

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KALYANI MAHAVIDYALAYA

CITY CENTRE COMPLEX, KALYANI, NADIA, PIN-741235
741235

www.kalyanimahavidyalaya.net.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kalyani Mahavidyalaya, a grant-in-aid college established in 18th July, 1999, was founded to serve the need for quality education at the undergraduate level of the residents of Kalyani and its surroundings.

Kalyani being a township of various academic centers including a University, the college has been lucky academically and at the same time bore the heavy burden of expectation of having to match the high standards set by the University of Kalyani and others.

Fortunately, the college, since its inception has been having a dedicated set of teachers and able administrators who have ensured that the college, gradually, not only matches the standard but also sets some of its own.

However, owing to various external factors which were often beyond the control of the college, the college had not been able to present itself for assessment and accreditation by NAAC.

But over the last one and a half year the college, with invaluable support from its different stakeholders and guidance by the members of the Governing Body, has prepared itself for accreditation. The SSR which is being presented is an objective account of what the college has been able to perform in these years.

We believe our assessment by NAAC will provide us with the requisite objective indication and guidance regarding our shortcomings and help us in transforming into an Institution that seeks to work as an instrument of transformation.

Vision

The vision of Mahavidyalaya is to

1. Empower the students to face the challenges of life both academic as well as personal,
2. To inspire the students for life-long learning,
3. To prepare the students to be better human beings who are physically, mentally, morally and spiritually educated and responsible citizens of a challenging world,
4. To innovate new, more effective and alternative techniques and interactive method of teaching.
5. To develop the analytical ability, critical and independent thinking of the students,
6. To sustain a caring, supportive climate throughout the Mahavidyalaya,
7. To enhance the effective and efficient management of the Mahavidyalaya.

Mission

Kalyani Mahavidyalaya aims to provide the best education possible to students who come from diverse backgrounds. We seek to provide an environment of learning which is beyond the boundaries of class, caste, religion, and gender. Students in collaboration with faculty and staff are made aware and sensitive of their moral responsibilities and social issues. Mahavidylaya intends to provide a platform where, during the most

formative years of their lives, students may learn to explore, argue and assess all social, economic, cultural and environmental issues before them. Our Mahavidyalaya endeavors to produce skilled individuals capable of making the world around them a better place to live in.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Academic flexibility of the college allows the students the option to choose from a wide range of programmes and courses. The college, within a space of few years, has upgraded its programmes and courses manifold.

2. Location-advantage:

a) The college is situated in the city centre, Kalyani at a distance of about 55 kilometer from Kolkata. It is well connected via rail and road. Students commute to the college daily on public transport. Nearness to metro city also facilitates placements of outgoing students.

b) The college is located in proximity to the University of Kalyani. As such it enjoys several advantages. Several professors of eminence from the University have been invited by the college to speak on topics of interest of the students. The Departments often collaborate with the University of Kalyani to organize seminars, workshops etc.

c) Industry, educational, medical hub in the immediate vicinity of the college

3. Human Resource:

The college has dedicated teachers with excellent profile for imparting quality education. The teachers are committed towards continuous development and up gradation of qualification. The teachers remain constantly in touch with the major and recent developments in the academic field and share the knowledge, expertise and experience with the students.

4. Harmony among faculty, staff, students, and administration:

The college boasts of a harmonious relationship among the administration, faculty, staff and students. The alumni and the parents, too, as part of the extended family of the college, remain associated with the progressive endeavours of the college.

Institutional Weakness

- The college suffers from a shortage of effective space with respect to number of students resulting in compromise of physical facilities like shortage of classrooms, sharing of laboratories etc.
- Infrastructure: the college has visible lacunae in its infrastructural aspect.
- Frequent changes in the post of the head of the office: frequent change in the post of head of the office interferes with long term planning and implementation.
- Shortage of fulltime teachers: Shortage of full time teachers results in poor student-teacher ratio.

- Shortage of adequate non teaching staff.
- Inadequate student:computer ratio
- Add on course/programme (career orientation, multi skill development): the college has failed to introduce any career-oriented, multi-skill development course in the last five years.
- Hostel facility: although there are students who commute from neighbouring yet distant districts, the college is yet to provide hostel facilities to its students.

Institutional Opportunity

The college perceives huge opportunities in areas like:

- The college considers the huge diversity of students as a major opportunity for the college to emerge as an institution promoting nationalism and global competence.
- The college being located in a city which has many educational centres, especially two Universities, the college has the opportunity of using the outcomes of the researches of the universities like generating and using renewable and alternate energy source.
- The college has resources to introduce Post Graduate programme in its curricula.
- The resources of the industrial hub at the vicinity of the college can be used to build Entrepreneur Development skills.
- Proximity of two universities and other research institutes provides the college with the opportunity of promoting research facilities for the faculties.
- Promoting collaboration with various Government and non-Government organization is another major opportunity for the college.
- The physical space in possession of the college can be effectively utilized to mobilize resource for building up stable and sustainable corpus fund.

Institutional Challenge

The college being located in a district which has been enlisted as backward both in the reports of State and Central Government, a huge section of the students of the college hail from a poor to very poor background. These students mostly belong to the scheduled castes, and other Backward Classes category. Most of the students are first-generation learners. As such, the college faces a huge challenge in uplifting these students to the main stream of society.

The number of female students in the institution is quite high; these girls, hailing mostly from financially weaker sections of the society, show signs of gender repressions at the entry level. They are found to be lacking in confidence, shy and lack decision making ability. The college faces the challenge of transforming these girls into responsible citizens who can match shoulder to shoulder with the boys in the three years of their academic life.

In these endeavours, of the college the student-teacher ratio is a major challenge. However, the recruitment of Full-Time Teachers is beyond the capacity of the college.

The college has already taken up the challenge of fully implementing e-governance in every aspect of

administration and moving towards paperless administration.

Although the college acknowledges the areas mentioned above as prospective challenges yet it believes that every opportunity is a challenge and every challenge is an opportunity in disguise. Hence it is striving to meet these challenges head-on and emerge triumphant whereby it will achieve distinction as a centre of learning.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution offers undergraduate programmes that would benefit the students of the immediate area in shaping their career. Although the college was begun with two programmes BA (Hons and General) with three courses English, Bengali, and History and B Com (Hons and General); gradually, according to the need and feedback from the stakeholders, several other courses have been added. That the college has grown phenomenally in only eighteen years is evident from the fact that it now offers eighteen Honours courses, along with three- year general courses in BA and B Com.

The college is yet to introduce any career orientation programme, multi skill development course, or likewise; however, it has organized a number of seminars, symposiums, workshops on career orientation, placement, multi-skill development etc.

As an affiliated college it has no stake in the design or modification of the curricula yet the college strives to ensure the proper implementation of the curricula. Feedbacks regarding the review and design of the curricula are presented to the university through the faculty who are members of the various academic and administrative bodies of the university.

The college has been having a well planned feedback system in place for the last three years. Feedbacks are sought from the different stakeholders regarding curricula, academic and administrative performance of the college, physical facilities, safety, security etc. these feedbacks are collected, analysed and reports are prepared. Actions are taken regarding the same on the basis of these reports.

Teaching-learning and Evaluation

The institution being strategically located at the juncture of three districts, serves students of at least five to six neighbouring districts. As such, every academic session, around twelve thousands students apply for admission to the college. Since 2014-15 the college has adopted an on-line merit based admission system which ensures transparency, objectivity and precision beside promoting paper-less governance.

The surrounding districts of the college vary from rural to semi-urban and urban in nature; hence, the college has to accommodate students of diverse socioeconomic and community backgrounds. The college has not only handled this challenge with aplomb but also turned this diversity into its potential asset.

The credit of this achievement goes to a set of qualified and dedicated teachers who are continually engaged in the process of ensuring the best education for the students. Presently the college has 54 teachers 27 regular whole time teachers and 27 ad hoc teachers. Among these 23 have Ph. D and M. Phil; four of the teachers are presently pursuing their doctorate degrees.

The teaching methodology is enriched through effective use of experiential and participative learning, constructivism, and optimum use of ICT along with conventional classroom teaching.

Besides, The performance of the students are continually evaluated through a well planned Continuous Internal Evaluation System and the outcome of the evaluation are used to identify advance and slow learners and take effective measures, like remedial, to ensure the skill development of both.

Research, Innovations and Extension

The institution acknowledges the role of research in the overall academic environment of the college. Hence it encourages its teachers to undertake research projects which are useful to the society. In the previous five years, four teachers have completed their doctorate and two teachers have completed their Post Doctorate, two teachers have attended Faculty Development Programme in the University of California Riverside, California and the University of Kalyani. Three Minor Research Projects are ongoing in the college, six other Minor research projects have been successfully completed by the Faculties, one teacher has attended North-South Incoming Programme/School Project at Cologne Germany. Most of the teachers attend orientation and refresher courses on a regular basis. There is a research body comprising of senior teachers which reviews and discusses promotion of research throughout the year.

In addition to the research activities, the faculties are thoroughly and consistently engaged in publications of merit throughout the year. The college prides itself in having faculties who have their work (chapters and edited volumes) regularly published in peer-reviewed & UGC recognized books and journals, e- journals etc. Faculties are also acclaimed authors of several popular books.

Not only in its promotion of research, but also in its community- engagement has the college achieved distinction. The college has engaged with its surroundings through various extension activities. The college has a strong NSS unit which strives throughout the year to engage students in various social activities and inculcate within them the values of co-operation and responsibility.

Infrastructure and Learning Resources

The institution is committed to providing the students with adequate physical facilities for making their experience at the college meaningful and productive. Hence the college has, in addition to spacious classrooms, separate laboratories for the Departments. The institution also provides the students with a multi-purpose computer laboratory. The laboratories are spacious, comfortable and well equipped.

The institution considers the library as a very important learning resource. Hence it ensures that the library is adequately resourced with textbooks, reference books, rare books and journals etc. Following feedbacks given by the students and alumni, the library has been fully digitized. The resources in the library are annually upgraded. In addition to the central library, the departments have departmental libraries to which the students and staff have full access. The college has wifi facility which is used effectively by the faculty, staffs, and students of the college.

Sports and cultural activities are essential ingredients of the character building process of the students. The college ensures adequate facilities for these. There's a playground, common rooms with indoor games facilities and two auditoriums-an open air and an indoor. The college along with the students' Council organizes sports-

indoor and outdoor, and cultural activities throughout the year.

Student Support and Progression

The college extends support, in every form possible, to the students. Financial support is extended to the students in form of freeship at the beginning of every academic session. Govt. scholarships to the Minority, SC, and ST are extended to the college students. The college takes special efforts to ensure that the female students receive support through 'Kanyashree' scheme of the government of West Bengal. Besides, the college awards prizes, medals to students of extraordinary merit in sports and cultural activities.

The college allocates a special fund at the beginning of every academic session for the students' council to utilize it for the benefit of the students.

Around 400-500 students, every year, upgrade to different programmes. The percentage of progression of students from UG to PG in the previous session is 24% which is higher than the average percentage of progression of the State.

A large number of students find immediate placements, after their graduation and up gradation, consistently over the years. A placement cell has recently been formed to monitor the placement of the outgoing students.

Students across different programme regularly participate in the sports & cultural activities of the college and beyond. The college has been regularly producing students of extraordinary merit in extracurricular activities.

The alumni of the college are one of its most important assets. The college alumni and the departmental alumni remain engaged with the college throughout the year. The alumni help the college by providing important feedback, organizing placement awareness camps etc.

Governance, Leadership and Management

The vision of Mahavidyalaya is in keeping with the objectives of Higher Education. With this Vision, the institution values voice of stakeholders, and encourages leadership role from internal stakeholders, so that quality parameters and core values are reflected in policies with aim to promote competencies matching national and global requirements.

With firm belief in decentralized and participative governance, opinions and ideas on strategic plans are encouraged from internal stakeholders individually or through bodies, and are properly channelized to the Principal and Governing Body for deployment. The leadership – the Principal, Secretary, Teachers' Council, In-Charges of Departments and the General Secretary, Students' Union constantly monitors the process through an active feedback evaluation system and Grievance Redressal Cell.

Eligible faculty is recruited following government norms, and upgrading of competency is supervised by IQAC. Teachers are encouraged to participate in faculty development programmes in Academic Staff Colleges at the Universities. Skill Development Programmes for internal stakeholders are organized in the College. Inculcating gender sensitiveness in the internal stakeholders is considered of primary importance.

Finance Committee with active help of Bursar plans and recommends Budget for academic and administrative

activities, and monitors and supervises optimal utilization of financial resources through internal and mandatory external audits, and adjustment of strategies. Working within framework of government policies, the emphasis is on mobilization of financial resources and on creation and management of Corpus Fund.

IQAC is entrusted with the responsibility of enhancing and maintaining quality as per the Quality Policy of government and the UGC.

Institutional Values and Best Practices

The institution recognizes its responsibility towards the larger society. Consequently, it attempts to instill within its students the values of knowledge, wisdom, self-knowledge, humility, reverence, pursuit of excellence and solidarity which are also the core values of the institution.

Promoting gender equity is one of the key concerns of the institution. To this end the institution has adopted various measures, like-fostering a gender-sensitive campus, adopting a policy of zero tolerance towards any incidents of gender insensitivity or repression, providing space and freedom for members of all and every gender with reference to separate physical facilities, equal scope and opportunities prioritizing girls to build leadership ability etc. These policies are actuated through the Gender Sensitization Cell and Cell against Sexual Harassment.

The college is distinct in its sustained effort to maintain a healthy, pollution free environment and promote means to ensure environmental consciousness in its surroundings and beyond. The college, in the recent years, has declared its campus to be Smoke-Free and Plastic-Free. The Micro-Biology and the Molecular Biology & Biotechnology Departments jointly carry out Water Analysis Programme to ensure cleanliness of drinking water in the campus. Besides, the college organizes several Environmental Awareness Programme, as part of its Extension Activity, to build awareness regarding environmental consciousness and sustainability.

The college has a stated code of ethics which has been put up in the college website. The faculty, staff and students of the college are required to follow the code of ethics rigorously.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KALYANI MAHAVIDYALAYA
Address	CITY CENTRE COMPLEX, KALYANI, NADIA, PIN-741235
City	KALYANI
State	West Bengal
Pin	741235
Website	www.kalyanimahavidyalaya.net.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	RUNU DAS	033-25821390	9433019870	033-2502215 3	klymahavidyalaya@gmail.com
IQAC Coordinator	MAUSUMI DATTA BISWAS	033-25821920	9883263526	-	klyiqac@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 minority institution	No

Establishment Details	
Date of establishment of the college	18-07-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	25-02-2004	View Document
12B of UGC	25-02-2004	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	CITY CENTRE COMPLEX, KALYANI, NADIA, PIN-741235	Urban	3.43	5724.75

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 OR EQUIVALENT	English,Bengali	113	91
UG	BSc,Botany	36	HIGHER SECONDARY OR EQUIVALENT	English,Bengali	25	16
UG	BSc,Chemistry	36	HIGHER SECONDARY OR EQUIVALENT	English,Bengali	12	8
UG	BCom,Commerce	36	HIGHER SECONDARY OR EQUIVALENT	English,Bengali	97	68
UG	BSc,Computer Science	36	HIGHER SECONDARY OR EQUIVALENT	Bengali,English	44	21
UG	BSc,Economics	36	HIGHER SECONDARY OR EQUIVALENT	English,Bengali	66	35
UG	BA,Education	36	HIGHER SECONDARY OR	English,Bengali	113	110

UG	BA,English	36	HIGHER SE CONDARY OR	English	113	100
UG	BSc,Geograp hy	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	78	68
UG	BA,History	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	97	80
UG	BSc,Mathem atics	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	81	64
UG	BSc,Microbi ology	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	58	31
UG	BSc,Molecul ar Biology And Biotech nology	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	58	34
UG	BSc,Physics	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	16	14
UG	BSc,Physiol ogy	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	25	19
UG	BA,Political Science	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	66	49
UG	BSc,Statistic s	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	44	9
UG	BA,Sociolog y	36	HIGHER SE CONDARY	English,Ben gali	97	78

			OR EQUIV ALENT			
UG	BCom,B Com General Course	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	117	62
UG	BA,B A General Course	36	HIGHER SE CONDARY OR EQUIV ALENT	English,Ben gali	1505	1030

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				31			
Recruited	0	0	0	0	0	0	0	0	17	9	0	26
Yet to Recruit	0				0				5			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				36			
Recruited	0	0	0	0	0	0	0	0	10	17	0	27
Yet to Recruit	0				0				9			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	11	3	0	14
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	1	0	4
Yet to Recruit				2

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	0	0	0	0
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	8	1	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	9	4	0	16
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	1	1	0	5	2	0	9

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	7	0	10

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	0	0	2	3	0	5

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		15	29	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	972	0	0	0	972
	Female	943	0	0	0	943
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	224	148	354	288
	Female	193	163	280	149
	Others	0	0	0	0
ST	Male	23	10	34	12
	Female	21	13	28	19
	Others	0	0	0	0
OBC	Male	83	22	70	0
	Female	53	18	65	0
	Others	0	0	0	0
General	Male	671	817	996	466
	Female	700	706	907	478
	Others	0	0	0	0
Others	Male	6	14	14	39
	Female	4	5	3	48
	Others	0	0	0	0
Total		1978	1916	2751	1499

3. Extended Profile

3.1 Program

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

Response : 20

Number of self-financed Programs offered by college

Response : 0

Number of new programmes introduced in the college during the last five years

Response : 2

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4657	4455	4852	3271	2915

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

2016-17	2015-16	2014-15	2013-14	2012-13
1389	1389	1389	652	652

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

2016-17	2015-16	2014-15	2013-14	2012-13
1372	749	681	586	541

Total number of outgoing / final year students

Response : 3929

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
96	90	90	98	93

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	18	17	15	17

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
31	31	31	31	31

Total experience of full-time teachers**Response : 222.6****Number of full time teachers worked in the institution during the last 5 years****Response : 27****3.4 Institution****Total number of classrooms and seminar halls****Response : 28****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
164.08106	132.15046	94.52513	86.77829	99.53205

Number of computers**Response : 163**

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.09479

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.03523

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Kalyani Mahavidyalaya is determined to impart quality education by utilizing the resource potentiality of the institution. Aiming at the execution of such objective and the effective implementation of curriculum, we use the following measures:

- **Academic Calendar:** Academic Sub-Committee prepares an academic calendar in accordance with the academic schedule of the University of Kalyani. Before commencement of every academic year, with the approval of the Governing Body of the college, it is published and distributed among the students, staff, and teachers of the college.
- **Routine:** At the beginning of each session, Routine Committee prepares the Master Routine for B.A., B.Sc. & B.Com. (Honours/General) courses including theoretical and practical classes which ensures coverage of curricula across the specific period.
- **Distribution of Syllabus:** Every Department In-Charge prepares departmental routine and distributes syllabus among the faculty members and the students of the concerned department in accordance with the master routine and following the guidelines of the Academic Calendar. Departmental routine and the distribution of the syllabus of the respective departments are approved from time to time in departmental meetings. Department In-Charges monitor the progress of the syllabus covered.
- **Teaching Strategy:** The Institution ensures the liberty of the faculty members so far teaching method is concerned. Keeping in mind the demand of the topic and the subject, teachers are free enough to follow either the lecture, discussion, project, ICT, field, demonstration and other methods. The authority encourages the teachers to invite renowned experts in respective fields to deliver lecture before the students for their holistic development. Students are encouraged to use library facilities regularly for their academic advancement.
- **The progress of the students:** Academic progress of the students is systematically reviewed by the faculty members under the supervision of the authority, and is evaluated through a Continuous Internal Evaluation (CIE) process Class Test, Mock Test, Annual Test Examination etc.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 86.02

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	5	5

File Description

Document

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 10

1.2.1.1 How many new courses are introduced within the last five years

Response: 2

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

Committed to its overall mission of cura personalis, Kalyani Mahavidyalaya is in a process of continuous analyses of best methods and practices so as to integrate different cross-cutting issues into the curricula set by the University of Kalyani.

GENDER

- The courses in literature are taught in a fashion so that the gender perspective becomes critically unveiled, liberally interpreted and understood by the students. The Social Science courses include the issue of gender as one of its main foci while imparting knowledge on almost every topic mentioned in their curricula.
- Seminars, lectures, and speeches by eminent academicians in different fields are conducted by the departments to increase awareness and understanding of issues like gender equality, exploitation, sexuality etc. so as to spread scientific understanding regarding gender politics as a whole pervading the globe. Students are encouraged to take up gender-related issues as topics of individual dissertations.
- In connection with the curricula, gender-related local and global facts and events, worldwide movements and recent developments are critically discussed.

ENVIRONMENT AND SUSTAINABILITY:

- A compulsory paper on environmental studies for the students exists in the curricula. The college is committed to impart updated knowledge pertaining to the syllabus. All the students participate in and submit the report of a survey-based study on environmental issues.
- The syllabi of Bio Science programmes, Economics and Geography, include topics relating to environment and sustainability in their curricula which are discussed with detailed care using updated materials and ICT.
- While teaching literature the topics are discussed in a way so as to highlight nature- its impact on human life-mind-creation, its exploitation and prevention, and how the world literary minds empathized environment in their works.
- The undergraduate curricula of Social Science programmes contain topics on Environment and Sustainability. Besides, teaching those with updated materials and ICTs, the other topics are also taught referring to environmental issues, movements and encouraging discussions according to relevance.

HUMAN VALUES AND PROFESSIONAL ETHICS:

- All the faculties consistently focus on Human Values while teaching different topics in their respective curricula. The topics like Human Rights, Civil Society and Good Governance, Secularism, Welfare Policies etc. are included into the curricula of Sociology, Political Science, Economics, and History.
- Seminars and special lectures are organized on the issues related to Human Rights, Right to Information Act, ragging-bane of college life etc.
- Social Extension Activities are promoted by the institutions: Different departments with their students, as well as the NSS unit of the institution are engaged in different social activities like spreading literacy, awareness of superstition, awareness regarding Arsenic-free Drinking water etc.
- Students are encouraged to be consistent, rational, responsible and accountable to the society at large.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years	
Response: 0	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 2.23	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 104	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p>

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.02

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	0	2

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 86.89

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1978	1916	2751	1461	1461

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2834	2834	2834	1461	1461

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 54.03

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

2016-17	2015-16	2014-15	2013-14	2012-13
607	393	848	555	339

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

- There is a constant effort, on the part of the administration, to have a close interaction between the faculty and students. The Institute identifies the advanced learners and slow learners through a continuous evaluation process of question-answer sessions, problem-solving sessions, home assignments, group discussions and seminars, class tests, assignments, etc.
- After identifying the slow learners on the basis of their performance in internal examinations, test examinations, other competitive tests as well as through teachers-students interaction; departments also arrange special lectures and tutorials for them.
- Advanced learners are encouraged to participate in different paper and project exhibitions, poster presentations, seminars, workshops etc in university, state, and national level.
- Both advanced and slow learners are offered opportunities to participate in inter-college debates, seminars or conferences.
- The College library provides access to various reference books, millions of e-resources through UGC consortia, INFLIBNET to help advanced learners to broaden their horizons. Each department in the institute also provides e-books to all students, specially the slow learners.
- Departments, through a combination of academic and co-curricular activities, encourage advanced learners and slow learners to optimize their potential.
- Advanced learners are encouraged to pursue further research on various aspects of the syllabus, and are encouraged to write research papers for journals.

2.2.2 Student - Full time teacher ratio**Response:** 179.12

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.52

2.2.3.1 Number of differently abled students on rolls

Response: 24

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Acknowledging student voice as central to learning experience, this institute is making sincere efforts to gradually deploy student-centric learning methods across all streams.

Methodologies:

Experiential learning, as understood and practised by the institution, is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or authentic situations where the instructor directs and facilitates learning. Learning that is considered "experiential" contains all the following elements: reflection, critical analysis, and synthesis, opportunities for students to take initiative, make decisions and be accountable for the results. It provides opportunities for students to engage intellectually, creatively, emotionally, socially, and physically.

Faculty of Science:

The Experiential teaching-learning methods adopted in the faculty of Science include:

1. Laboratory work
2. Field study (which includes pre-fieldwork, field work, post-fieldwork)

3. Paper/model/poster presentation
3. Visit to industries, hospitals etc
4. Visit to institutes
5. Students' Seminars (conducted entirely by students and only overseen by a teacher)
6. Learning through making visual aids like posters, organ gram etc on the area of interest provided to them by the teachers/ instructors.
7. Conducting surveys both quantitative and qualitative in local areas and using the results of these surveys to plan the extension activities of the college to motivate the students to be socially responsible etc,

Faculty of Humanities:

The Experiential teaching-learning methods adopted in the Faculty of Arts & Humanities include:

1. Learning language (especially the phonetic, syntactic and semantic component) in the language laboratory.
2. Relevant films and other audio-visuals are shown and students are asked to relate these to their topic and form their own individual opinion which is then assessed by the teachers.
3. Students are encouraged to perform spontaneous performance, like theatres and recitation which provide them with a broader understanding of their syllabus.
4. Survey (both quantitative and qualitative) based learning ; Departments regularly conducts surveys in the adjacent areas to provide the students with a better and practical understanding of the diversity and social changes
5. Excursions
6. Projects (students are provided with a topic and they are encouraged to prepare a project on the topic; the topics generally vary from social issues to environmental issues)
7. Quiz, debates, extempore in the classrooms
8. Poster presentation, visual aids etc

Faculty of Commerce:

The Experiential & Participative teaching-learning methods adopted in the Faculty of Commerce include:

1. Industry & Institute visit
2. Fieldwork

3. Surveys
4. Project work
5. Peer learning

Apart from these, classroom teaching with and without the help of ICT are followed. Students are encouraged to ask questions in the classrooms which are diligently catered to by the teachers/ instructors. Teachers also remain available outside the classroom for the students.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 134.62

2.3.2.1 Number of teachers using ICT

Response: 35

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 47.52

2.3.3.1 Number of mentors

Response: 98

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The institution acknowledges the need for innovation & creativity in teaching so that learning experience of the students become more comprehensive, sustainable and contributory to the society at large.

Keeping this in view the institution has incorporated a number of creative and innovative methods in its teaching-learning methodology:

- Teachers prepare the handout, according to their course content. And they distribute these in the classroom among the students.
- Teachers use ICT optimally.
- 2/3 classes are arranged in the smart classroom for presenting audio-visual materials to increase the interest and comprehension of students.
- At the end of each unit, teachers present questionnaire for open discussion among the students.
- Teachers arrange training about, how to make TLM or how to use TLM and TLM exhibition is arranged for nurturing the creativity of students.
- The Faculty of Science and Commerce conduct regular visits to exhibitions, museums, industries, and institutes.
- Students are taught in the classrooms through models, posters and other visual aids
- Special lectures by experts from various fields are arranged by the teachers according to the need of the students.
- Language laboratories, film & theatre study center are extensively used to teach the students of language, literature, and other disciplines.
- A multipurpose, multi-disciplinary computer laboratory is used extensively to make the students proficient in computer knowledge.
- Students across all disciplines are encouraged to participate in excursions and extension activities as part of their academic career.

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 60

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 59.29

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	11	10	09	10

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.56

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 10.75

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The institution has purveyed that end term examination conducted by the university is not always sufficient to encourage the students to be comprehensive and intensive learners. Rather it makes the students syllabus-oriented, attached to suggestive learning, dependent on private tuition etc. hence, within its limited capacity, the institution sought to introduce a continuous internal evaluation system which would, at least to some extent allow and encourage the students to learn, express and develop freely.

The reforms thus introduced in the continuous internal evaluation system include-

- Arranging at least two internal evaluations, other than the pre-university examination, preferably, in the month of September and in the month of December every academic year;
- The Internal Evaluations are arranged in a classroom atmosphere rather than an examination center atmosphere
- The questions are set not only from the area taught but also from its outreach; especially the secondary materials referred to by the teachers in class;
- The questions are set in a manner so as to encourage students to write creative yet specific answers;

- Innovative methods- like dissertation, extempore, theatric presentation, mock -teaching by students- are adopted by different departments to keep the entire process interesting and student-friendly;
- Evaluation of the examinees are kept strictly time-bound
- Post evaluation, the answer scripts are shown to the students.

In case of any grievances the students, initially, approach the concerned departments; the departments are asked to redress the grievances within a specific and realistic time-limit.

However, if the student is not satisfied the matter is taken to the Grievance Redressal Cell who redress the issue in consultation with the teachers of the department. However, there is yet to be a case where a student's grievance had to be taken to the Grievance Redressal Cell.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Mechanism of Internal Assessment is transparent and robust in terms of frequency and variety:

The mechanism developed for the purpose of Internal Examination is as under:

- There is an examination sub-committee which in a formal documented meeting decides the specific dates of the examination. The evaluations are generally held in the month of September and December every year. The dates of the evaluation are so kept to fulfill the objectives of the evaluation.
- The decision is then circulated to the departments through a notice issued by the authority.
- The departments then prepare the questions, which, after moderation(internal), are sent to the authority.
- The authority arranges for the distribution of the questions in the evaluation centers.
- The teachers of the department invigilate over the evaluation.
- The mechanism is reviewed every academic year and the examination sub-committee is suitably altered in the teachers' council meeting to keep it functional and effective

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

We feel that the primary objective of the Continuous Internal Evaluation will falter if we fail to keep the mechanism to deal with examination-related grievances transparent time-bound and efficient. Hence the college has formed a grievance redressal cell which looks into all examination related grievances. The cell, however, only comes into question if the department fails to redress the grievances of the students.

The cell is formed in the first meeting of the teachers' council at the beginning of every academic session. The names of the members of the cell are put up in the notice book so that the cell remains easily accessible. Additionally, the teachers of the department are asked to convey to the students the names and

contacts of the cell.

The students' council, too, takes an active role in this regard. The class representatives aware the students about the cell and organize the grievances and help the students in approaching the teachers.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Continuous Internal Evaluations are held strictly following the academic calendar. The period of the internal evaluations is clearly mentioned in the academic calendar which is strictly adhered to except in cases of emergency like natural calamities or general elections.

At least, two internal evaluations, other than the pre-university examination, preferably, in the month of September and in the month of December every academic year is held.

The pre-university test examination is held in the month of February every year for the Part III examinees, the month of April for the Part II examinees, and the Month of May for the Part I examinees.

Evaluation of the examinees is kept strictly time-bound.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

PROGRAM OUTCOMES

Given below is the set of Program Outcomes for General higher Education Programs, as identified by the National Assessment and Accreditation Council (NAAC) and, adopted by our Institution.

Students of all undergraduate general degree programs should have acquired the following abilities/ values at the time of graduation:

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcome and Course Outcome (For individual Departments)

DEPARTMENT OF BENGALI

After successful completion of the three-year B.A. (Honours) degree program in **Bengali**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Develop a strong concept of linguistics, history of old, medieval and modern Bengali literature. The students should possess the fundamental knowledge of Bengali Rhythms, Alonkar, 'Baishanab Padabali', 'Ramayan' and 'Annadamangal'.
2. Students are enabled to transfer and apply the acquired concepts and principles to study different branches of Bengali literature that is fiction, short story, easy and poetry.
3. Understand the principles and application of classification of Drama, Novels, and Poetry. Develop a conception of aesthetic sense and understand the interdisciplinary approach.

Course Outcomes (CO):

CO1: Develop ideas on History of Bengali literature and linguistics.

CO2: Analyse Bengali Rhythms, Alonkar and develop ideas on 'Ramayan', 'Baishanb Padabali' and 'Annadamangal'.

CO3: Increase conception of Bengali fiction and short story.

CO4: Understanding about the classification of easy, poetry and criticism.

CO5: Students will be capable of oral and written communication about the classification of drama and history of Bengali theatre.

CO6: Students will demonstrate ideas about Epic, Lyric, Epistle, Classicism, Surrealism, Romanticism, Imagism and 'Chitra' selected poems.

CO7: Students will demonstrate knowledge of selected fiction that is 'Pather Panchalee', 'Kabi', 'Aronyer Adhikar' and 'Chilekothar sepai'.

CO8: Students will demonstrate the interdisciplinary approach.

DEPARTMENT OF BOTANY

After successful completion of the three-year B.Sc. (Honours) the degree program in **Botany**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Knowledge Outcomes

Acquiring fundamental knowledge in Botany, including basic concepts and principles in different techniques and experimental methods, is the outcome for the students. Graduates are able to apply the acquired concepts and principles to study different branches of Botany in their future career. When a student aspires for postgraduate studies, he or she can make use all the applications—field or laboratory—which he or she has gained knowledge of.

2. Skills Outcomes

Students acquire the following professional skills to deal with problems and situations at the undergraduate level: (1) identifying the key factors and applying appropriate principles and assumptions in solving overall problems; (2) applying appropriate analytical and approximation methods; (3) applying general experimental and measurement skills with prescribed procedures; (4) analysing experimental data and their level of uncertainty, and relating the experimental results with theoretical expectations; (6) acquiring knowledge effectively by self-study and work independently; (7) working effectively in a team; and (8) presenting information in a clear, concise and logical manner; (9) understanding own environment through Botany and utilizing Natural Resources rationally.

3. Attitude/Value Outcomes

Students develop some positive attitudes and values, including the following: (1) appreciation of principles and theories, and the beauties of nature through Botany; (2) awareness of the impact of diversity of plants in social, economic, and environmental issues; (3) willingness to take up responsibility in field study and work; (4) confidence in his/her capabilities.

Course Outcomes (PSO):

Course-I: Students gain knowledge about the vast diversity of microbes and lower groups of organisms; their practical applications and their economic and environmental use for the sustainability of mankind and its resources.

Course-II: They soak themselves with the knowledge of the diversity of higher groups of plants; their distribution, development, their uses in the society, etc. They also learn to master the art of field study in a team.

Course-III: Students acquire the knowledge of the genetic and molecular basis of the existence of all the organisms he/she studied in the previous courses and make use of them practically. They also learn the physiology behind their sustenance and their use as natural and ecological resources in the biosphere.

DEPARTMENT OF CHEMISTRY

After successful completion of the three-year B.Sc. (Honours) the degree program in **Chemistry**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Be aware of the regulatory and ethical considerations associated with the theoretical and practical approach in organic chemistry.
2. Conceptualise and develop advanced level concepts of Chemistry and their applications in different chemical reactions along with the quantitative and qualitative analysis of the sample.
3. Develop a strong foundation of Chemistry and instrumentation techniques and their applications to examine and appreciate the inherent complexity of Chemical systems at the molecular level.
4. Undertake an interdisciplinary approach to conduct experiments in the above areas following prescribed laboratory standards. Be competent to acquire, analyze and interpret the data to arrive at unbiased conclusions. Troubleshoot problems and devise alternatives to existing procedures.

Course Outcomes (CO):

CO1: Develop ideas on Organic Chemistry, Inorganic Chemistry, and Physical Chemistry.

CO2: Understand and solve problems of Physical Chemistry and instrumentation.

CO3: Analyse organic problems through experimental tool tools.

CO4: Comprehend Spectroscopic study by NMR, IR, UV etc.

CO5: Appreciate the various branches of chemistry.

CO6: Explore the basic tools and techniques required in isolation of compounds.

CO7: Have a thorough understanding of the applied aspects of advanced Chemistry.

DEPARTMENT OF COMPUTER SCIENCE

After successful completion of the three-year B.Sc. (Honours) the degree program in **Computer Science**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Understanding Computer Fundamentals, Basic Electronics, and Digital Electronics. Understanding C Programming Language.
2. Understanding Computer Organization and Microprocessor. Understanding the concept of data types and learning primitive and nonprimitive Data structure, their use and analysis. Understanding C++ Programming Language.
3. Understand the concepts, principles, and applications of graph theory. Learning Numerical Analysis and Optimization Technique. Understanding and solving problems of Discrete Mathematics. Learning the formal language and Automata Theory, computer graphics, computer organization, computer network, software engineering, database management system, system software and operating system.
4. Implementing data structure and algorithms using prescribed computer languages. Developing a project to implement any real-life problem using the prescribed computer languages.

Course Outcomes (CO):

CO1: Be thorough with Computer Fundamentals and Basic Electronics.

CO2: Understand digital electronics and C Language.

CO3: Implementing digital electronics and solving problems using C language.

CO4: Computer Organization and Micro-processor.

CO5: Learning Data-structure and Understanding C++ Programming Language.

CO6: Solving various problems using 8085 microprocessor and implementing data-structure using C++ Programming Language.

CO7: Learning graph theory, discrete mathematics, numerical analysis and optimization techniques, formal language and automata.

CO8: Learning graphics, computer organization, data communication using computer networks and understanding internet technology.

CO9: Be understanding software engineering, database management system and operating system.

CO10: Implementing database management system using SQL/ORACLE. Solving programs using the shell script.

CO11: Implement real-life problems through project work.

DEPARTMENT OF ECONOMICS

Program and Course

After successful completion of the three-year B.A./ B.Sc. (Honours) degree program in **Economics**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSOs) and Course Outcomes (COs)

PSO 1: As the undergraduate course contains the fields of elementary microeconomics, macroeconomics, basic statistics and mathematical economics students are well equipped with the knowledge based on Economic principles including Consumer's behavior, Producer's behavior, Market structure. Students are familiar with the tools of Statistics and Mathematical Economics.

On completion of the course students will be able to :

CO1:

Understand the basic idea about the behavior of consumer, producer and market structure.

CO2:

Develop the empirical idea about the Macroeconomic variables like National Income, Employment, Price, Output, Consumption, Investment, rate of interest also have the knowledge of determination of these variables of any economy and demonstrate the monetary and fiscal policy implications.

CO3:

Understand the scope of statistics in economics, basic ideas of data collection, frequency distribution, and describe the central tendency, dispersion, moments, skewness and kurtosis and their merits and demerits, purpose and uses of index number in economics.

CO4:

Understand real number system, progression, types of function, equation and identities. Explains the rules of differential calculus, integral calculus and its application in Economics, difference and differential equation and its application in macroeconomic models, various types of matrices and its operation, the concept of linear programming problem and their application in Input-Output analysis.

PSO 2: Economics graduates are familiar with the knowledge of product market, factor market, general equilibrium and welfare economics. They should have the sound knowledge about the market with asymmetric information. They are able to understand the concept of probability, sampling and hypothesis testing and basic concept of econometrics. They should have the basic knowledge on computer operating system and basic statistical software application. Based on statistics and statistical software student would be able to investigate and prepare project report. On the completion of the course students would be able to

CO5:

- Understand how different product market works, how equilibrium level of output and price are determined under the different market structure: monopoly, monopolistic competition, and oligopoly.
- Understand how input market determines input demand under perfect competition, monopoly, monopsony, bilateral monopoly market and factor market equilibrium, general equilibrium and welfare economics, problems of adverse selection, moral hazards and market signaling.

CO6:

- Illustrate the consumption function and its theories, the investment function and its theories and difficulties, identify the types of money and its components, demand for money and its components and the theories.
- Explain the meaning and function of the central and commercial bank, illustrate the how commercial banks create credit and suggest the instrument to control credit, capital market and reforms in India.
- Understand the meaning of inflation and its classification, causes, effects and measures to control inflation, types of unemployment and its related basic theories.
- Illustrate the trend of output growth and growth theories.

After completion of this course, students would be able to

CO7:

- Demonstrate the basic concept of probability and probability distribution, probability theorems, solve probability problems, sampling and methods of sampling, sampling error and standard error of a statistic with reference to mean of Normal population, meaning of estimation and its methods, hypothesis testing, basic idea of econometrics and economic interpretation of regression results, concept of vital events(fertility, mortality and morbidity) and their measurements, measurement of population growth rate, gross and net reproduction rate.

CO8:

- Acquire a sound knowledge on disk operating computer system, information system, file management system, basics of computer operation, types of programme language and computer programmes, system maintenance , application programme for standard office procedures, working with statistical analysis software such as plotting diagram, time series, statistical estimation etc. Students would be able to investigate a project based on primary/secondary data using statistical software and prepare and submit the report of the project.

PSO 3: Economics graduates are familiar with the knowledge of international trade and its theories. They are able to understand the concept of public finance, revenue collection in terms of taxation and its principles and incidences, forms of business enterprises. They should have the basic knowledge on development, growth, models of development, contribution of education, health, nutrition in economic development, rural development and entrepreneurship development and sustainable development. Students are able to develop ideas of basic features of Indian Economy and various economic problem in respect of structural change, income inequality, poverty, unemployment, population, infrastructure ,balance of payment, financial sector reform.

They are able to grasp the knowledge of planning in India and its objectives, failures and achievements, financial sector reforms and centre-state relationship.

After completion of this course students would be able to

CO9:

Understand how international trade has helped countries to acquire goods at cheaper cost and explain it through the various international trade theories and trade policies. They would be able to illustrate foreign exchange market, balance of payment, devaluation and effects of devaluation and approaches of devaluation, International Monetary System and institutions, India's trade policy since independence, globalization and Indian economy.

CO10:

- Understand the sources of government finance, of government the role to correct market failures and sources of public finance.
- Understand the sources of government revenue by means of taxation, classification of taxes and its trends in India, various principles of taxation, incidence of taxation, effect of tax on price, output, savings, investment and work effort.
- Illustrate the meaning, classification, principles of public expenditure and its trend in the context of Indian economy.
- Understand the forms of business organization, basic idea about first generation financial commodities, how to determine rate of discount, preliminary concept about securities in capital markets, corporate finance, financial investment funds and process.

CO11:

- Understand the difference between growth and development, features of underdevelopment and its experiences in less developed countries in recent past, states of development, population growth theories, development models in respect of labour surplus, labour migration, distinction between balanced and unbalanced growth. Demonstrate the Human Development Index, theories related to education, health, nutrition, contribution of women in development and sustainable development.
- Understand the distinction between rural development and agricultural development, approaches to rural development, role of NGOs, rural industrialisation, Self Help Group, role of entrepreneurship in economic development, concept of project, financial planning, financial support to enterprises, growth strategies in small business enterprise.

CO12:

- Develop ideas of basic features of Indian Economy, Understand the recent trend of structural changes in the Indian economy. Develop ideas about Indian agrarian economy and food security, Indian industrial economy and its various issues, infrastructure of Indian economy and its problems, structure of international trade and trade sector reforms, trends of saving, capital formation in the Indian context.
- Demonstrate the scenario of poverty in India and measures taken by Government of India to eradicate poverty, trend of income inequality in India and its measures to reduce inequality, problem of unemployment and employment generation programmes taken and implemented by

GOI.

- Acquire the importance of planning taken by GOI and its objectives, failures and achievements of different Five Year Plan since independence.
- Grasp the knowledge of banking and financial sector reforms and financial institutions. Demonstrate centre-state financial relations and idea about parallel economy in the Indian context.

DEPARTMENT OF EDUCATION

After successful completion of the three-year B.A. (Honours) degree program in **Education**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

- State the meaning of Philosophical, Psychological and Sociological aspect of foundation in Education.
- Discuss the nature of Philosophical, Psychological and Sociological aspect of foundation in Education.
- Explain the scope of Philosophical, Psychological and Sociological aspect of foundation in Education.
- Discuss the Historical aspect of foundation in Education.
- Identify the different aspect of Educational Management.
- Explain the different aspects of Educational Technology.
- Distinguish the difference among different foundations of Education.

Course Outcomes (CO):

- Discuss the meaning, nature, scope, and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality, and value of different Indian schools of philosophy namely Sankhya, Yoga, and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain the concept of Democracy, Socialism, and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Rousseau, Dewey, and Froebel.
- Discuss the meaning, nature, and scope of Educational sociology and Relation between education and sociology
- Describe the Social factor and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.
- Discuss the concept, nature, scope, and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories, and factors.
- Explain the application of learning theories in the classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.
- Discuss the concepts of measurement and evaluation in the field of education

- Explain the different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.
- Explain the Normal Probability Curve and its uses in education.
- Use various inferential statistics in analysis and interpretation of educational data
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Elaborate the National Policy on Education and National Education System.
- The meaning and concept of Pedagogy, theories of teaching and methods of teaching.
- Explain the Flander's Interactional analysis and Characteristics of a good teacher.
- Discuss the Nature of classroom teaching and Function of a teacher.
- Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.
- Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss the modern issues in Indian Education.
- Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain Meaning, Purpose of Supervision and Distinguish between Supervision and Inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected Administrative Bodies.
- Discuss the concept, nature, and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in the modern teaching-learning process.
- Illustrate the Meaning, Nature, Scope, determinants, and functions of Curriculum.
- Discuss the types and Bases of Curriculum.
- Explain the concept of curriculum Framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation, and innovation.
- Describe the definition and types of curriculum theories
- Define and explain the meaning and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify the source of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.
- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Understand the Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian education system with abroad.

DEPARTMENT OF ENGLISH

After successful completion of the three-year B.A. (Honours) degree program in **English**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Creates a profound knowledge of History of English Language, English in India, Use of English, Composition and Communication, Anglo-Saxon Literature, Anglo-Norman and Middle English Literature, Literary terms.

2. Helps in conceiving a sound knowledge on English Literature from 1485CE to 1640CE and from 1641-1788 with special emphasis on socio-cultural history and history of ideas along with different genres of the concerned periods with the detailed study of some of the recommended texts.

3. Incorporates a detailed study of English Literature from 1789-1831, 1832-1913, 1914-2000. Conceptualising Literary Theory, Critical Appreciation and Literatures outside UK.

Course Outcomes (CO):

CO(Course Outcomes)

CO1. Focussing on English Language: History and Usage

CO2. Comprehends English Literature from 408CE-1484CE

CO3. Explores English Literature from 1485CE to 1640CE

CO4. Enlightens on English Literature(1641-1788)

CO5. Elaborates English Literature(1789-1831)

CO6. Illustrates English Literature(1832-1913)

CO7. Explores English Literature(1914-2000)

CO8. Exemplifies Literary Theory, Critical Appreciation and Literature outside the UK.

DEPARTMENT OF GEOGRAPHY

After successful completion of the three-year B.Sc/ B.A.. (Honours) degree program in **Geography**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Develop a strong foundation of Geotectonics, Geomorphology, Biogeography, Soil Geography and instrumentation techniques and their applications to examine and appreciate the inherent

- complexity of landscape systems at the micro level.
2. Conceptualise the basic atmospheric and climatic phenomena of the earth and their effect on man. Develop advanced level concepts of Remote Sensing and Geographical Information System and their applications in present-day situation.
 3. Understand the principles and applications of Hydrology and Oceanography to address water resource and environment related problems. Conceptualise the Social, Cultural, Political, Settlement Geography and the ethical considerations associated with their environmental impact. Make a knowledge base of the development of Geography by going through Geographical Thought.
 4. Undertake an analytical approach to design and complete field work in the above areas following land use and questionnaire survey. Be competent to acquire, analyze and interpret the statistical data to arrive at unbiased conclusions about problems and devise alternatives to existing procedures.

Course Outcomes (CO):

CO1: Develop ideas on Physical and Human Geography.

CO2: Understand and solve problems of scale, geological map and area measurement.

CO3: Analyse the geographical problems through statistical tools.

CO4: Comprehend the geographical knowledge of India and the world.

CO5: Appreciate the geographical resources and its impact on the environment.

CO6: Explore the basic tools and techniques of computer application in Geography.

CO7: Have a thorough understanding of the applied aspects of Remote Sensing and Geographical Information System.

CO8: Be competent in applying Geography towards generating solutions to complex problems in Water Resources, Agriculture, Mining, Forestry, Fishing, Regional Planning, Environment and conservation of biodiversity.

CO9: Be fully sensitive to changes in landform through instrumentation (prismatic compass and dumpy level survey).

CO10: Conversed with basic characteristics of rocks and minerals and capable of megascopic identification.

DEPARTMENT OF MATHEMATICS

Mathematics has itself been described as an **art** motivated by the beauty it opens the doors in engineering, business, finance, computing, data sciences, health sciences, environmental sciences and public policy. They are also fascinating in their own right. Recent discoveries in the mathematical sciences have played an essential role in internet search algorithms, disease control, communications technology, climate modeling and much more. Mathematics is the most important discipline in today's complex world, in part because they serve as the common language of science.

After successful completion of the three-year B.Sc. (Honours) degree program in **Mathematics**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

- have the **versatility** to work effectively in a broad range of analytic, scientific, government, financial, health, technical and other positions.
- have a **broad background** in Mathematics an appreciation of how its various sub-disciplines are related, the ability to use techniques from different areas, and an **in-depth knowledge** about topics chosen from those offered through the department.
- by mathematically, numerically **literate**. In particular, graduates will:
 - recognize the importance and value of mathematical thinking, training, and approach to problem-solving, on a diverse variety of disciplines;
 - be familiar with a variety of examples where mathematics helps accurately explain abstract or physical phenomena;
 - recognize and appreciate the connections between theory and applications;
 - be able to independently read the mathematical literature of various types, including survey articles, scholarly books, and online sources; and
 - be life-long learners who are able to independently expand their mathematical expertise when needed, or for interest's sake.

Course Outcomes (CO):

ALGEBRA: Students in this course will:

- Demonstrate comprehension of matrices and matrix algebra and determinants.
- Demonstrate understanding the ability to solve systems of linear equations.
- Get the brief idea about Group Ring & Field.
- Demonstrate comprehension of vector spaces.
- Demonstrate comprehension of linear transformations.
- Demonstrate comprehension of and ability to compute eigenvalues and eigenvectors.
- Students will simplify and evaluate algebraic expressions.
- Differentiate the complex and real numbers.

DIFFERENTIAL CALCULUS AND DIFFERENTIAL EQUATIONS:

After successful completion of the programme students will learn/demonstrate /understand

- How to control a system to make it do what they want to do, because of the ability to model and control system, calculus gives extraordinary power over the material world. Calculus is the language of engineers, scientist and economists.
- How an electrical engineer uses integration to determine the exact length of power cable needed to connect two substations that are miles apart, because the cable is hung from poles, it is constantly curving allows a precise figure to be determined.
- How to use calculus to evaluate survey data to help develop business plans for different companies. Because a survey involves many different questions with a range of possible answers, calculus allows a more accurate prediction for appropriate action.
- How to use calculus to find the centre of mass of a sports utility vehicle to design appropriate safety

features that must adhere to federal specifications on different road surfaces and at different speeds.

- **Biologists use differential calculus to determine the exact rate of growth in a bacterial culture when different variables such as temperature and food source are changed.**

LINEAR PROGRAMMING AND GAME THEORY:

Upon successful completion Linear Programming and Game theory, a student will be able to

- Formulate and model a linear programming problem from a word problem and solve them graphically in 2 and 3 dimensions, while employing some convex analysis;
- Place a primal linear programming problem into standard form and use the Simplex Method or Revised Simplex Method to solve it;
- Find the dual, and identify and interpret the solution of the dual problem from the final tableau of the primal problem,
- Be able to modify a primal problem, and use the fundamental insight of linear programming to identify the new solution, or use the dual simplex method to restore feasibility;
- Interpret the dual variables and perform sensitivity analysis in the context of economics problems as shadow prices, imputed values, marginal values, or replacement values;
- Explain the concept of complementary slackness and its role in solving primal/dual problem pairs,
- Classify and formulate integer programming problems and solve them with cutting plane methods, or branch and bound methods.

ANALYSIS: Students will be able to

- prove a basic set theoretic statement
- prove an appropriate statement by induction
- define the limit of a function at a value, a limit of a sequence, and the Cauchy criterion
- prove a theorem about limits of sequences and functions
- define continuity of a function and uniform continuity of a function
- prove a theorem about continuous functions
- define the derivative of a function
- prove a theorem about the derivatives of functions
- define a cluster point and an accumulation point
- state the well-known theorems like Bolzano-Weierstrass Theorem, Rolle's theorem, and the Mean Value Theorem – which has widest range of applicability.
- define Riemann Integration and Riemann Sums
- prove a theorem about Riemann sums and Riemann integrals

PROBABILITY THEORY AND MATHEMATICAL STATISTICS:

Students will be able to

- calculate the mean, median, mode, range, and standard deviation for a given data set
- create a frequency histogram for a given data set
- calculate a simple unconditional probability and conditional probability
- calculate a probability from a probability mass function of a discrete random variable and a binomial distribution
- calculate a probability from a probability density function of a continuous random variable and a

and normal distribution

- calculate an expectation of a random variable for a given distribution
- calculate a critical value from a normal, t, chi - square, and f distribution
- calculate a probability using the Central Limit Theorem
- calculate an appropriate confidence interval for a population parameter for a given data set
- perform an appropriate hypothesis test for a population parameter for a given data set
- perform a Chi - Square Test of Independence for a contingency table
- calculate a linear regression for a given data set

NUMERICAL ANALYSIS: Students will be able to

- solve an algebraic or transcendental equation using an appropriate numerical method
- approximate a function using an appropriate numerical method
- solve a differential equation using an appropriate numerical method
- evaluate a derivative at a value using an appropriate numerical method
- solve a linear system of equations using an appropriate numerical method
- perform an error analysis for a given numerical method
- prove results for numerical root finding methods
- calculate a definite integral using an appropriate numerical method.

COMPUTER PROGRAMING: After completing the programme students will be able to

- analyze problems and design appropriate algorithms.
- code algorithms into the C language.
- recognize and produce proper C syntax.
- able to write, organize and assemble program documentation.
- able to convert simple mathematical problems into C programmings.
- able to write/run various numerical problems by using C-programmes.

DEPARTMENT OF MICROBIOLOGY

After successful completion of the three-year B.Sc. (Honours) the degree program in **Microbiology**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Aims at developing a concept of the diversity, structure, function of the microbial world. Helps to conceptualize the basic biochemical and biophysical process and the physicochemical techniques and instrumentation related to the understanding of the metabolic process.
2. Develops an understanding of the microbial metabolism, nutrition, mechanism of microbial reproduction and the underlying molecular and genetic regulation.
3. Nurtures basic concepts of recombinant DNA technology and biotechnological application of microbes and its ethics. An understanding of the application of microbiology in food, industry and agriculture and environment. Develops an understanding of disease caused by microbes, immunological perspective, its epidemiology, pathophysiology, and chemotherapy with antibiotics.
4. Develops the ability to demonstrate, understand and use the scientific method including observation, hypotheses testing related to basic microbiological, biochemical and biophysical techniques.

Course Outcomes (CO):

CO1: Develop ideas on Microbial diversity, structural components of microbes and their specific functions.

CO2: Understanding of biomolecules, biostatistics, bioinformatics and biophysical chemistry and instrumentation

CO3: Hands-on exposure to basic microbiology techniques, qualitative and quantitative analyses of biomolecules and enzymes.

CO4: Comprehend the laws of bioenergetics, microbial metabolism, growth, and reproduction

CO5: Appreciate the genetic regulation of microbes and the molecular biological basis of microbial life.

CO6: Explore the basic tools and techniques related to bacterial growth, molecular biology, and genetics.

CO7: Have a basic understanding of recombinant DNA technology. Gain a detailed knowledge of food and Industrial Microbiology.

CO8: Be aware of disease-causing microorganisms, epidemiology, pathogenesis, and control of diseases. Know the role of immune system and application of immunodiagnostics.

CO9: Conceptualize the environmental, agricultural and biotechnological application of microbes. Have a basic understanding of bioethics and Intellectual Property Rights.

CO10: Developing hands-on expertise on the role of microbe in food, agriculture, and Industry,

CO 11: Gaining experience on laboratory tools and techniques on the medical, environmental and biotechnological role of microbes.

DEPARTMENT OF MOLECULAR BIOLOGY AND BIOTECHNOLOGY

After successful completion of the three-year B.Sc. (Honours) degree program in **Molecular Biology and Biotechnology**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Develop a strong foundation of Biochemistry, Cell Biology, Biophysics and instrumentation techniques and their applications to examine and appreciate the inherent complexity of Biological systems at a molecular level.
2. Conceptualise the molecular and genetic basis of diseases and traits observed in species and populations. Develop advanced level concepts of Microbiology and Immunology and their applications in health and disease.
3. Understand the principles and applications of Recombinant DNA technology and Bioinformatics to address Medical, Agricultural and Environmental problems. Be aware of the regulatory and ethical considerations associated with genetically engineered organisms and their environmental impact. Be alert about protection of Intellectual Property Rights associated with the generation of novel

commercial products by value addition to indigenous bio-resources.

4. Undertake an interdisciplinary approach to Design and conduct experiments in the above areas following prescribed laboratory standards. Be competent to acquire, analyze and interpret the data to arrive at unbiased conclusions. Troubleshoot problems and devise alternatives to existing procedures.

Course Outcomes (CO):

CO1: Develop ideas on Biology and Biochemistry.

CO2: Understand and solve problems of Cell Biology, Biophysics, and instrumentation.

CO3: Analyse molecular-genetic problems through statistical tools.

CO4: Comprehend Microbiology and Microbial genetics.

CO5: Appreciate the Immune system and its impact on health.

CO6: Explore the basic tools and techniques of recombinant DNA technology for manipulation of organisms at the genetic level.

CO7: Have a thorough understanding of the applied aspects of advanced molecular biology and bioinformatics.

CO8: Be competent in applying biotechnology towards generating solutions to complex problems in Agriculture, Medicine, Environmental science and conservation of biodiversity.

CO9: Be fully sensitive about bioethics and biosafety issues associated with the development of genetically engineered products/ processes.

CO10: Conversed with patent laws and capable of preserving Intellectual property rights for novel innovations.

DEPARTMENT OF PHYSICS

Program Specific Outcome

1. Knowledge Outcomes

The students should possess a fundamental knowledge of physics, including basic concepts and principles in (1) classical mechanics, acoustics, optics, quantum mechanics, thermodynamics,

electricity & magnetism, mathematical methods, modern Physics, nuclear & particle physics, electronics and experimental methods for physics. Graduates should be able to transfer and apply the acquired concepts and principles to study different branches of physics.

2. Skills Outcomes

Students should have acquired the following professional skills to deal with representative physics problems and situations at the undergraduate level: (1) identifying the key factors and applying appropriate principles and assumptions in the formulation of physics problems; (2) applying appropriate analytical and approximation methods; (3) applying general experimental and measurement skills with prescribed procedures; (4) analysing experimental data and their level of uncertainty, and relating the experimental results with theoretical expectations; (6) acquiring knowledge effectively by self-study and work independently; (7) working effectively in a team; and (8) presenting information in a clear, concise and logical manner;

3. Attitude/Value Outcomes

Students should have developed some positive attitudes and values, including the following: (1) appreciation of physics principles and theories, and the beauties of physics; (2) awareness of the impact of physics in social, economical, and environmental issues; (3) willingness to take up responsibility in study and work; (4) confidence in his/her capabilities

Course Outcome

Comprehensive

1. Students will demonstrate proficiency in mathematics and the mathematical concepts needed for a proper understanding of physics.
2. Students will demonstrate knowledge of selected topics from classical mechanics, acoustics, optics, quantum mechanics, thermodynamics, electricity & magnetism, mathematical methods, modern Physics, nuclear & particle physics and be able to apply this knowledge to analyze a broad range of physical phenomena.
3. Students will show that they have learned laboratory skills, enabling them to take measurements in a physics laboratory and analyze the measurements to draw valid conclusions.
4. Students will be capable of oral and written scientific communication, and will prove that they can think critically and work independently.

Mathematical Physics

The objective of the course on Mathematical Physics is to provide the student with the mathematical techniques for understanding theoretical treatment in different courses.

- Various operation and theorem related to Vector calculus and vector integration
- apply techniques of complex analysis to solve integration.
- explain linear dependence and linear combination of vectors as quantities in physics with the introduction of Matrix and determinant
- define and manipulate the beta and gamma function and will be able to derive their various properties.
- be fluent in the use of Fourier series

Solve general and partial differential equations with appropriate initial or boundary.

Classical Mechanics

The aim and objective of the course on Classical Mechanics is to train the students

- the Lagrangian and Hamiltonian formalisms for discrete systems, Conservation theorems,
- Rigid body motion,
- Hamiltons equations,
- Lagrangian and Hamiltonian Formulations for continuous systems.

Student can extent the knowledge in the modern branches like Quantum Mechanics, Quantum Field Theory, Condensed Matter Physics, Astrophysics etc.

Waves and Oscillation

- To understand composition of multiple S.H.M.s and to demonstrate Lissajous figures by mechanical, optical and electrical methods.
- To understand Free, damped and coupled oscillations
- To understand piezoelectric effect, Magnetostriction effect

To understand Doppler effect in sound and light and its application

Quantum Mechanics

The aim and objective of the course on Quantum Mechanics is to train the students

- Importance of Quantum Mechanics compared to Classical Mechanics at microscopic level
- Linear vector spaces, Hilbert space, concepts of Basis
- Introduction to Schrodinger's equation
- Matrix formulation of Quantum Mechanics
- Time evolution of Quantum Mechanical systems i.e. Schrodinger, Heisenberg and Interaction pictures and their applications.

Various tools to calculate Eigen values and total Angular Momentum of particles.

Solid State Physics

- Understanding the basic knowledge of crystallography
- Knowledge of models and theories developed to study the thermal and electrical conductivity of insulators and conductors.
- Understanding of different methods of band structure calculation.

Ability to apply the obtained concepts to challenges in condensed matter physics.

Electronics

- Course is to train and equip students to become skilled and specialized in vast discipline of Physics

and Electronics.

- Know basics of electronics, its fabrication and synthesis techniques.

An ability to design and conduct experiments, as well as to analyze and interpret data.

Nuclear Physics

This course is designed to provide

- Understanding of structure and properties of nucleus
- Nuclear forces and stability.
- Nuclear models (Shell and Collective)
- Excited states, quadrupole moment, spin, parity and magnetic moment
- Experimental methods used to study the different properties of nuclei.

Statistical Mechanics

- Understand the fundamental principles of statistical physics.
- Understand the concept of probability, micro, and macro-state
- Derive and understand Boltzmann distribution function, free energy of ideal gas, the equation of state for the ideal gas

Understand and derive Fermi and Bose distribution and applications.

Thermodynamics

- A fundamental understanding of the first and second laws of thermodynamics and their application to a wide range of systems.
- An ability to evaluate entropy changes in a wide range of processes and determine the reversibility or irreversibility of a process from such calculations.
- Familiarity with calculations of the efficiencies of heat engines and other devices.
- An understanding of the use of the Gibbs and Helmholtz free energies

An understanding of the interrelationship between thermodynamic functions and an ability to use such relationships to solve practical problems.

Electricity and Magnetism

- The use of Coulomb's law and Gauss' law for the electrostatic force
- The relationship between electrostatic field and electrostatic potential
- The use of the Lorentz force law for the magnetic force
- The use of Ampere's law to calculate magnetic fields
- The use of Faraday's law in induction problems
- The basic laws that underlie the properties of electric circuit elements

Practical Physics

Physics Laboratory is to train the students to experimental techniques in general physics and electronics so

that they can verify some of the things read in theory here or in earlier classes.

The course is designed to train the students so that they can

- Efficiently handle various instruments.
- Verify laws studied in the different theory course.
- Students will practically study the working of different electronic components/ circuits.

Students will measure different properties of materials.

DEPARTMENT OF PHYSIOLOGY

Program Specific Outcomes (PSO):

Physiology is the study of the human body, of how we breathe, feed, and interact with the environment. This course covers the physiology of humans, with emphasis on the major organs and the processes they govern, including heart and circulation, muscle function and movement and the kidney and osmoregulation, the regulation of the basic body systems by the central nervous and endocrine systems. Other topics will include biochemistry, energetic, metabolism, temperature regulation, respiration and digestion and many more. The course will also examine the consequences of genetic or environmental disruption of physiological processes and the consequences of these in human disease. Apart from the intrinsic value of this knowledge, it is also knowledge upon which the healthcare professions are built. Physiology is of interest to nearly everyone; it is especially important for students who may be thinking of making a career in the healthcare industry. At the end of this program students will have a thorough knowledge of the principles underlying physiological processes and will have developed analytical and problem-solving skills.

The three (3) years honors (major) program in **Physiology** helps a student in the following aspects:

1. Help to develop a strong foundation on the functional organization of Human Body, Cellular Biology, Biophysical and Physiochemical Principles of the Human system, Enzymology, describing the structure of basic physiological system like respiratory system, cardiovascular system, digestive system and explain their role in the maintenance of healthy individuals.
2. Conceptualise the Physiological Chemistry, Nutrition and Dietetics and Renal Physiology. Helps to develop advanced level concepts of Genetics and Molecular Physiology, Microbiology and Immunology and their applications in human health and disease.
3. Understand the higher level functions of human system by learning Nerve Muscle Physiology and Nervous System, Sensory physiology and Endocrine and Reproductive System and Body Temperature Regulation. Also gain knowledge about Embryology, Chronobiology, Social Physiology, Ergonomics and Exercise Physiology, Physiological Instrumentation, Pharmacology and Environmental Physiology. Also, learn the application of Computer and Statistics in Physiology.
4. Undertake an interdisciplinary approach to conduct experiments in the above areas following prescribed laboratory techniques. Be competent to acquire, analyze and interpret the data from different experiments.

Course Outcomes (CO):

CO1: Develop ideas on Basic Physiological organization, body fluids and blood, enzymes and biophysics and physiochemical principles.

CO2: Details knowledge in Respiratory, Gastrointestinal and Cardiovascular Physiology.

CO3: Identification of Histological Sections, Haematological Experiments, Qualitative analysis of biochemical components of blood and body fluids and experiments on Amphibian skeletal muscle.

CO4: Detail study of Physiological Chemistry, Nutrition & Dietetics, and Microbiology.

CO5: Basic knowledge of Human Genetics & Molecular Physiology, Immunology, and Renal Physiology.

CO6: Study the techniques of fresh tissue staining and identification, Quantitative Analysis of Biochemical Solutions and effects of various stimuli on Amphibian Gastrocnemius Muscle.

CO7: Have a thorough understanding of higher functions of Nervous System & Nerve-Muscle Physiology, Sensory Physiology, and Molecular Neurophysiology.

CO8: Detail knowledge in Basic Endocrine and Reproductive Physiology, Chronobiology, Embryology, Body Temperature Regulation and Social Physiology.

CO9: Basic knowledge of Ergonomics and Exercise Physiology, Physiological Instrumentation, Pharmacology and Environmental Physiology. Also, learn the application of Computer and Statistics in Physiology.

CO10: Biochemical estimation of different biochemical constituents of blood, staining and identification of bacteria, experiments on perfused amphibian heart and applications of computer in physiology.

CO11: Study to prepare permanent histological slides of mammalian tissues and organs, experiments on mammalian intestinal movements, different physiological and human anthropometric analysis and data analysis of various physiological study using biostatistics as a tool.

DEPARTMENT OF POLITICAL SCIENCE

After successful completion of the three-year B.A. (Honours) degree program in **Political Science**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Enables the students to grasp the knowledge of political ideals and social & political philosophy, fosters knowledge about constitutionalism and comparative constitutional system.
2. Learns about the politics of India along with constitutional structures and institutions. Enriches the knowledge of students about western political thinkers of the ancient and medieval period.
3. Efforts are being made to appraise the global and regional politics along with the inter-state

relationship. They are acquainted with the Indian political thought and movement from ancient to the medieval period. Become aware of the sociological and political issues including institutions and process. They are taught about the organization and theories of public administration with their application in India.

Course Outcomes (CO):

- CO1: Develop ideas of political theory and ideologies.
- CO2: Understanding of constitutional systems of select countries in the world.
- CO3: Knowledge of institutions and politics in India.
- CO4: Developing knowledge of western political thought.
- CO5: Conception of inter-state relationship.
- CO6: To be aware of Indian political thought and movements.
- CO7: To make ideas of politics and society.
- CO8: Conceptual framework of public administration and its applicability in India.

DEPARTMENT OF SOCIOLOGY

After successful completion of the three-year B.A. (Honours) degree program in **Sociology**, students should be able to achieve the following objectives/ outcomes:

Program Specific Outcomes (PSO):

1. Develop a strong foundation of Sociology as a distinctive discipline in Social Science arena, its nature, scope and relationship with other social sciences, basic concepts, principles and different perspectives in studying macro social structures- social groups, social stratification, basic social institutions, social processes, social problems etc., and their applications to understand and analyze the inherent complexity of social life as a whole. Build a concept of Sociology in India and the study of Indian society and social structure.
2. Conceptualise with critical appraisal the grand theories of Sociology and contemporary social issues along with the History of the emergence of Sociology in the Classical era, the Western Classical Sociological thought and the contributions of the pioneers of Sociology in India.
3. Understand the significance of Sociology in studying human societies with variable features and attaining different positions across a variable continuum of stages of technological, economic and social development and change. Conceptualize the process of social change, development of modern organizations, and the importance of demography in bringing about social change. Understand the methodology of Sociological research, its importance and application of different approaches to understand, analyze and resolve social issues for a better life in society as a whole.
4. Undertake a firsthand experience of sociological research in form of a survey-based dissertation with social issues of individual interest. Be competent to analyze, understand the problem at hand through literature survey; to develop the research question, to decide on proper methodology and

limitations; to collect, analyze and interpret the data to arrive at unbiased conclusions and offer suggestions (if any). Troubleshoot problems and devise alternatives to existing procedures.

Course Outcomes (CO):

CO1: Understand the Principles of Sociology and develop knowledge about basic social institutions.

CO2: Develop an understanding about the society in India, conceptualize social problems (with several concrete contemporary examples that the global society, as well as India, is concerned with), build substantial knowledge about the social Welfare measures and policies adopted in India for addressing several social problems.

CO3: Develop conceptual knowledge about the grand Sociological theories and build up a theoretical understanding of the mutual interaction, inter-relation, and interdependence of man and society.

CO4: Appreciate the contributions of Western and Indian thinkers in the realm of Sociology.

CO5: Understand and explore the vast and diverse fields of Rural and Urban Sociology.

CO6: Develop a comprehensive understanding of Social Change and Development. Build substantive knowledge in Social Demography.

CO7: Explore and understand the field of Social Anthropology and develop a comprehensive understanding of the structure and functioning of Modern Organizations.

CO8: Be competent in understanding and applying Sociological Research Methodology towards conceptualizing and operationalizing social issues with their inherent complexities into sociological research questions and reaching solutions through rigorous application of scientific reasoning and methodological precision.

Mechanisms of Communication:

Communication mechanism includes delivery of both the content of the course and the associated skills. An optimum accomplishment of outcomes rests on the effectiveness of the communication mechanisms practiced in any institution. There is no 'one-size-fits-all' design. Depending on the nature and background of the learners, a bi-lingual medium of instruction (English and Bengali) is usually adopted for the 1st year students. This is to allow some buffer time for students who were so far trained in vernacular languages at the high school level, to get acquainted with English as the major medium of instruction followed at higher academic levels. Decisions about the communication mode are taken to best meet the needs of the target group of students and the chosen program/ course design.

Classroom/ laboratory sessions: The traditional mode includes fitting the course content into 45 minutes lecture sessions (1 period) for deliberations on the subject and 135 minutes laboratory sessions (3 periods) for hands-on training and demonstration of concepts for skill development.

Seminars and Awareness Campaigns: In order to provide students with a better perspective of the

prescribed syllabus and its projection beyond confined classroom sessions, Departmental Seminars are regularly organized. The invited lectures in these interactive sessions are delivered by resource persons from Universities/ Research Institutes/ Museums/ NGOs etc and students get an opportunity to reflect on the functional aspects of the subject and learn from these experts. Breaking syllabus barriers, awareness campaigns on contemporary social issues such as Biomedical waste management; Vaccination and malnutrition, Stigma of deadly online games etc are also organized.

Workshops/ Field works/ Excursion/ Extension activities: Certain applied aspects of a program can only be communicated through participatory learning approaches. These not only help to develop better communicative skills and team spirit but also create avenues for close social interactions. This, in turn, promotes the development of better improvisation techniques and on-site problem-solving abilities. In addition, field experience allows students to gain real insight on the practical utility of the course and its societal implications.

Student Presentations: In this mode, as a part of peer-led learning approach, the focus of content delivery is shifted from teachers to students. This helps them to comprehend and summarise the key concepts of the topic within the short time-frame of lecture window, enhance their presentation skills, build up the confidence to frame and deliver their thoughts in the most appropriate manner. Also, the response generated from their peers helps them to reflect on the topic in the most effective manner.

Technology Enhanced communication approaches: The approaches discussed above are supported by audio-visual aids to make them more interactive. Visual rendition of the lectures are often more appealing and generates improved audience response. This makes a far greater impact on the learning abilities of students. This also permits teachers to efficiently integrate the discourses. Thus spontaneous participation of both teachers and students leads to an effective exchange of ideas and creates ample scope for free thinking. Circulation of study materials/ Ebook/ powerpoint slides through electronic modes in addition to traditional methods allows maximum dissemination of information.

It is apparent that the above modes of communication support achievement of a wide range of learning outcomes.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media, and technology.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The Institution has skillfully adopted various unmistakable methods of **measuring** PSOs and COs.

Continuous evaluation: Students of all departments take class tests and pre-final tests. It should also be mentioned that the approaches of evaluation are different in different examinations. While the class tests are designed to enhance the aptitude of reading the courses of the concerned syllabus, the pre-final examination tests the skill of building argumentative acumen of the learners.

Tutorials and Assignments: The introduction of tutorials has created the possibility of a more personal and close interaction between the learners and the teachers. This process, however, is implemented in concurrence with the specialization of the concerned teacher. The method of home assignment apparently gives more freedom to the students. It helps them to gather ideas from different media and sources and finally collate into one coherent thought.

Viva-voce, seminars and extra-curricular activities: Since the viva-voce and seminars in all subjects are conducted in English, they, as methods of measuring attainments of PSOs and COs, enhance the skill of presentation and language among learners. This is further nurtured by encouraging the students to participate in the quiz, debate competitions, and extempore regularly held in the college.

Project work: Project work helps the students to acquire the basic idea of research in academics, they might be engaged in future. Hands-on training and manuscript drafting exercises allow examiners to evaluate the critical thinking abilities of the students.

Student/ Alumni Feedback: The institutional infrastructure and human resources are vital necessities towards the achievement of the desired outcome. The institution seeks constant feedback from past and present students and other stakeholders to assess the quality of resources so that the desired outcome is accomplished with optimum success.

Level of attainment: All such efforts, therefore, mature into a good academic productivity by the learners of the institution. The college bears evidence of the gradual improvement of the overall output of the students. For instance, the pass percentage across all streams escalated from 89% in 2012 – 2013 to 93% in 2016 – 17. On an average, above 84% of the total learners qualify their examination during the last 5 years. Hence, it can be inferred that there is a remarkable uprise in the pass percentage of students which serves as an indicator of the extent of attainment of the anticipated outcome. Once passed their final examination, the learners of this college are absorbed in different private and public sectors. A large section of the qualified students, however, take admission in the Master's Degree from the concerned affiliating University and other universities in the state and the country.

2.6.3 Average pass percentage of Students

Response: 93.91

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1372

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1461

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.8

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 5.85

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	5.85	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.07

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 2

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Institution has not yet created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.52**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
08	11	08	14	05

File Description

List of research papers by title, author, department, name and year of publication

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 2.9**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
09	04	13	11	17

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

Though Kalyani Mahavidyalaya is situated in the urban municipal area of Kalyani in the Nadia district, the rural context of the college cannot be ignored. The gross rural population of Nadia is 77.36% and is backward in different aspects. The institution is endeavoring to eradicate these regressions by organizing different extension activities in its surrounding areas.

The college carries out its extension activities through two organs-its departments and the NSS unit. The Students' Council helps in carrying out these extension activities. This process allows the college to involve the students extensively in these activities.

The students, thus, have gradually become aware of the social reality around them and by taking an active part in these activities learned the value of co-operation, solidarity, responsibility. These activities have also allowed the students to develop leadership ability and communicative competence.

In the last academic session (2016-17), the departments have carried out 19 extension activities-

- The Department of Botany has organized a different program like- increase community motivation in Education, cloth distribution in the slum area, awareness program on the necessity of plants in everyday life etc.
- The Department of Chemistry has also done activities like- awareness program on Arsenic free drinking water, awareness on pollution-free Environment, Introduction to medicinal chemistry etc. the Department of Physics also participated in these extension activities in collaboration with the Chemistry department.
- The Department of Molecular Biology and Bio-Technology has organized an awareness program on the uses of Bio-fertilizer and importance of vaccination & child nutrition in collaboration with the Department of Microbiology.
- The Department of Physiology has organized Health awareness camps and Health check-up camps every year on a regular basis.
- The Department of Computer science has conducted workshops to increase computer literacy.
- The Department of Political Science has organized awareness program on child education to minimize the rate of school drop-out.
- The Department of Education has worked among the SC, ST and Other Backward Communities in Kalyani, As the percentage of SC & ST, are not ignorable (SC is 29.01 and ST 2.40) and they are suffering from different social constraints.
- The Department of Sociology has worked towards removing superstition among the general people of the nearby community.
- The Department of Geography has also engaged themselves to raise awareness about the environment and its related issues.
- The Department of Economics has organized different program among the slum dwellers to develop their economic conditions.
- Besides, over the last five years, IQAC has organized 12 extension program for the benefit of the local community.
- The NSS unit, Kalyani Mahavidyalaya is also striving continuously to communicate with and bring about a change in the quality of living in the neighboring community. Over the last five year, the NSS unit has carried out 15 extension activities.
- The NSS unit has adopted a village Charbirpara to ensure its all-round development.

File Description	Document
Any additional information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government

/recognised bodies during the last five years**Response: 0**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response: 20**

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

2016-17	2015-16	2014-15	2013-14	2012-13
09	09	02	0	0

File Description**Document**

Reports of the event organized

[View Document](#)

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years****Response: 1.98**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
253	200	0	0	0

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The four storeyed college building of Kalyani Mahavidyalaya houses adequate teaching – learning resources which have been gradually augmented year wise, in order to meet the needs of the growing number of students. In total, 28 classrooms (each with seat capacity 40), furnished with LCD projector and display screen installation points, boards, teacher’s table and student’s desks, spanning ground, 2nd and 3rd floors is skillfully allocated to run theoretical classes of all subjects simultaneously. This is done following a weekly routine which has extended the class hours to disperse the B.A General and Honours Courses (of remaining streams) so as to diffuse the present load of 2509 students for most effective and balanced utilization of resources.

Fifteen well equipped and fully functional laboratories (each around 722 sq feet) support the undergraduate honours and general practical courses of 8 departments namely, (1) Geography, (2) Chemistry, (3) Physics, (4) Computer Science, (5) Botany, (6) Physiology, (7) Microbiology and (8) Molecular Biology and Biotechnology. The facilities are enriched with several regular-use and sophisticated scientific instruments like Prismatic compass, Dumpy level, Spectrometer, Oscilloscope, Function generator, Kymograph, Dale’s apparatus, UV-Vis Spectrophotometer, Colorimeter, Trans-illuminator, Fume hood, Laminar hood, Cold centrifuge, Incubators, Shaker, Fine weighing balance, Autoclave, Water bath, Ultra-low freezers and refrigerators for storage of reagents, several binocular microscope and light compound microscopes etc, to name a few. The labs have a steady supply of reagents and lab-wares. A dedicated lab attendant takes care of each lab.

In terms of computing equipments, 127 desktop computers, 18 LCD projectors, 18 laptops, and 07 printers (some equipped with scanners) adequately address the day to day requirement of power-point presentation, demonstration and documentation which also includes providing lecture hand-outs to students in addition to generation of official departmental reports. We are gradually trying to move towards a paperless and more environment–friendly method for dispersal of teaching material by distributing the study materials over email via college WiFi network. The students also have access to the Common Computational Facility of this college (with 20 computers) on a regular basis for being trained on the computer based course component as per their prescribed syllabi.

Shifting focus to our repertoire of books, while all the departmental libraries have a decent collection of books for regular use, the Central Library has a rich repertoire of Basic and Advanced level text books, journals, and magazines, each in multiple copies under ‘reference’ and ‘issue’ categories to be used by students and faculty members. The Library boasts of having a fully digitized inventory allowing users to gain maximum access to available reading material.

Finally, this college takes pride in having a technology enhanced Smart Class Room allowing audio - visual rendition of the lecture which are often more appealing. This makes far greater impact on the learning abilities of students by permitting teachers to efficiently integrate the discourses with improved audience response elicited due to greater interest generation. This ensures better participation thereby

offering variety of opportunities for students to enhance their performance.

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

Response:

The institution, in keeping with its mission and vision, acknowledges the role and significance of sports and cultural activities in the overall character building process of the students. Hence, the college encourages its students to participate in sports and cultural activities around the year. The college also encourages its students to participate in inter-college, district, state and national level sports and cultural meet to foster feelings of co-operation and fraternity.

To provide the students with a place to organize these activities the college has set up an auditorium and an open-air stage called the 'Muktomancha'. The open-air stage gives the students the liberty to perform in the open air. Besides, the larger classrooms and corridors are used to organize spontaneous performances to engage students experiential learning.

With this end in view, the college, in the beginning of its academic session, forms the cultural and sports sub-committee in the Teachers' Council, which draws a cultural and sports calendar for the academic year. Both the sub-committees are headed by teachers of the college. The cultural and sports activities are held according to this calendar.

To build up leadership, governance and management skill among the students the cultural sub-committee of the students' union are involved in these cultural and sports activities. The cultural secretary of the students' union and the sports & games' secretary attend the meetings that are convened to organize these events and actively participate in the discussions by sharing their opinions. The students' union ensures the engagement of students not only as participants but also as organizers of the said events.

Cultural activities

- A Freshers' Welcome is organized with cultural programmes like song, dances, drama, by the students of the college at the beginning of each academic session; Intra-college debate, quiz, and extempore competitions are held every year in the month of September;
- A 'Sharodiya' is organized on the last working day before the puja vacations;
- A 'Bijaya Sammiloni' is organized after the college reopens after the puja vacations;
- An annual function called the 'Spectrum' is organized by the student council with help from the cultural sub-committee in the month of February every year; the annual function comprises of recitation, songs, dances, drama by the students of the college;
- 'Antarjatik Bhasha Divas' is celebrated with seminars, special lectures, songs, dances, drama by the students on 21st February every year;
- International Women's Day is celebrated on 22nd March with awareness building skit, Shrutinatok etc.
- 'Pochishe Boishakh' and 'Baishe Shraban' are celebrated with much fanfare among the students; the events are marked by recitation, songs and dance dramas of Kabiguru Rabindra Nath Tagore.
- Besides, other auspicious days like the Independence Day, Republic Day, Teachers' Day, and other

significant dates associated with great personalities are also celebrated with due respect and veneration.

- To organize these cultural activities, the college has two dedicated spaces namely
 1. Auditorium/Assembly Hall with an approximate area of 2500 sq ft. and an audience capacity of 500-600 (Year of inception 2006).
 2. "Muktomancha" open-air stage & auditorium with an appx area of 400 sq ft. with a capacity of 1000 students (Year of inception 2008).

Sports activities:

The college has adequate facilities for sports. It has ample area where the students engage in outdoor sporting activities like volleyball, badminton, football etc.

There are boys' and girls' common room where the students of the college regularly play table tennis, carom etc.

An annual sports competition is held every year during winter. The annual sports are held on a ground adjacent to the college. The college is striving hard to arrange for a ground of its own where athletic events can be arranged adequately.

The college is also trying to set-up a Yoga Centre and Gymnasium by the beginning of the next academic session.

The following facilities are used by the students for sports and games activities:

1. Common room (Boys): With an approx area of 500 sq. ft and daily used by appx 200 students. The room is equipped with indoor games facilities such as Table tennis and Carrom. Year of inception 2006.
2. Common room (Boys): With an approx area of 500 sq. ft and daily used by appx 150 students. Year of inception: 2006.
3. Ground: With an appx area of 2300 sq meter and daily used by appx 50-60 students. Year of inception: 2006. The ground has the facility for outdoor games such as volleyball, badminton.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 21.43

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 39.46

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
52.48711	29.13130	62.50723	42.66736	27.85000

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Library is known as the heart of any academic institution. It is the powerhouse which has various sources of information through which knowledge is expanded. Keeping in mind this fact, the Central library of Kalyani Mahavidyalaya has been improved and transformed from a manual library to an automated one. In the month of July 2017, KOHA 3.2 was installed in the library. With the help of KOHA acquisition, circulation, patron's information etc. are maintained in the system. Online Public Access Catalogue (OPAC) has also been created in order to help the students find out the books that they require.

- Koha
- Fully automated
- 3.2
- 2017

File Description	Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The college has around 50 rare books on different subjects in college library. The collection has books published that dates back to 19th century. The list of books in collection of college has been provided as an additional document attached with this section.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.84

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.47616	2.15	2.20353	2.25	0.10534

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.76

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 176

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has two fully air conditioned computer laboratory equipped with computers & softwares. In the first lab which is mainly used by computer science department and there are about 53 computers to run the latest multimedia and programming software. The software that are available in this laboratory for students' use are Turbo C++, Oracle, Linux, Visual Basic. The 2nd laboratory is set-up with about 35

desktop computers along with different software like SPSS and this lab is used by Department of Commerce, Mathematics, and Statistics. Besides, all the laboratories are equipped with computers for daily use for the students and teachers for ICT presentations.

The major area of the campus is Wi-Fi enabled for 'anytime anywhere' access with high speed internet connection to allow the students to access the internet wherever they are. Each student is allowed maximum 25 Mb data after one-time log in. The college has internet connectivity at the staff room and office with 5 Mbps dial-up connection from Kalyani Cable Service (PMPL).

There is a digital language laboratory with desktops & laptops and user-friendly software for students and teachers. Printing and scanning facilities are also available in the college along with uninterrupted power back up. The library of our college is digitized in the month of August 2017 with KOHA software (Version 3.2). The library has exclusive computers with internet connection to be used by students and teachers to look up the books that are available in the library and viewing online journals through INFLIBNET. In the office, Student's Ledger software and Cella System is being used for the management of the student data base.

HRMS (Human Resource Management System) regarding salary related matters of faculties and staff has been successfully implemented by the college and COSA (Computerization of Salary Account) is used for timely preparation of salary bill and also view to building up a comprehensive data base. The office computer networking is done using LAN with BSNL broadband connections. The College has sophisticated surveillance, access control, and Biometric Attendance Systems.

4.3.2 Student - Computer ratio

Response: 28.57

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 85.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
136.03532	117.39655	73.82497	76.24642	88.17746

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Our institution nurtures seven departments (Physics, Chemistry, Botany, Microbiology, Molecular Biology & Biotechnology, Computer Science, Geography) that require laboratory facility. The furnishing and decorations of laboratories are at par the scientific standard and safety guidelines as applicable in every subject concerned. Laboratories are equipped with Information & Communication Technology (ICT) Facilities including computers, projectors, and high-speed internet. There are white white boards and screen to assist teaching and demonstration.

All the departments maintain separate stock registers of consumables, glassware, and instruments in due format. Departments maintain a complete list of laboratory asset. A regular assessment and monitoring of electrical and mechanical components are done both by the departments and centrally by the authorized body of the college. All high-end instruments of the laboratories are covered under Annual Maintenance Contract (AMC) by the college authority.

As a part of fire safety, all laboratories are inspected and accredited by the Government Fire Brigade for fire safety. Working and well-maintained fire extinguishers are installed in every laboratory. Regular fire safety drill and training are done by the local fire brigade. We maintain the biosafety standards in all laboratories. All laboratories are equipped with separate waste disposal systems for Bio-degradable, non-biodegradable and biohazard substances.

As part of the internal quality development program, we train our laboratory staffs and attendants on a regular basis. We always encourage interdisciplinary sharing of laboratory facilities to enrich the academic and human resources. The college has recently developed a digitized language laboratory with audio-visual facility to aid the teaching of modern languages.

Sports facility

The college owns a picturesque sports ground with natural grass with an area of 1200 sq mt. fully surrounded by a protective fencing. The ground can facilitate preliminary level athletic events. Moreover, the ground can host a range of games and sports including football, cricket, volleyball etc.

The Department of Physical Education possesses and maintains a wide range of sports equipment like football, cricket kit, hockey sticks etc. Among indoor game facilities, the college possesses Table Tennis Board, Carrom board etc.

The college relies on sharing the University sports ground for larger athletic and sports events, competition and training. Our students participate in different sports at district, states and national level and achieved several awards and accolades..

.As an additional facility, the college has a Yoga center that trains interested students in Yoga and also celebrated National Yoga Day with full enthusiasm. Moreover, we have a facility to train interested students in Karate as a part of the requirement to enable them in self-defense. As a whole, the institute patrons comprehensive games and sports program as an integrated part of the curricula for the holistic development of students

Computers

Keeping pace with the age of Information & Communication Technology assisted teaching, digital learning and e-resource enabled knowledge sharing, the institute has provided comprehensive computer facilities to individual departments in a multipurpose, multi disciplinary computer laboratory.

All computers are maintained under a centralized AMC and are regularly updated with original antivirus and anti-malware software. All computers use original windows and other upgraded software. All computers under this facility are equipped with software that aid the teaching of modern courses such as Bioinformatics.

The college organizes basic computer application training modules to enable students in computer application use.

Library

Library of a college is an essential pre-requisite for successful implementation of quality higher education programmes and it plays a vital role in its search for knowledge. The library of Kalyani Mahavidyalaya aims to support the teaching-learning activity and also provide the students with updated knowledge and to ensure optimum utilization of the available resources. Following are the few distinctive features of the library of our institution:

1. The library has been fully computerized, automated and bar coding system has been enabled with KOHA 3.2 software.
2. Free Wi-Fi is available throughout the library premises.
3. For ensuring the safety of the library books and all users inside the college library, fire extinguishers have been installed at various points in the library premises.
4. CCTV cameras have been installed inside the library for surveillance and monitoring purpose.
5. From this session onwards the authority has decided to organize an orientation programme for the first year students to introduce them to the library's collection, activities, and services.
6. Meeting of library sub-committee takes place at regular interval to address and solve the problem faced by the students, teachers and other users of the library.
7. Books/journals as recommended by different departments are purchased on regular basis.

The college library has registered in NLIST (National Library and Information Services Infrastructure for Scholarly Content) programme of INFLIBNET in 2017. Permanent ID and password have already been received for faculty members and are being successfully used by the members. The N-list programme provides full-text journal service for more than 3000 journals and also more than 80000 e-books can be accessed free of cost.

Other than the central library facility, every department of the college is equipped with a departmental library enabling students and teachers with a quick access to the relevant and rare books of the respective disciplines.

Canteen

From the very beginning of the college, the College Canteen has been functioning efficiently. The canteen is located inside the college campus. The canteen provides refreshment to students as well as teaching and non-teaching staff. The canteen is run by a private vendor who has been approved on competition basis for one academic session. The canteen provides highly hygienic and standards quality food.

It serves a range of Indian food and snack items at a very reasonable rate and remains open on all working days from 10:00 a.m. to 5:00 p.m. Food items are prepared with filtered water. Selling of junk foods, Cigarettes etc. are prohibited in the canteen.

The performance of the canteen is closely monitored by the College Canteen Committee and regular meeting is conducted between the college authority and the vendor in order to appraise the service of the canteen. The committee also seeks feedback from the students, teachers and non-teaching staff regarding food quality, cleanliness etc. The menu is decided by the canteen committee. The contract of the canteen is

renewed every year. The canteen and its surroundings are always kept neat and tidy. Plastic bags are not permitted in the campus.

Health Centre

The college has a health centre to render primary medical services to the students, teaching and non-teaching staff in case of any medical emergency. The health centre kept open on weekdays from 8 am to 5 pm. The college is trying to arrange for a visiting physician from the nearby JNM state hospital once/twice a week.

The college organizes regular eye check-up, dental & health check-up initiatives through skilled professionals. Regular organization of blood donation camp, health awareness programs are done through NSS unit of the college. College has organized a Thalassemia Detection Camp in collaboration with state health authority where all students of the college have been mandatory tested.

Counselling facility

The college has a set up a separate room for 'student psychological counseling services'. The purpose of this is to provide confidential mental health services to students and to assist them in functioning effectively in the college environment by assessing and supporting their psychological well-being in their they pursue of personal and academic goals. Students who are experiencing stress or other emotional difficulties are assisted in overcoming these problems. Psychological Counselling services provide counseling by experienced professionals and expert faculties of the college, within a safe and positive environment, to assist with panic/anxiety, depression, grief and loss, identity struggles, relationship difficulties etc. In addition to that few workshop/seminar are organized by counseling cell of the college on yoga, stress therapy, psychotherapy etc, to arm students with skills and strategies to maximize their well-being.

Classrooms

The college provides energy efficient classrooms with LED lights, adequate sitting arrangements, large green boards etc. The laboratories are equipped with all necessary instruments and efficient lab assistants to make learning effective. The lab-based departments have been provided with LCD projectors and Integrated Computers which further facilitate the interactive learning process of quantum of students. Science departments are provided with whiteboards in place of blackboards to limit the chalk pollution.

Recently the college has set up a virtual classroom on the 2nd floor. Almost all the classrooms are ICT enabled. All the departments are being advised to deliver few lectures through ICT in a week. The college encourages the faculty to continuously develop skills and knowledge on the latest developments in their respective fields. To adopt new and innovative approaches, the institution has organized workshops on ICT training and encourages the faculty members to attend such workshops and short-term courses organized by different universities in this regard.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.54

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

2016-17	2015-16	2014-15	2013-14	2012-13
414	461	197	434	33

File Description

Document

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

[View Document](#)

Any additional information

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 6.35

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
236	41	56	217	524

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 1.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	214

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	0	04	08	11

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 23.18

5.2.2.1 Number of outgoing students progressing to higher education

Response: 318

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 1.51

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	07	16	24

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1461	868	949	665	602

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 30

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	12	9	2	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The institution has been having an active Students' Council (Students Union) since its inception.

The Students' Council is a body of students duly elected from amongst the bonafide students of the college.

The Students' Council is administered by the regulations laid down in the statute of the University of Kalyani which are regularly updated and modified.

The Students' Council has a treasurer and its annual budget is presented to and approved by the administration. However, a Full-Time Teacher of the college oversees the financial activities of the

Students' Council.

The Students' Council plays an active role in the academic, administrative, sports and cultural activities of the institution.

The Students' Council remains active throughout the academic year. It organizes various cultural and sports activities. It organizes a Fresher's Welcome, an annual cultural fest, Boys' and Girls' common room fest, inter-department quiz, debate, extempore, creative arts and performing arts competitions etc. The Students' Council organizes various sporting activities, like inter-dept. cricket tournament, volleyball tournament, carrom tournament, and the chess tournament.

Besides, the Students Council organizes various activities to promote social responsibilities of the students by organizing an annual Blood Donation Camp, extension activities in the neighboring communities etc.

The Students' Council also organizes several seminars throughout the year. The seminars are aimed to raise awareness of the students about the society around them. For instance, a seminar on 'the negative impact of the Blue Whale Game' has been held in the month of December 2017. The senior students from the neighboring schools also participated in the event.

The Students' council also arranges the celebration of various auspicious days like the Teachers' Day, the Children's Day, the Independence Day, the Republic Day, Kanyashree Day, etc

The Students' council also arranges the commemoration of the Birth and Death of various important personalities like Mahatma Gandhi, Netaji Subhash Ch. Bose, Swami Vivekananda, Sardar Vallabhbhai Patel, APJ Abdul Kalam, etc

To foster communal harmony and integrity among the students Holi is celebrated with due respect and matriutsav is organized by the Students' Council on the day of Raksha Bandhan.

To inculcate moral values among the Students Saraswati Bandana is organized with much fanfare and enthusiasm among the students.

Representation of students on academic & administrative bodies/ committee of the institution

The General Secretary of the Students' Council is an ex-officio member of the Governing Body.

The General Secretary participates in the discussions and decisions of the Governing Body and conveys the opinion of the students (collected through the meeting of the class representatives) to the Governing Body and conveys the decision of the Governing Body to the students and ensures their participation regarding the same.

The Students' Council has its own sub-committee-cultural, magazine&literary, students' welfare, sports & games, Vigyan Parishad, common room (boys and girls). The sub-committeeS are headed by a full-time teacher of the college. The concerned teacher co-ordinates the activities of the sub-committee with that of the Teachers' Council. Thus, an optimum participation of the students is ensured in the various academic and administrative bodies of the college.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**Response:** 4.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	7	1	2	4

File Description**Document**

Number of sports and cultural activities / competitions organised per year

[View Document](#)**5.4 Alumni Engagement****5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

2017. The Alumni Association of Kalyani Mahavidyalaya is known as Kalyani Mahavidyalaya Alumni Association (**KMVAA**). The permanent office of the Association is Kalyani Mahavidyalaya, City Centre Complex, Kalyani, Nadia-741235. KMVAA has applied for registration in September 2017. The KMVAA has, in its first general meeting, has formed an Executive Committee with five office bearers; it has passed, in its EC meeting and subsequent general meeting, its Rules, Regulations, and Constitution. It has an active Bank Account in Canara Bank, Kalyani. The Secretary, the President, and the Treasurer are the operators of the said account. All the financial transactions of the Association are carried out through its account.

Since its formation, the Alumni Association has been actively taking part in the overall well-being of the college.

Besides the Alumni association has already arranged **an annual reunion** of the ex-students of the college where the alumni came together and pledged to take part in the overall development of the college.

The Alumni Association has **met with present students of different departments variously and through active interaction taken stock of the immediate conditions of the departments**. The association has conveyed the essence of the meetings with the suggestions to the administration and assured the students of their co-operation wherever needed. For instance, the **laboratory facilities of the Microbiology, Biotechnology and Geography Departments were enhanced following the persuasion by the Alumni Association**.

The association has also organized career guidance programmes for the present students and has, as an

outcome of the programme, stressed the **need for a placement cell** in the college. The proposal has been put across to the administration in writing. The Administration, on its part, assured the Alumni of their intent to set up a placement cell in the ensuing academic session.

The Alumni Association has also proposed to the administration to start a Students' Welfare fund to help students financially on a regular basis from the ensuing academic session in consultation and collaboration with the administration of the college.

Although it has taken 14 years to form a functioning Alumni Association of the college we are hopeful that the association has shown every possibility of turning out to be an asset to the college through their active participation.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

1. Nature of Governance

- The Decision-making Process of the College is based on Principles of Participative Governance and Transparency
- The Governing Body is empowered to form Committees/Sub-Committees but ensures participative governance by generally approving members as recommended by Teachers' Council
- The Principal maintains Apex-Base liaison in the hierarchical pyramid of the institution and encourages Participative Governance by holding All-Staff Meeting time to time and Teachers' Council Meeting in the Staff Room, and presence of Non-Members is allowed as Invitee Members
- The Teachers' Council and Sub-Committees formed by Teachers' Council advises the Principal on Academic and Administrative matters, and Contractual Whole-Time Teachers, Part-Time Teachers and Non-Teaching Staff are involved in Committees and Sub-Committees as appropriate
- Participation of students in Governing Body is ensured through General Secretary, Students' Union
- The Governance of the College is enriched by broader perspectives of academia, society, and community through external members
- Classroom governance aims to provide homely atmosphere to learners and encourage their creativity through semi-formal and bilingual mode of teaching, as also through involvement and participation of students in various departmental activities
- The College Authority stresses strict adherence to Service Rules, Norms and Codes of Ethics and Conduct but with humanitarian flexibility
- Information transparency is ensured through availability and accessibility of Information to stakeholders through College Website, *Proactive Disclosure* u/s 4(1)(b) of RTI Act 2005 and RTI Cell. Transparency and sustainability of acquired and created Information are ensured through a system of Indexed Record Numbering of Files (Documents), Registers and assets.
- Financial management, prevention of and precaution against fund wastage, financial transparency through regular internal audit
- Principles of Natural Justice is followed in matters of determining accountability
- All administrative instruments and organs of the institution aim to work with core values of the institution prioritizing healthy interpersonal relation for effective cooperation and with focus on Mission and Vision of the College

1. Perspective Plans

- To include and regularly update policy of sustainability of effective leadership and management strategies
- To encourage all to come forward with innovative ideas
- To strengthen more - channels of supervision and accountability
- To involve stakeholders of all levels more in the decision-making process
- To encourage students to involve more female and other gender students in Students' Union and

activities

- Quantitative diminution of paper usage and to thrust, explore areas and implement e-governance in phases

3. Participation of Teachers in Decision Making Bodies

- Four Teachers are Governing Body Members
- Teachers actively participate in all Committees and Sub-Committees
- Teachers aim to provide caring and supportive climate to students and encourage learners to voice their opinion on difficulties as also prospective solutions
- The opinions expressed by Teachers in Committee and Sub-Committee meetings on various affairs of the College are properly recorded and channelized to the Governing Body as appropriate through the Principal
- There are different Cells all managed mostly by Teachers to advise the Principal as appropriate

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Case study on Decentralized Administration

Decentralization is the key to the democratic administration. For smooth running of the institution, the whole system of administration is decentralized among all the persons concerned with the college. Decentralization is simply a matter of dispersing various office services and activities and assigning specific duties to various executive skills. The institution emphasizes the inclusion of all the employees working at different levels to get some share in the authority. It extends its democratic administration even to the lowest level of the institution. This helps in enhancing confidence and self-reliance among the employees.

Case study on the implementation of the

Expansion of Class hour:

With the gradual increase of student during the last few years and the insufficient of accommodation, opinions and suggestions were sought both from the teachers and the Students Union how to manage the classrooms. It was discussed in the Teachers' Council Meeting. A number of suggestions and opinions were placed. The institution consulted with The academic sub-committee and the Routine Sub-committee whether it would be possible to expand and implement class hour in the college.

Most of the teachers, Non-teaching staff and students favored the expansion of class hour especially the B.A. and B.Com. General classes in the early phase of the college hour start from 9 a.m. and ending at 12:00 p.m. A proper proposal was drafted before the commencement of the academic year (2017-2018).All

the relevant documents including Class routine and assignment of duties to the Non-teaching staff were prepared.

The copy of Teachers council Meeting Resolution, Draft of Expanded Routine and works related to it were placed in the Governing body meeting for discussion and final decision. It was finally decided unanimously in the Governing Body Meeting and implanted during the current Academic year.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

With a view to promote awareness and ensure menstrual health and hygiene of women and adolescent girls by ensuring availability of quality sanitary napkins, the Government of West Bengal has decided to install automated sanitary napkin vending machine and incinerators in all academic institution like schools, colleges and universities in the state. The purpose is to promote safe and hygienic sanitary practices among the women and girls. It was observed that in view of social taboo associated with sanitary napkins, a majority of the girls or women feel embarrassed and hesitate to go to the commonly known, manned and often crowded conventional or medicine outlets for sanitary napkins resulting in unsafe practices and use of unhygienic materials during the menstrual period. Disposal of used sanitary napkins has been a very common problem everywhere. To ease access to sanitary napkins, vending machines are being installed in schools, colleges and in public places across West Bengal to empower women and create awareness about women's health. In our institution, we also installed two such vending machines on 05/11/2016 provided by Robust Solution, a Kolkata-based start-up enterprise implementing the project for HLL Lifecare, a public sector undertaking under the administrative control of the union ministry of health and family welfare.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organizational Structure

1.Governing Body

The Governing Body is the highest authority of the College. The President, Governing Body, is joint signatory of cheques with the Principal, and normally chairs all Governing Body Meetings. The Principal is Secretary, Governing Body.

2.Administrative Setup

The Principal is the Head of Office, and is in overall charge of the administration of the College.

3.Functions of various Bodies

The Principal administrates the College as per Governing Body formulated policy and with advice of various Bodies, Cells, Teachers' Council and Students' Union/Council, Committees and Sub-Committees, Academic Council, IQAC, Cells (like Minority Cell, SC-ST Cell, RTI Cell, UGC Cell), Bursar, Finance Committee and In-Charges of Departments. The Office is supervised by the Head Clerk. In-Charges of Departments convene Departmental Meetings and monitor activities of Departments.

4.Service rules

The powers and duties of the Principal are as per *The West Bengal College Teachers (Security of Service) Act, 1975*, *The West Bengal Universities And Colleges (Administration And Regulation) Act, 2017*, University of Kalyani's Statute on Governing Body, and on Teachers and Non-Teaching Staff, and relevant Government Orders. All employees of the College are also duty-bound by Professional Code of Ethics and Code of Conduct. The West Bengal Service Rules is followed for further reference and guidance.

5.Procedures

The College follows standard Administrative Procedures and Office Procedures with ample scope for humanitarian flexibility. Files (Documents) and Registers and Assets are maintained through a system of Indexed Record Numbering.

Participative Governance is ensured through the encouragement of Administrative participation of all faculty members in different Committees, Sub-Committees, and Cells.

Transparency in Governance is ensured by the accessibility of Information to Stakeholders subject to official procedure. The College has *suo motu* disclosure u/s 4(1)(b) of RTI Act 2005 in College Website. The RTI Cell ensures adherence to RTI Act.

The College ensures free and fair election to designate Officers when such designation mandatorily requires an election under Government and University Rules and Regulations.

6. Recruitment

Recruitment of Whole-Time Teacher (Substantive Post), Non-Teaching Staff (Substantive Post), Contractual Whole-Time Teachers and Part-Time Teachers is as directed by the Government of West Bengal through Acts and Orders. Recruitment of Guest Faculties, Casual and temporary employees is as per government guided policy framed by Governing Body.

7. Promotional policies

Career Advancement Scheme of Whole-Time Teachers (Substantive Post) is in adherence to directives of Government of West Bengal following UGC Guidelines, and subject to satisfactory Self-Appraisal Report of the concerned Teacher.

Promotion of Non-Teaching Staff (Substantive Post) is in adherence to directives of Government of West Bengal, and subject to satisfactory performance of the concerned Staff.

8. Grievance Redressal Mechanism

The College has Grievance Redressal Cell, Committee Against Sexual Harassment (CASH), Internal Complaint Committee (ICC), and time-bound Complaint Processing Machinery as instruments of supervision and accountability.

Information related grievance within the purview of RTI Act 2005 is dealt with by the RTI Cell.

The Governing Body as the highest authority of the College has Grievance Redressal of employees and students as one of her statutory functions.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above**Response:** C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**Response:**

Advocator of decentralization, the college authority uses to delegate decision making responsibilities to various cells, bodies, and committees to make better use of knowledge and experience of the faculty members, to relieve the burden of the authority and to expedite the decision making the procedure of the college.

One of such important committees functioning presently in the college is the Library Sub Committee. Aiming at the full digitization of our Central Library KOHA 3.2 was installed in the month of July 2017 in accordance with the resolution of the meeting of Library Sub Committee dated 08.04.17. Online Public Access Catalogue (OPAC) has also been created so that the students can find out/ search books of their requirements.(Resolutions attached)

The Gender Sensitization Cell strives within its limit to foster a sense of gender equanimity within the campus and to breed within the faculty, students and staffs an inherent value system based on the same. On the basis of the resolution of the meeting of the cell (dated 27/01/2016), a special lecture was delivered by Dr. ManobiBandyapadhyay on the issue of alternate and trans-gender on the auspicious occasion of the Women's Day. (Resolution attached).

Further to facilitate the unhindered participation of the female students, staffs, and teachers in the college activities two sanitary napkin Vending machines and two incinerators have been installed in ladies washrooms. (Resolutions attached)

To receive grievance and complaints regularly from the students a drop box was installed outside the college office as per the decision of the meeting of Grievance Redressal Cell dated 18.11.15. Subsequently, the cell took the decision on 27.11.17 to open the box every Friday in the Principal's chamber to decide next course of action for redressing the grievances of the students.(Resolution attached)

Campus Development Cell organized an awareness programme on Dengue on 05.05.17 in the college premises to implement the decision of the meeting of the cell dated 18.04.17 (Resolutions attached). To aware, the whole committee of Kalyani Mahavidyalaya a banner describing the Dos and Don'ts for prevention of Dengue was placed in a prominent place on the college premises.

An awareness programme“ Moner Manus “ was held on 11.08.17. the programme was held on the basis of the resolution of the meeting of the cell dated 20.07.17(Resolution attached)

- To acquaint the students with the objective of the students counseling cell,
- to serve the issues with which students may struggle as individuals
- to improve their sense of well being
- to alleviate the feelings of distress
- to resolve the psychological crisis

In accordance with the resolution of the meeting of the Students’ Welfare Sub-committee dated 20.04.17 a Computer Literacy Programme was organized by Student Welfare Sub-committee in collaboration with the Department of Computer Science during the period from 20.04.17 to 13.05.17. Enthusiastic feedback from the participants of the programme revealed the success of the programme(resolution attached).

6.3 Faculty Empowerment Strategies

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

Response:

The institution has the following effective welfare measures for teachers and non-teaching staff:

1. A credit co-operative society of the regular full-time teachers of the college named as KALYANI MAHAVIDYALAYA EMPLOYEES COOPERATIVE CREDIT SOCIETY LTD.
2. Regular full time teachers are under process of enrolment of West Bengal Health Scheme for Grant in Aid Colleges and University Teachers, 2017.
3. “Swasthyasathi”-a govt. health scheme for the ad-hoc teachers and the non-teaching staffs of the colleges.
4. A common welfare fund of the college for the teaching and non-teaching staffs of the college.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years	View Document

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

Response: 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 19.02

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	0	5	6

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Kalyani Mahavidyalaya is a Govt-aided college stands with its own glory and popularity for its democratic administration and student-centric atmosphere. It gives priority to the maintenance of democratic administration and student-centric learning that rises from regular appraisal and evaluation of the teachers, Non-teaching staff, and students.

A performance appraisal is a systematic and periodic process that assesses an individual employee's job performance and productivity.

In recent years, widespread attention has been given to the function of the formal appraisal process because of the idea that a well designed and implemented appraisal system can create many benefits for organizations. Performance appraisal encourages the accountability and responsibility of its employees. Responsibility and accountability must be aligned at every level of the institution. It improves the performance of the employees. Performance appraisal allows organizations to inform their employees about their rates of growth, their competencies, and their potentials. It enables employees to be intentional in creating their individual developmental goals to help in their personal growth.

Kalyani Mahavidyalaya pays much attention to the Performance Appraisal system of the teaching and Non-teaching staff. All the employees of the college maintain a work diary daily according to the works assigned to them along with the Leave statement of each month. In case of any circumstance that causes the assigned work undone, it is immediately recorded in the diary and reported to the principal for further steps. Those diaries are submitted to the Principal for inspection and further strategies are adopted where necessary. The regular process of evaluation and appraisal system improves the work ambiance and helps communicate with the employees and Principal. The monthly work diaries are collected annually and those records are put into the format as per the UGC rules.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college conducts internal and external audit regularly for every financial year. An audit is necessary

for control over the expenses and also the unnecessary use of funds for various purposes. The college is maintaining the audit system internally by the qualified chartered accountants and West Bengal Government appointed an auditor who happens to be the external auditor. The college accounts are audited till the financial year 2016-2017.

Enumeration on external audit/ Statutory Audit

Accounts of the financial year 2012-13 audited by CA Mrinal Kanti Goswami (Membership No. 53583), he had examined the book of accounts which exhibit the state of affairs of the college. He also examined the Balance Sheet, Income and expenditure and Receipts and payments accounts. The auditor has observed that Building fund and Building development fund should be separately maintained, Valuation of land should be accounted for and depreciation on fixed assets should as per rule.

CA Mrinal Kanti Goswami (Membership No. 53583), has audited the accounts of the financial year 2013-14, examined the book of accounts which exhibit the state of affairs of the college. He also examined the Balance Sheet, Income and expenditure and Receipts and payments accounts. His specific observations for the financial year 2013-14 is Building fund and Development fund should be separately maintained, separate ledger should be maintained for Library caution money fund, the rate for charging depreciation on Fixed assets should be as per rule and Land should be properly valued and to be shown in the books of accounts.

CA Mrinal Kanti Goswami (Membership No. 53583), has audited the accounts of the financial year 2014-15, examined the books of accounts which exhibit the state of affairs of the college. He also examined the Balance Sheet, Income, and expenditure and Receipts and Payments of the college. His specific observations for the financial year 2013-14 is Building fund and Development fund should be separately maintained, separate ledger should be maintained for Library caution money fund, the rate for charging depreciation on Fixed assets should be as per rule and Land should be properly valued and to be shown in the books of accounts.

Accounts for the financial year 2015-16 was audited by CA Sujay Kumar Basu (Membership No. 011634), the books of accounts were examined which exhibit the state of affairs of the college. There was no specific observation from the auditor's end.

CA Sujay Kumar Basu (Membership No. 011634), audited accounts for the financial year 2016-17, the books of accounts were examined by him, exhibits the state of affairs of the college. There was no specific observation from his end.

Enumeration on Internal Audit

The college conducts internal audit regularly by qualified Chartered Accountant, CA R.N.Sarkar (Membership No. 013462) has conducted the internal audit for the financial years 2012-13 to 2016-17. He has suggested that land should be properly valued and to incorporate in the books of accounts.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

MOBILISATION OF FUNDS

Major sources of funds of the college are as follows:

The major source of college fund is the collection of tuition fees other fees like development fees, building fees etc. from the students. The tuition fees are collected as per state government stipulated fees structure. From the financial year 2011-12, 50% of the collected tuition fees are transferred to state government account. Balance 50% of the tuition fees is utilized by the college for payment of the salary of Guest Teachers and other regular expenditure.

The college receives Grants-in-Aid for the salary of all permanent teachers, non-teaching staff and government-approved Part-Time Teachers (PTT) and Contractual Whole Time Teachers (CWTT) under the Pay-Packet scheme of the Government of West Bengal.

The college also receives grants from UGC for purchasing library books, equipment, laboratory instruments etc., teachers' fellowship and for organizing Seminars.

Financial resources are also mobilized through sending proposals and receiving funds from local MP, MLA.

OPTIMAL UTILISATION OF RESOURCES

At the beginning of every financial year, a detailed budget is prepared by the Accounts Department to monitor the effective and efficient use of financial resources. Various sub-committees such as Tender Committee, Purchase Committee, Building Committee, and Finance Committee monitor the incoming and outgoing financial resources. Utilization of financial resources for major work is executed on the basis of the recommendation of the finance committee and thereafter approval of Governing Body. Proper procedure for purchase is followed through monitoring of Purchase Committee and Tender Committee. The Building Committee monitors all construction related work. Utilization of financial resources is done in a most transparent way.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC of Kalyani Mahavidyalaya has taken several initiatives for the betterment of the Institution. Among those initiatives two best practices are

1. SANITARY NAPKIN VENDING MACHINES AND INCINERATORS INSTALLATION :

To facilitate the unhindered participation of female students and teaching and non-teaching staff in college activities two(2) Sanitary napkin vending machines have been installed in the ladies toilets. Special mention must be made here that used sanitary pads are generally disposed with mixed waste or with dry waste and simply dumped in landfill site which creates health hazards to sanitation staff of the institution and ragpickers. To avoid such kind of serious problem the IQAC has taken initiative to install two incinerators in the ladies' toilets for hygienic and scientific disposal of soiled sanitary napkins.

1. WASTE DISPOSAL SYSTEM :

Inspired by Swatchh Bharat mission and Nirmal Bangla mission as well, IQAC Kalyani Mahavidyalaya has taken several steps to create awareness among the whole community of the institution for ensuring the proper disposal of waste through leaflets, banners etc. For the purpose garbage are segregated first into three categories i) Biodegradable, ii) non-bio -degradable and iii) hazardous, before disposal. Green, Blue, and Red color coded dustbins have placed in different points /corners of the college Campus. All Students, Teaching and Non-teaching Staff are directed to put waste into the requisite dustbins.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution reviews its teaching-learning process following several methodologies for example :

Example 1: The institution reviews Students academic progress through several methods at periodic intervals. One of such methods is arranging for test examination before centering up the students for University Examination. After evaluating the answer scripts of the test examination in a few special cases, a re-tests examination is also arranged so that the slow learners can avail the opportunity to appear in the final University Examination without losing one academic year (document attached).

Example-2: To review its teaching-learning process, structures and methodologies of operation and learning outcomes the institution begins to analyze feedback from different stakeholders in every academic year. In response to such analysis ICT based method of teaching is being emphasized and followed more and more (document attached).

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
05	01	00	00	00

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

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

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

- Bio-Metric Attendance:** To improve the accountability of the teaching and non-teaching staff of this institution, ensure transparency in administration and to make the office paperless and digital, the biometric attendance machine was installed and started functioning from the academic session 2017-2018.
- Boundary Wall:** To ensure the security of physical infrastructure of the institution and also to check any unauthorised entry into the campus, the Governing Body of the institution decided to erect a boundary wall on the southern side of the college campus.
- CCTV Surveillance:** Closed Circuit Television Cameras are installed at all entry points and strategic points to ensure safety and security of the students and staff of the college.
- Renovation of office, Teachers room, and Principal's chamber:** In view of increasing staff-strength and to make the working area more comfortable for its staff, renovation works of the Teacher's Room, the Office, and Principal's Chamber have been done time to time with the approval of G.B.
- Conference Room:** One conference room having modern amenities adjacent to the Principals' Room has been constructed with the help of the BEUP fund (amount of Rs 7 lakh) of our Honourable President, Governing Body, and MLA Kalyani Constituency.
- Canteen Renovation:** To ensure the availability of quality food at a reasonable price to the students, teaching and non-teaching staffs including guardians and visitors, and on the basis of the feedback received from different stakeholders, Governing Body has taken several decisions, in its various meetings to re-open the canteen in the college campus under the supervision of Canteen Committee, to consider the price list of food items and to renovate and decorate the canteen.
- Medical Room:** To provide on-campus basic medical facilities and primary nursing to the students, staffs, and teachers during college hours, a well-equipped health centre cum medical unit has been started in the Mahavidyalaya. A request has been submitted to the Superintendent, JNM Hospital and College of Medicine to provide a physician for at least 2 days in a week as per GB resolution.
- Counselling Room:** Kalyani Mahavidyalaya has been able to provide space for the Psychological Counseling from the current academic session so that counseling of the students can be done on a regular basis. Student counseling cell is entrusted with the duty.
- Ramp, Hand Rails, and Wheelchairs:** To make the Mahavidyalaya campus more accessible and friendly for our differently-abled students, Ramps and Rails have been constructed and a toilet has

been arranged in the ground floor. Two wheelchairs were purchased for the on-campus free movement of the differently abled students as and when required.

10. **Playground:** The college has a playground with an approximate area of 2300 sq metre with the facility for some games such as volleyball, badminton etc. However, in view of the extensive sports activities of the institution, college authority manages to avail the facility of a playground of various other playgrounds in Kalyani including that of the University of Kalyani and of other local governmental institutions.
11. **Installation of Sanitary napkin vending machine and incinerators:** To ensure an effective and convenient mode easy access to sanitary napkins and thus to facilitate the unhindered participation of female students and teaching and non-teaching staff in college activities two (2) Sanitary napkin vending machines have been installed in the ladies' toilets in Nov 2016. For safe and hygienic disposal of menstrual waste, two incinerators have also been installed in the ladies toilets as part of "Swachh Bharat Mission" and "Nirmal Bangla Mission".
12. **Increase in the number of Water purifier and cooler on all the floors:** Provision of safe and clean drinking water to the students and staff of Mahavidyalaya had been on the agenda from the very beginning. Several Numbers of water purifier cum coolers have been installed on each floor of the building, in the canteen and in the staffroom and in the office.
13. **Increase in the number of computers:** The number of Computers (including Desktop and Laptop) has increased considerably though not satisfactory.
14. **Internet facility:** The administrative zone including staff room, laboratories, the central library, and the smart class room are wi-fi enabled.
15. **The number of books:** There has been a steady increase in the collection of books in the central library. Each year, a fund is allocated to each department to purchase text books, reference books, and rare books. Mahavidyalaya Library is enriched with more than 15000 books. For last two Academic sessions effort has been made to procure reputed subject related journals.
16. **Digitisation of Library:** The Central library of Kalyani Mahavidyalaya has been improved and transformed from a manual library to an automated one. In the month of July 2017, KOHA 3.2 was installed in the library.
17. **Access to e-Resource:** The college library has registered in NLIST (National Library and Information Services Infrastructure for Scholarly Content) programme of INFLIBNET in 2017. Faculty members and advance learners have access to full-text journal service for more than 3000 journals and also more than 80,000 e-books.
18. **National Seminars:** Two National level seminars were organized by the departments of Geography and Mathematics in the academic sessions 2013-2014 and 2016-2017 respectively.
19. **Research Activities:** The Mahavidyalaya encourages its teachers of all categories to engage in research activities and to submit research proposals (like MRPs) to different bodies like UGC, quite a number of teachers have obtained the Ph.D. degree in last five years and some of the teachers are pursuing part-time Ph.D. programs. One of year teacher from the Department of Botany has been awarded Raman Fellowship to pursue post-doctoral research work.
20. **Skill Development Program:** Three skill development programs have been organized in the institution for students, teachers and non-teaching staff.
21. **ICT based classes:** To enhance the quality of education and to promote the learner-centered environment, steps were taken to make the classrooms ICT enabled. One virtual classroom (room no 306) was arranged in the institution using the Govt Grant. Feedback received from stakeholders from time to time has motivated the teachers to increase the use of technology in delivering the curriculum.
22. **Two new courses (Physics and Chemistry):** From the academic session 2015-2016, two new courses in Pure science subjects (Physics and Chemistry) have been introduced to meet the growing

demand for these two subjects.

23. **One new general subject:** On the continuous demand of the students' organizations, Sanskrit has been introduced as a general subject in the B.A. General Course from the academic session 2015-2016.
24. **Renovation of laboratories:** For smooth running of various science Departments, purchasing of laboratory equipment, chemicals, furniture, renovation works etc are done in a regular interval with the approval of G. B.
25. **On-line admission:** To ensure the transparency in the admission procedure following the directive of the Higher Education Department of Govt of West Bengal, On-line admission has been introduced from the academic session 2015-2016 and implemented successfully,
26. **Provision of a contingency fund for all the Departments:** With the objective of decentralized administration and active participation of the departments, all the departments have been provided with contingency fund for Departmental activities
27. **Waste Disposal Management:** The "Swachh Bharat Mission" and the "Nirmal Bangla Mission" have motivated the Mahavidyalaya to emphasize on the proper and systematic disposal of the waste it generates. Students and staff are being made aware of the waste management through banner, posters, and leaflets. Colour coded waste bins are kept in the laboratories and in strategic places, which are then collected centrally by the sweeping staff and handed over to Kalyani Municipality for proper disposal.
28. **Different Awareness Programs:** IQAC in association with NSS unit of Mahavidyalaya and other different cells has been organizing blood donation camp and various awareness programs on issues related to Health, Hygiene, and safety for its students and staff.
29. **Different Extension Activities:** To establish a linkage with the local community, to make our students aware of various social issues and to instill a sense of social responsibility, several extension activities have been organized by various departments and by the NSS unit in last 3 years.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 2

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	0	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

Our Institution in keeping with its goal of *cura personalis* is committed to showing gender sensitivity i.e. understanding and consideration of socio-cultural factors underlying sex-based discrimination, in every aspect of planning and implementation.

1. Safety and Security:

- The institution is particularly sensitive about the safety and security of female students and staffs. The college building and its surrounding area are under the continuous surveillance of the authority through CC-cameras placed at different strategic positions.
- To ensure optimum security within the campus, retired Military personnel are appointed as security officials.
- The Institution has a Committee Against Sexual Harassment against Women (CASH) which rigorously develops the ICC (Internal Compliance Committee) every year which includes members from teaching and non-teaching staff, students and reputed external members with expertise in medical science and legal issues who supervise its activity on a regular basis. To develop awareness

about sexual harassment among students, flexes and banners are displayed in the campus defining, pointing out the legal steps and punishments of sexual harassment. Seminars are organised to develop consciousness relating to gender equity, sexual harassment, and measures against it and to encourage all in the campus to stand and report against any such act of harassment. There is also a Grievance Redressal Cell to understand, analyze, address and solve any grievance arising on the part of the students in general.

- Sanitary Napkin Vending machines have been placed in convenient places within the college building and Electric Waste- burners are present in the Ladies Wash-Rooms to ensure hygiene and safety.

2. Counselling:

- The Institution is committed to providing effective counselling by teachers as well as by external experts like Specialist psychological Counsellors from reputed NGOs, Medical practitioners etc. as and when necessary to female students. All Teachers of the institution act as counsellors to identify and resolve any crisis faced by the students, especially the female students and students from the weaker sections of the society. The institution forms a special Sub-Committee (Students' Counselling Sub-Committee) through the Teachers' Council for this purpose.
- The Career Counselling Cell of the Institution is devoted to guiding the students to build their career in future. The cell takes special care to the cases of female students and students from weaker sections of the society with a pledge that they would equally match the mainstream society in future.

3. Common room:

- There are separate & well-equipped common rooms for male and female students. Efforts are made to equip these common rooms with various indoor games facilities.
- Male and female restrooms/ washrooms are separate for students and staff. The institution is particularly careful about maintaining health and hygiene
- The Health Centre of the institution is equipped to provide immediate care, support and advice to students in need, and especially to provide care with a gender-sensitive approach.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 51710

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 88.68

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 84.6

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 95.4

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid waste

Kalyani Mahavidyalaya has an established protocol for managing the disposal of solid waste in environment and health friendly manner. The solid waste is divided into three group namely Biodegradable waste, Non-biodegradable waste, and Biohazards/Toxic waste. Three separately color coded bins with proper labeling have been supplied to the laboratories and other parts of the college campus. No infectious or hospital-borne waste/biohazards is generated in our institution. The college has done adequate campaigning through banners and awareness manual for all.

The college has installed incinerators in ladies toilet to provide a healthy waste disposal environment and has made students aware to use the same.

Liquid waste

Liquid waste is disposed of through the proper sewage drainage system of the college campus. Chemical liquid waste generated in the college is too less and properly diluted before disposal

E-waste

We are in process to make an arrangement with a company named Hulladec for the proper disposal of e-waste. This proposal has been forwarded to Governing Body on an IQAC meeting held on 17-06-2016 and was further approved by the GB meeting dated 01-10-2016.

All garbage is regularly handed over to the respective municipal authority at regular interval.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

The institution does NOT have any facility for Rainwater harvesting structures and utilization in the campus.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

- It is widely known that automobile emissions are a significant contributor to pollution. Most of the local students and teachers prefer cycling or walking on their way to and from the college. Outstation teachers and students use public conveyance for daily commutation.
- The college programmes (NSS, IQAC) provides resources and tools to educate college communities on the environmental and health benefits of going plastic-free to minimize plastic consumption and pollution in college and the environment. To reduce plastic cup consumption, canteen has begun using paper cups.
- Instead of using paper notebooks and agendas, desktops (125) and laptops (17) are used to take notes and track of assignments and meetings are kept through email alerts. Online books and

journals are bought in the library for reference work. The teachers of Geography and Botany allow their students to submit their project work through email.

- CFL or LED bulbs (470) and tube lights (60) in the rooms of the college to provide a better quality of light and use less electricity.
 - The college boasts of a beautiful garden (1040 sq. meter) which is regularly taken care of. Seasonal flowers are planted to increase the glamour of the serene college. Only bio-fertilizers are used in this garden.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.38

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
.30258	.44789	.20985	.50598	.55329

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 6

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	5	1	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 10

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	0	0	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Any additional information	View Document

7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	
Response: Yes	
File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 13

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our Institute, with its aim towards developing students into responsible, accountable citizens encourages and organizes activities that foster greater values of life, such as, love, integrity, solidarity, fraternity, and patriotism within their personalities. Celebrations of National festivals are organized regularly by the Institute with such a solemnity that auspiciousness of the festivals in the lives of people of the nation remains alive in the minds of the participants and gets reflected in their lives.

We celebrate our Independence Day each year with sincere respect. The national flag is hoisted by the head of the institution with great honor. Our students march past the national flag and offer salutation to the Nation. A cultural programme is organized by the teachers, staffs, and students in which the memory of Indian Freedom Struggle is evoked through talks cultural performances and all present in the programme take a pledge to carry on the responsibility of keeping our tri-colored flag flying high forever.

The Republic Day of India is celebrated in the college with earnest sincerity. The celebration starts with the formal hoisting of the National flag by the head of the Institution along with march-past performance by the students. A short but somber cultural programme along with valued speeches of teachers, staffs, and students are organized on the campus. After that, an expert team of our students represents the college in the centralized programme of Nadia District, W.B. to celebrate the Republic Day.

Teachers' Day in India is celebrated commemorating the birth anniversary of Dr. Sarvepalli Radhakrishnan, the celebrated academician and second president of India. A special programme is arranged every year by the students' organization of our Institution as a tribute to the teachers. Students and teachers offer their respect and honor in front of the photograph of Dr. Radhakrishnan, With various cultural performances and speeches from students expressing their respect, honor and gratefulness to the teachers, the celebration continues to remind the central theme, i.e. the importance of teacher-student relationship in life.

In our institution, we celebrate *Rabindra Jayanti* (the Birthday anniversary of Rabindranath Tagore) along with paying homage to another great Bengali poet Nazrul Islam (date of birth: 20th May 1920). Hence, we celebrate *Rabindra- Nazrul Jayanti* every year on a week-day in the month of May. Students, Teachers, and Staffs participate whole-heartedly in the cultural programme and with the performances from the great creations of these litterateurs they pay homage to the great sons of Bengal.

The college is celebrating the Birth anniversary of Srinivasa Ramanujan, the Indian Mathematical genius every year since 2014. The 22nd day of December is celebrated with paying homage to the great genius Srinivasan Ramanujan by Seminars on mathematical issues, exhibitions displaying and spreading the beauty of mathematics in life, quiz on Mathematics etc.

Since 2016, our Institution is celebrating the death anniversary of Shahid Khudiram Basu, one of the youngest revolutionaries early in the revolutionary movement for Indian independence, who was hung by the British court at only 18 years of age. The objective of the programme is to inculcate among students the great value of love and patriotism over selfish desires.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Established in 1999, Kalyani Mahavidyalaya has always attempted to deal with the academic and non-academic issues in terms of transparency, precision, and excellence. Right from its inception, there has been a constant effort to create an atmosphere for the smooth running of the college administration. As such there are different statutory and non-statutory committees for the execution of several administrative policies/decisions. The statutory committees include Admission Committee and Purchase Committee which are formed through Governing Body strictly in accordance with the rules and regulations of Kalyani University Statute to maintain proper consistency and coherence in the long run. Much emphasis has been given to maintain proper law and order in the college. Different sub-committees such as Anti-Ragging sub-committee, Committee Against Sexual Harassment (CASH), Students' Counseling Cell are always monitoring the respective problems to address any undesirable incident. Efforts have always been made to build a constant rapport between the teachers and students. Lastly, the Governing Body of the college renders impartial judgment during any adverse circumstance for the smooth functioning of the college.

Adequate initiatives have been implemented for the academic well-being of the teachers and students as well. Teachers are assigned courses to teach as per their specialization. Equal focus is given to all category of students. A holistic approach is adopted. Along with the academic activities like seminars (both national and college level), conferences, workshops, non-academic ones like quiz competition, debate competition, extempore competition are uploaded in our college website to generate a spontaneous response from the students. All such activities strictly adhere to the Academic Calendar which is prepared well in advance of each academic session. The convenors of academic sub-committee regularly conduct meetings with the respective departmental-in-charges to exchange ideas to conform to an ultimate standard of perfection or excellence.

Kalyani Mahavidyalaya also takes steps to maintain financial transparency. Primarily there is a post of Bursar who verifies all financial transactions. An annual budget is estimated at the beginning of each

academic year. An internal audit is conducted which is further followed by the audit done by an external agency for the updating of the accounts. Several purchases are made by the Finance Committee only with the prior approval of GB through the process of tendering/e-tendering.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice-1

Title: Women-Empowerment

Objectives:

The objectives of this practice is to initiate a systematic process through which the girls from the semi-urban and rural areas of the surrounding districts are trained to avail of higher education, shed their inhibitions, participate in the academic and extra-curricular activities, build leadership abilities etc.

Context:

The college is situated in a semi-urban area. Students across the districts of Nadia, Hooghly, North 24 Parganas, access the college for their higher studies. These districts are mostly rural in character and are considered backward. Students generally hail from a weak socio-economic background, and display characteristics of gender repression at the time of entry.

The girls are found to be shy, introvert, non-communicative and often lacking in confidence. They suffer from a lack of decisiveness which leads to their shying away from college activities. These lead to their incomplete character building which affects the overall growth and evolution of the society and the nation.

The Practice:

In the initial stages the college found that forming such processes is easier said than done. The girls found it difficult to understand the underlying principles and benefits of such processes. They would often find it difficult to apprehend the necessity of looking beyond conventional teaching learning methodologies and classroom atmosphere. Moreover, there would often be social pressures that sought to limit the potential of the girls; they would be married off and any extra-curricular activities would be discouraged.

It was readily realized that an ivory-tower approach will not solve the problem. There should be an effective systematization in the form of

a. Vision b. Discussion c. Implementation d. Review and analysis of report.

So the college undertook a mission to empower the female students of the college.

After working out the mission, effective planning was done in a decentralized format which was discussed, revised and finally ready for implementation.

The first step towards implementation was asking the teachers to bring about a change in their methodologies, especially in the classrooms. The teachers diligently took the mission forward by patiently asking the girls to participate more in the classrooms and beyond. Separate common room was built for the girls to give them space and freedom; to allow them to communicate; share their problems and find necessary solution independently.

In the Students Council a definite percentage of seats were reserved for the girls. Among the office bearers of the Council, girls were given priority. This, the college felt, will ensure confidence, and build leadership abilities among the girls.

To ensure regularity and avoid absence from classes and other activities a sanitary napkin vending machine has been installed in front of the ladies wash room.

To foster health-awareness among the girls several lectures by different resource-persons were organized. To build gender sensitivity the boys were also asked to attend these lectures.

Evidence of Success:

This process has brought about a thorough change in the performance and outlook of the girls of the college.

Over the last three academic sessions the numbers of girls enrolled (**data attached as additional documents**)

The performance of the girls over the last four academic sessions: (**data attached as additional documents**)

In the cultural and sports activities too girls have excelled at various levels

The different sub-committees of the students' council are headed by girls and they discharge their duties properly and effectively: (**data attached as additional documents**)

Problems Encountered:

In the initial stages of the implementation of the practice the college faced a number of problems:

1. In experience of the faculty and staff regarding sudden and unexpected situation and inability to find out immediate solutions to these situations.
2. Although several workshops and seminars were attended by the faculty and administration regarding empowerment of women, yet real situations vary widely in range and scope. Hence the administration had to look for innovative and spontaneous means to overcome these situations.
3. The incumbents themselves often proved to be resistant to these approaches owing to long-standing social conditioning and taboo.

Resources required for adopting such practice include-

1. A set of dedicated faculty and an administration sympathetic to the needs of the female students.
2. Physical facility
3. Adequate safety and security measures
4. A gender sensitive campus
5. An able leadership

Best Practice-2

Title: Environment Friendly Best Practices for Sustainable Development

Objectives:

Keeping in view the strategic location of this institution in an industrial area in the planned city of Kalyani, the college authorities had long felt the need to adopt certain practices which would not only help to utilize the civic amenities and industrial resources to its maximum extent but also lead towards minimization of the extent of damage to the environment. With this goal, the following objectives have been set:

- To regularise assessment of drinking water quality to test its portability and promote healthy sanitation practices. (Maintenance of Health and Hygiene)
- To promote the utility of Public Conveyance System and use of bicycles as energy efficient transport mode responsible for reducing individual carbon footprint.
- To develop the college campus as a “Plastic Free” and “No smoking” zone.

Gradual implementation of the above practices is expected to enhance living conditions, promote health and well-being and conserve the natural resources that mother nature has so willingly bestowed on mankind.

The Context, Practice and Evidence of success for each case are delineated below:

(a) Best practice: HEALTH AND HYGIENE

(i) Water Quality Monitoring

Freshwater is a finite resource, essential for even human existence. It has been unequivocally demonstrated that water of good quality is crucial to sustainable socio-economic development. The Department of Molecular Biology & Biotechnology and the Department of Microbiology of our college monitors and analyses multiple facets of environmental health at campus. This protocol is a tool to ensure that an effective and consistent water monitoring program is in place on campus. The program also provides co-curricular hands-on, skill building opportunities for students, and continues to raise awareness about the importance of watershed health. Additionally, through these monitoring efforts, corresponding remediation

activities are considered as a trans-disciplinary learning opportunity aligning with several academic programs and departments. This is done to ensure that all water systems on campus are maintained efficiently as healthy components.

Parameters are so chosen that it can help to understand the physio-chemical as well as microbiological health of water. Testing procedures are selected on the basis of our available infrastructure.

Parameters Tested:

- **pH:** to describe the taste of water.
- **Total Dissolved Solid:** to describe the inorganic salts present in water.
- **Total Suspended Solids:** to describe anything drifting or floating in the water like silt, sand, plankton, algae, organic particles from decomposing materials.
- **Biochemical Oxygen Demand:** to get idea of organic matter contamination.
- **Dissolved Oxygen:** to describe the physio-chemical health of water.
- **Most Probable Number:** to assess the portability of water.

The water quality parameters for past 5 years is attached as an additional document

From the regular monitoring of water quality parameters, it can be observed that overall health of drinking water in campus is at par with BSI standards. Further enhancement of water quality like enhancing taste and to ensure no pathological contamination, water purifiers like Aqua guards were installed and regular monitoring was done. AMC are done and renewed yearly for proper maintenance of Aqua guards. As per TSS and TDS results, it was recommended to install iron filters along with Aqua guard. In due course *i.e.* in 2017 High end (institutional reverse osmosis water purification system) machine along with coolers were installed.

(ii) Vending Machine

Hygiene refers to the good practices that prevent diseases and leads to good health, especially through cleanliness, proper sewage disposal, and supply of safe drinking water. It refers to all those activities that are done for improving, preserving and maintaining sound health. For attaining the desired standards, sanitary napkin vending machine along with incinerator has been installed inside girl's toilet and female teacher's toilet.

(b) Best practice: GREEN TRANSPORT

Kalyani Shilpanchal is conceived primarily as an industrial area and it has numerous large and small industrial units having contributions not only towards socio-economic development of the region but also in pollution load of environment. Increased demand of mobility has created massive growth in road transportation which in turn has increased traffic congestion, poor air quality, and range of other problems which require the development of alternative to growing reliance on automobiles. Cycling is amongst the most sustainable mode of mobility having zero dependence on fossil fuels and zero carbon emission. Keeping this in perspective, Kalyani Mahavidyalaya along with its NSS unit time to time campaign among students and staffs to use greener transport like bicycle and encourage to use public transports. The campaigning involves interactions with students and placing placards to aware students how cycling can be an affordable mitigation option to address fuel and environmental problems while also

generating significant health benefits by increasing physical activity. As the college is very near to railway station, transport by railways is encouraged. College had space for parking bicycles. As a result of campaigning more and more students are bringing bicycles and college has stepped forward to increase well protected and dedicated parking space for cycles.

(c) Best practice: PLASTIC FREE ZONE

Plastic pollution involves the accumulation of non-biodegradable plastic products which adversely affect the environment. A shift in our approach and fine adjustments in our lifestyle can make our environment cleaner and better. In our campus, there was large-scale littering of plastic articles like bags, cups, chocolate and snacks wrappers and plastic sheets. Also, there were lack of proper waste management system for these kinds of bio-non-degradable material. In this aspect, the college has taken the initiative to solve this problem in a phased manner. The usage of plastic articles cannot be stopped altogether, but certainly our college has found good ways of managing their disposal with cooperation from all the students and staff of the institute. To tackle this problem, several steps have been implemented immediately, and some are planned in the long-run. For example, there was a major shortage of dustbins in the campus. To reduce littering, dustbins have been placed within a distance of 100 meters from any place where students gather. Examples of such strategic points include the library, all exits and entrances to the main building and department blocks, the rear entrance, canteen. Signboards at several locations along with dustbins are kept in the campus to motivate the students not to litter. This is also to sensitise the visitors to the campus that he/she is expected not to litter. NSS unit and Campus Development Cell of college arrange talk regarding the seriousness of the issue to make the students aware of the littering-discipline.

(d) Best practice: SMOKE FREE ZONE

According to World Health Organization, tobacco is one of the major causes of deaths in India. Other than cigarettes, bidis and cigars, a plethora of smokeless forms of consumption exists which accounts for total tobacco consumption. To curb smoking rates on college campus, our colleges has enacted stricter tobacco control and prevention policies. We realized that an integrated amalgamation of crucial stakeholders and departments would speed up the project and the ultimate outcome would be achieved. Similarly, we concentrated not only to aware on the issues related to tobacco consumption but also on effective implementation. We did an intensive signature campaign to voicing our views on implementation of Tobacco Free Campus. There were talks, workshops, rally and common march involving students. Initiatives were taken from NSS unit to install signboards indicating smoking prohibited in college campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

One Vision of the College with priority and thrust is to empower the students to face the challenges of life both academic as well as personal.

Our College is located in the heart of a vibrant and developed city, Kalyani, however, it caters to the educational need of surrounding rural and developing areas. Many students come from families living in poverty or Below Poverty Line, and many are first-generation learners.

For example, the number of admitted students who prayed for and received concession in tuition fee varying from two months to eleven months subject to the proper procedure has been 526 in 2012-13, and 235 in 2016-17. For example, while the percentage of admitted SC, ST and OBC students combined against General Category students admitted in 2013-14 has been 36%, it is 53% in 2016-17. While this picture is in no way any conclusive statement on demography, it nevertheless reveals the challenges of the College. The College Authority and faculties gladly take this challenge in positive spirit in the larger interest of society and nation.

The success of the College is evident in that, the number of students appearing in the final university examination in 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 has been 602, 665, 949, 868 and 1461 respectively, and the percentage of students passing has been 89%, 88%, 71%, 86% and 93% respectively. The College pledges to sustain the success rate and improve more.

The performance of the College is also evident in the fact that several students have shown academic excellence in overall results of the university. For example, 260 girl students of different streams have obtained first class in University examinations from 2012-13 to 2015-16 session.

True to its vision priority and thrust, faculties are friendly to learners and counsel when needed. Learners have access to faculties beyond class hours, and they can discuss their problems within the comfort zone. There is formal machinery for Students' Counselling and Career Counselling, yet the College recognizes that all faculties are counselors.

The College takes joyful credit that some students have marked distinction in the arena of national level sports. For example, one silver medal in Kho-Kho in 2012-13, one bronze in Kabaddi in 2014-15, one gold medal in Volley Ball and one silver medal in Kabaddi in 2015-16, and one bronze medal in Handball, one silver medal in Kho-Kho and one bronze medal in Football in 2016-17 has made the College proud.

In average, from the Academic Year 2012-13 to 2016-17, Differently Abled students (Divyangjan) have constituted .52% of the total number of admitted students (for example, 12 students in 2015-16, and 8 students in 2016-17). The College is particularly glad when it is learned that the students have successfully passed university examination and also got the job.

The College is glad when the Alumni inform or information is received from other sources that ex-students have been successful in their personal life, procured jobs and are well established. For example, twenty-five ex-students passing from 2013 to 2017 are working as Assistant Teachers, Probationary Officer and Clerk in nationalized banks, and Scientific Officer and Quality Analyst.

NAAC

5. CONCLUSION

Additional Information :

In addition to the information provided in SSR regarding our college we wish to add the following as our long term goals which are already in the domain of planning & awaiting implementation:

1. Separate campus unit for each department
2. Extended library complex
3. Extension of the existing complex
4. Establishing women study centre
5. Separate hostels for both boys and girls
6. Provision of elevator
7. Guest house & staff quarter
8. Gymnasium
9. Vocational course
10. In house research facility
11. In house management of waste

Concluding Remarks :

Kalyani Mahavidyalaya, a grant-in-aid college, has come a long way since its inception in 1999 has seen many upheavals in its journey. Its strengths have always been the patronage of the University of Kalyani, local administration, co-operative and accommodative stakeholders and most importantly the harmonious relationship among its stakeholders. Although the college has many shortcomings yet in spite of all its odds the college has performed excellently over the years.

Kalyani Mahavidyalaya presents this Self Study Report (SSR) as the first step towards its assessment and accreditation process. The college has, within its constraints, strived to be a centre of knowledge aiming to impart comprehensive and quality education to all sections of the society regarding which data, true to our knowledge, have been provided in the SSR.

However, as pointed out in the SSR, there are certain areas where the college has failed to perform adequately. We sincerely believe that the assessment and accreditation by NAAC will provide the college with necessary benchmarks and guidance to allow it to evolve into an institution of excellence.