# SELF STUDY REPORT

## FOR

## 3rd CYCLE OF ACCREDITATION

## CHANDIDAS MAHAVIDYALAYA

VILL- KHUJUTIPARA, P.O. KHUJUTIPARA, P.S. NANOOR, DISTRICT-
BIRBHUM
731215
www.chandidasmahavidyalaya.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

CHANDIDAS MAHAVIDYALAYA, a rural college, was set up on 04.01.1972 in a remote

village named KHUJUTIPARA under Bolpur Sub-division in the district of Birbhum, West

Bengal. Over the years its branches have spread through the continual efforts of the college authority and currently its lush green campus is spread over 5.77 acres of land with 22,700 sq. mt. built-up area. The college is affiliated to the University of Burdwan and it was recognized by UGC under sections 2F & 12B in 1979.

**Our college has been twice accredited by NAAC in 2011 and 2016.**

The college recently celebrated its golden jubilee. In these fifty plus years of service to the society, the college has proved its efficacy at every turn. Since its inception, the college has striven to provide higher education to students from economically and socially backward classes most of whom happen to be first generation learners.The college continually attempts to judiciously blend traditional values with a modern, scientific and value-based education to contribute to the holistic development of its students who may, in turn, become agents of social transformation while achieving individual success and accomplishment.

Our institution offers 10 Honours subjects and 03 general subjects to the students in Humanities, Science and Commerce streams. The institution possesses adequate infrastructural facilities with modern teaching tools. 28 class rooms, 7 smart class rooms and 6 laboratories with ICT facilities cater to the academic needs of the students.

Co-curricular and extra-curricular opportunities are also amply provided to the students for their all-round growth and development. The college library maintains a rich repository of books, journals and electronic resources while library automation was done in 2011 to provide better and faster services to the stakeholders. Moreover, a number of professional and add-on courses are also being run simultaneously to provide enrichment to the students.

The demands and expectations of our stakeholders are always pivotal in determining and directing our development, goals and priorities. We are truly committed to making our institute a centre for academic excellence while striving for social transformation and advancement in a balanced, responsible and secular vein.

**Vision**

To create a model rural college in a changing local and global scenario.

**Mission**

- To develop a socially and economically inclusive academic ambience that is maintainable and flexible

to adopt any change.

- To promote employability skills in the context of a changing world.
- Women Empowerment

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

**Institutional Strength**

a) Tradition- Glorious 50 years of its existence.

 b) Subjects variety-

·        Wide variety of subject combinations offered to the students.

·        10 Honours subjects, 15 combination subjects available to the students.

c) Transparency- All statutory rules and regulations are followed including RTI.

d) Infrastructure-

·        Sufficient number of class rooms (28), laboratories (06), well-furnished seminar hall, auditorium, and (07) Smart Class Rooms, large playground

·        New Building  G+3

·        Campus is 5.77 acre with 22700 SQ. Mt. built-up area.

e) Faculties- 65% are PhD, M.Phil, NET/SET qualified

·        05 Pursuing PhD

·        02 Submitted thesis

·        Research supervision: Being done

f) Library- Rich collection of text books, reference books and rare books of around 24000, journals & CDs including e-resources through Inflibnet N-List Programme

Large separate reading rooms with modern amenities and reading materials

·        g) Teaching-Learning and Evaluation- Innovative methods of teaching learning like:

·        Division of syllabi into modules,

·        Student subject aptitude test,

·        Apprising of programme outcomes (POs) and curse outcomes(COs)

·       Power point presentation,

·       continuous internal evaluation,

·       supplying study materials etc.

h) Internal personal relationship-

·       Cooperative and healthy inter-personal relation among the staff

·       Parent-teachers meeting regularly held

·       Ragging free campus

i) Clean and Green campus- There is more than 10,000 Sft. green belt

k) Scope of extracurricular activities-

·       Vibrant NSS, NCC, Games & sports and Cultural activities to develop personality

l) Skill Development Programmes- Add-on courses, like Communicative English, Basic Computer Literacy Programme and Job oriented courses like Hand Embroidery.

m) Hostel and refreshment facility-

·       Canteen facility for all

·       Girls hostel to be inaugurated

n) Surveillance- 60 CC TV

o) Digital communication-Wide circulation of information regarding teaching, learning, administration is done through website, college Apps (chandidasmahavidyalaya- available in Google Play Store) etc.

p) Peaceful and healthy ambience –

·       Ragging free campus

·       Zero tolerance of any type discriminatory activities

·

·       Separate committee/squad for constant vigil

q) Eco-friendly initiatives like-solar panel, waste management, water recharging, rain water harvesting etc. have been undertaken

r) Democratic management- collective decision is resolved through designated committee/sub-committee (31

such committees).

**Institutional Weakness**

A weakness is a factor requiring improvement. These factors create some hindrance to its performance.

a)Students crunch in Science, Commerce and Economics-Very poor enrolment in Science, Economics and Commerce disciplines. Maximum aspirants are from Arts back ground.

b) Lack of Research facility-As in the UG institute there is main focus in teaching-learning and thereby there is least opportunity in research.

**c) Lack of professional courses-** Absence of Professional courses and PG course is very prominent. Mere UG course is not sufficient in the job market.

**f) Non-vibrant Alumni-**As almost all the students come from socially and economically poor back ground and consequently there is lack of vibrant alumni activity.

**g) Inadequate NTS-** Inadequate number of non-teaching staff (NTS) hampers the functioning of the office administration. Recruitment of NTS is done by the government. During last 7 years there is no any approval to fill the vacancy of NTS.

**h) Dropout rates-** As the most of the students are first generation learners and due to the low level of understanding of their parents on higher education, many bright students even left the track of their study. Besides, their family's insolvency is also one of the causes of dropout.

**i) Irregularity of the students and parents' awareness-**Absence of parents' close supervision and guidance lead to insincerity of the students and they become irregular in classes.

**Institutional Opportunity**

a) Need based course-There is ample opportunity for agro based courses, UG course in Physical education, Job oriented diploma courses etc. All these are beneficial for employment generation.

b) Infrastructural facility and human resources-Rich infrastructural facility is an opportunity for us along with qualified faculty members.

c) Linkages between agro-based industry with institution-if this linkage is established both sides will be benefitted.

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d) Transport facility-This college is established in the remote rural belt. One of the major concerns is transport and communication. Institution will be get more students if transport facilities improve.

**Institutional Challenge**

These are factors that inhibit the performance of the institution. They are as follows:

a) Absence of feeder school:   Adequate number of students not found in Economics, Commerce  and Science- In the catchment area there are many schools which do not offer Economics, Commerce or Science streams and ultimately the impact falls upon the college.

b) Non-availability of Government grants for seminar, research projects etc.- Organizing seminars/ conferences become difficult due to the non-availability of  grants from UGC. Institutional Fund paucity hampers these activities.

c) Lack of institution-industry collaboration/linkages-Although it is very necessary but due to its locational disadvantages, linkage with industrial houses is yet to build up.

d) MOU with renowned institution- Although we have fair number of MoUs with institutions and organization, MOU with renowned institution is yet to materialize.

e) Lack of autonomy-It is Govtt. aided college and affiliated to the University of Burdwan and bound to comply all of their regulations in financial management, administrative management and framing of syllabus. College do not have any autonomy.

f) Drop in enrolment due to intake increase and establishment of new colleges in the adjacent area-Auto 10% increase in intake capacity by the university and establishment of general degree college in nearby places lead to the drop in enrolment in recent years

g) Lack of motivation in higher education-As our institution is in rural area and most of the students are coming from 1st generation learners. Agro-based economy demands manual labour and most of the male students have to work in the firm land which ultimately affects their academic activities.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Affiliated as an undergraduate college under the University of Burdwan we offer 10 (ten) Hons subjects in Arts, 01(one) Hons in Science and 01(one) in Commerce Besides, and General courses in Arts, Science and Commerce.

Since 2017 the institution has introduced Choice based Credit System (**CBCS**) under the direction of the affiliating university. As the college does not enjoy any autonomy to design its own curriculum so it has to follow the syllabus framed by the university. College meticulously designs its annual academic plan centrally and department wise mentioning the schedule of classes, internal tests, academic events etc. The departments ensures effective delivery of the syllabus with pre planned modules. All students are appraised **Programme Outcomes (POs)** and **Course Outcomes (COs)** at the beginning of the respective session and all are displayed in the college's website. Performance of the students are monitored through **continuous internal evaluation process (CIEs)** through class tests, quiz, project work, students seminar, special lecture etc. and analyzing it slow learners and advanced learners are found out and accordingly appropriate measures undertaken and also this status of performance are appraised to the parents in **PTM** at certain interval. There is robust Mentor-mentee system where students can share their problems and get a resolution from their mentors.

Innovative and modern teaching-learning methods within the limitations of the institutional resource are followed like ICT, audio-visual methods, experiential learning, project work field work, course outreach programmes etc. Students get the opportunity to learn cross cutting issues like environmental sustainability, gender issues, democratic values, national integrity, tolerance, discipline, etc through various programme conducted by NSS, NCC IQAC, Cultural Committee, Green Committee etc. Besides, **Add on Course** and other **professional courses like Communicative English, Basic Computer Course, Hand Embroidery** are offered to the learners. Special emphasis is given on project/Field work. Nearly **91.74 % students** have been brought under this academic practice.

Feedback from various stakeholders like students, guardians, alumni, employers, faculty members on the issues of teaching learning, infrastructural facility, employability skill, syllabus are taken through a structured questionnaire and it's analyzed and communicated to the appropriate authority for further action.

**Teaching-learning and Evaluation**

Teaching–learning starts with the initiation of admission process. Students are admitted on merit basis into various courses in a transparent way following stipulations of the Govtt. and University.

After admission **Ice-breaking session** is organized whereby newly admitted students get the opportunity to know their teachers, infrastructural facility, course structure, assessment procedure, rules and regulations of the institution, scope of extra-curricular activities, financial assistance, different kind of scholarship and other Add-on & job oriented courses of our college etc.. Each department at the very outset takes **Aptitude Test** to classify the students and accordingly plan their teaching.

**Continuous internal evaluation (CIEs)** through class tests, project work, students seminar, quiz competition are organized in a planned way where faculty members can classify the learners into advanced and slow. Advanced students are advised to go through extra-materials, sum up the discussion in the class, act as a key-

speaker in the seminar etc. and slow learners are addressed by remedial classes.

 Institution follows transparency in regard to internal assessment and any grievance related to this assessment is addressed with utmost sincerity. In case of university examination related grievance, college office forwards the case to the university for  necessary action.

  Faculty members follow ICT-based routine wise classes using 07 ICT oriented smart classrooms. Innovative teaching-learning methods like problem solving, experiential, participatory-are applied by way of project work, field work, audio-visual methods, quiz, student seminars etc.

   During lockdown period there had been effective teaching-learning and evaluation with due and prompt orientation of all teachers. Introduction of college app-**chandidasmahavidyalaya** (available in Goggle play store) is a remarkable initiative.

 The performance of our students in the university examination in the last 5 years is quite satisfactory **(84.44%)**

  All the faculty members are appointed by the state government's Rules (following UGC norms). Majority of our teaching posts are filled; **26% teachers possess PhD degree, 37.20% possess either NET/SET/M.Phil** degree and the rest P.G.

  Programme Outcomes (POs) and Course Outcomes(COs) of all subjects taught are displayed in the college-website with a view to acquaint  the aspirants. College has systematic mechanism to evaluate the attainment of POs and COs.


**Research, Innovations and Extension**

College maintains within its limited resources a healthy research ambience. A rich and well equipped library facilitates is for research work by the teachers. Research Sub committee comprising experienced faculty members tries to instill the research culture among the faculty members and. Younger teachers are constantly encouraged to pursue PhD and publish research papers, attend seminars, webinars, present papers etc. With the recommendation of Research Committee college has also started to pay a token money as research assistance.

  College publishes a research journal (**INQUEST-ISSN 2349-5472**) annually to encourage the budding scholars to get involved in research and publication.

   During last five years college has organized **46 seminars/webinars** (including departmental, state, national and international). **43 research articles in reputed journals** and  **43 books and chapters in books**  were contributed by teaching  faculties.

  **Three faculty members** (Dr. Mangilal Taparia and Dr. Subhas Singha Roy) have been permitted to supervise research scholar by the University of Burdwan. **11 (eleven) teachers already having Ph.D degree**, one (01) teacher submitted thesis and three (03) more teachers are in advanced stage to submit their Ph.D thesis.

   NSS, NCC, IQAC and Green Committee all have collectively and separately play vital role in community service and extension activities. Swatch Bharat, Plantation, Gender issue, Right issue, YOGA, Self defense training for girls, Awareness programmes to sensitize the students in social issue, skill development programmes etc. were undertaken as extension activities. Blood donation on yearly basis is a part of NSS and

NCC. Also NCC is always concerned to train its cadets in discipline, dedication etc.

Under CBCS, students find a scope of research methodology and that's helpful to them in pursuing research in future. To inculcate the concept of research among the students they are assigned various analytical projects and also they are advised to put their write up in college magazine, wall magazine etc.

Institution has signed altogether **20 (twenty) MoUs** with academic institutions and other organizations for collaborative activities as regards academic, social, environmental, job training etc..

Besides, college plays vital role throughout the period to promote humane values among the students and community.

**Infrastructure and Learning Resources**

Infrastructural and Learning Resources of the college are as follows:-

College has two buildings (Old G+2 and Annexure G+3) with approximately 22700 Sq.Mt. built up area and embraces-

- 27 class rooms, 7 smart class rooms, 6 upgraded laboratories,
- Central library with two reading rooms (for students & the faculty members) with ACs
- One common staff room and department wise staff rooms with computer and internet facility
- Sufficient number of wash rooms-for staff-13, for students- 16 (boys and girls) clean drinking water facilities by 06 commercial cooler cum water purifier, one air conditioned Guest room cum Baby care centre,
- Two separate spacious administrative offices for facilitating the staff and students
- Computers for students' use -62 where Computer laboratory itself accommodates 13 computers
- 10 Desktops, 3 laptops, 17 printers, 5 scanners, 7 LCD projectors and a number of pen drives and hard drives are with the staff
- Free wi-fi facility and LAN connections within the campus
- Large play ground with attached large area of green belt
- A well equipped gymnasium with modern machines
- Dedicated indoor games for boys and girls separately
- Canteen facility
- Two large Car parking Spaces
- The central library area of 4824 square feet and is partially automated with KOHA. The library currently possesses 23639 books, 15 journals and 50 rare books. The library provides accession to thousands of e-journals, e-books and e-materials through N-LIST and Shodhganga

- Two reading rooms of about 1550 square feet with internet facility
- On an average college has incurred Rs. 49,67,077 towards its infrastructural development and Rs.29,69,740 for its maintenance during last five years
- The library generates library card with a unique barcode and provides login ID and password for each of its members to access the OPAC system. The OPAC and ILMS system both are used for its effective maintenance
- The laboratory of Mathematics department offers specialized training on C and C++ programming
- Geography laboratory is equipped with Prismatic compass, soil and water quality testing kit, Barometer,

QGIS Software for GIS and Remote Sensing work.

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## Student Support and Progression

Being Govtt. aided institution, a large no. of students come under the purview of various Govt. scholarship like Kanyashree, OASIS, SC/ST/OBC/ Minority etc. College disseminates the information about scholarships and their applications are forwarded to the appropriate authority. Besides, college provides financial support to the students from its own coffers in the name of half free ship/full free ship in tuition fees on merit-cum means basis who do not have Govtt. scholarship. During last five years **7517 no. of students have benefitted by the Govtt. and 160 no students by the college** itself. College facilitates the students for non Govtt. Scholarship.

College has taken planned initiatives regarding Soft skill, Language and Communicative skill and Life skill for the student to face the challenges ahead.

College has established Career counseling and placement Centre where students are benefitted and guided in terms of career options and its achievement. Campus placements initiatives by ABP and Jio Network were also there. During last five years more than **3,000 students have benefitted**.

There are adequate policy abiding by the appropriate Guidelines in preventing of any kind of offence in terms of sexual harassment, ragging, discrimination etc. There are five different sub-committees including Grievance Redressal Committee where all such issues are monitored by frequent meeting, Notice of awareness, displaying of warning board at different corners of the college, appraisal among the new comers, taking of declaration etc. as a part of preventive measures. Besides, there are robust offline system and online portal-link to lodge any such complaint. In the college website there have been all details of mechanism to address and redress the grievances. Mentorship and PTM are also used as avenues for the purpose.

In respect of cultural initiative **52 events and of Games and Sports 22** events have successfully been organized by the college during last five years. YPC at district level was also organized in the college.

During last five years it is followed that a sizable no. of Students have got placement and qualified JAM/SSC/State Govt. examinations. College has also Regd. Alumni Association which extends help financially and strategically to the college.

## Governance, Leadership and Management

College follows Rules and regulations of the UGC, affiliating University and the Government. College believes in participatory management and applies **'principle of democracy and decentralization'** to achieve its vision and mission. There are **29 advisory bodies** including 03 statutory bodies, namely Teachers' council, IQAC and G.B. to assist and cooperate effectively the college. Each department meet on a regular basis to plan, pursue and execute all of the academic activities for effective teaching-learning and evaluation.

Institution follows the existing Service Rules of the Government in case of appointment, promotion and retirement from services of all staff.

Most of our administrative activities are done through E-governance like registration of the students, Exam form fill up, distribution of Admit and Result, Finance & Accounts, Scholarship and Stipend etc. Besides, college has implemented E. Governance at its own effort-like Admission and Office management etc.

Lots of welfare measures have been running in integrated way with the patronage of either by the Govtt. or by the college, e.g-Provident Fund, Pension, LTC, WBHS (West Bengal Health Scheme) and Swsathasathi, College's own Thrift Fund, Festival advance, Guest Room facility, Canteen facility etc.

In the college there is established system to take annual appraisal from each staff in addition to follow up of day to day performance.

With the object to promote research among the teaching faculties college provides financial support annually for research oriented works. In this part total **106 no. of teachers have benefitted** during last five academic years.

In addition to the outside programme college itself organizes many FDP and encourages all staff to participate for orientation to meet their future challenges. Here **159 teaching staff and NTS attended in different types of FDP** during last five academic years.

Finance Sub Committee deals with the financial transaction and all are audited by the Govtt.-appointed auditor and there has been a concrete strategy for mobilization and optimal use of its resources and funds.

Internal Quality Assurance Cell (IQAC) meets at certain interval, recommends various suggestions for implementation for quality enchantment and also it pursues quality attainment in all respects.


## Institutional Values and Best Practices

College adopts various measures for the students, staff and neighborhood community for the promotion of gender justice, secularism, communal harmony, dignity of labour, environmental awareness etc. through organizing various awareness rally, observance of important days, seminar, webinar etc.

We established **SOLAR panel of 10 KW** as alternative source of energy. There is adequate waste management system like segregated collection (separate bin and pocket for degradable and non degradable waste), accumulation and disposing of. In the college premises there is robust system of rain water conservation, harvesting and recharging. **A 190 ft. bored well** has been erected to recharge accumulated rain water to the direct aquifer. College has 1**0,000 Sft. of Green pocket out of its 6.2 Acres of total land comprising 110 varieties of species of plants including** indigenous, decorative, medicinal and are well-maintained.

College empathically looks at the inconvenience of the physically challenged students and had **built ramp** in various corner of the campus, **disabled friendly wash room** and kept **wheel chair** etc.

To contribute to sustainable development various initiatives in **plantation, cleanliness**, **use of power-saving electrical equipments**, awareness generation, **use of alternative source of energy, rain water harvesting and recharging, beyond the campus environmental-promotion etc. are being done .** All these initiatives are audited on a regular basis.

As the college follows the principle of holistic development of the students **instill tolerance and harmony** towards communal, cultural, linguistic and socio economic diversity among the students with the in-house and beyond the campus activities. All students are **sensitized with the constitutional duties, responsibilities and obligations** with the fellow citizen through conduction of various seminar, webinar and observance of important days conducted by. NSS, NCC, Cultural Sub-committee, Green Committee and IQAC.

In terms of **Best Practices** college has successfully been conducting **i) Selling Dream initiative,** where Childs studying in the neighborhood school **have been focused to dream them of higher education ii) Clean and Green campus** where college has successfully been maintaining since long past. Also college has successfully and remarkably been performing for **women empowerment** with the parity of its vision and mission.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | CHANDIDAS MAHAVIDYALAYA |
| Address | Vill- Khujutipara, P.O. Khujutipara, P.S. Nanoor, District- Birbhum |
| City | Bolpur |
| State | West Bengal |
| Pin | 731215 |
| Website | www.chandidasmahavidyalaya.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Sk. Ataur Rahaman | 03463-8371069569 | 9474614644 | - | cmahavidyalaya1972@gmail.com |
| IQAC / CIQA coordinator | Subhas Singha Roy | 03463-9474488201 | 8768088526 | - | iqacchandidas1972@gmail.com |

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

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

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

| Establishment Details |
|---|
| |

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

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 17-02-1979 | View Document |
| 12B of UGC | 17-02-1979 | 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 | Vill- Khujutipara, P.O. Khujutipara, P.S. Nanoor, District- Birbhum | Rural | 5.77 | 22700 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Bengali | 36 | Higher Secondary | Bengali | 81 | 32 |
| UG | BA,Economics | 36 | Higher Secondary | English,Bengali | 25 | 0 |
| UG | BA,English | 36 | Higher Secondary | English | 81 | 27 |
| UG | BA,Geography | 36 | Higher Secondary | English,Bengali | 32 | 20 |
| UG | BA,History | 36 | Higher Secondary | English,Bengali | 72 | 33 |
| UG | BA,Philosophy | 36 | Higher Secondary | English,Bengali | 25 | 3 |
| UG | BA,Political Science | 36 | Higher Secondary | English,Bengali | 56 | 28 |
| UG | BA,Sanskrit | 36 | Higher Secondary | English,Bengali,Sanskrit | 72 | 9 |
| UG | BSc,Mathematics | 36 | Higher Secondary | English,Bengali | 32 | 8 |
| UG | BCom,Commerce | 36 | Higher Secondary | English,Bengali | 47 | 0 |
| UG | BA,Ba General | 36 | Higher Secondary | English,Bengali | 865 | 722 |
| UG | BSc,Bsc General | 36 | Higher Secondary | English,Bengali | 269 | 15 |
| UG | BCom,Bcom General | 36 | Higher Secondary | English,Bengali | 159 | 0 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 1 | | | | 5 | | | | 19 |
| Recruited | 1 | 0 | 0 | 1 | 4 | 1 | 0 | 5 | 9 | 5 | 0 | 14 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 23 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 6 | 0 | 23 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 13 | 1 | 0 | 14 |
| Yet to Recruit | | | | 5 |
| 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 Qualificatio n** | **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 | 3 | 0 | 0 | 4 | 4 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 1 | 1 | 0 | 20 | 7 | 0 | 29 |
| 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 | 742 | 0 | 0 | 0 | 742 |
| | Female | 898 | 0 | 0 | 0 | 898 |
| | 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 | 44 | 42 | 44 | 68 |
| | Female | 57 | 59 | 50 | 69 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 5 | 3 | 2 |
| | Female | 1 | 3 | 3 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 82 | 115 | 102 | 109 |
| | Female | 113 | 129 | 140 | 153 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 602 | 529 | 499 | 563 |
| | Female | 724 | 711 | 704 | 674 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1625 | 1593 | 1545 | 1640 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | Inter-disciplinary / multi-disciplinary approach to the teaching-learning is a modern and effective method of imparting knowledge to the learners. Keeping the efficacy of this approach in mind, the institution |
|---|---|

| | |
|---|---|
| | adopts several measures apart from the inbuilt multi-disciplinary approach in the curriculum designed by the affiliating university i.e Burdwan University. Our institution has to follow CBCS pattern in the under-graduate programme since 2017. In this pattern, scope of using multi-disciplinary approach is ample. Like: ? Syllabuses of literature (English and Bengali) having issues like feminism, post-colonialism, Marxism which Political Science takes care of ? Environmental Studies is compulsory for all the newly admitted students where students can get the flavour of multi-disciplinary approach; ? History and Political Science having number of interdisciplinary spaces like World Politics, Modern Indian Politics, Modernity and Renaissance ? Geography having issues like Development paradigm like Development strategies , Regional Development strategies which Political Science deals with under Political Economy of Development, ? Philosophy and Political Science share number of issues like Religion, Western thinkers like Plato, Aristotle, Locke, Hegel, Indian thinkers like Vivekananda, Tagore, Gandhi, Human rights, Democracy, socialism, Radical Humanism, Nationalism. ? Under Skill Enhancement Course of the department of History, Women Studies gets prominent place. ? Likewise Political Science offers Human Rights as a course which is inter-disciplinary in nature. Institutional initiatives and designs towards multi-disciplinary/inter-disciplinary approach ? NSS units organize community service programmes, seminars, webinars and awareness generation programmes where value education, life style education, Yoga, Save Girl Child programme, First Aid Training, environmental awareness are given due importance. ? NCC cadets promote the values like nationalism, national integration, discipline, dedication through different programmes and the observation of different important days, ? IQAC organizes different seminars and webinars on the issues like value education, gender awareness, research promotion, new development in the field of pedagogy etc. ? Departments organize various types of Add On courses where multi-disciplinary issues are discussed like- Human rights, Women and Gender Studies, Know Your nation, Morality and Values in Practice etc. |
| 2. Academic bank of credits (ABC): | ABC is established to provide digital certificates, |

| | |
|---|---|
| | degrees, diploma certificates etc. The institution is yet to register itself. Very soon Nodal Officer will be selected and the institution will get registered. The university of Burdwan has prepared a digital repository to preserve the academic credit earned by the students in the under-graduate and post-graduation programme; but that digital repository is yet take concrete shape. It is mentioned that the affiliating university has well established mechanisms of e-communication with the colleges. Each college has access to the university web portal for examination and other official purposes. Even the students enjoy that access. Faculty members are encouraged to get engaged with the research activities, paper presentation, writing articles, books, and book chapters and asked to keep their record digitally in the form of bio-notes. |
| 3. Skill development: | Skill Development among the students occupies a prominent place in teaching-learning process. Although under the CBCS pattern, students are offered Skill Enhancement Courses – ? Democratic Awareness through Legal Literacy, ? Human Rights, ? Environmental Awareness, ? Computer Basics and Computer Application (Geography), ? Rachanashaktir Naipunya ( Enhancement of writing skill), etc ? Department of Mathematics offers courses like to its students: ? Computer Graphics ? Object Oriented Programming in C++ ? Operating System ( Linux) ? MATLAB Programming Department of English also offers to the students ? Translation Studies OR Creative Writing ? Technical Writing OR Business Communication ? Soft Skills OR Spoken English Apart from the curriculum, our institution has taken several steps during 2017-2022 to enhance skill among the students. The Skill Enhancement initiatives can be categorized as ? Soft Skill Development ? Language Skill Development ? ICT Skill ? Life Skill ? Personality Development through Students Seminars Soft Skill Development Language Skill Development ICT Skill Life Skill a) Computer literacy b) Hand Embroidery Communicative English ICT Training and e-resource accession a) Yoga b) Multi-gym c) Self-defense for girls |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Opportunity for integration of Indian Knowledge system is present in the curriculum ? Sanskrit, Philosophy, History and to some extent Political |

| | |
|---|---|
| | Science provide such opportunity. ? In Sanskrit literature the Vedic traditions are taught, ? Philosophy provides the opportunity of studying Indian thinkers, ethics and values, Indian philosophical traditions ? History keeps its pages of the ancient Indian civilization open for the students ? Political Science through its Indian Political thinkers tries to instill the Indian knowledge to the students. It offers notable Indian thinkers and philosophers like Kautilya, Gandhi, Vivekananda ? Under Skill Enhancement Course, the Department of History offers - Archives & Museums in India Or Understanding Heritage/ Art Appreciation: An introduction to Indian Art as an alternative. ? Bengali Department teaches its students the ancient and medieval Bengali literature Apart from this our institution has adopted several mechanisms to inculcate Indian values and culture among the students. Like: 1) Cultural programme and competition- Singing, recitation, drawing etc 2) Organization of seminars and webinars on Indian Values, prominent personalities, Vedic culture, ancient Indian History etc 3) Teachers' Day Observation 4) Independence Day 5) Republic Day 6) Gender Awareness generation programme |
| 5. Focus on Outcome based education (OBE): | Our institution offers to the students programmes like BA (Hons & General), B.Sc (Hons & General), B.Com (Hons & General). Institution prepares PSOs, CSOs for the convenience of all the stake holders. Outcome of each course is communicated to the students. Better Outcome is the motto of the institution. Any academic exercise aspires better outcome. It is expected that the students' analytical minds are sharpened, rational thinking enriched, personality developed, humane values increased, their understanding of the subjects get better and performance in various competition get better. It is expected that problem solving capacity is increased; Outcome can be gauged by ? Results- university and internal examination,- is one such measurement, ? Students participation and better performance in various academic and extra-curricular activities, ? Pursuance of higher education after graduation ? Performance in the competitive examination |
| 6. Distance education/online education: | ? The institution does not run any distance education although our institution is registered as local center of SWAYAM. ? Currently all courses are run offline |

and in campus. ? During covid situation we were forced to take online classes mostly through Google platform. ? College has its own Apps- (Chandidas Mahavidyalaya available in Google Play Store)- where every information is provided for all stakeholders. ? WhatsApp groups are created for each department for easy communication ? During covid we organized national and international academic events through online. ? We maintain infrastructural facilities to organize online activities from our campus. ? Still we do organize some events in online. ? All academic activities currently done offline. ? We are equipped to organize any academic activities through online mode also.

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | There is no such mechanism established by the institution. Institution does participate in Inter-college Youth Parliament Competition to promote and strengthen the values of electoral democracy. Voter Awareness generation programme was organized 24.1.2019 to generate awareness about the use of EVM and VVPAT |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | As we did not establish any such body, the question does not arise. But the institution considers to establish such body maintain the standard norms. But the department of Political Science offers Skill Enhancement Course on 1) Legislative Support, 2) Electoral Practices and Procedures and 3) Democratic Awareness Through Legal Literacy where the central thrusts are electoral democracy and the institutional provisions which are entrusted to carry forward electoral democracy in India. In addition to those specific courses, Political Science also offers Indian Government and Politics which communicates the students the issues of democracy, political institutions and rights and duties of the citizens. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of | As mentioned earlier that the institution does not have any established mechanism of ELC, yet the institution took initiatives like a) Voter Awareness generation programme on 24.1.2019 b) Participation in Youth Parliament Competition in the District level organized by the department of parliamentary Affairs |

| | |
|---|---|
| poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | , Government of West Bengal at regular interval, c) Faculty members generated awareness about the importance in participating electoral democracy. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Although projects are prepared by the students on various issues, but particularly projects on electoral issues were not done. Department of Political Science did survey in the nearby villages about the socio-economic conditions of the rural poor. Department of Geography does field survey through its students as a part of excursion. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | In the Voter Awareness generation programme on 24.1.2019, the enrolment of new voters was taken to sort out and the respective authority assured them to do the job. Class teachers encourage the students to get enrolled in the voters lists. Internet facilities are available in the campus to utilize for enrolment in the voters list. Institution considers to initiate the process and establish Electoral Literacy Club. |

# 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 |
|---------|---------|---------|---------|---------|
| 1640 | 1545 | 1593 | 1625 | 1761 |

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

## 2 Teachers

**2.1**

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

**Response: 47**

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

**2.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43 | 44 | 45 | 32 | 32 |

## 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 |
|---------|---------|---------|---------|---------|
| 33.00941 | 15.99498 | 31.55605 | 24.52759 | 27.50021 |

| File Description | Document |
|---|---|
| Upload Supporting Document | View Document |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

Being an affiliated institution, Chandidas Mahavidyalaya functions within the curricular parameters set by the University of Burdwan. However, the college has implemented various innovative practices to ensure an effective delivery of the curriculum.

**Curriculum Delivery**

The IQAC circulates an Academic Calendar, a central routine well before the commencement of each academic session.

Each department then prepares a departmental activity calendar, syllabus distribution, syllabus modules and submit the same to the principal for approval. Once approved, the information is then conveyed to the students.

An innovative "Ice-breaking session" has been implemented by IQAC to address the newly admitted first semester students to make them familiar with the CBCS system, the continuous evaluation process, evaluating criteria, programme outcome, programme specific outcome and course outcome of their chosen courses, academic and infrastructural facilities, mentor-mentee and grievance redress system as well as the code of conduct of the institution.

At the very beginning of the session, an Aptitude Test is conducted for the entry-level students to identify student diversity and the curriculum delivery process is adjusted accordingly to cater the differential needs of the students.

While special remedial classes are conducted for the weaker students, the advanced learners are provided with additional reference books, journals, access to different e-resources and are inspired to attend seminars, webinars, read research articles and write reviews and reports of various events.

Special emphasis is given on the use of ICT tools in pedagogical system, which enables the students to assimilate the subject content from a multidimensional perspective. In addition, special lectures, documentaries, movies, seminars and webinars are organised regularly to render the learning process more attractive to the students.

Experiential learning in the form of field study, project work, and excursions are encouraged among the students to enable them to relate the curriculum to practical, real-life situations.

The institute has introduced various skill development and add-on courses to meet the modern-day job sectors requirements.

Departmental heads organize meetings periodically to monitor the progression of the syllabus and schedule extra classes if needed.  Each department submits a syllabus completion report to the IQAC at the end of each semester.

**Continuous Internal Evaluation (CIE)**

For conducting Continuous Internal Evaluation (CIE), multiple, diversified assessments are conducted to provide various opportunities for the students including class test, student seminar, project work, assignments, group discussion, viva-voce, study tours, field-work etc.

The dates of internal evaluations are clearly mentioned in the academic calendar and all the information regarding the continuous evaluation process, university examination system, nature of question papers, marking scheme and the weightage are clearly conveyed to the students during departmental orientation programme at the beginning of each new session.

The departments issue notices before the beginning of each departmental activities. Various departments use their own 'WhatsApp groups' to communicate with the students electronically.

The college has established an Internal Evaluation Cell to monitor smooth conduction of internal evaluation. The IQAC ensures the utmost adherence to the Academic Calendar and continuous evaluation process by reviewing activities and addressing the gaps in implementation.

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

## 1.2 Academic Flexibility

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

**Response:** 11

| File Description | Document |
|---|---|
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

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

**Response:** 12.42

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 64 | 00 | 261 | 350 | 339 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

The institution offers courses that integrate cross cutting issues as a part of curriculum prescribed by the

University of Burdwan. As a supplement of the endeavours, IQAC of the institution regularly arranges seminars, invited talks, workshops, awareness programmes on the cross cutting issues to achieve holistic development of the students. In addition, NCC and NSS Units of the college through their activities inculcate the concept of different cross cutting issues into the young minds.

**Environment and Sustainability**

The curriculum offers a compulsory course on environment and its sustainability in the first Semester and special attention and seriousness are accorded to the course. In addition, various courses of the curriculum address this important aspect. Moreover, the institution with the help of its NCC and NSS units has implemented various environment friendly approaches to make the students aware of the environmental issues including maintenance of plastic-free green and clean campus, installation of dustbins, minimal usage of automobiles within the campus, observation of "World Environment Day", organizing seminars/ webinars on environmental issues, sensitization of the neighbourhood community by conducting regular camps and so on.

**Gender**

Gender issues are an integral part of various courses in the curriculum and are taught with special importance in the classes. The institute provides equal opportunities in academic and extra-curricular activities irrespective of gender and sensitizes the newly admitted students about various issues including gender through a special orientation programme named "Ice breaking session". In addition, the institute regularly organizes various seminars and special lectures on this issue, celebrates International Women's Day every year to prioritize gender sensitization within the students. The institution has well-established mechanisms (Internal Complaint Committee & Grievance Redress Committee) to prevent sexual harassment incidents within the campus. The extension activities are framed in such manner by NSS and NCC wings of the institute that students get ample opportunity to re-orient themselves regarding gender issues on their own.

**Human Values & Professional Ethics**

The curriculum incorporates issues of value education especially in the Social Science and Humanities. The institution plays a pivotal role for nurturing humane values like compassion, tolerance, nationalism, honesty and integrity among the students by organizing seminars, workshop, observing birth and death anniversaries of the national heroes and celebrating festivals like Independence Day, Republic Day, and Teacher's Day amongst others.

The faculty members incorporate concepts related to ethical practice during their regular classes. The institute maintains a policy for code of conduct and ethics for the students, teachers as well as non-teaching staffs which are clearly depicted in the website. The institute has well-established anti-ragging and anti-sexual harassment cells and a strict policy for 'zero-tolerance' regarding sexual harassment and ragging. An oath against corruption is also administered to both the students and staff.

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

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

**Response:** 91.65

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

Response: 1503

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

## 1.4 Feedback System

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1 Enrolment percentage

**Response:** 42.87

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 897     | 680     | 677     | 705     | 746     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1816    | 1816    | 1816    | 1662    | 1532    |

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

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

**Response:** 40.04

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 338     | 308     | 320     | 286     | 297     |

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 |
| --- | --- | --- | --- | --- |
| 817 | 817 | 817 | 736 | 682 |

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

## 2.2 Student Teacher Ratio

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

**Response:** 38.14

## 2.3 Teaching- Learning Process

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The college has built up reasonable ICT enabled resources including smart classrooms having projectors, laptops/desktops with internet connectivity, computer-based labs, central computer laboratory and high-speed Wi-Fi connectivity throughout the campus to promote e-learning among the students.

Most of the faculty members use power point, web-based animations, videos, graphs, diagrams, pictures and e-books to facilitate e-learning among the students. Moreover, theyshare the study materials over different media including e-mail, WhatsApp and Google Classroom to encourage the students in using these digital platforms.

Experiential learning is attained by field trips, project work, study tours, software training and hands on experience during practical classes. Moreover, the faculty members regularly display films, dramas, documentaries related to the syllabi to demonstrate the visual form of the text to endorse experiential learning through ICT. In addition, the central computer laboratory runs a "Computer Literacy" add-on course for conducting ICT based practical classes and hands-on experience for various software programmes for diverse categories of students.

The aspect of participatory learning is endorsed among the majority students through regular interactive smart classes. The IQAC has implemented an innovative method of participative learning by introducing student seminars for all the academic departments, where the students present a topic related to their syllabi, followed by a brief question answering and discussion session. Every year, the IQAC organizes a Central Student seminar for final year students, where good performers from each department present their topic in front of the whole college and the best performers are awarded. This practice helps the students to get over their presentation fears and improve their ICT skills and public speaking abilities.

Problem solving oriented learning is an integral part of the curriculum and the entire academic departments conduct ICT based problem solving smart classes, give assignments on a regular basis to enhance the thinking abilities for problem-solving skill of the students.

The partially automated Library provides accessibility to various e-resources including INFLIBNET for pursuing in depth studies and promoting research activities.

The IQAC closely monitors these methodologies by way of a well- established feedback system of the college and periodically organizes various ICT based orientations and workshops for the faculty members to keep them in pace with the evolving digital technologies.

The conscious and timely effort of IQAC made it possible for the college to accomplish all of the academic activities in online mode based on ICT platforms during the devastating COVID-19 pandemic period.

All the teachers were trained by IQAC at the very beginning of the pandemic for conducting regular academic activities including orientation of newly admitted students, taking regular, tutorial and remedial

online classes, online assessment and evaluation of students. For online correspondence and sharing of e-resources during this period, faculty members used e-mail, WhatsApp and the "ChandidasMahavidyalaya app".

In this way, the institution ensures a smooth learning experience for all the students by specifically incorporating ICT based experiential, participative and problem-solving learning pedagogy as an essential part of the curriculum in all the existing programmes of the institute.

| 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:** 89.09

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 48 | 49 | 49 | 37 | 37 |

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

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

**Response:** 59.18

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 26 | 27 | 19 | 18 |

| File Description | Document |
|------------------|----------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | [View Document](#) |
| Institution data in the prescribed format | [View Document](#) |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.5 Evaluation Process and Reforms

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

**Response:**

The institution redresses the examination related student grievances in accordance with the guidelines laid down by the University of Burdwan.

The institution possesses a well-defined Grievance redressal cell to swiftly resolve any examination related Grievances of the students.

All the examination related grievances starting from the registration process, form fill up for university examination, correction of name in the admit card, distribution of admit card to distribution of results and certificates are given special attention and resolved in a time bound manner by the non-teaching staffs and the Grievance redressal cell of the college.

Moreover, if the students are not satisfied with the marks they obtained in the University examination they are allowed to review their answer scripts as per the norms of the University of Burdwan. If the students are still dissatisfied following review they may go for a copy of their answer script as per the RTI act. The grievance redressal cell members help the students for filling up their application for such scrutiny and

their applications are quickly forwarded by the college administration to the Controller's office of the University for having time bound result.

The grievances related to the internal assessment are very rare and the concerned departmental Heads usually deal with these complaints.

The University gives nearly 6% weightage on attendance for each course and thereby student attendance is strictly monitored by maintaining the attendance register. Any discrepancies related to the attendance of the students are resolved immediately by showing the attendance register.

Moreover, all the internal evaluation related grievances are minimized by showing the answer script to the students. The mentors also take active part in resolving any internal or external examination related issue by providing proper counselling to the students.

In addition to the above-mentioned processes, the college has introduced complain box to redress any examination related grievance issues. The complaint box is monitored directly by the Principal's office to provide prompt action and maintain absolute confidentiality regarding the identity of the students.

This feedback mechanism empowers the students to speak out their examination related and other issues directly to the principal without having the fear of disclosure of their identities.

The Principal instantly connects to the concerned students to redress their grievances in association with the grievances redress cell members and their respective mentors.

In addition, the college app, online Grievance submission form provide alternative ways for forwarding their complain or queries to the college management regarding examination or any other issue related grievances.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Chandidas Mahavidyalaya implements Course Outcomes (CO), Programme Outcomes (PO) and Programme Specific Outcomes (PSO) for all the courses as per guidelines of the University of Burdwan.

The CO, PO and PSO clearly delineate the contents, scope as well as limitations of all the courses run by the institution and are shared with all the departments and displayed on the college website to make the students aware of the learning outcomes and future prospects and employability of different courses run by the institution even before their admission. This mechanism allows the students to choose the appropriate courses to fulfil their career dreams.

After the admission, a special Orientation Programme entitled as "Ice-Breaking Session" is conducted exclusively for the newly admitted students to sensitize them about the learning outcomes and the scope of their curriculum so that they have a clear idea about the future prospects of their chosen courses.

The departments organize student-alumni meeting where students are encouraged to interact with the successful alumni who share their experiences about how the courses helped them in shaping their career. This process boosts students' confidence as they can align better with the specified learning outcomes of their courses.

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

**2.6.2** *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

**Response:**

The level of academic attainment in terms of Programme outcomes, Programme Specific outcomes and Course Outcomes serves as a measure of the success of the teaching-learning process of the institution. The IQAC monitors this by assessing the following parameters-

- **Performance in the University examinations:** The consistent high pass percentage, obtaining ranks in the University examination clearly depict the high level of academic attainment by the students of the institution.

- **Employability:** The recruitment of some distinguished achievers as faculty across various departments of the institution as well as nearby educational institution is clearly suggestive of the high level of academic attainment among the students of the institute.

- **Progression of students towards higher studies:** Every year a number of students get admitted to post graduate courses which clearly depicts the high level of learning outcome among the students. The academic departments keep track of the progression of their ex-students by forming alumni groups. The established alumni of the college are often invited to share their real life experiences to encourage the existing students.

- **An extensive feedback system:** At the end of the course, each student provides feedback on various aspects of the teaching-learning process, which is then analysed to assess the level of academic attainment of every student from their point of view.

The IQAC has made it mandatory for all the departments to submit an annual programme outcome attainment report by the end of each session. In addition, the IQAC collects annual feedback on syllabus from all the stakeholder of the college to assess their opinion on employability, relevance in the current job market and skill enhancement capabilities for the attainment of PO, PSO and CO set by the institution. The recommendations of the stake-holders are reviewed and communicated to the affiliated University from time to time for improvement of learning outcomes among the students.

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

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

**Response:** 84.44

2.6.3.1 **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 |
|---------|---------|---------|---------|---------|
| 373 | 279 | 289 | 149 | 147 |

2.6.3.2 **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 |
|---------|---------|---------|---------|---------|
| 373 | 279 | 289 | 271 | 253 |

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

## 2.7 Student Satisfaction Survey

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

**Response:** 3.94

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

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 2.29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.23000 | 00 | 0.40000 | 1.66250 | 000 |

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

## 3.2 Innovation Ecosystem

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

**Response:**

The institution has established a Research cell to promote research activities among the faculties and the students. The research cell provides guidance for obtaining various research grants, writing books, research articles and reviewsas well as encourages to attend various seminar/webinar, workshop and training programmes to strengthen the research knowledge among the faculties as well as the students of the institution.

In addition, the research cell periodically organizes webinars/ seminars to promote research awareness among the students and the faculty members.

Moreover, the college administration promotes research activities among the faculty members by rewarding them with cash prizes for paper presentationin a seminar/webinar, writing research articles, publishing books and book chapters and other distinctive academic achievements.

Every year the research cell publishes the College Magazine to promote writing abilities among the students and many faculties take active part in it to motivate the students. Most of the departments publish a wall Magazines to encourage the students towards innovativeness and creativity.

The mentors identify their advanced mentees and introduce them to the research cell to flourish their research potential. They are encouraged to take up small research projects and present their work in various National and International webinars.

Moreover, all the departments have included project work in their curriculum to promote creativity among the students.

All the science departments regularly conduct field trips to boost up practical knowledge of the students.

The college has made it mandatory for all the Humanities and Social Science departments to conduct study tours to motivate he students towards innovation.

The faculty members of the institutionare invited as resource person in various seminars /webinars and other academic platformsfor dissemination of their knowledge.

The University of Burdwan recognizes some of the faculty members of the institute as Ph. D Research guide and they are assignedresearch scholarson a regular basis.

Moreover, the college has established a number MoUs with other institutions to facilitate spread of knowledge through faculty exchange programmes.

In addition, the college in association with various academic institution jointly carries out various programmes to foster the spread of knowledge among a large section of students beyond the college premises.

Thus, the institution, in true sense,has been able to create an evolving ecosystem to endorse learning outcomes and research activities by nurturing the innovative minds of its faculties and students.

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

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

**Response:** 46

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 |
|---|---|---|---|---|
| 4 | 15 | 8 | 14 | 5 |

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

## 3.3 Research Publications and Awards

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

**Response:** 0.49

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 |
|---|---|---|---|---|
| 5 | 4 | 8 | 6 | 0 |

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

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

**Response:** 0.6

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 |
|---|---|---|---|---|
| 10 | 11 | 01 | 04 | 02 |

| File Description | Document |
|---|---|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.4 Extension Activities

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

**Response:**

The institution carries out a myriad of extension activities within the campus as well as in the neighbourhood communities with its NSS and NCC wings.

The NSS unit with the help of local authorities organize annual camps in the surrounding rural areas of the college and eminent resource persons are invited to speak on various social, environmental, gender, and health related issues to sensitize the local community as well the participating students.

The participants of the camps actively take part in the cleanliness of the village and guide the villagers to adopt healthy daily life practices to minimize the risk of various diseases including Malaria, Dengue, Typhoid, Diarrhoea etc.

In addition, the NSS periodically organizes campaigns for keeping the campus and neighbouring communities clean as per the National 'Swachh Bharat Mission'.

Moreover, NSS drives anti-plastic campaign on a regular basis to keep the campus and the surrounding areas plastic free.

The NSS unit celebrates various important dates of national and international prominence including NSS Day, National AIDS day, World environment Day, International Women's Day etc. and conducts various awareness programmes including Anti-tobacco campaign, Thalassemia Awareness, save the girl child awareness, Campus Cleaning Day and inter-Departmental Campus Cleaning Contest to engage the students' mind in various social, gender and health related issues of the society for their holistic development. Moreover, NSS carries out traffic rule and road safety programme to enhance road safety awareness among the students.

The NCC unit also conducts a number of programmesincluding hoisting of National flag on 15th August and 26th January to promote patriotism, celebration of Yoga Day to encourage students to adopt a healthy life style, National Voter's day celebration to make the students aware of their rights of voting.

The NCC has taken a novel approach by launching a self-defence programme exclusively for the female students of the institution where they are provided Karate training for empowering both physically to enhance their safety measures.

Every year, the NSS and NCC units of the college jointly organize Blood donation camp, where all the students and staffs are encouraged to donate blood.

During medical emergencies in the student and staff circle or in the neighbourhood community, students either donate blood directly or share their Blood Donor Cards and this exemplifies the strong brother- and sister-hood prevailing in the college.

With the collective determination of these two units, the institute is able to install a number of dustbins throughout the campus to keep the campus clean and organize annual tree plantation proghramme where all the students, faculties and administrative staffs participate unanimously to endorse green campus initiative of the institution. Thus, the green and clean campus initiatives of the institution is greatly invigorated by the NSS and NCC units of the college.

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

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

**Response:**

Chandidas Mahavidyalaya has been serving various community work through NSS,NCC and IQAC as a part of extension and outreach proghramme. These types of works sometimes are conducted as per own plan and sometimes under MOU with the local Panchyat and Health centre etc. In all these cases college's students, teachers and NTS are encouraged to actively get involved. Our community works are recognized and appreciated by various agencies. During the assessment period (2017-18-2021-22) our community services brought 08 (eight) recognitions from various agencies.

- In 2017-2018 we received 03 (three) recognitions from local panchayat.
- 2018-2019 one (01) recognition from the local panchayat,
- 2021-2022 02 (two) recognitions from laocal panchayat, 01 (one) from Bolpur SDO Office, and 01 recognition from Burdwan University

| Year | Award/ Recognition for | Award/ Recognition | Certificates/Trophy | Awarded/ recognised by | To Whom |
|---|---|---|---|---|---|
| **2017-18** | For Commendable | Recognition | Trophy | Thupsara Gram | To NSS U |

| | | | | | |
|---|---|---|---|---|---|
| | Community and Social Service<br><br>Site-Bramhinkhnada, Khujutipara | | | Panchayet, Basapara, Birbhum,W.B. | |
| | For Commendable Community and Social Service<br><br>Site-Basapara | Recognition | Trophy | Thupsara Gram Panchayet, Basapara, Birbhum<br><br>W.B. | To NSS U |
| 2017-18 | 7 Days Community site-Bramhinkhanda village, Khjutipara | Recognition/ Appreciation | Certificate,21.09.17<br><br>dated | Thupsara Gram Panchayet, Basapara, Birbhum,W.B. | To NSS U |
| 2018-19 | 7 Days Community, site Daspara,,khjutipara | Recognition/ Appreciation | Certificate,01.10.18<br><br>dated | Nowanagar Kadda Gram Panchyat,<br><br>Khjutipara, Birbhum,W.B. | To the coll |
| 2021-22 | In general community and extension services at the neighbourhood | Recognition/ Appreciation | Certificate,<br><br>Date 13.12.21 | Nowanagar Kadda Gram Panchyat<br><br>Khjutipara, Birbhum,W.B. | To the coll |
| | Community awareness program and Social Service for cleaning by NSS | Recognition | Trophy | Noyanagar Kadda Gram Panchayat, Khujutipara, Birbhum,W.B. | To NSS U |
| | In general Clean and green campus and also community and extension services at the neighbourhood | Recognition/ Appreciation | Certificate'Date- 22.06.22 | S.D.O.<br><br>Bolpur Sub Division, W.B. | To the coll |
| | Community awareness program and Social Service for cleaning by NSS | Recognition/ Appreciation | Certificate'Date-<br><br>25.05.22 | NSS<br><br>Co-ordinator,The University of burdwan,W.B. | To the coll |

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

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

**Response:** 29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 08 | 02 | 07 | 07 | 05 |

| File Description | Document |
|---|---|
| Photographs and any other supporting document of relevance should have proper captions and dates. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.5 Collaboration

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

**Response:** 20

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List of year wise activities and exchange should be provided | [View Document](#) |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

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

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

**Response:**

The institution has adequate infrastructural facilities to cater the needs of the students as well as teachers. The institute spans over an area of 5.77 Acres with a total built up area of 22,700 square meters and has 28 classrooms of which 6 are Smart Classrooms, 6 laboratories, 1 computer laboratory, one library and two reading rooms. All the smart classrooms have an overhead LCD projector and desktop with LAN connectivity.

The institute has dedicated rooms for each a) academic department, b)IQAC, c) Carrier Counselling Cell, d) N.S.S. and N.C.C. units and all of these rooms are equipped with desktop with high-speed internet connectivity and printer facilities.

The campus provides free WI-FI facilities for the students and the teachers to promote the usage of internet for enrichment of their knowledge.

The institute has two multipurpose fully air conditioned hall with an auditorium for hosting various academic activities like seminars, conferences, special lectures, cultural and other student activities.

The institute has 70 computers, 3 laptops, 17 printers, 5 scanners, 7 LCD projectors and a number of pen drives and hard drives.

The central library spans over an area of 4824 square feet and is partially automated. The library currently possesses 23602 books, 15 journals and 50 rare books. The library provides accession to thousands of e-journals, e-books and e-materials through N-LIST and Shudhganga.

The library has two fully air-conditioned reading rooms of about 1550 square feet and is equipped with

internet facility, which provides access to various e-contents by the students.

The library has a photocopy/printing unit for printing the e-materials or copying parts of the books or lecture notes for the students at a subsidized rate.

The institute provides special attention to maintain its laboratory facilities as per the curricular requirement. The institution has five conventional and one computer laboratory.

The institution endeavours holistic development of the students and provides adequate infrastructural facilities for cultural activities, games and sports to support this notion.

The institute has a large playground for football, cricket and other athletic practices. In addition, there is volleyball and badminton courts within the campus, a dedicated room for Games and sports where all the playing requisites are housed.

The institute has established a separate building for Indoor sports activity where various indoor games including Carom, Chess, scrabble etc. are being played.

The institute provides various equipment including Tabla, Harmonium, Electronic Tanpura, Khanjani and offers a large fully air-conditioned auditorium with a stage for cultural practices and various cultural activities.

The institute has set up a Gymnasium hall of about 1000 square feet where various modern equipment are installed including facilities for weight lifting, treadmill for walking and running, exercise cycle and other accessories. To encourage the participation of female students, the gymnasium operates in two shifts, one shift is dedicated for the female students and the other shift is for the male students.

The Institute has a dedicated Yoga Centre with an area of about 550 square feet where more than 150 participants can perform their Yoga activities.

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

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

**Response:** 37.46

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 9.35576 | 11.00812 | 10.89267 | 11.06377 | 7.35045 |

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

## 4.2 Library as a Learning Resource

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

**Response:**

The automation process of the college library was started in 2011with the installation and operation of SOUL 2.0. Later on, the library moved on from SOUL software and KOHA open source ILMS software was introduced in the college library in 2018. The library is partially automated and tends to utilize most of the modules of KOHA.

- The budget allocation process and the purchase of new book is done manually other than this the all the processes in the library is automated.

- The "Cataloguing" module of KOHA is used to create unique searchable bibliographic information for each of the books and other library resources.

- The system provides unique barcodes for each of the resources in the library.

- The 'Patron" module of KOHA is used for the registration of new users in the system.

- The "Circulation" module of KOHA is used to monitor transactions by the users.

- The "Reports" module is used to generate reports for various data as required by the library officials.

In addition, the library uses KOHA "Administration","Tools" and other modules to maximize the use of Integrated Library Management System.

OPAC (Online Public Access Catalogue)is introduced in 2012. The library generates library card with a unique barcode and provides login ID and password for each of its members to access the OPAC system.

The link for OPAC is provided on the college website and is accessible globally from any device having internet connectivity. This allows the students and the faculty members to login with their credentials into the OPAC system for checking the circulation of the library resources at any point of time.

Moreover, the OPAC system provides access to various e resources, N-LIST journals, e-books, Shodhganga and other newly obtained library resources. Thus, the OPAC and ILMS system is utilized by the college library for maintenance and maximum utilization of its resources.

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

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The institute has been able to set up a sound IT infrastructure to cater the modern day needs of the students and the faculties and regular maintenance and upgradation of the same is ensured for smoother functioning of the Institution. Some of the advancements in IT infrastructure by the institution are as follows;

- In the last five years, the number of computers has been increased from **20** to 70. Most of the computers have been upgraded to Windows 10 and are provided with anti-virus software.
- The institute promotes the use of open access software. In addition, the college has purchased a number of printers, scanners, hard drives and laptops to strengthen the IT infrastructure of the institution.
- All the laboratories are equipped with desktops and LAN connectivity.
- Mathematics department of the college has established a dedicated computer lab compatible for C and C++ programming.
- Geography department has QGIS Softwarefor conducting practical works on remote sensing.
- The library is partially automatedby procuring KOHA and has active N-LIST subscription for providing access to a large number of e-resources.

The college has upgraded its internet facilities from time to time to cater the growing requirements of the faculties and the students.

In 2016, the institution has initiated Wi-Fi in the campus with a speed of about 10Mbps. In 2017, the IT facility was reviewed and the Institute upgraded its Wi-Fi speed to 25 Mbps and there was further increase in Wi-Fi speed to 50 Mbpsin 2019. Last year the institute installed a large number of routers throughout the campus and upgraded the Wi-Fi speed to 100Mbps which could support 2000 users.

From the very beginning, the Wi-Fi facility is free of charge for the students and college staffs and all the desktops in the campus are connected through LAN. The Wi-Fi passwords are changed regularly for safety

purpose and are shared in the notice board.

The college has introduced a mobile application in the year, which can be easily installed on android mobile phones from Google playstore. The app is used for circulating notices as well as share the study materials to promote digital communication with the students.

Recently, the West Bengal Government has made mandatory online admission for all he colleges and to conduct the process smoothly the college introduced an online admission portal. The server of the software is maintained by a local software farm.

Moreover, the college has introduced CAMS softwarefor automation of various office and account related works. The server for admission portal and CAMS are under AMC for their proper functioning and maintenance.

Thus, the college puts every effort to upgrade its IT infrastructure for facilitating teaching learning as well as administrative works.

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

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

**Response:** 26.45

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

Response: 62

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

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 22.4

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 |
|---|---|---|---|---|
| 7.99370 | 5.35163 | 6.27613 | 5.04557 | 5.03037 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 94.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1628 | 1370 | 1512 | 1534 | 1633 |

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

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

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

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

| File Description | Document |
|---|---|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | [View Document](#) |
| Report with photographs on ICT/computing skills enhancement programs | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

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

**Response:** 40.68

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 |
|---|---|---|---|---|
| 1344 | 00 | 469 | 1508 | 00 |

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

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

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

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

| File Description | Document |
|---|---|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | [View Document](#) |
| Proof related to Mechanisms for submission of online/offline students' grievances | [View Document](#) |
| Proof for Implementation of guidelines of statutory/regulatory bodies | [View Document](#) |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 5.2 Student Progression

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

**Response:** 12.93

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 |
|---|---|---|---|---|
| 33 | 57 | 38 | 21 | 11 |

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 |
|---|---|---|---|---|
| 373 | 279 | 289 | 149 | 147 |

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

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

**Response:** 2.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 05 | 07 | 07 | 07 | 04 |

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

## 5.3 Student Participation and Activities

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

**during the last five years**

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

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

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

**Response:** 9.6

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 |
|---------|---------|---------|---------|---------|
| 05      | 00      | 12      | 14      | 17      |

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

## 5.4 Alumni Engagement

**5.4.1 There is a registered Alumni Association that contributes significantly to the development of**

the institution through financial and/or other support services

Response:

Alumni association prepares the ground for a close relationship between the former students and Alma mater.

Alumni Association in that sense is a bridge between the former students and the institution. Our former students formed an association named CHANDIDAS MAHAVIDYALAYA PRAKTONI SOCIETY registered under the Registration of Societies West Bengal Act XXVI of 1961. Registration of our Alumni Association is S0032190 of 2022-2023 although the Association was established in 2004

**Objectives**

- **A better coordination with its former students and the society at large**

- **To share their experiences with the new students in order to motivate them**

- **To suggest improvement of the functioning of their Alma Mater**

- **To help the institution in various ways**

**Performance**

**Meeting of the executive committee during 2017-2022**

| No. | Session | Date |
|-----|---------|------|
| 1 | 2017-18 | 10.12.2017 |
| 2 | 2017-18 | 06.02.2018 |
| 1 | 2018-19 | 08.08.2018 |
| 2 | 2018-19 | 09.03.2019 |
| 1 | 2019-2020 | 03.02.2020 |
| 1 | 2021-2022 | 11.09.2021 |
| 2 | 2021-2022 | 11.12.2021 |
| 3 | 2021-2022 | 02.04.2022 |

1. **Shared their experience with the new students so that they become motivated**

2. **Actively participated in re-union programmes of the various departments**

3. **Donated Rs. 6000/ for History Reunion Programme on 03.02.2020**

4. **Donated Rs. 2000/ for Geography Reunion Programme on 02.04.2022**

5. **Donated dustbins which are installed in the campus of Rs. 5000/**

6. **Participated in NSS activities, blood donation programmes**

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

Our Vision and Mission reflects the distinctive characteristics. We are committed to provide quality education to make the students job compatible. Institute adopts various policies to prepare the students as responsible citizens. Institution provides opportunities that will facilitate **New Education Policy (NEP)**. With regard to **multi-disciplinary/ inter-disciplinary approach**, the institution adopts several measures apart from the inbuilt multi-disciplinary approach in the curriculum. Skill Development Programmes like Add- on Course, Language Skill development, Computer Literacy, Hand Embroidery Course, Life Skill (Yoga, Gym facility, Self-defense for Girls)  are offered besides Skill Enhancement Courses in syllabus.

**Appropriate integration of Indian Knowledge system** is also taken care of. In the syllabus of Sanskrit, Philosophy, History and to some extent Political Science provide such opportunity. Department of Sanskrit observed World Sanskrit Day. Several important days are also observed.

With regard to **Focus on Outcome based education (OBE), we prepare** PSOs, CSOs for the convenience of all the stake holders. Outcome of each course is communicated to the students and can be gauged from the university results, internal assessment and other evaluative measures.

The Governing Body, the Principal and IQAC work together for designing and implementation of the institutional policies.

The commitment of the college management in the attainment of its vision and mission is marked through the efforts for accumulating resources, introducing skill-enhancing Add on courses and various extra-curricular activities and social drives. Moreover, the management always looks to mobilize funds for development of infrastructure, laboratory, library and office equipment.

The mentors contribute to the overall development of the students to enhance their employability as well as social commitments.

We follow the practice of decentralisation and participative management

Various committees are formed in the staff council meeting and each committee is chaired by  a teacher with members from teaching staff, non-teaching staff and students.  Organogram and details of the various

committees are clearly depicted on the website.

The Academic Departments are given autonomy for planning their academic activities throughout the year including syllabus distribution, module preparation, timetable preparation for internal evaluation, organizing excursion and field trips etc.

The college librarian is permitted to take decision regarding various aspects of day-to-day library management.

Administrative activities like admission, registration, financial management, conduction of examination etc are efficiently done by the administrative wing

Staff Council and Teachers Council meetings are organized and the valuable suggestions are considered with importance

The institution periodically organizes meeting with parents, alumni etc and accommodates their views in framing the policies.

The student council members represent in almost all the committees of the institution and their opinions are given due importance. Student council is entrusted to organize various events of the college like College Social, Fresher's Welcome and Student Farewell programme. They shoulder the responsibilities of sports and various cultural activities.

Management of the college under the supervision of the principal ensures the involvement of all the stakeholders of the college for framing institutional policies as well as for the operation of various academic, administrative, co-curricular and extra-curricular activities of the college.

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

## 6.2 Strategy Development and Deployment

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

**Response:**

The institution has an Organogram clearly depicting the academic and administrative set up and is displayed on the college website. The Governing Body of the college is the exclusive authority for decision making and framing institutional policies. The Province leader, the Principal, three Government nominees, two teachers from the affiliating University, three teachers, one non-teaching staff along with the General Secretary of the Students' Council of the college constitute the Governing body. The province leader serve as the president and the principal supervises of all the administrative dealings of the college. The Governing body meetings are conducted periodically to resolve major academic and administrative issues of the college.

The Governing Body is the appointing authority of the institution and strictly follows the service rules and statues laid down by the Department of Higher education of West Bengal and the University of Burdwan respectively with regards to appointment, promotion, granting of leaves for all the teaching and non-teaching staffs.

The IQAC reviews the institutional policies periodically and suggests new reforms to the management by assessing the outcome of the existing policies.

The Principal ensures proper implementation of the institutional policies by taking adequate measures. The Principal promotes decentralization to involve all the stakeholders of the college and has set up 30 committees for proper functioning of its academic and administrative wings.

The functioning of the committees is governed by institutional policies framed by the Governing Body in association with the IQAC of the college. All these committees work under the guidance of the Principal and IQAC to ensure proper implementation of the institutional policies.

The Principal organizes Staff Council meetings at least twice every semester for the effective planning and implementation of programmes like teaching, learning, academic administration, curricular and extracurricular activities.

In addition, the Principal sits with the Student Council members regularly to address the student related issues and organizing extracurricular activities through various Cultural Societies.

The institutional perspective plan lines up with the vision and mission of the institution which are the constant driving factors for improving academic quality policies and strategies.

It is effectively installed to focus on bringing quality improvements in the areas of-

- Curricular Planning and Implementation
- Teaching- Learning Processes
- Research, Collaboration and Extension Activities
- Academic infrastructural facilities
- Student Support Activities and Student Progression
- Internal Quality Assurance System
- Institutional Values and Best Practices
- Governance, Leadership and Management

IQAC and Principal sit with all the committees of the institution to lay out the strategic plan of events and activities which will support the growth and development in these key areas.

At the end of the year, IQAC as well as individual committees sit together for analysing the outcomes of the deployed perspective plans to further improve the implantation of the strategic plan of the institution.

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

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**6.2.2** *Institution implements e-governance in its operations*

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

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

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

**Performance appraisal system: Teaching staff**

The institution has well established performance appraisal mechanisms of the faculty members in vogue - **Performance appraisal** of the individual faculty member and **Its Assessment**.

**Performance appraisal**

**1)** At the end of academic session, the faculty members fill in and submit, a Self-Appraisal Form describing their academic and professional accomplishments, extension services and others

2) In the **daily attendance register** the faculty members maintain the account of their allotted and taken classes apart from **bio-metric attendance** system,

3) Moreover, in the departmental meetings, faculty members have to put on record the completion of syllabus

**Performance Assessment**

**1) Academic Audit** by the a committee comprising **Registrar of the affiliating university** and 3 other members on annual basis

**2) Student feedback** is the very important mechanism to assess the performance of the faculties. Students provide feedback on the issues like faculty's knowledge over the subject, effective communication, accessibility, punctuality etc at the end of each session. The Principal discusses the feedback report with the faculty members on one to one basis and advises them to improve if needed. Absolute confidentiality is maintained.

3) Recognition to the best performing teacher by conferring '**Best Teacher Award**' on Teacher's Day to acknowledge their contribution and encourage others.

4) At the time of promotion / career advancement faculty members prepare their performance appraisal duly approved by the IQAC Coordinator and the Principal and the appraisal assessed by a **screening/ selection committee** comprising the **senior faculty members of the department concerned from the university**, **officer** from the **Higher Education Department of the government of West Bengal** and the **Principal**.

**Performance appraisal system: Non-teaching staff**

- Daily attendances to be noted down –both in the register and bio-metric machine.
- Employees Improvement Programmes (EIP) organized to enhance their efficiency

**Welfare measures for teaching and non-teaching staff**

Staffs are provided **government** and **institutional facilities**. Like:

- General Provident Fund (GPF) facility
- Loan facilities as per government rules from GPF,
- Group Life insurance scheme (GSLI).
- Quick and low interest loan facility through **Thrift Fund**
- Various types leaves- **Casual Leave** (CL), **Earned Leave** (EL), maternity leave, paternity leave, child care leave, Medical Leaves (ML) and **study leaves** for carrying out Ph.D. and post-doctoral studies to the employees as per the Government rules.
- **On Duty Leaves** to encourage to participate in various seminars, workshops and training programmes.
- Organizing **Annual Picnic and Recreational tours, staff sports** to promote friendly work environment

**Institutional Welfare measures**

- Parking facility for cars/two-wheeler.
- Purified water facility.
- Canteen facilities.
- Financial support in case of delayed disbursal by the Government.
- Anti-sexual harassment cell for the safety of women at the workplace.
- Child care facilities
- Free high-speed Wi-Fi/internet connectivity.
- Printing facilities in every department.
- Well maintained washrooms for Ladies and Gents employees.
- Separate reading room at the Library for the faculty.
- First Aid facilities.
- Power back up system for uninterrupted power supply

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

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

**Response:** 55.1

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 |
|---------|---------|---------|---------|---------|
| 27 | 25 | 23 | 17 | 16 |

| File Description | Document |
|------------------|----------|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

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

**Response:** 52.81

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 39 | 32 | 06 | 32 | 32 |

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 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 13 | 15 | 17 |

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The Institution strives to ensure total transparency and probity in all of its activities. In respect of financial matters college remains very sincere to effective and efficient use. For other resources college is committed to optimal use.

Being Govtt. Aided institute it's mainly financed by the Govtt. like employees' pay and allowance, development grant or building grant etc.

**Strategies followed**

1.Maintenace of existing resources through proper mechanism

2.Optimal use of resources without leaving them idle

3. Approach for fund for further development or procurement of resources

4. Utilisation the fund following all stipulations

**Financial management:**

**Step-1- Budget for planned expense from college fund**

   At the outset of each financial year Finance subcommittee resolves budgetary allocation according to major  heads of expenditure. This resolution is placed before the Governing Body for approval.

**Grants from the Govtt-**

1. **In case of recurring pay and allowance-** It has come under the HRMS and thereby all the sanctions and disbursements are done digitally.
2. **In case of other nonrecurring development grants-** It is also done through sanction order to the concerned treasury and college's designated Deposit Account opened with the treasury.

**In all these cases at the time of claim of next month's pay or next instalment D/C (Disbursement Certificate)or Utilisation certificate (UC) are compulsorily submitted.**

Finally these are screened in financial audit by the Govtt. Appointed Auditor.

**Books of Account-**

**i) Grant Register  ii) Acquaintance register iii) Ledger–digital account iv) Cash book-treble column along with bills and corresponding vouchers.**

College strictly follows all the finance rules and regulations of the government

**Step-2-Internal Mechanism by various advisory and administrative bodies:**

   All financial transaction are within the purview of **Finance Subcommittee.** This committee strictly observe the mobilisation and utilisation of all financial allotment and utilisation. Any development proposal is put by the HOI (on the basis resolution adopted in other bodies like, T.C, Academic subcommittee, IQAC), before the **Building & Development subcommittee.** Thereafter placed for approval of the **G.B.** Financial allotment is approved in the **Finance subcommittee** and is executed by the **Purchase subcommittee following** all Rules and Guidelines. **Development supervision committee** to oversee the progress of the work as well as of its maintenance. **Purchase subcommittee** is to monitor the application of proper stipulations to purchase or procure of any type of asset. Total mobilisation of financial resources are internally checked and finally audited by the internal auditor (applied from the f.y-2010-21) as well as external auditor appointed by the Govtt. The audit report is submitted to the Govtt. with the approval of the GB.

**Optimal use:**

a) The institution encourages in sharing resources.

b) The classrooms/ lecture halls/seminar hall/and all other resources are earmarked on the principle of sharing by various departments.

c) The institute is sensitive to less wastage of resources.

d) Our commitment to the environment prompted the Principal to utilize e-communications with staffs like WhatsApp groups, emails using lesser number of paper

e) Any requisition the gravity of use and cost effective-analysis is done.

f) Need based demand given the priority

| 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:**

**Teaching-Learning support facilities:**

- Number of classrooms and smart class rooms increased significantly. During 2nd Cycle NAAC-Visit college had 22 Class rooms, 02 Smart class room and 01 Auditorium with LECD projector. Currently 28 Class rooms, 06 Smart class rooms and 01 Auditorium (an increase around 32% and 133% respectively) with modern teaching equipments
- In 2016 altogether 14 computers were for academic purpose presently it is 72, (400% increase)
- Reading rooms for faculty members and students with AC
- Number books in 2016 around 22000 and E- resources whereas in 2022 it's around 24000 along with e-resources, journals, daily newspapers and numerous other facilities
- Book Bank
- Library modernization with barcode system, installation of own server and running of KOHA software:
- Computer lab accommodating 16 computers
- Career Counseling and Placement Cell
- Incubation centre
- College's own app
- Green belt increased three times
- Safe drinking water facilities increased
- Indoor game hall for boys and girls
- Outdoor games facility
- Multi Gym

**Teaching-learning and evaluation:**

- ICT classes by faculty members (more than 50% of classes has now made compulsory)
- Ice braking, aptitude Test
- Course outcomes (COs) and Programme outcomes (POs)
- Add-on courses including job oriented, soft skill, language skill. 30 Add-on courses have already concluded
- CIEs
- Remedial classes for slow learners and advanced learners
- Seminars/webinars on cross cutting issues and awareness generation
- Faculty exchange programme
- Students' seminars/Extempore/Quiz etc.
- Assignment of Projects -
- Outreach programme –
- **Research and publications:**

- 20 operational MoUs
- Publication of research articles in reputed journals, books and book chapters increased
- Pursuing Ph.D is on increase
- Ph.D. supervision is done
- Research journal - **INQUEST**- (with ISSN- 2349-5472) published regularly
- In 201**6 pass percentage** was around 55.37% whereas our efforts yield 84.44%

For details https://www.chandidasmahavidyalaya.ac.in/ssr/criteria-2.6.3/2.6.3%20Pass%20percentage%20 of%20students%20during%202017-18%20to%202021-2022.pdf

**Feed back and Assessment:**

- **Feedback** on various issues regular basis from students, alumni, faculty members, parents and employers.

    For details click here:

    https://www.chandidasmahavidyalaya.ac.in/criteria_1.4.1.php

- **Teachers and Students award**-
- **Academic Audit**
- **Green and power audit**

For details click here:

    https://www.chandidasmahavidyalaya.ac.in/criteria_7.1.3.php

- Financial Audit- by the college's Finance Committee and finally audited by the Govtt. Appointed auditor.

**Extracurricular initiatives:**

NSS, NCC, Cultural activities and Games and Sports

**Physically challenged students:**

- Ramp
- User friendly toilets
- Assistive tools like wheel chair etc in addition to other facilities

**Institutional Best Practices and institutional Distinctiveness:**

 i) **"Selling Dreams"-** to push the dreams of higher education among the children

ii) **"Clean and Green Campus"-**

Distinctiveness: **"Women empowerment through education"**

**Environmental commitment**

1. Solar panel of 20 KV
2. Use of LED tube and bulb
3. Solar panel campus light

d) Plastic and smoking free campus

e) Green campus

f) Rain water harvesting and ground water recharging

g) Waste management system-solid waste, Lab waste, E. waste, Bio medical waste, paper waste

h) Bio composite pit-to transform the degradable wasteinto organic manure

i) Vermi composting

j) Green belt

For details Click here : https://www.chandidasmahavidyalaya.ac.in/criteria_7.1.2.php

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

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

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

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

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period. | [View Document](#) |
| NIRF report, AAA report and details on follow up actions | [View Document](#) |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

**Response:**

Our institution follows non-discrimination policy towards every stake holders. Promotion of gender equity is also our priority. Given the existing conditions, our institution tries its level best to incorporate gender mainstreaming in its activities and policies related to teaching learning, career promotion, infrastructural facilities, research and publication, seminar attendance, leaves and other benefits etc.

**Following are our activities**

- 28 class rooms, 6 smart class rooms and 1 auditorium Hall
- Computer and printer for each department provided
- Clean and green campus
- Spacious reading room facilities
- Sufficient number of books, e-resources, papers and journals
- Non-discrimination policy of the college authority in terms of availing facilities
- Basic separate sanitation facilities for male and female staff and the students are available
- Ladies common room is situated in the ground floor of the campus
- Lady attendant is appointed to look after the girl students
- Internal Complaint committee following the UGC guideline is constituted comprising senior lady teachers and IQAC Coordinator
- Anti-ragging squad and Sexual Harassment Prevention committee are also constituted
- Contact numbers of the Anti-ragging cell members are displayed at one place of the institution
- CCTVs are installed to monitor the security within campus.
- Online and offline grievance redressal mechanism
- Clean drinking water facility
- Representation in different Committees and in some the committees female faculty members are chairpersons
- Equal opportunity in terms of professional promotions
- Office maintains gender segregated data
- Authority supports any type of gender awareness programme as when approached to him
- Authority permits female staff to avail leaves without discrimination
- Authority allows female staff to participate in any kind of research activities, participation in seminars, workshops, OP / RC / Summer / Winter school
- Internal Complain Committee is active although no such complaint received by the committee till today
- General perception among the female staff and students are quite satisfactory with regard to the gender sensitive approach of the authority
- Mentoring system help the students
- Students are of the opinion that they can approach to the teachers easily in any problem.
- Institution displays information related to ICC and Anti-ragging cell members.

- Ragging free campus
- Maternity leaves and Child Care Leaves (CCL) are given to the female faculty members. Total 41.66% female faculty members availed Maternity leaves and Child Care Leaves (CCL)
- **Gender Audit done for the year 2021-2022**
- Various scholarships (**Kanyasree for girls only**) are provided from the government and the institution

**Awareness generation Programmes:**

1) 07.09.2017 -Safe Social Surfing Programme by NGO, New Delhi

2) 08.03.2018 International Women Day Observation by NSS

3) 04.10.2018- Special lecture by Dr. Gopa Samanta, Professor , Burdwan University

4) 16.5.2018 - International Women Day Observation by NSS

5) 03.03.02020 – Save Girl Child Programme by Department of Health, Government of West Bengal

6) Beti Bachao Beti Podhao: NCC Initiative

7) 08.03.2022 - International Women Day Observation by NSS

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

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

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

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

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

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

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

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

| File Description | Document |
| --- | --- |
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | [View Document](#) |
| Policy document on environment and energy usage Certificate from the auditing agency | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

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

**Response:**

The institutional Logo bears the quote of Famous Bengali Poet, "Chandidas","Sabar opore manus satya" (which means, human values should be considered as the greatest interest of the society) to indicate that the Institution is devoted to spread the spirit of harmony, unity and tolerance among its students, faculties, staff and neighbouring communities.

Every year students from various communities, socioeconomic strata come to the college and the well-established Mentor-mentee system of the college sensitizes and guides the students for maintaining an inclusive environment so that they feel comfortable and work as teams in various events of the college.

Cultural committee of the college motivates as well as guides the students for participation in various events of the college and other competitive cultural programmes. The students are encouraged to organize cultural programmes in their own mother language to spread linguistic harmony. Moreover, the cultural committee every year organizes "International Mother Language Day" celebration to promote language harmony among the students and staffs of the college.

The student council in association with the faculties and staffs of the college organizes Teachers' Day, Social, Fresher Welcome and Farewell programmes, which inoculates a sense of responsibility among the students and enhances their organizing ability.

The institute organizes Independence Day, Republic Day and other significant days of National importance to endorse national integrity, regional and communal harmony by nurturing the essence of patriotism among its members.

The institution celebrates Milad-un- Nabi and Saraswati Puja to respect different regional, communal and social cultures that clearly depicts the integrity and harmony prevailing among the students of this institution.

The college has taken a number of initiatives to inculcate the constitutional commitments among the students and employees so that they discharge their moral and legal duties, respect human values, become ethically correct and responsible citizens of India. These include-

Every year, the institution in association with the Political Science department organizes "The National Constitution day" where eminent resource persons clearly speak about the constitutional rights, obligations and their importance. Thereafter, each member pledge to abide by the constitution of India.

The Disciplinary Committee of the college in association with the college management has established separate sets of code of conduct for the students as well as employees of the college and are clearly depicted on the college website.

The college strictly follows Vishaka Guidelines and has a well-established anti-sexual harassment cell to ensure a gender-neutral safer place for female students and employees.

The Anti-Ragging and Internal Grievance cells of the institution are committed to provide a secular, sensitive and ragging free environment within the college campus befitting with the democratic constitution.

The NSS and NCC units involve the student in various community service programmes, which raises their ethical senses and helps to develop the spirit of humanism.

The IQAC periodically organizes various seminars, special lectures on Gender Issues, Human Values and Environment Awareness for holistic development of the students, which is an essential prerequisite for becoming a responsible citizen of India in future.

| 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 : Green Campus, Clean Campus**

**Context:** Our college strives continuously to raise awareness not only amongst its own stakeholders but

also amongst the inhabitants of the surrounding areas regarding the environmental implications of our human actions. For this purpose, the college actively seeks to perpetuate a greater understanding of the interconnectedness of the environment with our everyday lives.

## 2.Objectives :

- To promote awareness and disseminate knowledge regarding environmental issues and the means to combat them among all the stakeholders of the institution
- To create an environment friendly, plastic and pollution free campus
- Proper utilization of resources like water and electricity in a sustainable manner
- Efficient waste management
- Plantation and maintaining of plants and trees to make a positive contribution to the environment and promote involvement of staff, students and locals alike in sustaining this eco-friendly approach for the general wellbeing of all concerned

## 4.The Practice

- **Maintaining Campus Greenery**

- **Conducting of Green Audit**
- **Rain Water Harvesting and Water Recharging**
- **Plastic Free, Pollution Free Campus**
- **Paperless Operating Procedure**
- **Power Conservation**
- **Waste Management**
- **Observance of Important Days**
- **Community Services**

## 5.Evidence of Success

The drive for a clean and green campus has been met with great enthusiasm and support from almost all the stakeholders of the institute. The natural beauty of the campus together with its eco-friendly atmosphere is appreciated by all and sundry. The insistence on a no plastic, no smoking, and pollution free zone has contributed greatly to the academic ambience that the college is renowned for. Not only outsiders and visitors but the students and staff themselves are truly appreciative of the tranquil and gentle environment within the campus with little to no pollution. The extensive gardens and greenery offer a local haven for countless varieties of birds and animals which has helped enrich the campus even further. The efficient utilization of our natural resourcesand competent management of our waste has enabled the college to not only improve its ecological footprint but also to set a precedent to its surrounding areas in terms of raising awareness about our environmental concerns and our crucial role in doing whatever is possible for us to do within our limitations to create a positive impact for our current and future generations.

## 6. Problems Encountered

While the green initiative has been primarily successful, some of the inevitable issues encountered along

the way include:

- The constant need to provide encouragement and motivation to the stakeholders to do their part in maintaining the beauty and eco-friendliness of the campus
- The need for more human resource in assisting the NSS and Eco Club members to fulfil their obligations and raise greater awareness in general amongst others regarding eco-critical issues
- The need for higher funding to implement plans better and to take up new challenges, steps and projects to improve the overall quality of the campus

**Best Practice: 2.**

**Title : Selling Dreams – An Initiative for Inspiration Towards Higher Education**

**Objectives :**

- To establish a bond between the institute and other nearby schools to foster a sense of unity of purpose in imparting quality education
- To promote understanding and appreciation of the need for higher education among all stakeholders
- To enable students at the school level to realize the value of college education in fulfilling their potential and achieving their dreams
- To enable the college to make a definitive contribution in raising awareness regarding the significance of higher education in the locality and surrounding areas in the rural belt where school drop out rates are already considerably high

**3. The Context**

Chandidas Mahavidyalaya is situated in a predominantly rural area where the lack of educational infrastructure in schools and colleges is quite often a hindrance to be overcome while imparting education. The economic backwardness of the area coupled with other challenges like the scarcity of transport and communication are often crucial factors that inevitably hinder the academic aspirations of students belonging from the region. As a result, a high drop out rate afflicts the educational institutions. To combat such a menace, our college has envisioned a program called the 'Selling Dreams' initiative whose purpose it is to enable school children from the primary sections of neighbouring schools to visit the college premises and experience first-hand what the academic ambience and infrastructure of a higher educational institute feels like so they may be motivated to dream of attaining higher education themselves

**4.The Practice**

The 'Selling Dreams' program, which the college initiated in 2017, involves engaging neighbouring primary schools to establish a beneficial bond with them with the view to provide academic motivation and inspiration beginning at the grassroot level. Students belonging to the primary section are brought on a visit to the college campus

- The visit begins with a welcome address by the principal

- The children's attention is then engaged by showing them a PowerPoint Presentation on the 'Selling Dreams' program.
- They are shown photos and videos of working professionals like doctors, teachers, engineers,

architects, police personnel, scientists, pilots to help them envision the potential futures
- A few short animated, motivational videos also shown.
- They are taken to visit the library, the smart classrooms, the usual classrooms, the auditorium, the gym room, and the indoor sports room, ornamental garden, the medicinal garden, the fruit patch, and the vegetable patch solar panels, rain water harvesting system
- The tour usually concludes with a token gift to them

## 5. Evidence of Success

Qualitative success of the initiative can be gleaned from the overwhelming enthusiasm, positivity and cooperation that has been received from the participating schools. The children themselves were overjoyed about exploring the campus and interacting with the college teachers and the college students. They expressed great interest in revisiting the college.

The heads of other such schools expressed interest to be a part of 'Selling Dreams' program to motivate their students to pursue higher education.

## 6. Problems Encountered

- Reaching out to schools further away remains a problem because of transport problem
- Bringing the children to and from their schools thus remains a challenge
- More human resources are required

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

Chandidas Mahavidyalaya was established in 1972 in a remote rural environment of Birbhum District, West Bengal with the aim to educate the rural community. Majority of the students are first generation learners and coming from socio-economically disadvantageous families. In the beginning, the enrolment of the female students were remarkably lower compared to the male counterparts. This may be attributed to the fact that women mostly face negligible future prospects because of their individual identities in most of the rural belts of India. Moreover, most of the female students were irregular in classes due to household workload and were less confident as evidenced by their hesitancy to take part in various co-curricular and

extracurricular activities of the college.

The IQAC of the institution observed the situation and planned to developstrategies for empowering female students.

**Objectives**

- To provide quality higher education for knowledge enrichment
- To assist financially by providing various scholarship schemes of the Government
- To Sensitize students about gender equity
- To develop an environment within the campus so that female students and staff feel free to express themselves
- To empower female students physically
- To encourage the female students to participate in various co-curricular and extracurricular activities for their holistic development
- Extensive Mentor-Mentee system to address any issue
- To introduce job-oriented courses for making them self-dependent and employable
- To include female staff in the college management

ChandidasMahavidyalaya strongly believes that "If you educate a man, you educate an individual, but if you educate a woman, you educate an entire family". Therefore, the institute has taken a number of initiatives to promote women empowerment to achieve its mission for spreading higher education among the remote, rural villages of Birbhum District, West Bengal.

**Initiatives**

**1. Scholarship Scheme:**The management of the college ensures that all the female students get the appropriate fellowship provided by the Government of West Bengal and the college office provide prompt assistance in case of any issues starting from application assistance to disbursal of the fellowship.

**2. Gender Sensitization:** From the very beginning, the college inculcate the concept that male and female equality and no discrimination based on gender. The process starts from the "ice-breaking" orientation session at the entry level; thereafter the gender issues are regularly discussed in the classes. The college has introduced an Add on Course on Gender Issues. Moreover, the IQAC periodically organizes seminar/ special lectures on gender issues and conduct gender audit to sensitize the students of the college. In addition, the college organizes "International Women's Day" to respect women and promote the confidence of the female students.

**3. Safety within the Campus:** The college management adopts zero tolerance policy against ragging and sexual harassment and has well-established Grievance redressal Cell, Sexual Harassment Prevention Cell, Anti-Ragging Cell & Squad. The college strictly follows UGC and West Bengal Government guidelines to provide safe environment for the female students and staff.

**4. Physical Empowerment:**The College has introduced a self-defence programme to enhance the physical

fitness and compatibility to boost up the confidence of the female students. Moreover, the college has a well-established Gymnasium facility and there is dedicated time slot exclusively for the female students and staff so that they can work out without any hesitation.

**5. Equal Opportunity:**The College also thrives to provide equal opportunities to each and every student irrespective of their sex and encourage the female students to participate in NSS, NCC activities and various sports and cultural programmes for their holistic development.

**6. Mentor-Mentee System:** An extensive mentor-mentee system ensures any counselling help of the students to overcome their mental barriers and to stay motivated.

**7. Job oriented courses:**The institute has introduced various skill development programmes including soft skill, computing and ICT skill and language skill. The programmes enhance employability as well as promote economic freedom of the female students. The hand-embroidery course deserve special mentioning as it has created lots of jobs for the female students.

**8. College Hostel:** The College has received a grant for Girls' Hostel and the work is in full swing. The female students will soon have accommodation so that students from distant rural areas can pursue higher education.

**9. Female Staff in College Management:**All the female staff are members of different sub committees and they are also included in the Governing Body of the college.

**10. Facilities for the female students:**

- Girls' common room with Indoor game facilities
- Sanitary napkin vending machine
- Clean toilets and drinking water facility
- Sexual harassment cell to ensure safety
- CCTV monitoring throughout the campus

**Outcome**

**1. Enrolment:**Female student enrolment percentage has increased from 56.72%to 64.39 % in last five years.

**2. Result:** In the last five years, the pass percentage of the female students has improved remarkably. In 2017-18 academic year, the pass percentage was about 56.25%, which is increased to 100% in the last three academic years. Moreover, the number of female students appearing in the final examination has increased from 224 in 2017-18 session to 338 in 2021-22 session, which is a jump of about 150%. Moreover, AfsonaKhatun, a student Department of Philosophy has stood first in the final University Examination.

**3. Participation in extra-curricular and co-curricular activities:**Participation of female students in NSS has increased from 42 (2017-18) to 62 (2021-22) in last five years. In addition, more than 85% of the students participating in the cultural programme in 2021-22 session were females.

**4. Scholarship Availed:** More than 90% of the female students availed scholarship in the last five years.

**5. Placement to Higher Education:** Progression to higher studies among the female students has increased more than 10 fold in the last five years.

**6. Entrepreneurship:** Entrepreneurship has increased from nil in 2017-18 session to nine in 2021-22 session.

**7. Campus Safety:** Due to the strict adherence to institutional Grievance redressal, Sexual harassment prevention and Anti-Ragging Policy- there has been no incident of sexual harassment or ragging in the last 5 years.

The IQAC regularly monitors and rectifies the women empowerment initiatives of the institution for providing an inclusive environment to flourish the potential of female students of the college.

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

# 5. CONCLUSION

## Additional Information :

Faculty members are encouraged to pursue research works, publish papers, participate and present papers in the seminars, workshops, conference and webinars. Financial assistance is extended to them to get involved in this endeavour.

College publishes research Journal- INQUEST (ISSN-2349-5472) to provide opportunity to the budding scholars.

Wall magazines by different departments also published apart from annual magazine to provide opportunity to the students

Several faculty enrichment programmes and administrative enrichment programmes were organized.

Faculty members were given opportunity to undergo training on ICT to enable them to cope up with the challenges.

Value education and other awareness generation programmes were organized to raise the level of consciousness about various issues like gender, human rights, environmental pollution.

There are some facilities created for the differently able students.

Institution follows statutory norms about admission, infrastructural and professional facilities to all the concerned.

Recreational facilities are ample with in the campus.

Employees welfare schemes are there like thrift funds for hassle free loan, guest room, etc.

Transparency in finacial transanctions is ensured through suing e-payment methods

## Concluding Remarks :

Our college was established in the year-1972 in a rural belt of Birbhum district with an intent to impart education to the 1stgeneration learners.

Despite many constraints, at present college has been able to create and maintain sufficient and modern infrastructure with 28 class rooms, 06 laboratories, well-furnished seminar hall, auditorium, large playground, 07 ICT oriented Smart Class Rooms on 5.77 acre of land with the 22700 Sq. Mt. built-up area.

Out of the total faculties-45, 65% of all either have Ph.D and or M.Phil, NET/SET and two of them are research guide.

Library is equipped with around 24000 books including E. resources, journals and air conditioned separate reading-rooms for teachers and students.

Green belt more than 10,000 sqft. comprising nearly of 104 variety of species  is our pride.

Job oriented and professional courses, UG programme on Physical Education and PG courses in some of the subjects need to introduce.

Student's dropout is a major concern. Lack of awareness of the parents, the demand of rural economy, and lack of job opportunity for the general course students fuel the dropout rate. Absence of industry linkages and dearth of campusing and placement frustrate the learners. Enrolment in the college depends upon the courses offered in the feeder schools and here it is seen that there is very poor enrolment in Economics and Commerce in those schools and consequently college's intake remained unfilled. In addition to this, de-motivation in higher studies among the large number of students (passed 12 standard exam) has become an issue.     So in conclusion it may be stated that college has huge quantum of resources and sound infrastructure but there are some other issues that are beyond our control like transport and communication, economic development etc. Amidst this environment and challenges college has to work and to cater quality education by our dedicated, committed and sincere faculties and become a model college in the rural Bengal. Students are provided rich and modern learning facilities and extra-curricular and co-curricular opportunities.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :11<br>Remark : Input edited As per data template without repetition |
| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>Answer before DVV Verification: |

<br>

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 403 | 342 | 353 | 299 | 350 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 338 | 308 | 320 | 286 | 297 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 817 | 817 | 817 | 736 | 682 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 817 | 817 | 817 | 736 | 682 |

Remark : Input edited as per data template

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**<br><br>3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 9 | 3 | 17 | 9 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 8 | 6 | 0 |

Remark : Input edited as per data template and considering calendar year

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 22 | 7 | 5 | 4 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 11 | 01 | 04 | 02 |

Remark : Input edited as per data template and considering calendar year

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 07 | 11 | 11 | 10 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 08 | 02 | 07 | 07 | 05 |

Remark : Input edited Considering extension activities only

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 00 | 00 | 5 | 00 | 00 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

Remark : Input edited as Inter-collegiate awards / certificate of participation are not to be considered

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11 | 00 | 25 | 23 | 16 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 05 | 00 | 12 | 14 | 17 |

Remark : Input edited as Multiple events held on the same day to be considered as one only

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

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

Answer before DVV Verification:

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

| 39 | 32 | 06 | 41 | 41 |
|----|----|----|----|----|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 39      | 32      | 06      | 32      | 32      |

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

Answer before DVV Verification:

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

# 2.Extended Profile Deviations

| **Extended Profile Deviations** |
|---------------------------------|
| No Deviations |