competitions include

1. Debate
2. Elocution (in English, Bengali, Hindi, Urdu)
3. Poster making
4. Painting
5. Alpana
6. Dance recital
7. Choreography
8. Eastern vocals
9. Western vocals
10. Instrumental music

Enthusiastic and inclusive participation is observed each year.

- Good performance in any sphere is acknowledged through the elaborate and extensive Prize Distribution Ceremony to encourage students to strive for excellence in whatever they do.
- On the occasion of Annual Prize Distribution Ceremony, a full-fledged cultural program is put up by the students.
- The Inter-College Annual Fest --- "Kaleidoscope" --- provides scope to compete with students of other colleges, while our pupils' organising and managerial skills are also tested and cultivated.
- On occasions like Republic Day, Bhasha Divas, Basant Utsav, Van Mahotsav, College Foundation Day, Independence Day, and Teachers' Day student participation in cultural programs is remarkable.
- Amidst the pandemic students organized cultural programs virtually to celebrate Annual Day, College Foundation Day, Teachers' Day, Bhasha Divas, etc.
- Gender sensitization /Awareness Programs are often conducted through cultural events.
- The Alumni Association organizes cultural programs in the College auditorium every year.
- Physical fitness is also seen as crucial to students' development. The Institution ensures a holistic development of the pupils through its

1. State-of-the Art gymnasiums in both the College and its Hostel that include 6 Station Multi Gym, Steppers, Tread Mills, Exercise Bikes, Cross Trainer, and Twister.
2. Yoga classes where well-trained Yoga Teachers take class on Saturdays.
3. Self-defence Programs and karate classes held in collaboration with the Community Policing Wing of Kolkata Police. Students from all departments enroll and the classes are held every Friday on the College ground. The trainers are from Karate – Do Association of Bengal.

- Annual Sports is organized on the large playground:

1. Prizes and trophies are awarded to victorious participants in the Annual Sports Meet.

2. A special prize of Best Athlete is awarded each year to the student who shows outstanding performance in sports and games.
3. Students who perform well in sports are sent as participants to the Annual Inter-Government College Sports Meet each year.
4. Students participated enthusiastically in virtual sports amidst the pandemic

- The large playground enables students to play outdoor games like

1. Badminton
2. Basket Ball
3. Foot Ball
4. Javelin throw
5. Discus
6. Shot-put

- Spacious well equipped Common Rooms – in the College and the Hostel -- offer recreational facilities with indoor games like

1. Table Tennis
2. Chess
3. Dart
4. Carom Board
5. Chinese Checkers
6. Word game

The College thus facilitates its pupils in exploring their budding talents in cultural activities and physical fitness along with academics.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 40.58

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 28

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 36.06

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
115.23	141.09	216.6	69.58	186.52

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library is the most important information centre of our institution. LBC library was established just after the foundation of this College. Presently library has three wings - Main library, Library Annexe - both are situated in the main college building and 'Electronic Library', located on the first floor of 'Roma Chaudhuri Building'.

It houses more than one lakh documents, ranging from the 18th century to 21st century publication. Our collections include old and rare books, printed documents, and electronic materials etc. E-books are also available in our library. Our library follows 'Open access' arrangement for the reference books.

Our library functions are fully automated through the open source Library management software **'KOHA'** (version- 3.22.09.000). KOHA is a web-based fully featured integrated library management system. Automation was started since 2001 using bibliographic software. With the passage of time our library system was migrated into integrated system software. LAN was established since 2006, all departments are well connected through INTRANET connection. Users can access our library collection through **OPAC** (On-line Public Access Catalogue) / WEB-OPAC along with the traditional library catalogue in our library and from their departments also. Wi-fi connection is also established in Central library and Library annex.

'RFID' management system is being used for automated circulation.. Library possess 'Book-drop box', 'Self-touch kiosk' and 'Theft detector alarm'. Users can issue and return their books

independently through 'RFID' based library circulation system. They are enjoying facility of 'issue-return' through 'Self-touch Kiosk' and 'Book Drop Box'. Our library remains open from 9:30 a.m. to 5:30 p.m. Users can return their books through 'Book-drop box' in odd hours also.

Library possesses two scanners and two photocopying service units, located at the Main Library and the Annexe Room. These two machines are used by students and faculty members for photocopying purpose every day.

'Electronic library' comprises of 17 computers for using journals and free digital documents. Users are enjoying 'Internet Surfing' and 'Downloading facility in this library.

Online resources through N-LIST are also available from all departments of our college.

LBC library has developed the Institutional Repository. The published articles of faculty members are available in this IR.

Library Face Book facility are also available to provide user communication beyond the regular hours of the Lady Brabourne College library. Users can enjoy facility of reading and downloading E-books and E-journals in our library through our subscribed e-books and e-journals and also through 'N-LIST' programme of INFLIBNET.

File Description	Document
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

    1. e-journals
    2. e-ShodhSindhu
    3. Shodhganga Membership
    4. e-books
    5. Databases
    6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

journals during the last five years (INR in Lakhs)

Response: 8.79

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
2.41	1.06	30.06	2.31	8.13

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 3.34

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 61

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The already existing computer network infrastucture at the College was extended and enhanced in March 2018 into an efficient, high speed (25Mbps) Campus Wide Intranet with secure internet accessibility for the users. The network also connects the users of the Main Campus to the users at the College Hostel to ensure internet access for the students residing at the College Hostel.

Wide Area Network (WAN) has been installed using structured cabling. Physical connections connecting the users on the intranet were done using CAT 6E Gigaspeed cable. A 25 Mbps 1:1 lease line from our Internet Service Provider is connected to the firewall installed at the Principal's room. The firewall in turn is connected to L3 switch and is finally distributed to L2 switches installed at the various Departments. Various wireless access points placed at strategic locations throughout the campus ensure smooth connections between the Departments. Two outdoor access points bridges provides connection between the Hostel and Main Campus. Administration, accounts applications (COSA), library (NLIST from INFLIBNET) are accessed and managed via V-LAN (Virtual LAN). At present there are over 300 nodes throughout the College situated at the different Departments which helps teachers and students to remain connected as well as use the internet for academic purposes.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 5.04

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 46.16

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)**

2019-20	2018-19	2017-18	2016-17	2015-16
210.17	346.96	168.95	182.15	106.07

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- All information pertaining to the College and its activities are provided on the College website
- The policy of the Institution is sustainable expansion through creation and enhancement of existing infrastructure according to new and changing needs of both teachers and students that would facilitate teaching-learning, experimentation, innovation, research and publication.
- The institutional policy entails providing infrastructural support to all including the economically marginalized and the Divyangjan.
- There is a very clear IT Policy of providing internet and intranet though LAN, WAN & Wi-Fi for the benefit of students, teachers and administrative staff.

For this purpose the Institution

1. Submits plans and proposals from time to time to the Government for approval and financial sanction for infrastructural extension.
2. Mobilizes funds not only from the State Government, but from other sources such as the UGC, CSIR, DST, DBT etc. for academic growth. Grants received from DST-FIST, DBT BOOST, DBT-Star College Scheme, RUSA and CPE Phases 1&2, have been utilized for setting up new labs and improving infrastructure to ensure quality teaching-learning
3. Monitors the upkeep of the Main Building, the New Science Building, the Cottage Building, the Merged Scheme Building, the Roma Chaudhuri Memorial Building as well as the Hostel Buildings.
4. Plan and persuasion for infrastructural development resulted in completion of the P.G. Hostel Building and the Multi-purpose Hall under the Merged Scheme of the UGC.
5. State Grants are normally utilized for maintaining all Laboratories by providing them with necessary equipments, chemicals and other requisites.
6. Grants from RUSA, CPE Phases I and II, have been utilized in setting up smart classrooms with ICT facilities and in the establishment of new laboratories as well as up-gradation of the existing

labs.

7. Various Development Grants are also utilized for maintenance and up-gradation of the Library. Lots of books and Journals have been purchased from RUSA and CPE Phases 1 &2 grants. For convenience of the students and teachers, the Journal Section of the General Library has been shifted recently to the Roma Chaudhuri Memorial Building. Here too, users get access to the internet and utilize online library facilities as well.

8. Keeping in mind the different important events taking place throughout the year like Seminars, Workshops, Cultural Programs, Celebration of Bhasa Divas (International Mother Language Day), National Science Day, International Women's Day, Independence Day, etc. the Air-conditioned College Auditorium with a seating capacity of 325 has been renovated out of State Government Grants.

• The Institutional Policy entails ensuring the over-all well-being of its pupils. Thus,

1. Along with the three existing canteens, an additional Canteen has been set up in the newly constructed Roma Chaudhuri Memorial Building to facilitate supply of food and beverages to students and teachers whose departments are in other buildings of the College. This minimizes time loss between classes and for classes immediately before or after lunch break.

2. The Institution has also installed Water Coolers and Aquaguards at various points in the College as well as in the Hostel premises in order to provide pure drinking water to students, teaching and non-teaching staff, and guardians or other visitors who may be visiting the College or the Hostel.

3. The policy of the Institution is to encourage a healthy life style. Hence it has set up a Gymnasium on the ground floor of the Roma Chaudhuri Memorial Building as well as in the Hostel.

4. Yoga classes and self-defence programs too, are organized to ensure physical strength and fitness.

5. For barrier-free movement and to facilitate the aged teaching and non-teaching staff as well as the divyangjan, two lifts have been installed – one in the Main College Building and another in the New Science Building.

6. The sanctioned Plan of the Roma Chaudhuri Memorial Building includes installation of lifts in the said building with the purpose of aiding swift, easy and barrier-free movement.

7. Ramps, gangways, specially designed toilets, wheel chairs and ladders to climb cots in the hostel, are testimony to the Institution's policy of aiding those stake-holders who have special needs.

8. CCTV has been installed at multiple points in the College and its Hostel in order to ensure safety and security to all.

9. The College's policy of maintaining an eco-friendly and clean and green campus is seen

a. in its maintenance of the large playground, the gardens, the medicinal plant garden, and butterfly garden in the Hostel

b. regular cleaning of rooms, corridors, toilets

c. appointing agencies for pest control

d. installation of LED lights

e. Installation of solar panels

f. making the twin campuses plastic-free zones

g. eco-friendly ways of disposal of waste

h. Restricted entry of vehicles

i. Regular sanitization of the entire College and Hostel during the COVID 19 Pandemic.

j. For conservation and better utilization of water, rain water harvesting and recycling of water from A.C. units have been implemented.

k. The College policy is inclusiveness in women's education and empowerment. Hence the economically marginalized students are provided

10. Kanyasri Scholarships, SVMC Scholarships, Indira Gandhi Single Girl Child Scholarships, Shiela Kanoria Scholarships, etc.

11. Financial support through the Principal's Welfare Fund and the Students' Welfare Fund and

12. Food free of cost through the Institution's 'Lunch Box' Scheme.

File Description	Document
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 15.03

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
554	342	195	113	111

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 1.96

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
36	29	35	33	39

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 10.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
298	191	157	170	111

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0.97

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
00	0	0	0	27

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 256.1

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 1575

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 39.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	29	30	8	3

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
44	86	122	16	14

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural

activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 2

5.3.1.1 **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) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The College has traditionally aspired to impart a holistic education. Its takes great pride in the wide range of co-curricular and extracurricular activities that witness vibrant student participation

- The Students' Council of the College, democratically elected and appointed in accordance with the statutes and regulations of Calcutta University, serves as the representative of the College's students.
- The elected General Secretary is member of the College Governing Body, and the Internal Quality Assurance Cell, thus ensuring active student participation in the administrative processes of the College.
- It works in tandem with the faculty in

1. the celebration of occasions like Republic Day, Bhasha Divas, National Science Day, International Women's Day, and Independence Day
2. raising awareness in matters of College discipline and the College Code of Conduct
3. participation in Youth Parliament organized by the State Government
4. Organizing and ensuring proactive student engagement in social awareness programs like "Human Trafficking", "Violence against Women", and social welfare programs like "Cancer Awareness", "Stay Green, Stay Clean", and the self –defence program "Sukanya".

- It plays an important role in disseminating information regarding the diverse initiatives taken by the College outside the classroom to ensure student engagement and participation. It provides a vital link between the College and the Student Bodies outside, and encourages and facilitates the organization of diverse youth programs in the College.
- The College Magazine and the Wall Magazines of different Departments provide opportunities to showcase and explore their creative writing skills.
- A unique feature of the College Calendar is the Intra College Cultural Competitions held annually. Students actively organize and participate in events like elocution, extempore, debate, Western and Indian dance, singing, poster-making and painting competitions. These competitions play a crucial role in fostering intellectual alertness and cultural awareness, apart from providing the pupils with an opportunity to hone their talents. They are encouraged not only to participate in particular events, but also to take on administrative, organizational and logistic responsibilities for the events.
- The College Fest "Kaleidoscope", held annually is a two-day cultural and entertainment program entirely organized and managed by the students. From seeking sponsorships to planning and holding the events, the entire logistics witnesses optimal student engagement in all phases. Funds are also allocated to support students' initiatives.
- Students' exclusively organized events also include Teachers' Day Celebration, Freshers' Welcome, and Farewell to outgoing batch.
- The Annual Sports Day comprises a series of sporting events in the individual and team categories with enthusiastic student participation.
- The two-day Annual Function and Reunion Program every year involves a multicultural and multilingual soiree, with songs, dance, dance-dramas and plays put up by the students in English, Bengali, Urdu, Hindi, Spanish and the North Eastern languages of India.
- The College thus provides a comprehensive educational program to its students, with co-curricular and extracurricular activities which foster their skills, and groom them for team work, public interaction, public speaking, and leadership roles, as they step out of the Institution into professional spheres.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 11

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	12	11	11	11

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

The college has Alumni associations based in Kolkata, New Delhi and even in Bangladesh. The LBC Alumni Association has deep bond with the college and regularly organize cultural programme and fund raising programmes.

Some of the activities of the Alumni Association for the last five years are summarized below:

2015-16

- On 28th of January, 2016 Smt. Ketaki Kushari Dyson, eminent scholar, writer and poet, also an alumna of this college, spoke about her life, works and thoughts about the world.
- The Association's Annual Fund-Raising Programme was held on the 19th of February this year where Smt. Bijoylakshmi Barman, an alumna of this college and a well- known elocutionist and theatre personality, presented a solo performance.

2016-17

- On 23rd July, 2016, at the Annual General meeting of the Association, Smt. Ajanta Chaudhury was re-elected as the President for another term. At the same meeting members decided on a donation of Rs.25,000 each to Arunima Hospice of Behala and Hitaishini, a support group for cancer patients.
- The Association has from now on started participating actively in the maintenance of the College garden. A gardener has been appointed on a monthly payment basis. Some gardening tools and implements have been donated.
- Commemorating the Platinum Jubilee Year, a Souvenir was published which contained a very useful directory of the life members of the Association.

2017-18

- On 13th July, a programme of songs and poems was organized in collaboration with the cultural

group 'Barshonmala' where Smt. Bijoylakshmi Barman and other eminent personalities were the participants. Two cheques of Rs.25000 were donated to 'Janahitaya', a home for the aged and 'Antara', a psychiatric hospital, respectively on 13th July and 21st November, 2017.

- The Mandalika Memorial Silver Medal, an endowment prize, was given to the best all round student of the English Department for the session 2014-17.

2018-19

- An outreach programme was organised by the Alumni Association on 31st August, 2018. Fifty underprivileged children were invited and food packets were distributed to them. Two donations of Rs.25,000 each were handed over to Smt. Alakananda Roy who runs a school for the children of the convicts of Alipore Jail and to Smt. Ushashree Chakraborty, a victim of blood cancer who needed bone marrow transplant.
- Smt. Dipika Chakraborty, an alumnus of Lady Brabourne College has sponsored two scholarships of Rs.50,000 each to two meritorious but needy students of the Geography Department.

2019-20

28.8.2019:	Lecture on "Counselling : The problem-solver in life" by Prof. Nilanjana Sanyal followed by an interactive session with the students.

13.9.2019:	Social Sub-committee members visited 'Iswar Sankalpa', an NGO for homeless and mentally deranged women to check authenticity.

4.12.2019:	Donation of Rs. 25000/- each was made to 'Iswar Sankalpa' and 'Again Nirman', an NGO for child welfare.

23.12.2019:	Dipika Chakravarty special prize of Rs. 50000/- each awarded to two students (UG & PG) of the Department of Geography.

22.6.2020:	Donation of Rs. 50000/- made to Bharat Sevashram Sangha for the victims of supercyclone Amphan.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The nature of governance in Lady Brabourne College is in keeping with its mission and vision. The mission of the College is to emancipate and empower women by providing holistic education. In this mission the College ensures inclusiveness, transparency, and the overall welfare of its primary stakeholders.

The vision of the Institution is to produce young, energetic, competent, and confident agents of social change who through dedication and commitment will contribute to the building of a powerful Nation.

- The College has all-women management with a lady Principal at the apex. A large number of Committees under the Principal and the Teachers' Council actively participate in the decision-making processes and implementation of the same. 100 % of Governing Body members, 99% of Teachers' Council members and 100% of internal IQAC members are women.
- Perspective plans include Course dissemination strategies to change and upgrade according to the changing needs of the students with state of the art labs, library units, classrooms, digital literacy, and high-speed internet facilities while keeping in mind Human Rights, Gender, and Environmental issues.
- Maintaining and upgrading accommodation for UG and PG students so that they can take advantage of higher education in secure, economical and accessible environment.
- Existence of a very active Women's Studies Centre in the College comprises teachers from various disciplines. The Centre undertakes Awareness and Gender Sensitization Programs by organizing seminars, workshops, cultural events, and also encourages research and publication.
- A very active Career Counseling & Job Placement Cell regularly holds interactive sessions between students and prospective employers. The Cell guides students in choosing the right career options in the ever-expanding high-tech global job market. Several foreign universities have sent representatives and many students have applied to those universities using the Placement Cell platform.
- Meetings of Principals of West Bengal with the DPI /Principal Secretaries are held where instructions regarding Grants, Proposals placed by colleges, Special Grants, etc. are discussed and the Principal implements these in the College via Office Staff.
- Meetings of Principals of C.U. affiliated colleges with the VC, Pro-VC (Academic), Registrar and Controller of Examinations where instructions are given to the Principals regarding admission, registration, conducting of examinations (UG & PG), marks uploading, UG & PG seat numbers, introduction of Courses, etc. The Principal complies with these instructions in consultation with the Admission Committee, Examination Committees, IQAC Coordinator, TCS & HODs of the college.
- The UGC Committee of the College liaisons between the Principal and the UGC.
- Principal and many teachers are GB President/members of other Higher Educational Institutions. This may be seen as an extension activity of the College. The College was also selected as mentor for Matiaburj College for their forthcoming NAAC accreditation.
- Approval and evaluation of SARs made by teachers and prepared by the Principal are sent to the

DPI (in case of WBES), and to the Principal Secretary , Higher Education Department, Govt. of West Bengal (in case of WBSES).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institution has a policy of distributive management and implementation of strategies in a completely democratic environment. The following is an example of the decentralization and participative management.

Case Study: Implementation of CBCS on-line application.

- The Principal, IQAC Coordinator and Heads of Departments prepared projection of in house management of Internal Assessment Process with only basic indicatives available from the affiliating University which was initiating the process. The strategy was planned in September, 2018 for November, 2018.
- The Principal declared adjustment of the Puja vacation so that University deadline for uploading marks may be maintained.
- The IQAC recommended setting up of a Central Tabulation Committee (CTC) with a dedicated mail ID and earmarked dedicated computers in the IQAC Office to collect Internal Assessment data from across the College.
- Periodic sensitization of departments carried out by the IQAC Coordinator and the Teachers' Council Secretary.
- By 3rd week of November, IA data was posted in the CTC mail account.
- The University opened portal 3 days ahead of closure. By 30th of November, 2018 a team of teachers led by IQAC members and monitored by the Coordinator successfully uploaded marks to ensure the College's full absorption of the CBCS Course introduced by the affiliating University.

Decentralization and participative management can also be observed in the following:

- From time to time Teachers' Council meetings are held for academic and administrative purposes.
- Regular meetings with Heads of Departments are held for similar purposes. During the pandemic virtual meetings with all Heads are being organized.
- Meetings with the various Committees (virtual meetings during the pandemic) are held as per the need of the hour. For example,

1. The decision to conduct virtual sports was taken by the Principal in consultation with the IQAC Coordinator, TCS, IT-related Committee and the Athletic Committee Conveners, and implemented by participants and Athletic Committee teachers liaising between Heads of Departments.
2. For virtual Prize Distribution Ceremony, the Principal consulted the TCS & the IQAC Coordinator. The decision taken was communicated to the Conveners of Prize Committee, Drama, and Cultural Committees. Implemented in a unified and united way by liaising with the Heads of Departments.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institution initiates management processes by holding meetings to plan strategies targeted at specific aims. When funds under RUSA was granted with definite spend road map and schedule, the Institution went about the process maintaining correspondence between planning and execution.

Case Study: Deployment of RUSA grant and implementation of upgradation of infrastructure in Categories A, B & C.

- The Principal and the IQAC prepared the DPR (Detailed Project Report) according to guidelines of MHRD as disseminated by the RUSA Unit of the State Government.
- The Principal with the IQAC Coordinator formed the RUSA Project Monitoring Unit (PMU). All Heads of Departments were called in a meeting to place their requirements. Prioritization of requirements made, involving all Heads.
- After the receipt of grant the PMU planned expenditure in a strategic way to address essential needs of departments and to reach the target of optimum spending set up by MHRD.
- Cat C Procurement purchase was made and immediately the strategy was made to apply for 2nd Installment. Within FY 2015-16 in record time 2 installments were spent, work orders issued and jobs of Cat C & B were completed. Institution applied for 3rd Installment.
- IQAC arranged for training of PFMS to facilitate rapid deployment of 3rd installment. Dedicated mobile for Bhuvan RUSA app procured and teachers uploaded progress data systematically to maintain total transparency. All funds exhausted by 2016-17 and UC submitted successfully meeting all MHRD mandates.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The Organogram represents the well-planned and integrated administrative structure of the Institution. It will be evident that the Principal being the apex authority maintains a healthy administrative approach; it is the perennial referral but within an interactive, democratic, open and accessible system.

- The Organogram represents the governing mechanism and the functional units of the College.
- The Principal is the referral for all final decisions
- In planning and devising strategies IQAC, the Teachers' Council and the Governing Body are consulted by the Principal.
- The various units include the Academic Departments under their respective Heads, the Principal's Committees under their Conveners responsible for various aspects of academic administration and the Teachers' Council Secretary who is annually appointed to manage the academic calendar and coordinate the functions of everyday management and functions. In addition, the TCS acts as a liaison between the Principal and any and every teacher. Under the TCS, there are a number of Teachers Council Committees like

1. Admission Committee
2. Examination Committees
3. Disciplinary Committee
4. Hostel Committee
5. UGC Committee
6. Prize Committee
7. Athletic Committee
8. Drama and Cultural Committees

- The Librarians manage the intellectual resources in all versions with the support of the library staff.
- Nonteaching Office Staff headed by a Group B clerk act as extension of the Principal's Office and manage student affairs. Academic assistants help in laboratory management and ancillary work. Group B, C & D staff work under the leadership of the Head Clerk.
- The Hostel Superintendent acts as the coordinating authority for all affairs relating to residents of the UG and PG Hostel. She is strongly supported by a residential Assistant Superintendent of the Hostel and all other Hostel Staff.
- The College maintains campus harmony and well being through special cells headed by senior IQAC members viz. Grievance Redressal Cell, Anti Ragging Cell, Internal Complaint Committee and the Public Information Office to direct academic dispute of a legal nature. These Cells are part

of the Principal's Office.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

- Being a fully Government Institution, all employees enjoy the privilege of Government Health Scheme and Sasthya Sathi Programme.
- Loans from GPF are very easily made available through Single Window Service of Principal's Office.
- LTC are available as per WBSR.
- Employment opportunities of next of kin of employees who died in harness as per Govt. Service Rules (WBSR)
- Medical Leave - per year 20 days full pay.
- Maternity Leave

- Child Care Leave available at Principal's discretion.
- Quarantine Leave for employees affected by COVID 19.
- Regular sanitization of College helping both teaching and non-teaching staff.
- Regular distribution of sanitizer and liquid soap bottles in all washrooms keeping in mind their health and hygiene. The Department of Microbiology, moreover, made hand sanitizers in their lab and distributed among the non-teaching staff of the College using public transport, the local Police Station and SSKM hospital.
- Thermal guns have been purchased for the safety and welfare of all stakeholders.
- Paperwork has been minimized and the Institution is moving towards a paperless office.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.3.2 Average 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**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

10-12-2021 11:04:00

2019-20	2018-19	2017-18	2016-17	2015-16
04	05	2	1	04

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 10.61

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	8	7	15

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

- Principal prepares ACRs for all teachers and non-teaching staff coming under Confirmation and CAS.
- Regular updating of physical Service Book by Service Book Committee Conveners and members, duly signed by the Principal (for both teaching and non-teaching staff)
- Approval & evaluation of SARs (Self appraisal Reports, a fully on-line method of reporting and assessment as directed by the Higher Education Department, Government of West Bengal) by the Principal.

- Principal goes through Students' Feedback reports and has closed door sessions with concerned teacher/librarian/non-teaching staff when required.
- Departmental meetings with the Principal are regular features.
- Principal confers regularly with IQAC Coordinator, TCS and Service Book and Leave Committees on case to case basis.
- The Principal confers with the Head Clerk on all matters relating to Non-teaching Staff (their leave, transfer, confirmation, CAS, etc).
- For matters relating to any grievance, Special cells like the Grievance Redressal Cell or the Anti-Ragging Cell, etc. are brought in depending on the nature of the issue raised.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The Institution conducts Internal Audits of all internally managed accounts of every financial transaction at the end of every financial year. Each Committee Convener under the Teachers' Council present their accounts and work report to assigned Internal Auditor and face audit reviews.
- Autonomous PG departments regularly conduct audits.
- All grants from agencies such as UGC, DBT, DST, RUSA face audit and inspection by External Auditors and meet all objection and queries.
- Government audit is conducted by appointed auditors as and when the Higher Education Department fixes the schedule.
- The Principal and selected teachers attend meetings with government auditors to satisfy objections raised. All units handling finance has to interact with and satisfy their respective auditors

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Institution adopts the following strategies:

- Applies well-planned budget/ Detailed Project Reports (DPRs) to the various schemes of the Higher Education Department and/or other Funding Agencies of the Centre and the State. DPRs are prepared by the Principal in consultation with IQAC, TCS and concerned teacher(s).
- Applies with specific Project Plans to UGC, MHRD, DBT, DST, CPE, etc.
- Approaches allied Ministries such as Ministry of Statistics and Programme Implementation, Govt. of India, Ministry of Women and Child Welfare, Govt. of West Bengal, Ministry of Science & Technology, Govt. of West Bengal, Dept. of Biotechnology, Govt. of West Bengal, etc. for various schemes.
- Publishers and booksellers are invited to organize stalls during seminars and workshops and the College is paid for providing space and creates trade opportunities.
- Registration fees are charged during open seminars and ancillary expenses are met from there.
- The Alumni also is requested to make moderate purchases such as equipment for the Hostel, College canteen, maintenance of a part of the College garden, maintenance of the Medical Unit of the College, etc..
- Appeals for voluntary donations from stakeholders (teachers of the College) to undertake benevolent schemes for students' welfare such as setting up a corpus to initiate the Principal's Welfare Fund (for financial assistance related to academics) and the Lunch Box Distribution Programme as humanitarian aid.
- Scholarships, Prizes and Endowment Lectures funded by the Alumni Association (for Depts. of English & Geography), private individuals' prizes like former & present teachers, or deceased students' /teachers' families, etc.

File Description	Document
Upload any additional information	[View Document](#)
Paste 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

Response:

Practice I

Upgrading 6 UG Depts into PG Depts

- During the time a number of meetings were organized by the University.
- The IQAC Coordinator and some members of the Admission Committee attended all these meetings to receive new information and to provide feedback of the College teachers in specific cases.
- Permission for opening PG Courses were sought from the Higher Education Dept., Govt. of West Bengal as well as from Calcutta University
- After obtaining the Govt's permission, an Inspection Team from the University consisting of the Inspector of Colleges and subject Experts of the respective subjects visited the College.
- Based on the Report of the Inspection Team, the University gave permission to open autonomous PG Courses

Practice 2

- Receiving of RUSA grant consequent of its 'A' grade in 2nd Cycle of NAAC , necessitated coordinated and planned fund management to renovate and upgrade the wet labs and even create new extensions to facilitate P.G teaching in Botany, Chemistry, Zoology and Microbiology. The IQAC took the initiative of bringing the Roma Chaudhuri Memorial Building under the purview of RUSA to facilitate necessary expansion.
- Being a fully Government College dependent on state PWD, target-based spending was a problem. Promptness of utilization was imperative for release of further grants.
- The IQAC through its RUSA PMU proposed an appeal for Limited Tender Inquiry (LTI) whereby the State Government has provision for inviting concerns other than the PWD to complete urgent work.
- The RUSA PMU prepared a report (DPR) and justification of the need for the reconstruction and renovation of the wet labs and proved the necessity for imparting of teaching and learning to PG students.
- In response to the strategy, Controller Finance RUSA (State) granted permission.
- The state-of-the art wet labs enabled PG teaching to be successfully conducted and imparted from 2016 onwards.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Practice 1

- The student feedback system was in place even from before the First Cycle of evaluation which is a centralized one for which initiative is taken exclusively by the IQAC and the TCS who is usually a senior member of the IQAC.
- The analysis of any anomalous feedback is done in the form of a closed door meeting where the concerned teacher/librarian/office staff and the IQAC Coordinator and Heads, (usually members of the IQAC) deliberate with the Principal for devising measures and implementing the same.
- As part of the student feedback at PG level, the IQAC Coordinator initiates regular Guest Teacher assessment which is made in consultation with the students of the PG Departments.

Outcome:

1. The Principal and IQAC ensure that departments adapt to new systems and syllabi by interactive departmental meetings (mini academic audits) and institutional audits by the Principal, IQAC Coordinator, TCS & NAAC Coordinator.
2. If students have problems with teaching methods at the PG level with Guest Teachers, Heads and Coordinators work closely with University Boards of Studies and arrange for fresh appointment.

Practice 2

- The Institution has a long standing Practice of Result Meetings in which the Principal presides over an assembly of Heads, most of whom are members of the IQAC. From time to time, any extraordinary issues related to teaching and learning outcomes in the confidential interactions with Parents and wards activates special bodies like, the Standing Disciplinary Committee which has senior IQAC members as its Conveners.
- After each College Level examination of importance the Principal and the teachers with significant IQAC presence deliberate the Programme Outcomes, receptivity, problems of slow learning, issues of student potential and capacity. The IQAC teacher-members are involved in counseling and academic mentoring. Departmental Heads having IQAC sensitization are aware of problems of students at micro-level; if departmental counseling fails the larger platforms of Result

Consideration and Disciplinary Committees are accessed.

- Teaching and learning advisories such as motivating students for studying extra year, strategies for overcoming exam phobia, parental counseling, motivating departments to take confidence boosting supplementary tests, etc. are undertaken as some of the norms commensurate with quality consciousness as perceived by the IQAC. Underachievement is seen as symptom of the primary stakeholder's genuine discomfort in some area and special care is suggested by the Principal who continuously consults the IQAC.
- Central Funds managed by IQAC (RUSA &CPE) and Development Grants by the State Government are strategically deployed for providing teaching aids, books, e-learning resources under advice from IQAC teacher-members to assure the incremental, sustainable and positive teaching-learning outcomes.

- University results including the Rank List and Pass percentage of the Institution bear testimony that there is incremental and sustained improvement.
- The IQAC proposes that initiatives regarding academic audit by Calcutta University may be started.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

One of the primary aims of the College is to raise consciousness regarding gender equity. It therefore attempts to make its staff and students aware of the 'construction' of 'woman' in society and how gender identities mesh with societal norms in the deeply entrenched structures of patriarchy.

- Consequent to the initiatives undertaken by the College, a Generic Elective Course in Women's Studies was introduced in 2010-2011. It has witnessed enthusiastic enrolment of undergraduate students and has played a crucial role in inculcating awareness regarding gender inequity and facilitating gender empowerment.
- The College maintains a vibrant UGC sponsored Women's Studies Centre which regularly organises Seminars, Workshops, Awareness and Outreach Programmes, Talks, etc. facilitating gender sensitization and equity. Collaborative Awareness Programs with Bengal Obstetric and Gynaecological Society annually, deserve special mention.
- Dr. Arati Basu, eminent gynaecologist and former President of the College's Alumni Association, too, has delivered several lectures on healthy gynaecological practices.
- Seminar on Vidyasagar, the proponent of Women's Education in Bengal, on his Bicentenary also deserves special mention.
- Four teacher-members of the Women's Studies Centre of the College were part of the Expert Committee (formed by the University of Calcutta) that framed the CBCS syllabus of the Women's Studies Generic Elective Course of the University in 2018.
- Books authored and edited by teachers of the Institution are in the University syllabus Reading List for Women's Studies Generic Elective Course.
- In collaboration with the Kolkata Police the Women's Studies Centre has organized programmes for training students in the art of self-defence by women trainers from Kolkata Police which is a part of their community policing initiative named 'Sukanya'. The first training module of this on-going project was offered in March 2019. The training enables girls to tackle any molestation attempt in public spaces.
- Several Safety and Security measures ensure better and safer environment in the campus. Besides usual security personnel, armed security guards at Entry and Exit points, CCTV cameras at strategic positions in the College as well as the Hostel premises provide 24x7 security to all stakeholders.

- The college offers as one of its facilities a Psychological Counselling Cell for its students, teachers, and non-teaching staff. A professionally trained lady psychoanalyst holds individual and group sessions in order to address mental-health issues. Confidentiality is strictly maintained.

- The College utilizes the Students' Common Room in multifarious ways. It is a spacious, well-equipped and welcoming place with recreational facilities exclusively for students.
- There are sufficient number of toilet blocks in the College and the Hostel. Moreover, as part of the West Bengal Government's initiative a sanitary napkin vending machine along with incinerators

for hygienic disposal, have been installed in the Common Room and its attached washroom. One female attendant at the entrance of the Common Room aids the students in case of any special need.

- Anti –Ragging Cells in College and Hostel, a Grievance Redressal Cell and an Internal Complaint Committee address complaints that are lodged to the respective Cells.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste management

- The institution has a regular, efficient and organised system of cleaning the College and Hostel premises. Besides the Government appointed sweepers, there are non-government part-time workers and an outsourced company who regularly clean the garbage and clear the clogging in the drains of the twin premises. All kinds of solid waste is taken outside the campus and disposed off via Kolkata Municipal Corporation's garbage collection and transportation vehicle.
- The College campus and hostel premise have been declared as '**Plastic-Free Zones**'. This has effectively reduced the use of plastic containers, bags and packets.
- Government of India mandates the segregation of waste at source based on their nature of degradability. Thus segregated vats have been set up for collection of assorted waste produced in the campus. The **'Green Bin'** collects the food-waste from College Canteens and Hostel kitchen besides the fallen dead leaves from the garden. These are all degradable waste, which are recycled by composting at source. The non degradable waste is collected in the **'Blue Bin'** which is disposed off from time to time.

Liquid Waste Management

- The Department of Chemistry ensures that liquid wastes are drained out into specified basins where they are first diluted 5 times before running them out through the common drainage system. This ensures sufficient dilution to reduce their toxicity below LD50 level.
- The Department of Microbiology ascertains that contaminated liquid wastes are autoclaved or chemically sterilised and disposed off through sanitary sewer.

Biomedical waste management

- In the Department of Microbiology, all materials which meet the definition of biohazard wastes are collected, processed and disposed off in accordance with the proper procedures which have been developed to comply with correct safety regulations.
- Contaminated or uncontaminated needles, syringes, scissors and other sharp things are properly packed in rigid plastic boxes and disposed of to municipal trash.

E-waste management

The College has been successful in handling e-waste in a scientific manner. The e-waste i.e. discarded electronic and electrical devices destined for refurbishment and recycling are handed over to a certified and authorised e-waste recycler (done according to E-waste Management Rule, 2016).

Waste Recycling System

- For composting of biological waste, pits have been dug up at the corner of the garden. Organic waste collected in the 'green bin' is disposed of here and left for decomposition. The process also involves the casting of earthworm in it.
- The college recycles water emitted from A.C. units for other use. A unique way has been employed to collect and reuse the condensate from air conditioner machines installed at the library. The condensates have a drain-line and are collectively drawn into a storage tank situated at the backside of the main building of the college. The stored water is used from time to time for watering of plants.

Hazardous chemicals and radioactive waste management

- Multiple exhaust fans are continuously operative during class hours.
- Handling of reagents which produce pungent irritating fumes are always carried out within fume chambers.
- Use of laboratory coats, protective glasses and gloves.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The College takes various initiatives to promote an inclusive environment facilitating tolerance, and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

- The NSS units of the college take initiatives in collecting old clothes and distributing them among the underprivileged inhabitants of the adjacent slum areas twice a year.

- The College Hostel runs a night school where the students teach the underprivileged children of the adjoining slums.
- Since the college started as 'Purdah College' in 1939 with the aim to provide higher education to Muslim women, and the demography of the locality being predominantly of this religious minority community, the institution continues to attract a considerable number of Muslim students.
- Moreover, the Hostel attracts students from the North-eastern States, (most of whom are either Buddhists or Christians), as well as from the neighbouring country Bangladesh.
- A unique feature of the Institution is that it has 6 language departments: Bengali, English, Hindi, Sanskrit, Persian and Urdu, as well as an add-on course of Spanish Language, which illustrates its cultural and linguistic diversity.
- Socio-economic harmony is seen, moreover, in the Institution's students who hail from multifarious backgrounds – from the rich and the upper middle class to the poorest of the poor – all are admitted by the College solely on the basis of merit, without any kind of discrimination.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Lady Brabourne College creates and sustains a space where each member of the teaching-learning community aims to inculcate and observe constitutional values. Every member in the College Campus aims to practice the values, discharge her/his duties and assume responsibilities as conscious citizens of India.

- The College Logo bears the motto "Sangachchhaddham" to indicate the Institution's abiding commitment to the spirit of harmony and unity.
- The College celebrates the values of unity, service, patriotism and dedication through the College Anthem.
- A standing Disciplinary Committee, Anti Ragging Committee, Grievance Redressal Cell, and Internal Complaints Committee ensure a secular, gender-neutral, and sensitive environment befitting a democratic, republican and secular Constitution.

- Discipline is a core value crucial to the ethos of the college, as stressed in the Code of Conduct displayed on the College website.
- Annual Value Education seminars are organised by the College to inculcate a sense of core values, gender sensitivity, and environment consciousness, to name a few, among students and employees so that each one is able to imbibe the holistic culture of the Institution as a step towards becoming a responsible and conscious citizen.

- Political sensitization in the form of initiatives by the Department of Political Science has helped to enrich student and Faculty Awareness.

1. Students Debate entitled 'The Muslim Women (Protection of Rights on Marriage) Bill 2018 should be Unanimously Passed in Parliament' on 01.02.18.
2. Students' quiz on 'Indian Government and Politics' on 22.02.18.
3. Students' seminar on "India Today is Still a Secular State" on 06.08.2018
4. Participation in "Youth Parliament Competition" on 17.9.2019 at St. Xavier's College, Kolkata

- The apolitical Students' Council is an intrinsic and integral part of the College. It is formed through a democratic election process that has no external interference.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

- Each year the national flag is hoisted in the College and Hostel premises on Independence Day and Republic Day by the Principal, teachers, students and non-teaching staff. The national anthem is followed by a cultural programme in which staff and students actively participate, reiterating the national and historical importance of these days.
- Teachers' Day is celebrated annually on 5th September to commemorate the birth anniversary of Dr. Sarvapalli Radhakrishnan.
- Besides, birth anniversaries / centenaries / sesquicentenaries / bicentenaries of great Indian personalities such as, Mahatma Gandhi, Rabindranath Tagore, Vallabh Bhai Patel, Swami Vivekananda, Sister Nivedita, Netaji Subhash Chandra Bose, Pandit Iswar Chandra Vidyasagar and Munshi Premchand have been observed.
- Celebration of International Mother Language Day on 21st February each year.
- Celebration of National Science Day on 28th February each year to commemorate the discovery of the Raman Effect by the Indian Physicist C. V. Raman.
- Celebration of International Women's Day on 8th March each year.
- World Environment Day is observed on 5th June every year.
- World Yoga Day is observed on 21st June where yoga poses are taught to students and the philosophy of Yoga as a way of life is discussed.
- Van Mahotsav celebrated in July each year by planting of saplings.
- Hindi Diwas is celebrated on 14th September every year.

File Description	Document
Link for any other relevant information	View Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:

Best Practices:

A:

1. Title of the Practice: Lunch Box

2. Objectives of the Practice: Lunch Box aims at ensuring cooked nutritious mid-day meals to the economically challenged students of the college on full working days. The institution considers it as part of its social responsibility to provide adequate nutrition to the socially and economically marginalised students so that they may carry on their academic pursuits without hindrance.

3. The Context: The Mid Day Meal scheme run by the Government of India has proved to be highly beneficial at the school level. Moreover, in the Indian context malnutrition of the girl-child is a major issue in rural as well as urban areas. As the college offers opportunities of higher education to students from all socio-economic classes, it is only natural that a section of its students who belong to the less privileged section of society, find it difficult to pay for and avail of nutritious meals in the middle of a working day. Keeping in mind the needs of these pupils, and taking the Mid Day Meal scheme as a point of reference, the college has introduced the Best Practice titled "Lunch Box". Under the scheme underprivileged students can enroll themselves to avail of lunch during full working days.

4. The Practice: "Lunch Box" was initiated as a best practice to aid willing underprivileged students by providing them nutritious lunch free of cost. The institution has an established practice of aiding financially disadvantaged students through its Students Welfare Committee. The Committee annually calls for applications from interested students. Students are selected for financial aid on the basis of an interview and verification of supporting documents. Aid is offered in the form of waiver of tuition fees, purchase of text books and other educational equipments. However, the College has recognised the need for adequate nutrition of these students. Hence the "Lunch Box" facility has now been introduced. The scheme is being financed through the contribution of the teaching staff of the College. This is a unique endeavour in the context of higher education which aims to address the overall well being of each student, as academic progress is inextricably linked to nutritional health.

5. Evidence of Success: Lunch Box is a successfully running practice which caters to approximately 40 economically challenged students daily. The regular attendance of the students in this programme indicates its viability and success.

6. Problems Encountered and Resources Required: Considering the nutrition profile of India, providing daily nutritious food to students is a necessary and relevant step. However, to reach out to a larger section of students requires a substantial fund which is not possible without external sponsorship. Due to limited resources the college has currently chosen only the economically marginalised students as beneficiaries of this scheme. The College hopes to extend this facility to include more candidates and is looking for options of extensive sponsorship for the same.

B:

1. Title of the Practice: People's Biodiversity Register (PBR) of Kolkata: A Case Study of Ward No 60, Kolkata Municipal Corporation Area

2. Objectives of the Practice:

As part of a study initiated in Collaboration with Kolkata Municipal Corporation and West Bengal Biodiversity Board, the Departments of Botany, Geography, Microbiology and Zoology have conducted sample survey of biotic resources thriving in Ward No. 60, situated within the Kolkata Corporation area. The aim of the study was to:

- Document, monitor and provide information of local flora and fauna for sustainable management of local biodiversity resources.
- To assess the impact of human intervention on the biotic resources of the area.
- To develop exhaustive database of plants and animal species for the conservation of the biotic communities of this part of Kolkata.

Primary survey was conducted which involved identification of the trees, canopy measurements, height measurements, GPS survey, and also Questionnaire survey with the local people to understand the level of perception on the importance of biodiversity, their involvement in the biodiversity conservation measures, raring of animals and so on. Park Circus market was also surveyed to identify the biotic commodities sold every day and their natural sources.

3. The Context:

People's Biodiversity Register (PBR) is a register with names of species and their distribution in a given area. It is a comprehensive data base that record people's traditional knowledge and insight of the status, uses, history, ongoing changes and forces driving these changes on the biological diversity resources of their own localities. Biodiversity registers are being prepared with the help of the local people and hence referred as People's Biodiversity Register. It provides information on the current utilization patterns of biodiversity and its economic benefits to the local people.

National Biological Diversity Act of India (2002) mandates that local knowledge of biodiversity be registered in a national database, called the People's Biodiversity Register (PBR). So, one of the mandates

of the Biodiversity Board is to prepare Biodiversity Registers not only by local people but also by school/college teachers and students. Preparation of Biodiversity Register is an attempt to realize the biodiversity at each Local level. Identification of biological resources and documentation is one of the prerequisites for the Register preparation which can lead to new discoveries and development of new commercial products, patenting of such products, equitable distribution of benefits, if any, and through this, paving the way for a new economic order in the country through biodiversity conservation.

Kolkata Municipal Corporation and West Bengal Biodiversity Board has started to prepare **Peoples Biodiversity Register of Kolkata**. In 2020, both the organizations invited the Lady Brabourne College and other academic institutions to take part in this programme. This is a Collaborative work of the College with the West Bengal Biodiversity Board and Kolkata Municipal Corporation.

Importance of PBR

- Local knowledge that is being registered includes utilitarian uses of biodiversity such as for food, fodder, firewood, medicines used in the Ayurveda traditional medicinal system of India, as well as knowledge of traditional conservation practices such as sacred groves and sacred water bodies.
- Document, monitor and provide information for sustainable management of local biodiversity resources.
- Promote biodiversity-friendly development in the emerging process of decentralized management of natural resources.
- Establish claims of individuals and local communities over knowledge of uses of biodiversity resources, and ensure equitable benefit sharing from the use of such knowledge and resources.
- Teach environmental science and biology
- Perpetuate and promote the development of practical ecological knowledge of local communities and of traditional sciences such as Ayurveda and Unani medicine.
- The registers form a baseline data for future management strategies required for the sustainable utilization of biodiversity in a decentralized manner.
- It helps in equitable sharing of benefits arising out of commercial utilization of biodiversity resources and knowledge on their uses.
- The Biodiversity Register offers conservation, protection of IPR and the traditional knowledge.

4. **The Practice:**

Park Circus area is located within ward No 60, which is a densely populated area of Kolkata. More than 38% of the population in this area is economically backward. Though it is thickly populated area but importance of this ward is high as it is furnished with different educational and health care institutions like National Medical College and Hospital, Aliah University and Lady Brabourne College. Primary survey was conducted which involved identification of the trees, canopy measurements, height measurements, GPS survey, and also Questionnaire survey with the local people to understand the level of perception on the importance of biodiversity, their involvement in the biodiversity conservation measures, raring of animals and so on. Park Circus market was also surveyed to identify the biotic commodities sold every day and their natural sources.

5. **Evidence of Success:**

A preliminary Report on PBR has already been submitted to the West Bengal Biodiversity Board which includes list of trees, medicinal plants, birds, small mammals, butterflies, molluscs, etc. recorded during the

last one year.

6. Problems Encountered and Resources Required:

Park Circus is a thickly populated area with more than 38% of the population economically backward. There are several slum areas where people are very much unaware about the importance of biodiversity and at times reluctant to co-operate. Many high rise buildings are also coming up in the area destroying a major part of the biodiversity around. Further the work requires expertise and involves year round survey keeping a track record of the natural vegetation around.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

The mission to emancipate and empower women through holistic education and thereby produce competent, compassionate, conscientious and confident agents of social change is reflected in the Institution's long and sustained tradition of *discipline* that is inculcated in its teachers, students and administrative staff alike.

Inclusion, without any discrimination in terms of class, caste, creed or religion is fundamental to the holistic education that the College imparts. Girls from socio-economically marginalized sections, of whom many belong even to the poorest of the poor and are first generation learners, after 3 – 5 years (UG/ UG&PG) of study in Lady Brabourne College emerge as confident and enlightened individuals who can give back to society and the nation. Students like Sirajun Tahura of Mathematics, Bushra Alam of Chemistry, Margaret Singh of Sociology, and Shrestha Biswas of Physics are only a handful of the cases in point.

The rich alumnae that include scholars, scientists, corporate leaders, civil servants, entrepreneurs, creative and performing artists, to cite a few examples, bear testimony to the success and professional achievements of Brabournites across the globe. Their achievements are based on this core value of *discipline* that begins with self-discipline which involves respect for self and others, dignity in conduct, spirit of commitment and hard work, and nurturing of some basic values like subordination of self-interest to the larger good of the community and the State.

Transparency and impartiality in all administrative and academic practices and endeavours contribute to the high standard of *discipline* **that is the College's distinguishing feature**, which it has maintained since

inception.

Discipline in academics is enhanced due to the emphasis upon punctuality, regularity in attendance, and honesty in examinations. Resorting to any kind of dishonest or unfair means is strongly discouraged and firmly dealt with by the standing Disciplinary Committee of the College. The number of university rank holders and high pass percentage validate the Institution's thrust on *discipline* as a key component of academic brilliance.

Moreover, the **totally apolitical ambience and absence of any kind of external interference** has helped maintain and enhance *discipline* that is at the core of Lady Brabourne College's work culture.

Committed students and dedicated teachers and non-teaching staff augment the ethos of *discipline* that is an essential part of the College's tradition, and imperative in the striving for excellence in each and every field.

The outreach and extension activities organized by Lady Brabourne College along with providing its pupils the scope to join either of the two units of the National Service Scheme open up the necessary opportunities to get actively engaged in community service like generating social awareness in matters related to environmental issues, drug abuse, human trafficking, and the like.

Teaching slum children of the adjoining areas by the Hostel boarders, moreover, infuse in the students the important value of working for the greater good of the community.

Annual Value Education programs organized by the IQAC ensure interactive sessions where the various aspects and importance of values in a person's life are delineated.

The College has kept pace with a fast changing new world, providing opportunities to its pupils that range from academic brilliance, leadership development and career exploration to public/community service, but without compromising its essential attribute.

An Institution committed to providing 'true' education to generations of women aspiring to make a difference in the world, Lady Brabourne College is a place not only for learning but for discovery, innovation, expression and discourse. Adhering to the **fundamental values of discipline, dedication, hard work, excellence, and freedom from discrimination**, one finds a balanced and healthy mix of tradition and modernity that is the very basis of the Institution's philosophy and ideal.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Lady Brabourne College was running smoothly until Corona Virus impacted India. Honouring the lockdown and getting prepared to live with the pandemic did take a few days for the Faculty and Non-teaching Staff, who gradually adapted to the "New Normal". College and Hostel premises were thoroughly sanitized. In the third week of March, 2020 the Department of Microbiology prepared and distributed hand-sanitizers to all our non-teaching staff, local Police station and doctors. A COVID-19 related Grievance Cell was formed following a UGC Circular. Considering the financial stringencies of the households, UG and PG fees of the College have significantly been reduced. Principal's Welfare Fund has also supported quite a few students during the pandemic. Teachers and Staff have started doing administrative work from College, maintaining strict COVID protocol since, June 2020. The IQAC Student Mentoring Initiative conducted an interactive session on a virtual platform with Dr. Ushri Banerjee of the Department of Applied Psychology University of Calcutta and Dr. Rima Mukherji, FRCP syc UK, Director Crystal Minds, to address COVID 19 related stress issues during the Lockdown in July 2020.

All academic and administrative activities like semester examinations, admission (UG and PG), fee collection etc. are being done virtually. All Departments, six Advanced Research Centres, Women's Studies Centre and Library have organized webinars regularly at State, National and International levels. Departmental and other important meetings are all being held on-line. The Library is rendering services through online mode by delivering links through whatsapp, face-book, email and SMS. The College Website has been exhaustively restructured and links to the various Institutional activities are being regularly incorporated and updated. To increase on-campus online activity, the Computer Committee is in the process of augmenting the existing Wi-fi connectivity by setting up several points through strategically placed routers. The College is also planning extension of its existent infrastructure; there are talks to complete the two floors of the R.C Building; enhancing facilities to aid *Divyangan* stakeholders; enhancing lighting by LED lamps. The Institution and its academic community are looking forward to a more active and a positive year ahead, free of the pandemic.

Concluding Remarks :

It will be clear from the brief synopsis presented that the College functions on the principle of correlating tradition and modernism. On one hand there is care to instill in each student values, both human and national, secular and magnanimous; on the other hand persistent efforts are made to give our students exposure to quality, cross-cutting education and mentor them to progress primarily to higher education and if desired by the stakeholder then to direct employment platforms. The natural commitment of the Faculty and Non-teaching staff is to put forward their united effort to hold the colours of Lady Brabourne College high. The institution has braved through the pandemic and by July –August picked up the interrupted threads of all its activities; so that most of the syllabi for the 3rd and 5th Semesters were completed in time over virtual platform, leaving sufficient time for revisions. The students were given all possible distance mentoring and all celebrations were conducted virtually with dignity and sobriety, remembering India's resilience. We stand by our motto of "*Sangachchhadhvam*" and with humility, self-respect and self-belief resolve to continue to work hard for a brighter tomorrow, bringing glory to the College.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
333	284	288	603	546 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
130	117	115	235	98	 Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. HEI has claimed course FDS ehich is part of the regular and not considered
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1451 Answer after DVV Verification: 632

1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*
	
	1) Students
	
	2)Teachers
	
	3)Employers
	
	4)Alumni
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any 3 of the above
	  Remark : No link for feedback from teachers is given by HEI

1.4.2	**Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification

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2.1.1 | **Average Enrolment percentage (Average of last five years)**

2.1.1.1. **Number of students admitted year-wise during last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1714	1770	1829	1809	1689

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
628	665	697	735	676

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2660	2639	2585	2458	2304

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
953	953	943	945	815

2.1.2 | **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
161	189	205	183	142

	2019-20	2018-19	2017-18	2016-17	2015-16
Answer After DVV Verification :	161	189	205	184	142

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 41 Answer after DVV Verification: 41
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification: 2.4.2.1 table below

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
87	71	69	71	69

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
85	71	69	71	69

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 1238 Answer after DVV Verification: 1194
2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
614	611	640	556	547

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

| 614 | 611 | 640 | 556 | 547 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
55.42	2.0	3.83	19.8	22.34

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11.1	66.47	0	11.1	20.9

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	22	11	1	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

3.3.1	**Number of Ph.Ds registered per eligible teacher during the last five years**

3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 41

Answer after DVV Verification: 0

3.3.1.2. **Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 19

Answer after DVV Verification: 00

Remark : The HEI has not been recognized as a research centre by the affiliating university. The HEI was requested to HEI to provide university letter of recognition as research guide by affiliating university in last five years. HEI has not provided documents from the University indicating the faculty name / name of the HEI.

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**
	3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	16	20	15	19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	04	07	05	15

Remark : Number of research papers in the Journals notified on UGC website during the last five years. HEI publications in Scopus, Web of Science, PEDMAS, Science Direct and UGC CARE journals has been considered.

3.4.2	**Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**
	3.4.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	8	6	8	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	1	2	2

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**
	3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
157	194	100	145	102

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
74	166	50	88	102

3.5.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**
	3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**
	3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	1	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	1

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*
	4.1.3.1. Number of classrooms and seminar halls with ICT facilities
	Answer before DVV Verification : 28
	Answer after DVV Verification: 28

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**
	4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
115.23	141.09	216.6	69.58	186.52

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
115.23	141.09	216.6	69.58	186.52

4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**
	4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
241805	105900	3005750	230726	812158

	Answer After DVV Verification :				
	2019-20	2018-19	2017-18	2016-17	2015-16
	2.41	1.06	30.06	2.31	8.13

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year** 4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 60 Answer after DVV Verification: 61
4.3.3	**Bandwidth of internet connection in the Institution** Answer before DVV Verification : C. 10 MBPS – 30 MBPS Answer After DVV Verification: C. 10 MBPS – 30 MBPS
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical 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:

2019-20	2018-19	2017-18	2016-17	2015-16
210.17	346.96	176.45	189.65	124.54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
210.17	346.96	168.95	182.15	106.07

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years** 5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
554	342	195	113	111

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
554	342	195	113	111

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	29	35	33	39

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
36	29	35	33	39

5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
502	529	157	170	138

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
298	191	157	170	111

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

5.1.5	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per supporting document in the attached data Implementation of guidelines of statutory/regulatory bodies, Mechanisms for submission of online/offline students' grievances and Timely redress of the grievances through appropriate committees are considered

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5.2.1

Average percentage of placement of outgoing students during the last five years

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	13	9	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	0	0	0	27

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. As per the appointment orders provided in support of the Appointment. Documents without signatures not considered.

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	2	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	0

6.2.3

Implementation of e-governance in areas of operation

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

	4. **Examination**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. 3 of the above
6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**
	6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	2	1	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
04	05	2	1	04

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.0075	0.007	0.0067	0.006	0.0366

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

7.1.5	**Green campus initiatives include:**
	1. **Restricted entry of automobiles**
	2. **Use of Bicycles/ Battery powered vehicles**
	3. **Pedestrian Friendly pathways**
	4. **Ban on use of Plastic**
	5. **landscaping with trees and plants**
	Answer before DVV Verification : Any 4 or All of the above

	Answer After DVV Verification: B. 3 of the above
7.1.6	**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : As per the supporting document only Beyond the campus environmental promotion activities have been considered. Beyond the campus environmental promotion activities. The HEI Audit report has not been conducted by an accredited Auditing Agency.
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : As per document with the attached data, existence of Built environment with ramps/lifts for easy access to classrooms and Divyangjan friendly washrooms only are supported.
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per supporting document in the attached data, only establishment of The Code of Conduct including its display on the website, the committee to monitor adherence to the Code of Conduct and conduct of Annual awareness programmes on Code of Conduct are considered.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
672	486	406	357	325

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
665	478	398	349	317

ID	Extended Questions
2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1714	1770	1829	1809	1689

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1713	1770	1829	1809	1689

ID	Extended Questions
2.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
358	358	355	350	287

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
353	353	350	352	267

ID	Extended Questions
2.3	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
614	611	640	556	547

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
615	618	655	562	555

| 3.1 | **Number of full time teachers year-wise during the last five years** |

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
116	92	93	99	98

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114	92	93	99	98

| 3.2 | **Number of sanctioned posts year-wise during last five years** |

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
118	115	115	115	115

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
113	113	113	113	113

| 4.1 | **Total number of classrooms and seminar halls** |

Answer before DVV Verification : 101
Answer after DVV Verification : 69

| 4.2 | **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** |

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
342.75	542.48	416.01	547.48	307.33

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
342.75	542.49	421.33	547.48	329.70

| 4.3 | **Number of Computers** |

Answer before DVV Verification : 366
Answer after DVV Verification : 340