# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

# AMDANGA JUGAL KISHORE MAHAVIDYALAYA

SADHANPUR-ULUDANGA PS - AMDANGA NORTH 24 PARGANAS
743221
www.ajkm.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Ours is an institute with a history of nascent origin, however moving with steadfast pace toward excellence and grafting its august presence in the national map of higher education and research. Founded officially on 20th July, 2007, Amdanga Jugal Kishore Mahavidyalaya is the crest jewel of the people of Amdanga, within the jurisdiction of North 24 Parganas, West Bengal and adjoining area and an epitome of their dream and demand. Initial journey of the college was not so smooth and there were myriad hurdles in terms of paucity of both teaching faculties and non-teaching staffs that prevented its smooth functioning. The institute started its maiden journey with an extremely limited capacity with a five-roomed small one-storied building, no permanent faculty, only 5 nos. of guest faculties, 2 nos. of casual non-teaching staff and just 57 nos. of enrolled students. The infrastructural inadequacy had long deterred its expansion and advancement until the state-of-the-art Bankim Bhavan, named after the illustrious Bengali author Sri Bankim Chandra Chattopadhyay, emerged fully functional in 2020.

The college has never ceased its relentless striving to climb an echelon of academic excellence ever since its inception. While climbing on its vision of disseminating knowledge and education that globalizes the self and liberates the soul, this institute fosters a lofty mission to contribute remarkably in nation-building by rearing up a community of pupil who are multi-skilled, law-abiding, environmentally conscious, and dutiful as well as to frame an economically viable future for all stakeholders.

The institute currently offers courses on arts stream only, both Honours (in Bengali, Education, English, History, Philosophy and Political Science) and General courses (in Arabic, Bengali, Education, English, History, Philosophy, Physical Education, Political Science and Sanskrit) at the UG level with accommodating capacity of more than twelve hundred students. CBCS curricula have been introduced in undergraduate courses from 2018. ICT enabled classrooms make learning both appealing and interesting with free wi-fi connectivity. The Central Library of the College with a stock of more than four thousand and three hundred books along with the adjoining Reading Room is one of the best in its kind.

**Vision**

Production and dissemination of knowledge and education that globalizes the self and liberates the soul in consonance with the institution's motto:
*"Bishwosathey jogey jethai biharo / sei khane jog tomar sathey amaro."*

**Mission**

The college pursues dedicated mission to realize its vision:

- Shaping up environmental, social, cultural and scientific sensibilities conducive to ideas and ideals of nation-building.
- To create a community of pupil who are multi-skilled, independent, law-abiding, and helpful young citizens.

- To disseminate education that shapes up economically viable future of all and the nation at large.
- To promote and provide with equal opportunities through academic and administrative practices.

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

**Institutional Strength**

1. The college is conveniently located just by the side of NH34 and hardly 25KMs away from the city of Kolkata.
2. We are proud of the two buildings located side by side:

**Kalam Bhavan** is the old building with limited infrastructural capacity;

**Bankim Bhavan** is the new spacious four storied building with well-lit and well-ventilated classrooms, divyang friendly conveniences, ramp, signage system and concrete pavements, decorated and beautified lawns, LED bulbs, parking space as well facilities like purified chilled drinking water, sanitary napkin vending machine with incinerator, auto-sanitizer and fogging machine, grass mower for lawn cleaning etc.

Other facilities include:

1. Full safety and security with boundary wall and CC Cameras.
2. Hi-Speed Wi-Fi for all stakeholders.
3. Highly qualified faculty members.
4. 2 Office Rooms, 5 ICT enabled classrooms, 1 Seminar Hall, 1 Meeting Room and 1 furnished computer laboratory.
5. Well-furnished and partially automated library and slated to be fully automated by few weeks.
6. Well quipped Gymnasium and Indoor Games Room with Sports items and equipments for football, cricket, volleyball, badminton, carom etc.
7. Separate Common Rooms for boys and girls, Sick Room.
8. Social outreach and community services and programmes.
9. Liberal and democratic environment encouraging exchange of ideas, decentralized administration, mutual interaction and cooperation.

**Institutional Weakness**

Our weaknesses are our inspiration for scavenging potential and contested areas for exploration and improvement. Mentioned below are few such areas:

1. Dropout rate is high.
2. Paucity of both fulltime teaching faculties and non-teaching staff.
3. Science and Commerce subjects could not be yet be introduced for infrastructural insufficiency and other pertinent reasons.

**Institutional Opportunity**

Both scope and space are available for academic development, and infrastructural augmentation. We have the unique opportunity to provide students with state of the art infrastructural facilities amid a lush green environment due to our bucolic and easily communicable location.

**Institutional Challenge**

1. To increase rate of upward and lateral mobility of the students.
2. To ebb decline in student turnouts and eventual curtailing in dropout rate emerging mostly due to early marriage and pregnancy for girls and early odd job engagement for boys to address familial financial destitution. A mammoth challenge such as this encourages us rather to foster invincible commitment and unflinching dedication in serving the most precious stakeholders of higher education.
3. To increase human resources.
4. To introduce need-based and interdisciplinary add-on courses.
5. To introduce vocational and job oriented trainings to optimize employability.
6. To strengthen and boost up institution's effort in placement of students.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Our college is affiliated permanently to West Bengal State University, West Bengal, since 2010. As an affiliated institute we have rather less significant role in designing and framing curricular aspects. However, we have an equally significant role in implementing the prescribed curriculum. While implementing the same, we exercise limited liberty in adopting necessary and student-friendly techniques and methods. We always encourage students in experiential learning beyond classrooms. Since 2020, a major shift has already taken place toward online learning which the students have more or less effectively adopted with an inclination toward online classes and resources. Toward coping up with this changing trend, we have started going online in all possible cases. The college website is already made a platform for hosting e-resources, online study materials, availing online library facility etc.

Despite our best intention, due to infrastructural shortfalls, at least till the end of 2019, we could not introduce much needed add-on courses on skill and ability enhancement to equip and enable our students to find and exercise suitable career options. We have shifted to newly built-up spacious house in January 2020 which now keeps us away from tendering any excuse in introducing vocational trainings and other ability and skill enhancement courses. Though pandemic and lock-down situation hampered smooth processing, yet we have already executed necessary official formalities to procure permissions from the competent authority to introduce 4 nos. of add-on certificate courses in the ensuing academic session 2022-23. It may be noted that we have already procured permission for add-on course on YOGA and students have already started taking the benefit of this certificate course which we are conducting in association wtih SSB, 63rd Battalion, Barasat.

Collecting feedback from students is a priority practice among initiatives taken up for quality enhancement in catering prescribed curriculum. Feedbacks are closely analyzed and thereby a report is prepared. Necessary instructions are communicated to all concerned and effective measures are adopted. Feedback reports are duly displayed in website for public information.

**Teaching-learning and Evaluation**

Students in our institute mostly hail from the minority category as well as poor economic background. Majority among them are either first or second generation learners. This varied backdrop exerts deep impact on students' capacity in adopting teaching-learning process in a higher educational institute. Therefore, we abide by flexibility and put extra effort to facilitate effective teaching-learning experience for all. Departments are instructed to adopt multiple and all feasible teaching-learning methods including personal interviews, group discussions, extempore and debates, preparing projects and assignments, presentations through different programmes such as seminars, exhibitions, arranging shows with available online resources such as YouTube and other medias etc., so that students can open up and cope up with higher educational system and learning.

Since January 2020 the college has reached an optimum level in terms of number of full time teachers. What was a difficulty earlier is now sorted out in terms of student-teacher ratio and its effect has already started reflecting on their result sheets and in decreasing rate of drop-out cases.

Teachers are always encouraged to undergo professional trainings through OP / FIP, RC and Short Term Courses. Teachers who have not yet obtained higher degrees such as PhD are also encouraged to improve their academic profiles and engage themselves in research activities, publications and keeping themselves abreast with recent academic developments and innovations in their own field of study. Our improvement is visible in the report provided in Self Study Report.

All departments compulsorily engage continuous internal evaluation in multiple ways and on different parameters in order to gauge effective improvement of each student and take necessary measures for improving learning and learning experience for the weaker and slow learning students.

**Research, Innovations and Extension**

Our institute despite its best intention lacks substantial record of performance in terms of research and innovation activities. Reason is partly embedded in the extreme shortage of number of full time teaching faculties, at least till July, 2019 as is reflected in year-wise strength of full time teachers. The college authority has periodically urged all teachers ever since the number reached an optimum level to undertake research projects useful to the society, writing doctoral as well as post-doctoral thesis and publish outcome of their research works as much as possible. Teachers have also started working accordingly in terms of serving the community through extension activities and thereby inculcating social, cultural and economical core values toward a greater goal of nation building. Part of their endeavour is reflected in the list of seminars, webinars, conferences organized by various departments, subcommittees and IQAC of the college. Various activities and involvement of students in them have propitiated the condition for learning values of sustainable development through participative and experiential learning. Various committees, such as NSS, Green Campus committee and cultural subcommittee are forerunners in this respect to engaging stakeholders in participative and experiential learning and learning in sustainable values. IQAC of the college has already initiated collaborative resource sharing with other institutes of higher learning including a university through signing of MOUs. However, whatever the college has performed and achieved till date, there is no scope of satiety but it contnually strives for betterment in order to reach a benchmark of excellence to serve the society and nation at large through co-curricular, extracurricular and research activities.

**Infrastructure and Learning Resources**

Infrastructural inadequacy was what that kept our institute nearly paralysed in terms of growth and development. Today, it is the infrastructure that the institute highly boosts in. In January 2020, a new feather was flanked and Bankim Bhavan, the newly built-up spacious building was fully ready for use. Though, crunch in college fund is another major issue, yet gradually we have facilitated all those bare minimum infrastructural requirements including a spacious central library, seminar room, computer lab, common rooms for both boys and girls, well equipped gymnasium, indoor games room, trussed cycle stand, concrete pavement, open stage, canteen, chilled filtered water, rain water harvesting, optimally beautified green campus etc. We believe in and accordingly are working toward development, augmentation, maintenance of its available infrastructure conducive to holistic development of all stakeholders and periodically reaching levels of excellence in a steady and sturdy manner.

The institute's Central Library is its most valuable entity. Full automation of the library is underway. However, facilities such as remote access to library stock and full online access of e-journals and books are already in effect.

Department of Physical Education is equipped with all necessary items necessary for outdoor and indoor games and activities including football, cricket, badminton, volley, yoga, carrom, table tennis etc.

Our institute offers hi-speed Wi-Fi connection to all its stakeholders. This is a preparation in accordance with the guidelines of NEP-2020. The institute highly encourages use of ICT tools in teaching learning process and the practice is reflected in the SSR.

**Student Support and Progression**

Toward providing necessary assistance to students, to enable them to acquire meaningful experiences for learning and to facilitate their holistic development and progression, this institute has endeavoured to touch every parameter. It has facilitated mechanisms like career counselling cell, grievance redressal cell, anti-ragging cell, scholarship facilitating cells and other welfare measures and actions to support students and their holistic progression. A guidance and training cell is already in the pipeline to equip students with necessary training to crack competitive exams, job interviews etc. A major and noteworthy student support mechanism in practice is that every academic department employs its individualized methods such as CIE and students' presentation and seminar, to diagnose the weak areas of learning of each and every student and plan remedial measures keeping in view the fact that most of our students are either first or second generation learners.

The institute ensures participation and active engagement of maximum possible number of students in both curricular and extracurricular activities including extension programs, cultural programs, commemorative days celebrations, administrative and academic decision making mechanisms etc. We believe this helps in promoting values, inculcating social responsibility and building good citizenry through development of additional skills and competencies.

**Governance, Leadership and Management**

This institute fosters a culture of building effective leadership by participative decision making process among its stakeholders. With lofty vision and mission, the institute fixes its goals and attempts to reach them with collective endeavour and contribution of all. The institute is spearheaded by a governing body constituted with nominated members from the Government, Higher Education Council and affiliating university and elected

members from among faculties, non-teaching staffs and students. All major academic and administrative decisions including financial ones are subject to approval by this apex body. Therefore, decision making procedure along with the decision is highly transparent and open to access by all at any point of time.

There are established standard procedures for planning and allocation of financial resources. The institute follows standard strategies for mobilizing resources and ensures transparency in financial management. Budget for every year is prepared based on available and realizable funds for the same year. Approval of apex body follows the proposal for expenditure by the finance subcommittee. All records related to financial transactions are maintained and audit is done by auditors engaged by the government. Internal accounts and audits are done for the last two financial years since government has not nominated the external auditor till date.

One of the best quality initiatives taken by this institute is collection of performance appraisal chiefly from the faculties at the end of each academic year. IQAC of the college prepares reports on the basis of performance appraisal which helps in planning for the forthcoming academic year. The IQAC adopts and regularizes all quality management strategies and encourages faculties and staffs to upgrade their professional ability and competence which is duly reflected in the reports.

## Institutional Values and Best Practices

Keeping in view the emerging challenges and issues and social responsibility towards development in the larger contexts, this institute has incorporated various types of programmes and activities within its regular functioning which are conducive to inculcating core values and preparation for larger goals of nation-building. Gender equity, environmental consciousness, eradication of casteist and religious barriers and sustainability, inclusiveness and professional ethics are the core areas that we have addressed now and then and incorporated into curricular and co-curricular actions and initiatives as is reflected in our enlisted chart of programs and best practices.

Apart from promoting gender sensitization issues for building wider awareness, the institution is most careful in involving students in environment friendly practices such as plantation, gardening, water conservation, rain water harvesting, energy conservation, waste recycling, green practices etc. The institute has already declared its campus plastic free zone and restricted vehicular movement inside the campus.

We foster multiple good practices and we are proud of them. Organizing health camps in association with government hospitals, organizing vaccination camps, distributing relief materials for the poor and needy, organizing programs and involving students from local schools, occasional plantation drives as well as yoga and outdoor games programmes in association with SSB, 63rd Battalion, gardening and beautification of campus, organizing career counselling programs, facilitating scholarship services are notable among our good practices. We also observe and celebrate almost all national commemorative days as well as birth anniversaries of notable educationists and legendary people and distinguish ourselves from others by making it compulsory for all faculties and staffs to attend the days of commemoration and celebration.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | AMDANGA JUGAL KISHORE MAHAVIDYALAYA |
| Address | Sadhanpur-Uludanga PS - Amdanga North 24 Parganas |
| City | Barasat |
| State | West Bengal |
| Pin | 743221 |
| Website | www.ajkm.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Anadi Mohan Roy | 0091-7001595458 | 8337056444 | - | amdangacollege@ gmail.com |
| IQAC / CIQA coordinator | Chirantan Dasgupta | 0091-9748804889 | 9748804889 | - | chirantandasgupta @gmail.com |

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

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

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

| Establishment Details |
| --- |
| |

| State | University name | Document |
|---|---|---|
| West Bengal | West Bengal State University | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 09-09-2019 | [View Document](#) |
| 12B of UGC | 09-09-2019 | [View Document](#) |

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

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

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Sadhanpur-Uludanga PS - Amdanga North 24 Parganas | Rural | 1.79 | 1315.23 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English | 36 | TEN PLUS TWO OR EQUIVALENT | English | 50 | 11 |
| UG | BA,Bengali | 36 | TEN PLUS TWO OR EQUIVALENT | Bengali | 70 | 20 |
| UG | BA,History | 36 | TEN PLUS TWO OR EQUIVALENT | Bengali | 70 | 10 |
| UG | BA,Philosophy | 36 | TEN PLUS TWO OR EQUIVALENT | Bengali | 50 | 5 |
| UG | BA,Political Science | 36 | TEN PLUS TWO OR EQUIVALENT | Bengali | 70 | 15 |
| UG | BA,Education | 36 | TEN PLUS TWO OR EQUIVALENT | Bengali | 70 | 22 |
| UG | BA,General Course | 36 | TEN PLUS TWO OR EQUIVALENT | Bengali | 905 | 610 |

**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 | | | | 1 | | | | 1 | | | | 14 |
| Recruited | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 8 | 6 | 0 | 14 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 19 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 11 | 0 | 19 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

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

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 0 | 8 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 9 | 0 | 20 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 471 | 0 | 0 | 0 | 471 |
| | Female | 786 | 0 | 0 | 0 | 786 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 5 | 9 | 1 | 3 |
| | Female | 7 | 7 | 6 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 0 | 0 | 1 |
| | Female | 1 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 58 | 84 | 44 | 62 |
| | Female | 150 | 156 | 134 | 112 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 132 | 114 | 127 | 95 |
| | Female | 261 | 194 | 210 | 112 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 615 | 564 | 523 | 393 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | NEP-2020 states rightly, "breakthrough innovation occurs when we bring down boundaries and encourage disciplines to learn from each other." The chief condition of holistic learning is erasing |
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|---|---|
| | boundaries of disciplines, opening and inviting opinions and pedagogy from all sources of epistemology. Our institute believes in this emerging trend which actually has been taught by illustrious Indian scholars and pundits from ancient times. There are two distinct aspects that need to work simultaneously to incorporate multidisciplinary and holistic learning: First, since the college is affiliated to a mother university, the college has to pursue proper guidelines as and when laid down by the university. The college is helpless in effecting academic and curricular changes. Second, the college must prepare itself before hand with other aspects of holistic learning by introducing skill enhancement and vocational courses which are within its capacity. Apart from encouraging the departments in extending their collaborative engagement in co-curricular activity such as orientation program, seminar etc., and research, the IQAC is relentlessly working for developing all necessary paraphernalia including providing basic computer training, communication course, arranging for coaching classes for competitive examinations, counselling sessions to encourage thinking out-of-box and acquainting students with multiple career avenues, skill enhancement, vocational courses (all paper works almost complete and permissions awaited for such courses). We have plans and effectively we are working toward increasing number of course / subject options as well, so that students can exercise their choice independently and get their subject/ course options from within our institute. |
| 2. Academic bank of credits (ABC): | Registration under ABC requires an HEI to have qualified at least with Grade A in NAAC conducted Assessment & Accreditation process. Bound by this criterion we are slated to qualify the A&A process prior to our registration in ABC with Grade A. We are immensely hopeful to qualify in NAAC's A&A process with desired result and qualify for the same. It may be reiterated herein that we aspire to gain autonomous status in near future by overcoming all fences of shortfalls and by satisfying all required criterion as early as possible. We earnestly solicit the NAAC's valuable instructions and guidance in this regard. Ours is an institute with a history of nascent origin. Pace of our development is slow but steady. We heartily aspire to meet a level of national level |

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|---|---|
| | excellence in near future. Since we are an affiliated entity, therefore, keeping within our limit, we have collaborated with other institutes including one private university to engage joint academic activities. We have already facilitated resource sharing activities among 4 colleges which is no doubt the first step toward realizing directives as laid down in NEP 2020 with regard to seamless collaboration, joint degrees, credit transfer etc. With regard to implementation of Academic Bank of Credits, our institute, despite its ineligibility to register in ABC, has already incorporated two significant practices that testify our preparedness: First, we upload results every year in the format of gazette as is published by the university we are affiliated to. Secondly, we have signed MOUs with 5 nos. of institutes of higher education already, including one private university which would facilitate a collaborative participation in joint degrees, credit transfer etc. in near future as per NEP 2020 guidelines. We are highly optimistic to reach the benchmark required for implementing ABC with our sincerest endeavours. |
| 3. Skill development: | From the ongoing session, we are all set to introduce some skill enhancing and capability building add-on courses that would equip our students to fit themselves in the economically viable demands of the market. Since the inception of NEP 2020 in higher education system in India, we have been trying to accommodate all provisions prescribed therein. However, at the level of implementation, we realized that being an affiliated institute we were not at liberty to execute them rather wait for directives from the end of the university we are affiliated to. Once the regular offline classes resumed after the lockdown on account of pandemic of Covid-19, we took initiatives to tread on the areas where our mobility is not restricted. We chalked out to seek necessary permission from the university and accordingly we worked toward it with the motivation to introduce them to our students in the current session itself. Our chief working inspiration is our institutional mission to train our students to fit themselves into a sustainable economic future and for growth and development of their selves and the nation at large. Earlier our chief initiatives were more or less restricted within our endeavours in acquainting our students with multiple avenues of |

career and providing required guidelines in that track. The career counselling cell arranged a series of programmes in which students were chiefly introduced to multiple career options they could exercise and induced to thinking unconventional in terms of career building. Though response from the students was overwhelming, yet it is evident that we have not been much successful yet and there's a long way to walk for the sake of our students. Introducing the skill enhancing courses in the current session is one such result of our sincere effort. We cherish a great expectation with the courses. However, how much good this endeavour is, only future shall reveal but we shall not flinch from our duty.

| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The need for incorporation and integration of the Indian Knowledge System has been acknowledged in the motto of our Institution which is also included in the vision of our college. The motto being BishwosatheyJogeyJethaiBiharo / Sei Khane Jog TomarSathey Amaro: meaning where a person meets the world the almighty will meet her there. Being an undergraduate affiliated college without Autonomous status, the Institution has little control over the determination of Course and Credit Structure of the curriculum; but the college authority has always been mindful in selecting Programmes which are grounded in Indian Knowledge System.These Programmes are B.AHonours in Philosophy, History, Bengali Education, Political Science and English. In additionthose, our B.A general Programme includes Sanskrit and Physical Education Some major parts of the syllabus of the above Programmes which are reflective of the Indian Knowledge System are as follows: 1. Philosophy: Philosophical tradition of India. Epistemological and metaphysical doctrines of different ?stika and N?stika philosophical schools. Metaphysical theories of S??khya, Yoga and Ved?nta school Important tenets of Ny?ya School. Rich ethical and social education of Bhagavat Gita etc. 2. Sanskrit: Select portions ofIndian classics like Raghuva??am, Kum?rasambhavam, N?ti?atakam, Svapnav?savadattam–Svapnav?savadattam; Snaskrit Language and Grammer, various religious and Philosophical texts like Vedas, Brahmanas and Upanishads etc. 3. History: The idea of History in Ancient Indian Culture Politics, literature, art, architecture, religion and philosophical traditions in |
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| | |
|---|---|
| | ancient India. 4. Bengali: History of Bengali Literature, History of Bengali Language, various Bengali texts and Bengali translations of classic texts in Sanskrit and other Indian Language. 5. Education: Contributions of some great educators like Rabindranath, Vivekananda, Gandhiji, and their philosophy.Indian schools of Philosophy including Sankhya, Yoga, Jainism, Buddhism, and Islamic Philosophy. 6. Political Science: Indian Schools of Political thought and Indian Political system of various periods. 7. English: Translations of Indian Texts of various epochs. The college took some specific measures keeping in mind the need of the students. Bengali is the primary medium of Instruction in the class room teaching in all subjects except English. Course Outcome and Lesson Plans in the website are shared in bilingual mode. Greater portions of study materials shared are in Bengali Language. Major portion of Library books are also in Bengali. By being a member of N-LIST: National Library and Information and also through NDL Services staff and students of our college can access the huge online repository of E-books and Journals. Our Library has been partially digitalized. Anybody can access the library catalogue with a connected device from every corner of the globe. Even before the Lockdown digital media was used to increase connectivity with the students abd among the staff. The need, expertise and infrastructure for using Online communication increased manifold during the last few years. Till date we have used mainly blended mode for the teaching learning process. But we are hopeful that in the near future we will be able to offer fully Online Courses provided necessary permissions are granted by the appropriate authorities. |
| 5. Focus on Outcome based education (OBE): | Ours is an affiliated institution and we have little hold over curriculum designing and setting its outcomes or putting them into practice. We are responsible only to successfully deliver specific course curriculum as is prescribed, however, that does not restrict us from being innovative and prepare the Programme Outcome and Course Outcome and cater them to the students accordingly. The course outcomes of both Honours and General Courses are always in display in our website under the head of each department for the students and teachers alike in order to pursue outcome based education. Students are also abridged |

of the course outcomes at the beginning of each semester in order to help them understand why and what they study. This, we believe, is one of our good practices. In terms of institutional initiatives, we have duly chalked out the course structure of add-on / skill developing courses (which we are going to introduce in the current session), its assessment and outcome with focus on OBE in view of NEP 2020. OBE intends to frame and regularize a need-based, time bound and market oriented focus in a course of study which is starkly opposed to a conventional pedagogical curriculum. In CBCS system, there are provisions for some market oriented and industry relevant skill enhancement preparation and training. We have been careful in delivering those segments / courses in the entire curriculum. Efforts were put simultaneously to acquaint our students with the real market scenario and provisions for exercising alternative career options other than conventional paths. We took efforts from time to time by organizing soft skill development programmes as well as career counselling seminars and webinars to inspire our students to think in unconventional ways as well along with pursuing the curriculum. In view of NEP 2020, it is high time to make a transit from objective based education to outcome based education. Inspired by our institutional mission, we had realized the need for a goal oriented education since the inception of this institute. However, despite our best intention, due to infrastructural insufficiency we could not act upon it systematically and in organized method. But our activities down the years amply testify our good practices in terms of outcome based studies: 1. We have occasionally organized seminars, workshops and short term soft skill development programmes to inspire and acquaint our students with the job market scenario and its multiple gateways. 2. The Career Counselling Cell of our college has also taken active initiatives in organizing seminars as well as webinars that chiefly aimed at connecting the gap between industry and the conventional teaching learning system as well as introducing the unconventional avenues and career paths which they can pursue based on their interest and motivation. 3. Within our limited scope as an affiliated institute, we have taken meticulous care to cater detailed Lesson Plans and Course Outcomes to our students at the beginning of each semester that

| | |
|---|---|
| | helps them to get a roadmap of their educational journey. |
| 6. Distance education/online education: | Back in 2013, our institute had taken all initiatives and completed all formalities to introduce ODL courses in the capacity of a Study Centre. Unfortunately, the process came to an abrupt halt from the end of the university we are affiliated to. However, there are ample possibilities of offering vocational courses through ODL mode in our institution. Ever since the pandemic of Covid-19 has bolstered the conventional teaching-learning activities, technologies have emerged as saviour to pull us out of this dark pit. We have learnt and adopted newer and alternative methods of conducting teaching learning activities. NEP-2020 also lays emphasis on use of information and communication technology for the institutions to evolve into adopting world class teaching learning tools and methods. Since pandemic we have started using the paid service of Google to conduct online classes. All teachers were advised to record the classes so that a record keeping of number of classes done in consonance with lesson plan as well as to facilitate sharing the recorded lectures / classes with students who could listen to the lectures via links provided to them at any point of time. Once on-campus teaching learning is back into practice, we have still continued using technological supports for our students who have got much habituated with the system itself. We believe this practice much conforms to guidelines in NEP 2020 and thereby do claim of our optimum preparedness for blended mode of teaching learning which is inevitable need of the hour. We have also facilitated high speed WiFi connectivity for all our stakeholders within the campus. Further, our official website (www.ajkm.ac.in) contains various tabs and links which land to the specific online service we provide presently and, therefore, carries testimony to all our claims. In order to ease the process of admission and fees payment, we have gone fully online couple of years ago. ODL is an area of prime focus in NEP 2020 that aims at increasing the accessibility and availability of learning to all including socio-economically disadvantaged groups (SEDGs). More importantly, it aims at conforming to SDG-4 by facilitating a lifelong learning opportunity for all. Our institute is undergoing the accreditation |

|  | procedure and in near future expects to earn autonomous status to offer degrees. We have however a preparedness that we can boost in as our best practices: 1. We have the capacity for providing infrastructural facility including computer laboratory, smart classrooms, high speed wired and wireless internet connectivity, learned faculties etc. to facilitate ODL mode of learning. 2. Our preparedness for ABC, our expectation to earn an autonomy to offer degrees in future, our steady but straightforward conformity to NEP 2020, use of information and communication technological tools, motivation of the authority to facilitate online education are part and parcel of our best practices in terms of preparedness. |
|---|---|

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1257    | 961     | 799     | 781     | 679     |

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

## 2 Teachers

**2.1**

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

**Response: 35**

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

**2.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 35      | 34      | 10      | 10      |

## 3 Institution

**3.1**

**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8.87    | 14.8    | 14.45   | 5.94    | 49.75   |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

## 1.1 Curricular Planning and Implementation

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

**Response:**

Amdanga Jugal Kishore Mahavidyalaya, established in 2007 was initially affiliated to the University of Calcutta, later in 2010/11 it received affiliation from the State University with effect from the university's date of inception and from then on, the Institution follows the curriculum provided by the State University. Institution took following steps to ensure effective curriculum delivery through a well-planned and documented process:

- The Annual Academic Calendar is prepared by the Academic subcommittee prior to the commencement of the academic year. It is prepared in accordance with the academic calendar provided by the affiliating University. Available dates for significant activities are specified in the 'Academic Calendar' to ensure proper teaching-learning process and continuous evaluation.
- Meeting is held in each department at the beginning of the academic year to discuss the course distribution for the coming academic session. Based on the expertise of individual professors, the syllabus is allotted to them by the Head of the Department. Every department prepares lesson plans, allotting term wise topics to be taught.
- Syllabus of each subject for the academic session is provided to the students along with a list of suggested texts written by eminent authors.
- Theory and Practical classes are held according to the Time-Table which is prepared prior to the commencement of the academic year by the Routine Committee and is published in College notice board and also in college website.
- Mode of teaching is mainly conventional chalk and talk methods. Nevertheless, reasonable use of ICT, Power-Point presentation and the method of YouTube assisted learning are also followed to fetch the interests of learners. Online platforms like Zoom, Google Meet, Google Duo, WhatsApp, Facebook Live, YouTube Live streaming etc have been extensively used during the current academic year. Classes were also held via conference calls considering unavailability of internet facilities of some students. Distribution of study materials, remedial classes and educational excursions coordinated by the departments make the teaching-learning process more learner-centric.
- Continuous Internal Evaluation is encouraged to assess the progress of students. Hence students are kept engaged with projects, paper presentation, departmental quiz and debates organized by respective departments all through the session.
- Seminars, workshops and group discussions are arranged to invoke the interest of students towards the subject.
- The college library provides adequate learning resources to both teachers and students.
- All internal examinations like continuous internal evaluation and internal exams are conducted to check whether the students have acquired the knowledge as outlined in the objectives of the curriculum. All examinations are conducted following the Academic Calendar. Tutorials are held regularly to monitor the progress of the students. Remedial classes are conducted for slow learners

after the test examinations. Record of the regular attendance, lists of obtained marks are maintained and preserved by the respective departments.

The college encourages faculty members to attain Orientation Programmes, Faculty Improvement Programmes, workshops and Seminars.In this way they could keep themselves updated regarding changes in the curriculum.

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

## 1.2 Academic Flexibility

**1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years**

**Response:** 5

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

**1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**

**Response:** 3.57

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 160 | 0 | 0 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

The curriculum is designed to provide holistic education to the students for developing ethical moral values so as to groom them into responsible social citizens. Most of the course curriculum of humanities incorporates the concept of gender and it's related issues in different papers. Issues like business ethics, media ethics, environmental ethics and feminism are also incorporated within the syllabus as Skill Enhancement Course (SEC). Environmental studies have been implemented as a compulsory subject at first semester. So that all the students can be made aware on environment and sustainability from their beginning. The course includes environmental laws ,natural resources, environmental pollution, ecosystems, and biodiversity and conservation biology. The institution also carries out programme like tree plantation in and around campus to make the environment green and clean.

Departments like Philosophy, Education, Political science Bengali and Arabic teach on human rights, values and ethics as parts of their course curriculum. Moral teachings of Buddha, Jaina along with teachings of Srimad Bhagavad-Geeta which are considered as the essentials in making moral character are also taught in some disciplines.

Fundamental concepts on gender and feminism are also added in the syllabus of different disciplines like, Philosophy, Education, History and English. Gender equity is proven to a large extent in the institution by means of active participation of girl students and women teachers. There is a gender sensitization cell that conducts seminars, talks and awareness programmes on issues relevant to modern period.

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

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

**Response:** 42.64

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

Response: 536

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

| File Description | Document |
| --- | --- |
| Upload supporting document | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1 Enrolment percentage

**Response:** 56.57

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 693 | 615 | 564 | 523 | 393 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1285 | 1205 | 698 | 895 | 845 |

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

**2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

**Response:** 47.31

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 230 | 222 | 256 | 186 | 186 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 600     | 545     | 326     | 417     | 395     |

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

## 2.2 Student Teacher Ratio

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

**Response:** 35.91

## 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 using ICT tools**

**Response:**

The college has adopted methods such as experiential learning, problem solving method and participative learning for enhancing learning experience of the students and use of ICT tools and applications is an inseparable idea in the entire teaching-learning process. Since 2017 when a smart classroom became fully operational a steady shift toward increased use of ICT in the teaching learning method was perceived apart from chalk and talk method. As the demand for smart classroom increased, the college invested in a portable projection device so that one projector could cater to the needs of several teachers. Presently the college has total 5 nos. of ICT enabled classrooms, including one smart classroom. Teachers are encouraged to use their own laptops or other devices. The college has two high speed internet connection and several WiFi devices in both buildings. This infrastructure enables the teachers to make optimum use of PPTs, YouTube Videos, and Links of various tutorials, Lectures, Discussions, and even movies. There is also a dedicated WiFi connection for students to avail the internet services. Joy of learning and its effectiveness has increased manifold.

Since the pandemic time, use of ICT has increased. Initially, for students it was difficult to cope up with the online system. But gradually they adopted it. This has effectively helped us in aligning ourselves in terms of NEP 2020. Teachers and the departments also make innovative use of various social media platforms and apps like WhatsApp, Facebook etc. as well as paid service of Google for recording the classes, providing study materials etc. These materials include Class notes, Teacher prepared study materials, links of you tube videos or resources obtained at other digital sites including NDL etc.

- **Experiential Learning**: Experiential learning is a process of learning through experience. Various departments take measures to provide their students with exposure to events, places and situations

related to their curriculum learning process. Some instances:

1. Students of Political Science visited Bidhansabha Bhavan (State Assembly Building) while the assembly was in session.

2. Department of History organizes tours to Indian National Museum and Specialty museum like Gandhi Smarak Sangrahalaya.

3. Bengali Department took their students to Nabadwip, the birth place of Sri Chaitanya Mahaprabhu on whose life a major portion of earliest Bengali literature was based.

- **Participative Learning:** Various departments organize frequent departmental seminars where students are encouraged to present papers on a given topic. During pandemic, online webinars were organized. Methods for participative learning include – Group Discussions, Assignments, Departmental Student Seminar, Quiz Contest, Project etc. Students are encouraged to use ICT tools for their presentations.
- **Learning through Extra Curricular and Extension Activity:** Students are encouraged to participate in various extra-curricular activities organized by the college both online and offline to celebrate national and international commemorative days, events like Teachers' Day, International Mother Language Day, and International Yoga Day etc. These programmes help to make them aware of their culture, heritage etc. Various extension activities include Plantation, Thalassemia awareness camp, Dengue Awareness camp, Health Camp, Swachh Bharat Abhiyan etc.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 95.38

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 33 | 33 | 32 | 16 | 16 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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:** 74.19

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 10      | 10      |

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

Internal Assessment is an integral part of teaching-learning process at Amdanga Jugal Kishore Mahavidyalaya. To ensure the transparency and robustness of the system, College follows a specific procedure. The details are as follows:

- Academic subcommittee, in consultation with Examination subcommittee and IQAC prepares Annual Academic calendar at the start of the session. It is distributed through website, Notice Board and students' groups.
- Academic calendar includes the tentative schedule of internal assessments.
- Internal Assessments are sorted in several categories which include formative evaluations (for the 1st Semester students only), Internal Examination and Continuous internal Evaluations. Internal examinations are held in mid semester, it is a formal written examination. Formative evaluations are held at the start of the semester to judge the advanced and slow learners. Continuous internal evaluations are ideally held in every month to judge the advancement of the students, it is held in various formats including written examinations, oral examinations and class presentations etc.
- As the students are made well aware of the time table at the beginning, hence they get ample time for preparations.
- Students are shown the evaluated papers (excepting the mid semester examination which is a part of their final exam) so that they may learn from their mistakes. They are allowed to apply for review or self-examinations of papers of the final examinations by following a specific procedure and after a payment of a specific fee. Self-examinations of all the other internal evaluations require

a request to the concerned examiner.
- During the past one and a half years all examinations were held online by strictly following the guidelines of UGC and the State Government.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

The college has clearly stated POs and COs and displayed them in the college website. For the benefit of students, the COs are made available in both English and Bengali versions in the website, other than English and Bengali literatures. The following mechanism is pursued by the institution to communicate both POs and COs to the students.

1. The importance of the POs and COs has been communicated to the teachers in every IQAC meeting and departmental meeting.
2. POs and COs are prepared in Academic subcommittee meetings by the Head of the Departments in accordance with and conformity to the syllabus prescribed and approved by the affiliating university.
3. Soft copy of Curriculum and Lesson Plans of courses are also uploaded to the institution website for ready reference.
4. The students are also made aware of the same in the beginning of each session, in the centrally organized Orientation Programme.

Programmes and courses in our college curriculum have been implemented following the syllabus prepared by the University we are affiliated to (West Bengal State University, West Bengal), under the UGC CBCS guidelines. The Programmes are being implemented at present keeping in mind the infrastructural facilities and learning environment of the region. Our primary mission is creation of a community of pupils who are independent, law-abiding, socially alert and helpful young citizens.

Technically speaking, all Programme Outcomes have two components: Subjective and objective. Objective outcomes are measured from the data on percentage of successful candidates at the end of semester examinations and also through internal semester examinations along with continuous internal assessment like formative assessment and other tests. But it is very difficult to measure and map the Subjective components of Programme outcomes. It is reflected in a student's behaviour inside and outside the campus, in his participation in various cultural, social, environmental, political and sports programmes. Therefore, teachers as well as convenors of various subcommittees try to involve the students as much as possible in these activities. These are documented in the reports including photographs etc. of these

committees. Processing and keeping individual data has not been initiated yet.

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

**2.6.2 Pass percentage of Students during last five years**

**Response:** 57.97

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 185 | 86 | 25 | 16 | 37 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 185 | 86 | 97 | 101 | 133 |

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

## 2.7 Student Satisfaction Survey

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

**Response:** 3.55

| File Description | Document |
|---|---|
| Upload database of all students on roll | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](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:**

We have taken a number of fundamental approaches and undertaken activites which, enlisted underneath, are aimed at creating an ecosystem for innovations as well as conducive to creation and transfer of knowledge:

1. Green Campus Initiatives that involves more and more students in campus beautification and cleaning toward making the institute a truly green campus and pollution free campus is one area of already created ecosystem for innovations.

2. Best Practice of spreading awareness for health and hygiene and relevant activities such as installation of sanitary napkin vending machines and incinerators, organizing awareness camps and students' participation in such camps, extension activities propelled by NSS unit of the college including distribution of relief for pandemic affected poor people, participative learning method - all these cumulatively add to the creation and augmentation of the ecosystem for innovations and creation of knowledge that is complimentary to curricular engagements.

3. ICT enabled classrooms, fully equipped Seminar Hall etc. already add to our claim to have created an ecosystem conducive to innovative teaching-learning methods. We have taken further initiatives in increasing our ICT usage capacity by already transforming our institute into WiFi enabled campus for both teachers and students and by well-designed plans for purchasing interactive LCD / LED panels for

classrooms. Our ICT related plans are fully in conformity to the relevant sections of NEP 2020 and toward introducing online courses in near future.

4. We have already executed a number of MoUs with other institutions including a university toward facilitating collaborative activities that would chiefly benefit the students in multiple ways as well as the faculties. Resource sharing is one priority area of all such MoUs and the same is already in effect with some of the colleges. This is an initative for creation and transfer of knowledge. In future we are going to augment and further explore the areas of such collaborations.

5. We have introduced Postgraduate course in Bengali from this session. We have already applied for PG course in English as well. The application is with the competent authority and we hope to introduce the course in the following session. We plan to introduce PG course in History also.

6. We have conducted a survey with the schools within few kilometers of radius from our college and sought for their opinions to introduce new UG courses. We shall place the survey report in the Governing Body for necessary arrangements and actions so that recommended courses may be introduced without delay from the ensuing session itself.

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

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

**Response:** 39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 10 | 12 | 8 | 2 |

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

## 3.3 Research Publications and Awards

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

*the last five years*

**Response:** 0.34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 3 | 2 | 0 |

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

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

**Response:** 0.8

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 4 | 8 | 7 |

| File Description | Document |
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| Institutional data in the prescribed format | [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 institution promotes neighborhood community network and students' engagement in various ways. The college has opened NSS Unit on 05/06/2018. NSS Unit of our institution took initiatives for all such extension activities as enlisted below:

1. Students of Amdanga Jugal Kishore Mahavidyalaya along with newly framed NSS body and its volunteers organized Dengue Awareness programme on 05.06.2018.

2. NSS also took a program under Swachh Bharat on 5/10/2018 in the neighbouring village Sadhanpur for assessing the risk of vector borne diseases in the area. Students and volunteers and programme officer of the NSS visited and thoroughly inspected the area. They had spreaded bleaching powder as a token attempt to clean the drainage systems and pits that held stagnant water. The programme was chiefly aimed at making the villagers aware of need for Cleanliness and Sanitization.

3. Community oriented activities are reflected through Yoga Shibir, tree plantation within the institution's campus and also outside the campus. This inculcates the sense of and need for green environment and its contribution to living and surviving of all living beings.

4. NSS unit in collaboration with IQAC has organized an awareness programme about 'Hygiene during Menstrual Cycle' in collaboration with 'Pink Flag Foundation' Kolkata on 5th March of 2019. **Participants included around 160 college students along with 50 girl students of Sadhanpur-Uludanga Tulsiram Higher Secondary School of classes VIII to X.**

5. On 17th July 2019, NSS Unit along with IQAC organized a programme for **health check up camp for the poor and needy** villagers from the locality around our college in collaboration with 'Swanirvar' an NGO. Doctors from reputed R.G Kar Hospital, Kolkata represented the said NGO. They had participated in Health check up of nearly 70 girls and a large number of aged people on the day and distributed necessary medicines at no cost. The local Police Station also actively participated in this programme and helped to make it successful.

6. College conducted a three-day national level workshop on 21st Century Life Skills on 27th , 29th& 30th Aug, 2019.  The workshop was organized as a joint initiative of Amdanga Jugal Kishore Mahavidyalaya and Svanirvar, CSIR, IICB, NATMO provided learning support and Bharat Petroliam Corporation Limited provided infrastructural support. West Bengal State University authenticated the certification. Workshops were held for the following courses: a) Basic Computing, b) Primary Education, c) Nutrition and Food Security, d) Agriculture, and e) Soft Skill Development. In the three-day workshop, the students received hands on trainings on making – compost from waste, art of organic farming and techniques to prepare Biological and Botanical Pest Controllers, etc in the Agriculture course. They will also learned the art of making crafts and decorative items from the used plastics/ water hyacinths in the Soft Skill Development Course; learned to assess the nutritional status of the neo-nats, children and mothers in Nutrition and Food Security course. Some of them received an introduction on joyful teaching techniques and pedagogy.  The participants also received basic orientation on data collections and managing database in basic computing.

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

**Response:**

We organized multiple programs as are recorded in our list of activities. Most of such activities, specially

those organized by NSS and in collaboration with NGOs, are extension activities, participated by our students in large number. But we have never been awarded formally or recognized officially for all such endeavours. However, local administrations, both civil and police, have always been a part of our programmes and without their active support and cooperation, organizing some specific programmes could not have been possible.

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 11

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 3 | 4 | 2 |

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## 3.5 Collaboration

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

**Response:** 5

| File Description | Document |
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# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution**

**Response:**

All-round personality development of students along with quality teaching should be the prime focus of an higher educational institution. Hence, the institution has given emphasis on promotion of effective teaching-learning method. Keeping that in view, the institution attempts to create infrastructure that facilitates growth in terms of physical fitness, extra-curricular interests and mental well-being.

To create new infrastructure, college utilizes the state government fund, MPLAD fund, BEUP (BidhayakElakaUnnayanPrakalpa) fund, and MsDP (Multi-sectoral Development Programme (2007-19) fund. The funds are spent to build a new four-storied college building with accommodation for lift facility, to renovate the existing one time to time, to organize the Library and to purchase required amenities such as computers, bench, blackboard, green-board, photocopier machine, scanner, projector etc.

Details of the facilities adequate for teaching learning process are as following:

- **Campus area**: - College is sprawled over 1.79 acres of land.
- **Building**: Two college buildings: Kalam Bhavan and the new building Bankim Bhavan with state-of-art facilities.
- **Classrooms:** - Two college buildings comprise of 28 spacious and well-lit classrooms as of now (from 2019-2020 session).
- **Classrooms with ICT facilities**: - Total 5 ICT enabled classrooms including one at Kalam Bhavan. One Portable Projector is used to extend the ICT facilities at any non-ICT classrooms.
- **Classroom with Wi-Fi/ LAN**: - Both buildings are provided withWi-Fi facilities for use by both teachers and students.
- **Well-furnished Staff-room**
- **Seminar Halls**: - There is one seminar hall with capacity of 150 students at Bankim Bhavan.
- **Library facilities**- The Central Library has a rich and varied collection of latest books along with some rare books and academic journals. 3 computers are installed for use by students and teachers. KOHA installed. N-List subscribed.
- **Computing equipment**: - There are 20 computers (including 1 Laptop) with internet connectivity along with 10 scanner cum Printer. List is given below:

| Location | No. of Computer | Printer / Scanner |
|---|---|---|
| Library | 3 | 1 |
| Computer Lab | 9 | 2 |
| | | |

| | | |
|---|---|---|
| Principal's Room | 2 | 2 |
| Office Room-I | 1+1 (Laptop) | 1 |
| Office Room-II | 3 | 3 |
| IQAC Room | 1 | 1 |

- **Drinking water facility**: 2 Coolers with purifiers , 2 water purifiers without cooler
- **Canteen facility**
- **Cycle-stand**

- **Washroom for Differently Abled**
- **Sanitary Pad vending machine and incinerator**
- **Generator**
- **Fire-extinguisher system**
- **Sports and Games (outdoor and indoor):** There is a **Sports Committee** in charge of organizing Annual Sports every year. Having drawn up a MoU with the Sadhanpur UT High School, the college is allowed to use the playground of the school. Annual sports of the college is held on that ground every year. There's provision for indoor games.
- **Gymnasium & Yoga Room**
- **Open air stage**
- **Yoga**:Yoga training is given by Physical Education teachers. **International Yoga Day is celebrated every year.**

A **Cultural Committee** is engaged in organizing a number of cultural events throughout the year.

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**4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 73.28

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.00    | 10.15   | 9.25    | 2.00    | 45.34   |

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

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library**

**Response:**

Our college has been striving with all its strength to develop and enrich the Central Library from the very first day. Till end of 2019, the Central Library was housed in the Old Building, Kalam Bhavan. At that time we had to abide by the constraints of space. In January 2020, the Central Library was shifted to the new building, Bankim Bhavan, though it was made fully operational only since 2021 i.e. after lifting of pandemic related lockdown. It covers an area of approximately 1008 sq.ft. in the ground floor. We have more than 4300 books at present and a number of journals in the Central library.

The Library Room is divided into two broad segments-

**(1) Stack Area**: Stack Area is divided into Subject-wise segments. User-access is restricted in the general stacks.

**(2) Reading Room:** Reading Room provides access to journals as well as reference books. It has 25 seating capacity.

The Library has a display section for new arrivals, journals and magazines for ease of access. Other than this, one corner displays career-guidance books and another corner is dedicated to display books on gender studies. Circulation section for issue and return of the Library resources is near the entrance of the Library. The users are properly guided about the rules and regulations when the resources of the Central Library are accessed. Former students are also allowed in the Library for reading purpose.

The college has equipped the Central Library with installation of Integrated Library Management System (ILMS) including OPAC. The name of the ILMS Software is KOHA. The version is 20.05.08. Presently the Library is more than semi-automated. Members of the Central Library have access to Online Public Access Catalogue (OPAC) which enables them to search for books by typing author, title of the book, subject or other keywords through internet. The College is registered with N-LIST from 2020. The members of the Central Library have the opportunity to access more than 6,000 journals, 1,99,500 e-books under N-LIST.

The Central Library is trying to update its collection as much as possible. We have received donation of books from a few well-wishers. Such donations have enriched our library with books of varied interests including juvenile tales, fables and comics as well as general interest, arts to Information Technology, Software Programming etc. that many of our students and faculties get the benefits of.

In order to keep pace with this digital age, we are relentlessly putting our efforts to fully automatize our library, so that students can avail library facility even sitting at home as well as equipping it in student-friendly ways. We are going to facilitate accessing N-LIST resources for students through dedicated departmental accounts. We have already installed 3 nos. of desktop computers, one each for students and teachers and another for official purpose. Students can access the computer dedicated for them to search online resources and download them and get the soft copies. Print out or copying facilities will also be introduced once provisions are available.

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## 4.3 IT Infrastructure

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

**Response:**

Since 2014, the college has been successful in implementing the use of IT facilities in administrative and teaching-learning activities. Initially, five computers were installed and used for administrative work. The computers were used to aid in the process of disbursement of salary, drafting official letters, notices, preparation of questions for Test Exams etc.  Besides, official correspondence through exchange of emails with various Government offices and the University was successfully done through internet by using personal modem.

Since 2015, the college has a Broadband internet connection. The computers were connected through LAN. Since then, the entire admission process is conducted online. Official works like filling up of Exam forms, verification of forms etc. are done using computers. Problems regarding maintenance of Internet cables and irregular electric power supply sometimes deterred the smooth functioning of the system, but the college gave special attention to maintenance activities at its end to try to ensure that the computers functioned uninterruptedly and a strong and steady internet connection was maintained. At that time the bandwidth was around 20 MBPS.

In 2016, two more computers were purchased. In 2017, when a smart class-room was made fully operational.  More interesting and joyful learning through available IT facilities opened up more avenues to make students actively participate in the teaching learning process and adding up encouragement and satisfaction to the teachers. This IT room was connected through Wi-Fi. Gradually, internet connectivity through LAN was replaced by WI-Fi device.

In 2018, the dream of free Wi-Fi campus was realized. The administrative activities started to be conducted almost entirely through ICT. E-mail ID of the students are collected and recorded by the college at the time of admission.Presently, collection of student data, keeping of accounts and fiscal records are done using computers.

In 2019, additional fourteen numbers of computers were purchased. The college is constantly trying to update its IT infrastructure with more projectors, sound-systems etc. and it is making the classroom teaching far more enjoyable beyond textbooks and blackboards. By the end of 2019, the second building, i.e. Bankim Bhavan of the college was ready for use but shifting to the new building was done phase wise. Through a different high-power Broadband device, the new building has been made a free Wi-Fi zone. Our bandwidth has been increased from 50 MBPS to 125 MBPS recently. Even during the period of Lockdown, we were connected with a sizable portion of our students through social media and other ICT enabled means of communication. Online classes were conducted by all departments and online study materials were also provided. During that time, essential administrative activities, GB meetings, meetings of various committees and departments were also held using ZOOM, Google Duo and other online platforms.

In future, the college would keep on trying to complement the traditional learning process by using IT facilities, in order to enrich the process of learning by making it more informative, interesting and easily accessible and to align with NEP-2020.

**Bandwdith of internet connection in the institution: 125 MBPS**

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

**Response:** 125.7

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

Response: 10

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## 4.4 Maintenance of Campus Infrastructure

**4.4.1 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:** 26.69

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6.87    | 4.64    | 5.19    | 3.93    | 4.41    |

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# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

**Response:** 89.95

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 897 | 854 | 822 | 794 | 660 |

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

**5.1.2** *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

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

**Response:** 5.09

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 215 | 0 | 0 | 13 | 0 |

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

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## 5.2 Student Progression

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

**Response:** 16.33

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 13 | 8 | 10 | 4 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 185 | 86 | 25 | 16 | 37 |

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**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 100

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 0 |

5.2.2.2 **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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 0 |

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## 5.3 Student Participation and Activities

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

**Response:** 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

*national/international level (award for a team event should be counted as one) year wise during the last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

**Response:** 7.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 2 | 10 | 7 | 3 |

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## 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 Institution has already constituted an alumni association. The name of the association is "Amdanga Jugal Kishore Mahavidyalaya Alumni Association". It consists of seven members in the Governing Body holding posts like Secretary, President, Treasurer etc. and other alumni act as General Members.

The Association had prepared all necessary documents including affidavit of the principal, as is evident from the supporting document annexed herewith, in pre-pandemic time during last quarter of 2019 and was about to apply for final registration which got hampered due to pandemic. But the process is in the pipeline at present. It is expected that the registration process will be over in a short while.

It may kindly be treated as our humble confession that on account of the poorly framed structure of the alumni association and it being unregistered till date, we have not been able to keep track of many of our students who are well placed in their career. Many of our students are already in prestigious positions in civil administration, armed forces, teaching profession etc. but we have not been able to retrieve informations, documents and data from all of them by this time.

To add to the association's constructive framework, a button is added recently in the respective section in college website that lands to an online form for registration to the association wherein any ex-student of the college can register with necessary data and become a general member. As our institute is significantly developing in all terms in the recent years, the authority is keenly interested in the association and expects its members to bring help and contribute to the overall progression of the college.

Till date there has been no contribution in cash but at several occasions they have come forward with constructive ideas and have assured to extend their help and support as and when need arises.

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# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

Vision and Mission of the college is profoundly influenced by the idea of Late Jugal Kishore Ghosh who donated the land by the side of NH-34 for the foundation of this college.

The vision nurtured by this college is to promote and disseminate knowledge and education that globalizes the self and liberates the soul in consonance with the institution's moto: *"Bishwosathey jogey jethai biharo / sei khane jog tomar sathey amaro."*

The college pursues a dedicated mission to realize its lofty vision:

*Shaping up environmental, social, cultural and scientific sensibilities conducive to ideas and ideals of nation-building.

**To create a community of pupil who are multi-skilled, independent, law-abiding, and helpful young citizens.

***To disseminate education that shapes up economically viable future of all and the nation at large.

****To promote and provide with equal opportunities through academic and administrative practices.

Vision of the Institution is realized by involving the student community in a number of curricular and extracurricular activities. Teaching-learning process is the foremost of such activities which is supervised and aided by five subcommittees, namely:

1. Admission subcommittee
2. Academic subcommittee
3. Routine subcommittee
4. Examination subcommittee
5. Library subcommittee.

Performances of these committees are supervised by the Principal and the Governing Body. IQAC of the college also provides suggestions and recommendations from time to time. Extra-curricular activities are supervised by three other subcommittees, namely:

1. NSS
2. Sports and Games subcommittee
3. Cultural and Magazine subcommittee.

These bodies perform directly under the supervision of the Principal and sometime in necessary cases, in

association with IQAC. Working decisions of these committees are ratified in the Governing Body. Holistic and all-round development of the students depends upon their participation in the extracurricular activities as well as participation in community outreach programmes conducted by NSS and other bodies. These committees therefore take meticulous effort to fulfill the mission of our college, i.e. building the nation at large.

The College also provides the students with opportunity to avail various scholarships earmarked for girl students, for students of minority communities, and for the students of reserved categories.

Various other subcommittees/cells and nodal officers are responsible for dealing with other activities that cumulatively corroborate the mission of our college. All these subcommittees or cells are constituted with both internal and external members. Except ICC and IQAC all external subcommittee members are approved by the Governing Body. Internal members include both teaching and non-teaching staff.

The Governing Body is the supreme decision-making body of the college. Its meetings are held regularly. Minutes of the Governing Body are properly drafted and circulated thereof among its members and confirmed on a regular basis. Representatives of Teaching and non-teaching staff and the student member take part in the deliberation and the decision-making process. Proposals of IQAC and other subcommittees are ratified by the Governing Body. In this way the Governing Body maintains a two way relationship with other subcommittees working to actualize the Vision and Mission statement of the Institution.

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## 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

**Governing Body** is the apex decision-making body of the institution. It is constituted by Nominees and Representatives from various sectors as per stipulated rules. Governing Body of this Institution consists of six internal (Principal acts as Secretary and 3nos. elected teachers, 1no. elected non-teaching staff, and 1no. elected student) and five external members (2 nominees of State Government, 2 nominees of the affiliating university and 1 nominee of Higher Education Council).

**Teachers' Council** is another statutory body consisting of all full-time teachers of the college.

**Recruitment procedure:**

a) IQAC proposes creation of new posts and/or recruitment to the vacant teaching posts.

b) Governing Body considers the proposals and resolves to create new posts, if necessary.

c) Proposals are sent to Higher Education Department, WB for approval of post creation.

d) Once approved, requisitions are sent to College Service Commission of the State.

e) All appointments to teaching posts are effected in accordance with the recommendations of the College Service Commission.

Non-teaching staffs are selected by a five-member screening committee: one nominee each from West Bengal College Service Commission, Government of West Bengal and West Bengal State University. Principal and one nominee from the Governing Body are two other members of the committee.

Each year the Governing Body of the college approves a number of subcommittees for effective and efficient administrative set up with inputs from Teachers' council and IQAC. Committee members are selected from teaching, non-teaching and students' communities.

**Service Rules:**

1. Service conditions of teaching and non-teaching staff of the college are guided by West Bengal Universities and Colleges (Administration and Regulation) Act, 2017Govt Order No. 325-L Date: 22nd March 2017(Link to the Order: https://wbxpress.com/west-bengal-universities-colleges-administration-regulation-act-2017/) and also by Statue of West Bengal State University.
2. Service conditions of the Teaching staff are also guided by the West Bengal College Teachers' (Security of Service) Act, WBActXLIV of 1975 date: 01. October 1975. (Link to the Order: https://wbxpress.com/west-bengal-college-teachers-security-of-service-act-1975/ )
3. Recruitment of non-teaching staff in the college is guided by Government Order No. 940-Edn(CS)/4E-25/2010 (Part) Dated: 25.08.2017 issued by Department Of Higher Education, Government of West Bengal. (Link to the Order: https://wbxpress.com/recruitment-non-teaching-employees-colleges/ )
4. Service Conditions of the State Aided College Teachers are guided by Government Order No. 2081-Edn(CS)/10M-83/2019 Date: 23/12/2019 (Link to the relevant Order: https://wbxpress.com/service-condition-remuneration-state-aided-college-teacher/ )
5. Apart from above heads, the college follows various rules, regulations and guidelines issued by the University Grants Commission and other competent authority.
6. There are specific and separate 'Code of Conducts' for Teaching and Non-teaching staffs and students.

**Subcommittees:**

Cumulatively there are seven categories under which various subcommittees are framed, as is reflected in the institutional Organogram. The categories and subcommittees are as following:

1. **Quality assurance**: IQAC, NAAC.
2. **Academics**: Academic, Admission, Routine, Examination and Library.
3. **Finance**: Finance, Purchase.
4. **Building**: Building subcommittee.
5. **Auxiliary**: NSS, Games & Sports, Cultural.

6. **Campus & Workspace**: ICC, Anti-ragging, Grievance, RTI, Health & Hygiene, Green Campus.
7. **Students support & Equal opportunity**: Kanyashree scholarship cell, Minority scholarship cell, Scholarship for reserved categories cell, Student support, Career Counselling Cell, Student Health Home.

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**6.2.2 Implementation of e-governance in areas of operation**

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

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

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## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

Welfare measures taken by the Institution are twofold: Governmental and extra Governmental.

Governmental welfare measures include:

1. West Bengal Health Scheme: All teaching and non-teaching staffs are entitled to avail the benefit of this scheme subject to individual discretion.
2. CAS Benefit is availed by all eligible teachers appointed under UGC-Scale. The college maintains a CAS CELL under the aegis of IQAC to facilitate preparing PBAS documentation.
3. Employees' Provident Fund (GPF) Scheme.
4. Granting of Maternity leave to the staff.
5. Granting of Child Care Leave (CCL) to the staff.
6. On-Duty Leave (ODL) to the teaching staff for facilitating their participation in Faculty Improvement Programme (FIP) and Refresher Courses (RC).

Extra-Governmental measures include:

1. A day care centre cum restroom for the staff of the college with provision for a sick bed.
2. An Employees' Credit Cooperative Society (unregistered) to meet emergency financial needs of the employees of the college.
3. A free Wi-Fi campus beneficial for the students as well as staff of the college.
4. ID Cards for all staff of the college.

Other Welfare Measures:

Teachers' Council, ICC, and Grievance Cell are three distinct bodies which also take care of different other welfare measures among teaching and non-teaching staffs of our college. Usually, grievances are resolved by mutual and amicable settlement. There has not been any untoward incident till date which required interference by other authorities.

Performance Appraisal System:

We were limited to collecting feedback on various parameters from students and teachers so far (Link: http://ajkm.ac.in/index.php?option=com_content&view=article&id=125&Itemid=0). The feedbacks thus received are analyzed to get a picture of the institution's overall performance in catering to the needs of its stakeholders and in the field of higher education as well as to prepare a roadmap for future. However, recently IQAC has made it compulsory for teachers to submit Self Study Report w.e.f. 2019-2020 session. The questionaire reflects those required to be addressed during CAS process. The copies of the reports are displayed verbatim in the website (Link: http://ajkm.ac.in/index.php?option=com_content&view=article&id=217&Itemid=0) for public view. Self Study Reports submitted by teachers are intended to suggest and guide the teachers to attempt improving their professional capacities. Non-teaching staffs have not been taken under the ambit of performance appraisal system so far.

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

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

**Response:** 0.81

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 1 | 0 | 0 |

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

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

**Response:** 9.72

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 6 | 0 | 1 | 0 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 0 |

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The college depends upon two major sources for funds:

a) State Government Funds; and

b) Fees Collected from Students.

The college has specific mechanism for mobilization of above funds. The Governing Body, Bursar, Finance Subcommittee and Purchase Subcommittee perform specific roles in this.

Salary of the Teaching and Nonteaching staff of the college in Government approved posts are received from the state Government normally in three installments, in January, April and August of each year. Bursar with the help of select teaching and non-teaching staff prepares the claims for pay packet in each quarter. Pay packet related other claims like Bonus, arrear payments etc. are also prepared by the Bursar. Disbursement certificates are duly prepared and submitted to the competent authority.

Apart from the salary of the Government approved teaching and non-teaching staff, the college used to spend the greater part of its annual expenditure towards the payment for the guest teachers and non-government approved non-teaching staff. This situation improved since 2019-20 as the college was able to recruit non-teaching staff in the Government sanctioned posts and the guest faculties were absorbed as college teachers in state-aided posts. Other major heads of expenditure were development related and maintenance related expenditure, electrical and internet charges, cultural programmes, examination related expenditure, etc. Major source for these expenditure are the funds collected from the students. Each year, Principal with a few members of finance subcommittee and academic subcommittee prepares a draft fee structure. This fee structure is ratified in the Governing Body meeting prior to the admission and is then implemented. All such incomes and expenses are duly reflected in audit reports.

The college also applies from time to time to the State Government, for funds for infrastructural augmentation. Plans and estimates for application for funds for various developmental projects including construction of new buildings for additional classrooms, canteen etc., for purchasing books, for equipment related to smart classrooms, Seminar Hall are prepared by the members of finance subcommittee along with bursar. These applications are also ratified in the Governing Body before submission. In the last five years applications along with plan and estimate (vetted, if required) have been sent to local MLA, Local MP, various Rajyasabha MPs and for MSDP funds through proper channel and a few of those applications have already been approved. Receipts of such funds and their expenditures are also duly reflected in audit reports.

Since ours is a govt-aided college, audits are usually conducted by external auditors appointed by Govt. However, audit reports by govt. appointed external auditor has been conducted only till 2019-2020 because govt has not appointed any external auditor since then. But college authority has taken due care to conduct audits of each earning and expense heads regularly and audit reports have been prepared by internal auditor appointed by the college authority for record keeping and good governance as well and so that once external auditor is appointed by govt., the audit is done smoothly and without hassle.

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

## 6.5 Internal Quality Assurance System

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

**Response:**

IQAC of the college believes that quality assurance strategies of an institution should emerge from the needs and requirements of the students and its stakeholders. Most of the students of this Institution are girls and majority among them are from the minority community. Not only this, most of the students of this Institution are first generation learners as well.

IQAC envisaged that empowerment of this body of students should be the foremost objective of the quality assurance strategies of the institution. Ability to form independent, informed and innovative opinion and also the ability to express the same in a lucid yet learned manner in both spoken and written words is a major step towards empowerment for this section of students. Two quality assurance strategies adopted by the IQAC towards enabling them are as follows:

A. Organization of Students' Seminars and Class Lectures by students: As per recommendation of the IQAC and under the supervision of the academic subcommittee all Departments are prompted to organize Departmental Seminars, where students are encouraged to participate and present papers. Students are also prompted to take classes while the teacher/s (sometimes from another Department) evaluate and comment on her/his performance. Collaboration with other Institution in organizing students' seminar so that they get comfortable before a wider audience is also in the pipeline. One Department has successfully organized such a Seminar in 2019-20 but it has not been made mandatory for all departments yet.

B. Publication of wall magazines as well as printed magazines is another strategy aimed at improving students' ability to express themselves. In the last few years IQAC has made it mandatory for all the departments to publish regular wall magazine that would contain students' contribution in a significant quantity. Both creative writing and topic based writings relevant to their respective departments were encouraged. Some of the departments have also started publishing printed magazines for the last couple of years. Publication of printed magazines are encouraged but have not been made mandatory for all departments yet.

**Other quality assurance strategies:**

• Regular feedback system by students and teachers alike.

• Compulsory submission of Self-Assessment Report (SAR) by teachers.

A brief description of incremental improvement recorded during 2017-18 to 2021-22  is stated below against the following heads:

**A. Teaching learning process:**

• Total teaching faculty increased from 10 to 35.

• Number of teachers with PhD increased from 3 to 7.

• Classrooms/Seminar Hall with ICT facilities increased from 1 to 5.

• Number of classrooms increased from 12 to 28.

• Educational tours cum excursion have been introduced since 2019.

**B. Structures and methodologies of operations:**

• CBCS system has been introduced in all Programmes and Courses in the college since 2018-19.

• New Courses introduced as following:

    a) B.A. Honours in English since 2016-17

    b) B.A. Honours in Education since 2016-17

    c) B.A. Honours in Political Science since 2018-19

      • New disciplines introduced in BA General Programme:

    1. Physical Education since 2017-18
    2. Arabic since 2018-19
    3. Sanskrit since 2018-19.

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

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

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

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

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years**

**Response:**

In Amdanga Jugal Kishore Mahavidyalaya, statistically, the majority of the students is women and belongs to the minority class, specifically Muslim community. Among them, a large number of students are the first generation learners who took the challenge to step over the threshold of a college. While most of the parents of these students are hard earners of their succor for family, incurring even the travel expenses is a menace. The fiasco is aggravating for the girls and more gullible for the Muslim girls who constitute the majority of the total number of students. The college authority has always been considerate to facilitate the women in special so that they do not face any kind problem within the campus. Not only all kinds of academic facilitation are provided, but other facilities are also taken care of, which are encumbered within the Gender Equity and Gender Sensitization activities of the college.

As far as Gender Equity is concerned, we have the cumulative efforts of Internal Complaint Cell, Anti-Ragging Committee and the Grievance Cell to work hand in hand to address and meet any report of its (gender equity) violation. Starting from the admission to representation in the class room, in sports and participation at any other cultural program, the women are always encouraged to come forward and occupy the lead role.

Gender Equity and Sensitization in Curricular and Co-curricular activities, facilities for women on Campus are the following:

- Taking into consideration the fact that WBSU syllabus for various disciplines elaborately incorporates gender equity and sensitization issues, the teachers of this college consistently give lectures on topics of gender equity and sensitization.
- In the context of gender equity, students of this college have been exposed to trending viewpoints like they attend multiple seminars organized by the college on these issues.
- With regard to admission fees, this college regularly provides concessions to girl students who hail from poor economic backgrounds.
- In the academic session 2018-19, this college has actively set up a Gender Sensitization Cell with a detailed Action Plan for Addressing Gender Equity issues.
- The college has installed a vending machine for dispensing sanitary pads, as well as an incinerator for disposing of used articles.
- A well-furnished Girls' Common Room is available in this college for ensuring that female students can conduct personal and hygienic matters in privacy. A Girls' Common room sub-committee takes special care regarding the needs of the users.
- Ever vigilant surveillance by CCTV cameras ensures that constant monitoring is maintained for the safety and security.
- The college regularly offers sympathetic counseling to both married and unmarried girl students.

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

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**7.1.2 The Institution has facilities and initiatives for**

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

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

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

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

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

**Response:** D. Any 1 of the above

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

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

**Response:**

**Amdanga Jugal Kishore Mahavidyalaya envisions a generation of youth who have eclectic approaches and are morally responsible and impervious to any sort of discrimination based on gender, race, colour, creed or economic status. To accomplish this goal the college organizes and**

**conducts multiple programmes that promote an inclusive environment for students and employees.**

**The college put sustained effort by extending fair and unbiased access to the students from socio-economically challenged communities. Students from economically weaker sections receive special concession during admission. A large number of students from neighboring villages belong to economically poor families and mainly depend on Government scholarships for academic support. The college put meticulous attention to ensure these scholarships to the needy students. The college considers it to be a top most priority to supervise the paper work and ensure that the scholarship funds are made available to the students on time.**

**Commemorative days are celebrated on the college campus to generate the feeling of unitedness and social harmony. Republic day, Independence day, Netaji's birthday are celebrated to promote national integrity. Yoga day is celebrated to spread the awareness of maintaining good physical and mental health among the students and faculty because healthy mind and body is essential to achieving long term goal. Through the celebrations of Bhasa Dibas we deliver message to respect every language including vernacular and other regional languages among the students. Women's day is celebrated regularly to spread the awareness among the students regarding the value of women. Besides, in order to empower our female students we also organize self defence workshops.**

**The college deems humanity to be the universal religion which brings entire mankind within its fold. Hence, this college seeks to define communities not on the basis of their traditional religious customs but on the basis of their human identities. This college aims to create a class of educated, morally uplifted citizens who are imbued with the spirit of tolerance and harmony. In keeping with the secular spirit of the nation's constitution, this college has made it its goal to instill cultural and social awareness among its pupils. In order to bring about holistic development of the young citizens, this places special emphasis on linguistic, cultural, communal and sensitization programmes. These programmes play a pivotal role in ensuring that the students go on to adopt a comprehensive awareness of the cultural diversity prevalent in this country and also imbibe in themselves a sensitized approach towards issues of gender and caste.**

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

## 7.2 Best Practices

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

**Response:**

**Best practice:1**

**Title of the Practice:** Green Campus

**Objective of the Practice:** Long ago famous philosopher Plato said that "excellence is not a gift but a skill that takes practice. We do not act rightly because we are excellent, in fact we achieve excellence by acting rightly". Standing amidst severe global threats like global warming, frequent natural calamities, extinction of species and pandemic , class room lectures on conserving ecological systems and resources seem inadequate. To ensure a sustainable and climate friendly environment for our future generation our institution pursued the green campus as its best practice. Our sole objective is to insinuate the notion of "Green Earth" in the mind of our students through our practice. As a beginner we are aiming to achieve this greater good through tiny steps:

- First and foremost thing is cleanliness that we strictly follow
- Proper management of water and power
- Reducing over usage of plastic
- Reducing over usage of paper
- Enhancing greeneries within the campus
- Generating awareness about the importance of conserving natural resources
- Maintaining ecological balance

**The Context:** Being located at countryside the institution has the requisite features for shaping and sustaining it as a green campus. Amdanga is a vast area of arable land with a dense surrounding of various trees. However this natural greenery is at threat owing to urban development. It has been noticed from past few years that huge number of trees got cut and big housing projects are occupying green lands. This gradual growth of concrete over greens provided the context for spreading awareness of the green campus.

**The Practice:** Amdanga Jugal Kishore Mahavidyalaya has consistently practiced an eco-friendly policy in the maintenance of its campus area. The college campus is widely extended with areas designated as lawn, flower garden, medicinal herbs garden. This college dedicatedly strives to attain aplastic free garden zone. medicinal herbs and seasonal flowers are regularly cultivated in the garden and a large reservoir has been established outdoors for rainwater harvesting. In order to develop and maintain a green campus this college routinely undertakes several environmental programme. Plantation ceremonies are conducted twice a year and sapling distribution takes place frequently. In this venture of developing a healthy ecosystem we have got our student's spontaneous support also. Our students voluntarily started rearing fish in a reservoir built for watering plants. With the aim of preserving and sustaining eco system in the college, the teachers and the students had organized Jal Shakti Abhijan on 06/09/19and they had also come together for an addon course on traditional agriculture. Installation of solar facilities to reduce consumption of electric are in the pipeline. The presence of clear pathways, biodegradable garbage bins and banners advising everybody for avoiding plastic in the campus area, elaborately indicates the efforts undertaken by this college to sustain a green campus.

**Evidence of Success:** Spontaneous participation of students, teachers, staff and local people.

**Problems encountered and Resources Required**: Good things never happen without struggle or hindrance. Though we are too optimistic to look over trivial obstacles but we must admit that frequent occurrence of cyclone every year during summer upset our year long achievements. For example in 2020 many trees of our campus were uprooted due to Amphaan. Our herbal garden was smashed, computer lab got completely destroyed, top floor of the old building including wooden and glass window frames of the other floors were highly damaged.

**Best Practice: 2**

**Title of the Practice: HealthCheck up**

**Objective:** Regular health exams and tests have several benefits, such as

- It reduces the risk of getting sick
- Detect potentially life threatening diseases early.
- Increase chances for treatment and cure
- Proper health services increase chance of living longer healthier life.

**The Context:** A large number of students of our college come from villages and remote areas. They have to travel long distances to access proper health care services. Besides, it is known that in rural areas the key challenges in health care sector are low quality of care, lack of awareness and limited access to modern medical facilities. Now, it is evident that good health improves learning potentials. Thus the institution provides free health care to all students.

**Practice:** For these afore mentioned reasons the practice of routine health checkups of our students has been deemed as one of the best practices of the Institution. In last few years before Pandemic following health care camps were organized by the institution. During Pandemic we organized a free vaccination camp for our students. Details are given below:

1. **Thalassemia camp:**

**Organizing Dates Academic Session**

04/05/2015- 2015- 16

13/02/2017- 2016-17

04/12/2017- 2017-18

30/08/2018- 2018-19

2. **Health checkups for female students in collaboration with Pink Flag Foundation: Organizing Date Academic session**

05/03/2019 -2019-20

3.**Covid Vaccination Camp:**

**Organizing Date and Academic session**

01/10/2021- 2020-21/2021-22

**Evidence of success:** This is a student centric venture students are happy to get this opportunity of health checkup. Their spontaneous participation reveals their support and satisfaction.

| File Description | Document |
| --- | --- |
| Any other relevant information | [View Document](#) |
| Best practices as hosted on the Institutional website | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

**Name of the Distinctive practice: Creative writing**

**Objective of the practice:** It is a famous proverb that pen is mightier than sword. One who has command over pen can do miracle. Though the pen is a small object it has more significant power than that of hatred or war. A powerful writer has the capability to bring evolutionary changes in the world with a stroke of pen. If Raja Ram Mohan Roy didn't write against the evil Hindu custom Sati it would have taken hundred more years to get perished from the society. Thus through decades great writers portrayed society, shared human experience, evoked new ideas and advocated for better society. Like meditation when someone gets engaged with writing he/she unknowingly discovers his/ her own unexplored self. Practice of writing increase thinking capacity, observation, creativity and critical ability to understand world and life. Thus our institution with an ideology to shape up students as ideal human beings has chosen creative writing as a distinctive practice of the institution. Another objective of choosing creative writing as a distinctive practice is vivid articulation of ideas and emotions which in turn contributes to the development of leadership qualities in the pupil.

**Context:** Nowadays almost every student wants to become economically independent after completion of higher education. It is known that every job requires some sort of writing. Quality writing leads to success both in academic and professional field. Practice of writing sharpens the skill and opens up various avenues for students to pursue their carrier. Students of humanities with good writing skill may easily achieve success in communicative fields like teaching, reporting etc. Considering the competitive situation of present time our institution aims to invest our students into the craft of writing.

**Practice:** Amdanga Jugal Kishore Mahavidyalaya gives special emphasis to the holistic growth of the pupils. In this context the college recognizes the special role played by imaginative exercises in the building of youth and character. This college actively encourages creative art and offers several platforms for students who take resort to creative writing for independent expressions or for confessional articulations. Though we have greater plans about nurturing creative writings among students through a proper channelized way on a regular basis, however due to lack of suitable infrastructure we have to limit ourselves in wall-magazine and poster writing. Nevertheless the printed magazine published by the department of history of this college is reach in variety and interest. The freshers freely use the wall

magazine to give went to their artistic spirits. Students take pleasure in participating in poster designing endeavors. A multitude of papers, which reflect both sensitivity and erudition, regularly find their way into inter College seminars. Considering the potent field of creative ingenuity, this college has securely adopted creative writing as a distinctive practice.

**Problems that we encountered:** In implementing creative writing as distinctive practice we came across several stumbling blocks. A few of them are described below:

- Socio-economic disadvantages
- Limited exposure to famous works of creativity and imagination
- Unfamiliarity with standard use of language
- Excessive adherence to lingua-franca
- Inadequate reserves of books and journals in student household.

**Evidence of Success:** In spite of several limitations, our students have shown great enthusiasm in creating flamboyant magazines. Their support and spontaneous participation ensure our success.

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

# 5. CONCLUSION

## Additional Information :

**Institutional Developmental Plans (IDPs):**

| Sl. No. | Goals | Strategy | Target / Pla |
|---|---|---|---|
| 1 | **Adopting NEP-2020 Guidelines for Academic Excellence** | Will be adopted verbatim as and when directed by University or other competent authority. | As and recommende |
| 2 | **Transforming into Multidisciplinary Institution** | **Our chief priority.** Introducing new courses. In few cases (degree courses in Nutrition, Geography and Human Development, Economics and Mathematics) GB resolution is already adopted. | By the year |
| 3 | **Introducing Master of Arts Courses** | **MA (PG) in Bengali is being introduced from the session 2022-23**. Official process to introduce **MA in English is initiated.** | One more by the year |
| 4 | **Forming Research Development Cell** | UGC has served draft proposal. Proper guidelines from the University or competent authority awaited. | As and when |
| 5 | **Computer Training Centre** | Functionalizing the existing computer laboratory through MoU and /or with permission from affiliating University. | By 2022. |
| 6 | **Purchase of Additional Books for Library** | As per continuing practice every year. | Every year. |
| 7 | **Equipping Classrooms for Blended Mode Operation** | Preparing 5 Nos. of Classrooms for Blended Mode Operation. | As soon a available |
| 8 | **Purchase of Interactive LCD Panels for Smart Classrooms** | At least 5 Nos. of Interactive LCD Panels proposed for purchase. | As soon a available |
| 9 | **Developing the Playground** | Construction of Boundary wall, goal posts and cricket pitch are recommended. (Presently we use the playground of the school located just opposite our college, vide a MOU signed in 2015) | As soon a available |

## Concluding Remarks :

Consistent upward surge in admission rate every year, noticeable escalation in infrastructural facility in recent years, all good initiatives for faculty improvements and teaching-learning innovations coupled with multiple good practices that inculcate values, sustainable developmental activities are some of the benchmarks that define and distinguish our institute. We are till date an arts only institute offering Honours Course in six subjects and a General Course. Gaining autonomous status is one of our prime targets in terms of NEP-2020 and we are planning accordingly. Introducing new courses including courses in science subjects is a top priority in the coming years. While preparing for Cycle-I of A&A process of NAAC, we have learnt a lot and the same shall be implemented in the subsequent cycles. We are seeking for valuable inputs for furthering, extending and

expediting our developmental goals in order to make our institute a prime hub of higher education and learning that serves the nation and the world at large.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 2.4.1 | **Percentage of full-time teachers against sanctioned posts during the last five years**<br><br>2.4.1.1. **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>35</td><td>35</td><td>35</td><td>16</td><td>16</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>33</td><td>33</td><td>32</td><td>16</td><td>16</td></tr></table><br>Remark : as per final observation |
| 2.4.2 | **Percentage of full time teachers with NET/SET/SLET/ 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)**<br><br>2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>25</td><td>25</td><td>25</td><td>10</td><td>10</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>24</td><td>24</td><td>24</td><td>10</td><td>10</td></tr></table><br>Remark : by removing Physical Edn faculty from the count |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>35</td><td>35</td><td>35</td><td>10</td><td>10</td></tr></table> |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 35      | 34      | 10      | 10      |

| 2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)** |
|-----|-----|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15.35   | 10.87   | 15.15   | 16.57   | 16.44   |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8.87    | 14.8    | 14.45   | 5.94    | 49.75   |