SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KALYANI MAHAVIDYALAYA

KALYANI MAHAVIDYALAYA CITY CENTRE COMPLEX, P.O. KALYANI,
DIOST. NADIA, WEST BENGAL, INDIA PIN- 741235
741235
http://kalyanimahavidyalaya.ac.in/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kalyani Mahavidyalaya College, a grant-in-aid college established on 18th July, 1999, boasts of a rich and illustrious history that dates back to its establishment in the dream-child city of Dr. Bidhan Chandra Roy, the first Chief Minister of West Bengal.

The college was founded to serve the need for quality education at the undergraduate level of the residents of Kalyani and its surroundings. The college gradually evolved and has remained a beacon of learning under the University of Kalyani.

In 2018, during NAAC-Cycle I, the college demonstrated considerable improvement by achieving a Grade-B rating. This young, vibrant, and dynamic institution stands as the alma mater of numerous accomplished individuals, contributing significantly in spheres of culture, knowledge, politics, economy, and society.

Vision

The visions of the Mahavidyalaya are as follows:

1. To empower the students to face the challenges of life and empower them for holistic development in both academic and interpersonal skills.

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 develop and apply knowledge to create well-rounded, multi-skilled and socially responsible global citizens for a people centric ecologically sustainable society.

7. To sustain a caring, supportive climate throughout the Mahavidyalaya,

8. To enhance the effective and efficient management of the Mahavidyalaya through participative and transparent governance at every level.

Mission

Students in collaboration with faculty and staff are made aware and sensitive of their moral responsibilities and social obligations. The Mahavidyalaya endeavours to produce skilled individuals capable of making the world around them a better place to live in.

The missions of the college are as follows:

1. To provide the best education possible to students who come from diverse backgrounds.

2. To provide an environment of learning that expands beyond the boundaries of class, caste, religion and gender.

3. To provide students with quality educational experiences and support services that can lead to the successful completion of degrees along with imparting of career-oriented education and basic skills of proficiency.

4. To provide a platform where, during the most formative years of their lives, students may learn to explore and assess all social, economic, cultural and environmental issues before them.

5. To promote academic and career success through the development of critical coupled with value-based thinking, effective communication, creativity and cultural awareness within a safe, accessible and affordable learning ambience.

6. To embrace equity and accountability through measurable and objective learning outcomes, and enhance the life-kill to ethical data driven decision making.

7. To contribute to the development of habits, attitudes and qualities of character building, enabling the students to bear worthily the responsibilities of dignified citizenship, and making them strong enough to face challenges of life.

8. To make it a regular practice on various skills in personality development thereby promoting interpersonal communication, facilitating the growth of self-confidence, required for all round development of an enduring personality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Location-advantage:

a) The college is situated in the city centre, Kalyani at a distance of about 55 km from Kolkata. The nearest rail station is 'Kalyani Shilpanchal', a walkable distance of 300m from the college. The college is well connected with road network around the campus.

b) The location of the college in proximity to the University of Kalyani has bestowed upon it several advantages. The IQAC and the Departments often collaborate with the University of Kalyani to organize seminars, workshops, etc.

c) Industry, educational, medical hub and the Government administrative offices in the vicinity of the college

are its exceptional locational advantages.

2. The digitalized Central Library stands as a reservoir of knowledge, housing over 19072 books and 61 journals including rare collections from past centuries in both Science and Arts. The library extends services such as access to repositories, e-journals, and question banks, benefiting students and faculties.

3. Noteworthy social and humanitarian initiatives like Plantation Drives, Cleanliness Drives particularly those undertaken by the initiative of National Service Scheme (N.S.S.) in adopted villages, and selfless social service by NCC wings, enrich the college's community engagement. All these activities are in line with the all central and state government schemes and missions such as Swachh Bharat Mission (SBM), Nirmal bangla, Jal dharo Jal bharo, digital India, etc.

4. The college has remarkably developed in fully implementing e-governance in every aspect of administration, noteworthy being the Online Admission and e-payment, and moving towards paperless administration.

5. The presence of two smart and hybrid classrooms, the Central Instrument Facility, language Laboratory, and a dedicated computer laboratory with more than 50 computers add to the academic strength of the college.

6. Kalyani Mahavidyalaya stands out for its comprehensive Learning Management Systems, Entry into Service Portal, Student Profile Mapping system ensures delivery and efficient tracking of academic progress and personalized support.

7. Kalyani Mahavidyalaya collaborates with various academic institutions and industries for student and faculty exchanges, internships, and training programs. These initiatives are vital for bridging the gap between academia and industry, ensuring students are well-prepared for their future careers.

Institutional Weakness

1. The college suffers from a shortage of effective space with respect to increasing number of students resulting in some compromise of physical facilities like shortage of classrooms, sharing of laboratories etc.

2. Shortage of full-time teachers results in poor student-teacher ratio.

3. Shortage of adequate non-teaching staff is another recurrent problem. Some non-teaching staff have retired on attaining superannuation; however, the consequent vacancy stands despite effort of the College Authority to fill in the vacancies.

4. Hostel facility: although there are students who commute from neighbouring yet distant districts, the college is yet to provide hostel facilities to its students.

5. The College is yet to have a spacious auditorium to host the numerous cultural activities throughout the year.

6. The spacious campus is certainly an advantage; however, from security point of view this advantage sometimes becomes a disadvantage too. Although a few close-circuit cameras have been installed but those are not sufficient for keeping a watchful eye in every nook and corner. Scarcity of sufficient number of security

personnel hampers provisions of ample vigilance within the College premises.

7. The facility of students' counselling needs to be strengthened with more professional touch by inviting counsellors on board.

Institutional Opportunity

1. The college considers the huge diversity of students and faculty as a major opportunity for the college to emerge as an institution of excellence globally competent human resources.

2. 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, other than providing opportunities of promoting research facilities for the faculties.

3. The college has been developing resources to introduce Post Graduate programme in its curricula.

4. The resources of the industrial hub at the vicinity of the college can be used to build Entrepreneur Development skills, and also opportunities for placement.

5. Promoting collaboration with various Government and non-Government organization is another major opportunity for the college.

6. The physical space in possession of the college can be effectively utilized to mobilize resource for building up stable and sustainable corpus fund.

7. Horizontal and vertical expansion of the facilities within the departments with increased support from the State Government and other bodies (Alumni Association, Parent- Teacher Association etc) will attract brilliant students for enrolment in the College.

8. Extension activities under the umbrella of active NSS and super energetic NCC are already in progress. But the areas of activities can be expanded further.

9. The College has still barriers in utilizing the fallow landed assets which can be utilized for more infrastructural development.

10. Process for opening some new departments can be initiated with the support of the Government.

Institutional Challenge

1. Institution is gearing up itself towards the future, with a vision to encompass emerging disciplines and areas in higher education thereby, creating global academic ambience.

2. Obtaining permissible funds for different development programmes and research for intended faculties is always a challenge with no freedom to access or raise fund of its own except through fees.

3. The development of a perspective plan for a longer period with short term sub-plans is dependent on the State Government policy as the College is entirely guided by the state government rules and regulations pertaining to recruitment of staff, income and expenditure.

4. A huge section of the students of the college hail from developing socio-economic background including SC, ST, OBC. Most of these students are first-generation learners and the college faces a huge challenge in uplifting these students to the main stream of society.

5. The number of female students in the institution is quite high; many of these girls, hailing mostly from financially weaker sections of the society, show signs of gender vulnerability at the entry level. The college faces the challenge of transforming these girls into responsible citizens who can match shoulder to shoulder with the boys in the four years of their academic life.

6. Dedicated and integrated Wi-Fi networking (Leased line) covering the whole campus is yet to be implemented and under process.

7. The college faced challenges during the period of Lock-down for COVID-19. However, the College Administration and teachers did their best in helping students and mentoring them on a regular basis so that they could overcome psychological issues like depression and anxiety.

8. Currently the college has no own payment gateway for online payment of students' fees.

9. 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

1. Being an affiliated college, the institution has little flexibility in making decisions on curriculum planning and designing, though through indirect measures such as the mechanism of the Board of Studies (10 teachers as members of BOS, 2024), gets a certain amount of responsibility. In aspects of curriculum delivery, it caters to this mammoth yet welcome task through well-maintained and documented processes such as by preparing the academic calendar, conducting continuous evaluation, interdepartmental faculty exchange, and other kinds of innovative teaching mechanisms.

2. As part of academic flexibility, every department successfully conducts a number of Certificate/value-added Courses with satisfactory responses from the students. These courses are mostly beyond the regular curriculum, and are practically oriented and focus on the development of multiple skills and expertise as well as ensuring

holistic well-being of the students.

3. Being extremely sensitive about the requirement of instilling ethical values in today's youth, the college organizes week-long Value Orientation Course at the opening period of a new academic session where the newly admitted students get an opportunity to listen to the resource persons on ethical issues and freely interact with them on issues of morality.

4. Regarding curriculum enrichment, the institute seeks to promote awareness among students regarding 'Professional Ethics', 'Human Values', 'Gender', and 'Environment and Sustainability' adhering to the prescribed curriculum and also beyond the curriculum. Several departments encourage students to undertake project works, fieldwork, and internships so they gain experience regarding higher levels of academic or professional engagement in the future.

5. Beyond academic confines, the NSS orchestrates various character-building ventures throughout the year. Activities such as cleanliness and plantation drives, World Environment Day celebrations, and awareness programs on water conservation and plastic hazards instill a sense of responsibility in the youths of the college. These efforts enhance awareness of the environment, promoting a holistic understanding of our natural surroundings and habitat.

6. Obtaining feedback on the academic and overall services provided by the college, from stakeholders - students, teachers, employers, alumni etc.; directing and redirecting actions based on the obtainable reports, the institution looks back upon its activities performed and takes measures to further replenish them.

Teaching-learning and Evaluation

The propelling force of an institution is "Teaching-Learning and Evaluation", necessary for knowledge societies to flourish. The institution believes in a value-based education system being synchronized with practical learning.

The admission process being transparent, admission of students to various courses is done according to the guidelines of the University of Kalyani and the directives issued by the Government of West Bengal. The Admission Committee of the College monitors a fair and transparent admission process and publishes a merit list at the onset of the students' admission. The College strictly follows the reservation policy as per government norms.

All the activities are organized according to the "Institutional Calendar" prepared by the IQAC. The College follows the Choice Based Credit System (CBCS) since the

2017-2018 academic session and has adopted the NEP-2020 very recently.

The college offers experiential, participatory, blended mode and ICT enabled teaching-learning to the learners. Each department conducts classes, internal assessments, seminars etc. as per the academic calendar.

Teachers being human assets to the college continuously engage in nurturing the students on academic issues. The teachers adopt Lecture Method, Chalk and Talk, Interactive Method, Assignment and Project-based

Learning, ICT-based Learning, Experiential Learning, Excursions, etc. as the cornerstones in the academic process.

Besides, teachers as mentors give a patient hearing to the students with academic and extra-academic problems and queries.

Wall magazines are published to nurture creativity, writing skills, and presentation potentialities in students.

Certificate and Add-on Courses fill the gaps in knowledge and give students a competitive edge. Tutorial classes are organized for slow and advanced learners in accordance with the necessity.

In strict compliance with the norms and objectives of Outcome Based Learning set by the affiliating University, the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the departments.

The college conducts internal assessments and semester end Test examinations to prepare the students before the final semester and arranges for University conducted semester examinations in the college with utmost care.

Grievances of the students in relation to the internal and external examinations are taken care off in case the need arises.

Research, Innovations and Extension

Students at Kalyani Mahavidyalaya gain hands-on experience in innovation while being nurtured and encouraged by the faculty, management, and industry experts. Numerous seminars and workshops have been conducted under its aegis, providing students with opportunities to learn and grow in their respective fields.

Faculty members are deeply involved in research, reflected by their high-quality publications of original research articles, book chapters, and other academic works. The institution actively encourages its teachers to publish in reputed journals, contribute chapters to books by national and international publishers, and author their own books. This commitment to research and publication not only enhances the institution's academic standing but also fosters a culture of scholarly excellence.

The ICC and Gender Sensitization Cell play a crucial role in guiding students by disseminating knowledge on gender-based concerns, women's safety and protection, personal health, and hygiene. They organize awareness programs, seminars, and other initiatives to educate and support students on these critical issues.

The N.C.C. cadre and N.S.S. Unit of the college dedicate their time and efforts to voluntary community actions, with strong support from the student community. Their initiatives include cleanliness drives, awareness campaigns, plantation drives, and various philanthropic and patriotic activities, highlighting the institution's commitment to social responsibility and community engagement.

Infrastructure and Learning Resources

Campus Infrastructure

The College, a developing institution, has a single integrated building with a central administrative unit and two wings. The right-wing, constructed in 2023, is part of a developmental project. The College offers quality teaching and learning at the Graduation (Honours) level for 21 subjects, with each department having its own office and classroom.

The College has 49 classrooms and 22 modern laboratories equipped for the current curriculum. Numerous computers with internet access support teaching and learning activities in nearly all departments. The ground-floor Conference Hall is used for academic seminars, lectures, and workshops. An open stage hosts the College Annual Day, Teachers' Day, and other cultural events.

The College playground, located between the central part and the right wing, includes a badminton court and a volleyball court for sports and inter-college tournaments. A distance learning study centre of Netaji Subhas Chandra Bose University is also housed on the ground floor.

Two smart classrooms, one with hybrid facilities, enhance the digital learning environment. The College has a Central Instrument Facility for faculty research and improved student laboratory experiences. A language laboratory helps develop spoken and communicative language skills.

Library as a Learning Resource

The College's Library & Information Centre features both print and digital resources. It uses 'Koha' Integrated Library Management Software for automation, with bar-coded book circulation. The library boasts over 19,000 books, including many rare and old volumes. Open Educational Resource Repositories (OER repositories) such as Sodhganga, e-SodhSindhu, e-PGPathsala, IGNOU e-GyanKosh, Swayam, Virtual Labs, Spoken Tutorial, DOAJ, Shodhganga, UGC-MOOCS, Internet Archive, Vidyamitra, and NDL are accessible through the Central Library webpage.

Special competitive examination guidance books and student career counseling resources from institutions like RICE Academy, Erudite, and ICA are also available.

Student Support and Progression

Financial support: A large number of students have benefited by scholarships and free-ships provided by the Government and Non-Government agencies and philanthropists year-wise during the last five years. Students also avail for merit cum means scholarships, minority scholarships, fees concession, etc.

Capacity building and skill enhancement initiative: The College offers various certificate/add-on/value-added courses as collaborative endeavors. The Certificate courses on Computer Applications and Spoken English are worthy of mention.

Guidance for competitive examinations and career counseling: The Guidance and Career Counselling Cell arranges for programs related to these.

Redressal mechanisms: Grievances of various natures, if reported, are brought before the Grievance Redressal Committee which after careful investigation tries to bring about a remedy. Besides the Internal Complaints

Committee listens to issues related to sexual harassment within the college premises and tries to resolve them. Campaigns against ragging by the Anti-Ragging Committee, and sexual harassment by ICC are done by fostering awareness within the college campus.

Students' progression: A good number of students are enrolled for higher education in premier institutions and many students have been employed during this period.

Students' achievement: Our students secure academic rank in university examinations, and get admitted in premier institutes like IITs, AIIMS etc, they also get awarded for their exceptional talent, in sports, cultural events, debates, quiz, youth parliament etc.

Alumni engagement: The College boasts of an illustrious alumnus. The Alumni Association started to carry on different activities such as extending fund to the college for the purpose of developmental works. Recently the Alumni Association arranged for an Alumni meet. The Alumni carries on with developmental ventures throughout the year.

Governance, Leadership and Management

In pursuance of the Vision, Mission, the institution under effective and efficient leadership formulates policies on various academic and administrative activities and the administration is decentralized to such an extent that a collective decision is taken through periodical meetings to plan and organise various activities of the college. In recent times, owing to the adoption of NEP-2020, the College has started taking measures for formulating policies on the same.

Decentralised governance: The College provides operational autonomy to work towards a decentralized and participative governance system. All major decisions on development, infrastructure, financial management, academic affairs, admission, E-governance, administration and collaborations (MoU) are taken in line with recommendations and suggestions of IQAC and various statutory and non-statutory subcommittees. Organogram reflects the decentralized and participative management of the Academic, Administrative, Finance, Cultural and Sports wings which work together to ensure Student Support and Services. Convenors/Coordinators, HODs give leadership at various levels.

Planning and Execution: All progressive initiatives are implemented through rigorous planning which is initially proposed in the Academic subcommittee/ Teachers' Council/ IQAC meetings and approved by the higher authorities.

Role of the IQAC: The IQAC of the college is instrumental in maintaining the quality of the teaching learning process and overall improvement of the academic ambience of the college. It does so, by regularly updating its activities and constantly motivating the requisite fields to continue with their ways of action.

Financial support and Upliftment: This institution being government-aided is run by the governing body and is solely dependent about earning on fees collected from students, donations from alumni, and other well-wisher of college. Only the salaries of staffs at substantive posts are given by Higher Education Department, Government of West Bengal.

The college always focuses to impart quality occupational skills to the students as a part of strategic/perspective planning to stress on creation of an entrepreneurial mindset of its students through Career Counselling and

Placement Cell which ascertains Industry Interaction/ Collaboration to enhance the occupational skills of the students keeping in tune with the NEP and vision and mission of the college.

Institutional Values and Best Practices

The college, though young, is committed to provide quality education to the students of all sections and to promote the academic and career success of the students by making them multi-skilled and socially responsible global citizens for a sustainable society.

Promotion of Gender Equity:

The notion of gender equity is consistently nurtured in this institution through various workshops, seminars and academic programmes. The IC and NSS Unit of the college organizes seminars and gender sensitization programmes both inside and outside the college campus.

Commemorative cultural activities:

The institution has a rich tradition of celebrating different cultural programmes throughout the year. Every year, the **Cultural Committee** under Teachers' Council celebrates theme-based programmes such as fusion of folklore, women empowerment etc. on Annual Prize Day, Rabindra Jayanti, Republic Day, Independence Day and International Mother Language Day. The cultural programmes highlight contemporary issues and are supplemented with competitive events as well whereby students get a fair chance of participation and display of their cultural traits.

Eco-friendly environment: The College undertakes Green Audit, Energy Audit and environment Audit every year to facilitate a Green eco-friendly campus. The college employs a waste disposal system, utilizing coloured bins for segregation of waste materials.

Divyangjan friendly environment: Dibyangjan friendly ramps, elevators, and toilets are in place to help the Divayangjnans.

Inclusive environment: The college promotes an inclusive environment by organizing events for the SC/ST, OBC and Minority sections and women by observing Communal Harmony Day, international Women's Day etc.

Code of Conduct: The college has a Code of Conduct for both Teaching and non-Teaching Staff displayed at the college website.

Social outreach: Commemorative programmes are held, and the NSS Unit performs regular activities, conducts special Camp for the inmates of the adopted village.

Best Practices:

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KALYANI MAHAVIDYALAYA
Address	KALYANI mAHAVIDYALAYA CITY CENTRE COMPLEX, P.O. KALYANI, DIOST. NADIA, WEST BENGAL, INDIA PIN- 741235
City	KALYANI
State	West Bengal
Pin	741235
Website	http://kalyanimahavidyalaya.ac.in/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	RUNU DAS	033-25821390	9433827071	033-25022153	klymahavidyalaya @gmail.com
IQAC / CIQA coordinator	Sudeshna Paul	-	9830525760	-	klyiqac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Kalyani	View Document
West Bengal	University of Kalyani	No File Found

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				

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	KALYANI mAHAVIDYALAYA CITY CENTRE COMPLEX, P.O. KALYANI, DIOST. NADIA, WEST BENGAL, INDIA PIN- 741235	Urban	3.43	9266.18

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,	48	HIGHER SECONDARY OR EQUIVALENT	Bengali	369	176
UG	BSc,Botany,	48	HIGHER SECONDARY OR EQUIVALENT	English	31	30
UG	BSc,Chemistry,	48	HIGHER SECONDARY OR EQUIVALENT	English	369	261
UG	BCom,Commerce,	48	HIGHER SECONDARY OR EQUIVALENT	English,Bengali	262	130
UG	BSc,Computer Science,	48	HIGHER SECONDARY OR EQUIVALENT	English	53	35
UG	BSc,Economics,	48	HIGHER SECONDARY OR EQUIVALENT	English + Bengali	281	34
UG	BA,Education,	48	HIGHER SECONDARY OR EQUIVALENT	English + Bengali	369	213
UG	BA,English,	48	HIGHER SECONDARY OR EQUIVALENT	English	369	261
UG	BSc,Geography,	48	HIGHER SECONDARY OR EQUIVALENT	English + Bengali	323	85

UG	BA,History,	48	HIGHER SECONDARY OR EQUIVALENT	English + Bengali	349	249
UG	BSc,Mathematics,	48	HIGHER SECONDARY OR EQUIVALENT	English	100	39
UG	BSc,Microbiology,	48	HIGHER SECONDARY OR EQUIVALENT	English	71	52
UG	BSc,Molecular Biology And Biotechnology,	48	HIGHER SECONDARY OR EQUIVALENT	English	71	55
UG	BSc,Physics,	48	HIGHER SECONDARY OR EQUIVALENT	English	19	16
UG	BSc,Physiology,	48	HIGHER SECONDARY OR EQUIVALENT	English	31	27
UG	BA,Political Science,	48	HIGHER SECONDARY OR EQUIVALENT	English + Bengali	311	134
UG	BSc,Statistics,	48	HIGHER SECONDARY OR EQUIVALENT	English	53	15
UG	BA,Sociology,	48	HIGHER SECONDARY OR EQUIVALENT	English + Bengali	318	43
UG	BA,Sanskrit,	48	HIGHER SECONDARY OR EQUIVALENT	Bengali,Sanskrit	62	17
UG	BSc,Zoology	48	HIGHER SE	English	25	25

,			CONDARY OR EQUIVA LENT			
UG	BA,Physical Education,	48	HIGHER SE CONDARY OR EQUIVA LENT	English + Hindi,Englis h + Bengali	30	30

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				32			
Recruited	0	0	0	0	0	0	0	0	18	11	0	29
Yet to Recruit	0				0				3			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				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

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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	7	1	0	8
Yet to Recruit				1

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	6	0	6	3	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	1	0	4	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	5	0	10
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	17	24	0	41
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	7	2	0	9

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	297	287	263	283
	Female	256	263	259	277
	Others	0	0	0	0
ST	Male	46	46	32	32
	Female	34	39	25	17
	Others	0	0	0	0
OBC	Male	225	224	129	90
	Female	215	205	133	101
	Others	0	0	0	0
General	Male	653	609	376	378
	Female	735	636	474	467
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2461	2309	1691	1645

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college offers many undergraduate (UG) programs in broad subject areas that include the Arts, Social Sciences, Pure Sciences, and Bio Sciences. The programmes in question include a wide range of

	honours topics and general elective categories to cater to the needs and preferences of students in the surrounding area. Since a student choosing the Arts stream can select a Science topic and vice versa, the general elective disciplines do, in fact, broaden the scope of absorption. The college has also urged faculty and students to participate in webinars that explore different facets of NEP and its intricacies. Kalyani Mahavidyalaya nurtures the interdisciplinary objective of NEP through offering a bouquet of life science subjects such as Zoology, Botany, Microbiology, Molecular Biology, and Biotechnology, Physiology where not only the curriculum but the practical laboratories overlap and students learn together in a streamlined way. All possible major and minor combinations allow students to learn the interdisciplinary dimension of these subjects. Similar collaboration among pure science, computer science, statistics, etc enables students to go through interdisciplinary learning experiences. Furthermore, the organization has introduced Value Added, Certificate, and Add-on Courses at the departmental and college levels. These classes are designed to give students a thorough understanding of a variety of subjects that adhere to the multidisciplinary features of NEP. They do this by expanding knowledge beyond the boundaries of the traditional curriculum. The institution's dedication to providing a well-rounded education that transcends conventional academic bounds is demonstrated by this project.
2. Academic bank of credits (ABC):	By implementing the Academic Bank of Credits (ABC) through Kalyani University, we have made a major advancement in our educational system. An innovative system called the Academic Bank of Credits was created to improve adaptability and encourage a learner-centric approach to our educational offerings. Every student will receive credits for completing courses under this program, regardless of the particular semester in which they are taken. Because of this, students may now tailor their learning experience and speed and have more control over their academic career. The following are important aspects of the Academic Bank of Credits implementation: Course Selection Flexibility: Students are encouraged to select courses that are more individualized and comprehensive by basing

	their choices on their interests and professional aspirations. Credit Accumulation: A clear record of a student's academic progress throughout the length of their program is provided by the Academic Bank, which houses the credits earned for each completed course. Multidisciplinary Education: The ABC system encourages multidisciplinary education by permitting credits from a variety of fields, promoting a well-rounded education for pupils. Credit Transferability: Students' earned credits can be transferred between departments or campuses easily because of this feature of the university system. Personalized Learning routes: Students can create their own learning routes using the ABC system, which gives them the freedom to study a variety of topics and expand their skill set. We invite everyone in the community to support this forward-thinking approach to education as we watch the good effects of this program on our student's educational experiences. Kalyani Mahavidyalaya has put forward a substantial amount of effort to register their students in ABC through different administrative and academic channels to ensure 100% registration to ABC.
3. Skill development:	In a college predominantly offering undergraduate (UG) courses the institution is steadfast in its commitment to fostering a vibrant learning culture. The primary objective is to instill a sense of curiosity and enthusiasm among students, encouraging them to explore new ideas and apply their knowledge in future projects and enterprises. Following the normalization of situations post the COVID-19 pandemic, the Internal Quality Assurance Cell (IQAC) has actively collaborated with the Head of the Institution to enhance the teaching-learning environment. Plans were devised to introduce skill augmentation courses on a regular basis, leading to the organization of numerous workshops and seminars. Notably, the institution has sustained the continuation of computer learning and Spoken/Functional English Courses. Soft Skill Development Workshops/Training Programmes have been organised in specific rounds on several days. For bridging the gap between students learning in vernacular medium in their 10 +2 level and coming to college where the medium of instruction is mostly English, College started a program called "Smart

Talk" to enhance their English speaking and understanding skills. The college invited different competent agencies for skill development of Faculties and non-teaching staff in the college. The Computer Science department regularly conducts computer literacy programs as a part of boasting the computer skills of students. Besides, several departments such as Mathematics, and Physics conducts Skill enhancement courses in ICT for students. Enhancing mathematical skill for competitive examination has given special emphasis in the add-on course conducted by the Department of Mathematics. In addition, the add-on course conducted by different departments inculcates numerous skills and expertise among students. These skills include but not limited to Theatre, Films, Tourism, informatics, Medical image analysis, laboratory skills, financial skill etc. The objective of such skill enhancement initiatives by Kalyani Mahavidyalaya is deeply rooted in its mission of holistic development of students and exposing them to different professional aspects to make them job and industry-ready for future.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum at Kalyani Mahavidyalaya adheres to the Choice-Based Credit System (CBCS) as prescribed by the University and in alignment with UGC directives. This approach offers considerable flexibility, allowing students to engage with region-specific concerns while also exploring the rich heritage of our country comprehensively. The courses encompass traditional knowledge across various disciplines such as culture, arts, literature, and life sciences. In accordance with the National Education Policy (NEP), the college is dedicated to inculcating the values of Indian Knowledge Systems (IKS). To this end, the institution regularly conducts yoga awareness programs, yoga camps, and celebrations of International Yoga Day. The Department of Botany integrates ethnobotanical knowledge into its curriculum, teaching students about various medicinal plants. The department conducted an add-on course in 2020-2021 session on this particular topic. The college's medicinal garden plays a vital role in nurturing the values of Ayurveda. The Department of Bengali offers add-on courses aimed at improving proficiency in the Bengali language, including aspects such as spelling and grammar. As a

	mark of respect to the rich linguistic heritage of ancient Indian languages, the college has incorporated Sanskrit as a major subject under the NEP. This initiative underscores the college's dedication to preserving and promoting the linguistic heritage of ancient India. Emphasizing the importance of implementing IKS-based education in colleges, these initiatives highlight the college's commitment to integrating traditional Indian values with contemporary education, thereby fostering a comprehensive understanding of life and its intrinsic values. The academic programs include a diverse range of subjects such as Bengali, History, Geography, and Political Science. These disciplines focus on integrating Indian values with global perspectives, fostering a cohesive understanding of life and its intrinsic values. For example, history department conducts add-on courses on tourism and feminist movement which upholds the rich heritage of Indian culture and movements indicating paradigm shift. Similarly, political science department runs a course on development of decentralized governance in India, emphasizing an important aspect of Indian socio-political history. history. The departments dedicated to Indian cultural heritage regularly organize seminars, cultural programs, and observances of significant days to uphold and promote this essence. This steadfast commitment to preserving and promoting cultural heritage is evident in our continued adherence to these practices, even in the current academic year.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a transformative educational approach emphasized by the National Education Policy (NEP) that focuses on equipping students with the skills and knowledge necessary to meet specific outcomes. This approach ensures that education is not merely about acquiring theoretical knowledge but about developing practical skills that are essential for professional success. Kalyani Mahavidyalaya has embraced OBE with a commitment to making students industry-ready and job-oriented, aligning its curriculum and add-on courses to meet these goals. OBE shifts the focus from traditional teaching methods to student-centric learning, where the achievement of specific competencies is the primary objective. This educational framework requires a clear articulation of

learning outcomes, well-structured assessment methods, and continuous feedback mechanisms to ensure that students achieve the desired outcomes. By aligning the curriculum with industry needs and job requirements, OBE enhances the employability of graduates and prepares them for real-world challenges. Kalyani Mahavidyalaya has taken significant strides in implementing OBE by introducing various add-on courses that cater to the diverse needs of students. These courses are designed to provide practical skills and knowledge that are directly applicable to various professional fields. For instance, courses in competitive exam mathematics and competitive exam English help students prepare for various competitive exams, enhancing their chances of securing jobs in government and private sectors. Additionally, the college offers courses in data analysis, diagnostic biochemistry, and drug design, which are crucial for students pursuing careers in scientific research, healthcare, and pharmaceuticals. These courses provide hands-on training and practical experience, ensuring that students are well-equipped to handle industry-specific tasks and challenges. By incorporating these specialized courses into the curriculum, Kalyani Mahavidyalaya ensures that students are not only academically proficient but also possess the technical skills required by employers. Moreover, Kalyani Mahavidyalaya emphasizes the importance of internships and industrial training as part of its OBE framework. The college actively promotes internships and facilitates industrial training opportunities, allowing students to gain valuable work experience and practical insights into their chosen fields. Collaborations with various industries and research institutions enable students to participate in internships and training programs that enhance their professional skills and employability. Additionally, the college organizes visits to eminent laboratories and research institutions, providing students with exposure to cutting-edge research and innovation. These initiatives help bridge the gap between academic learning and industry requirements, preparing students to effectively meet the demands of the job market. In conclusion, Kalyani Mahavidyalaya's commitment to Outcome-Based Education under NEP highlights the importance of aligning educational outcomes with industry needs.

By offering a range of add-on courses focused on job orientation and practical skills, along with promoting internships and industrial training, the college ensures its students are well-prepared for professional success. This dedication to making students industry-ready exemplifies the transformative potential of OBE in enhancing the quality and relevance of higher education.

6. Distance education/online education:	The COVID-19 pandemic has underscored the critical role of distance and online learning in maintaining educational continuity. As traditional classroom settings were disrupted, institutions worldwide had to rapidly adapt to ensure students could continue their education. Kalyani Mahavidyalaya demonstrated remarkable agility and commitment by transitioning all academic activities to online mode, ensuring that learning remained uninterrupted despite the global crisis. Distance and online learning offer numerous advantages, including flexibility, accessibility, and the ability to reach a broader audience. These modes of education enable students to learn at their own pace, balancing their studies with personal and professional commitments. For institutions like Kalyani Mahavidyalaya, this adaptability was crucial during the pandemic, allowing students to continue their coursework from the safety of their homes. Recognizing the enduring value of these learning modalities, Kalyani Mahavidyalaya has invested in constructing hybrid classrooms equipped with advanced technology. These classrooms facilitate the seamless conduct of classes and seminars in a remote manner, with capabilities to record and stream sessions live for a remote audience. This hybrid approach not only caters to current needs but also positions the institution to offer flexible learning options in the future, accommodating diverse student needs and learning styles. Additionally, Kalyani Mahavidyalaya serves as a study center for Netaji Subhas Open University (NSOU), providing students with the flexibility to pursue undergraduate and postgraduate studies through distance learning. The association with DODL (Directorate of Open and Distance Learning) at the University of Kalyani further expands opportunities for students to engage in higher education without being constrained by geographic or time limitations. This flexibility is

especially important for working professionals, non-traditional students, and those who cannot attend regular classes due to various commitments. In conclusion, the emphasis on distance and online learning has proven essential for educational resilience, especially during unforeseen disruptions like the COVID-19 pandemic. Kalyani Mahavidyalaya's proactive efforts to conduct all academic activities online, construct hybrid classrooms, and serve as a study center for NSOU highlight its commitment to providing accessible, flexible, and high-quality education. These initiatives not only address immediate challenges but also pave the way for a more inclusive and adaptable educational future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. College has set up an Electoral Literacy Club (ELC) to foster a democratic culture and promoting informed citizenship among young adults. Electoral Literacy Clubs in UG colleges are pivotal in shaping responsible, informed, and active citizens who are essential for the health and sustainability of any democracy. Through education, engagement, and empowerment, these clubs ensure that young adults are prepared to take on their civic duties and contribute meaningfully to the democratic process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The effectiveness and representative nature of Electoral Literacy Clubs (ELCs) in colleges depend on the active involvement of both student coordinators and faculty members, as well as a commitment to inclusivity and democratic processes. Typically, student coordinators are selected based on their interest in civic activities, leadership qualities, and academic performance. The existing club members consists Three senior faculty members and two students' representatives from Political science Department.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	Workshops and Seminars: On electoral processes, the importance of voting, and how to register as a voter. Mock Elections: To give practical experience of the voting process. Awareness Campaigns: On the importance of voting and being informed about

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	political candidates and issues. Celebration of National Voters Day: Election commission, and other experts were invited to inculcate awareness about electoral process Debate Competitions: On current political issues to encourage critical thinking and active participation. Polling duties are allotted to all faculties and staffs. ELC plays a crucial rule to motivate and encourage them to assist district election administration in the polling and counting process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC regularly conducts awareness drives by celebrating National Voters Day every year on January 25. In addition, ELC is trying to merge electoral literacy among the communities surrounding the college by merging the NSS extension activities with such program.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Both Electoral Literacy Clubs and college administrations play vital roles in ensuring that eligible students are registered to vote. By implementing comprehensive awareness campaigns, facilitating registration drives, integrating voter registration into student orientation, and forming partnerships with electoral bodies, colleges can institutionalize effective mechanisms to register eligible students as voters. These efforts not only increase voter turnout but also foster a culture of active civic engagement among young adults.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4970	5653	5358	3874	2722

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

2 Teachers

2.1

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

Response: 30

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	30	29	29	26

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
210.6562	213.0616	117.7474	110.7307	261.3433

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning and Delivery

- Kalyani Mahavidyalaya offers 20 Undergraduate Courses including B. A, B.Sc. & B. Com Programmes in Honours and General following the Choice Based Credit System (CBCS) designed by the University of Kalyani since 2018. The teachers who are members of University Board of Studies are invited to offer suggestions to the University on curriculum framing.
- Every department has an extensive, robust and fairly implemented Curriculum Plan that is effectively delivered to the students according to the Academic Calendar prepared by the IQAC in consultation with the institutional authority. Following the Academic Calendar of the University, our Academic Calendar displays tentative dates of commencement of sessions, internal exams, Government holidays along with dates of important events. The college has adhered to the academic calendar in the past, the only exception being the year of Covid 19 pandemic.

Mechanism for Curriculum delivery

- **The Routine Committee** prepares class schedules in the form of Master Routine prioritizing the needs of various departments. At the beginning of each semester the tentative teaching plan is shared with the students. The teaching plan is meticulously prepared and maintained by the teachers. **Learning Management System (LMS)** is regularly updated to benefit maximum number of students.
- **Project work, excursions and field surveys** are organized by a few departments for comprehensive delivery of the curriculum. Students learn easily through these empirical techniques. ICT based teaching learning methods with audio-visual aids help students to have a better understanding of the subject matter of the courses.
- **Continuous Internal Evaluation** is conducted by the departments to ensure that students understand their lessons. The process of internal evaluation of students has improved a lot in the last few years. The college arranges mentoring sessions for improvement of students. Regular **Departmental meetings** and **Parent Teacher Meeting (PTM)** have been conducted in the last 5 years for the benefit of the students. The college has an inclusive environment and is ever sensitive to the needs of **specially-abled students** and **slow learners**.
- **The library** which is a repository of a number of books and journals including E-books and journals is of special help to learners. The KOHA software in the library smoothly enables students to access the catalogues. The library also provides OPAC (Online Public Access Catalogues) facilities for its users.

- **Wall magazines** prepared by students of a few departments reflect their awareness of academic and contemporary issues. Students are encouraged to listen to invited lectures and participate in webinars and seminars on subject of their study along with other interdisciplinary topics to provide them conceptual clarity on their subject.

Kalyani Mahavidyalaya additionally adopts a number of "distinctive practices" keeping in mind the customised requirements of this college.

- Regular attendance of students and teachers
- Meticulous planning towards **minimising the loss of teaching days**
- **Optimising the use of classrooms** – general and smart
- Making optimum use of the **language laboratory**
- **Academic Council** discusses, reviews and offers suggestions regarding deliverance of the curriculum
- The institution conducts **continuous internal assessment** - which remains the most effective step towards curriculum delivery
- Teachers follow the **practice of mentoring** with the objective of reaching out to the students 24X 7

In short, the institution provides a holistic and inclusive learning environment for overall development of the learners' personality which perhaps is more important than acquiring degrees in the long run.

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

1.2 Academic Flexibility

1.2.1

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

Response: 18

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 49.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
2078	2800	2400	2650	1200

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Committed to the purpose of providing a comprehensive learning experience to the students, Kalyani Mahavidyalaya has tried to create an academic environment which skilfully integrates the crosscutting issues of Professional Ethics, Gender, Human Values and Environmental Sustainability in the existing curriculum with the aim of its enrichment.

Being sensitive about the requirement of instilling ethical doses in today's youth, Kalyani Mahavidyalaya organizes seminars on different Value Orientated issues as part of the Induction Programme organized by the IQAC at the opening of a new academic session where the newly admitted students get an opportunity to listen to the resource persons on ethical issues and freely interact with them on issues of decent moral upliftment. Moreover, the college arranges seminars, special lectures etc, on different value-oriented topics through out the year and especially as part of the celebration of Students' Week at the beginning of the Calendar Year, and on occasions of celebrations of different *'Divas'*.

Professional Ethics:

Through the subjects taught at this institution viz. Commerce looking upon Business Communication and Entrepreneurship Development as a major dimension of study and dealing with Characteristics and Qualities of Entrepreneur whereby Professional Ethics forms a significant part. The Department of Economics, Sociology and Bengali teach different topics pertinent to Professional ethics.

Gender Concern:

Gender issues and its allied concerns such as Gender Rights, Social Problems, Domestic Violence etc. are dealt with, by subjects like Sociology and Political Science. Likewise English, Bengali, Philosophy, History deal with courses that throw light on Feminism, Ecofeminism, Women Education, Inequality and Women Empowerment focusing on its role in Social constructivism, literature and social reforms.

The Internal Complaints Committee celebrates International Women's Day by organizing seminars and participatory activities etc. The NSS organizes awareness programme to aware villagers, women folk in particular about the importance of personal and mental hygiene, food and nutrition.

Human Values:

The Social Science subject like Political Science, Sociology include issues pertaining to human values (Social and Political communication, Social Changes, Social Problems etc). The discipline of Commerce involves subject matters like Human Resource Management that inculcates human values. The concepts of social processes and social well-being are taught under Human Geography.

 Value based knowledge on different parameters is imparted through organization of special lectures arranged for this purpose. Human values are further fostered through NSS/ NCC activities like flood relief, Blood Donation Camp etc.

Environment and sustainability:

 Environmental concerns pertaining to environmental movement is specifically dealt by discipline of

Sociology and Political Science. Moreover, Environment and Sustainability becomes directly related to disciplines like Botany, Geography, Economics and Chemistry, though environment today is a concerning issue touching almost every spheres. The syllabi focus on different dimensions of environment ranging from biosphere, ecosystem, ecology, biodiversity, sustainable development, renewable and non-conventional energy sources, resource conservation, environmental economics, environmental ethics, green chemistry and so on.

The curriculum of different subjects include Environment as a AECC paper of UG course, inculcating awareness about Environmental Pollution, Environmental Hazards & Disasters, Environmental Impact Assessment (EIA), Man-Environment relationship among the students.

Outside the stipulated curriculum, the NSS/NCC organizes cleanliness drives, plantation drives, awareness programmes and seminars etc. thereby enhancing awareness about the natural surroundings.

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

1.3.2

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

Response: 40.24

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

Response: 2000

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
1691	2309	2461	1985	1943

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

2022-23	2021-22	2020-21	2019-20	2018-19
2593	2593	2593	2593	2593

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

2.1.2

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

Response: 80.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
841	1053	1055	860	949

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

2022-23	2021-22	2020-21	2019-20	2018-19
1178	1178	1178	1178	1178

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 177.5

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teachers and staffs in Kalyani Mahavidyalaya believe that education should address the distinct learning needs, interests, and aspirations of individual students. To accomplish this goal, teachers engage the students in a wide variety of methods - from modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught.

Learning through experience

Practical classes - Students in the departments of Geography, Physics, Chemistry, Botany and Zoology remains engaged in experimental learning during their practical classes where teachers act as facilitators to demonstrate the methods to perform their experiments.

Study tour/ Field tour - Departments like Botany, Zoology and Geography arrange educational/field tours for the study of flora, fauna, biodiversity and landscape. Students of History and Political Science visits museums and State Assembly (on session) to get an on-site idea of the concepts they study through books.

Project and tutorials - In all departments of the School of Humanities, students prepare tutorials on each of their courses and in doing so the students make use of their cognitive acumen to prepare a project on their own.

Use of ICT-enabled Tools

Teachers make use of different ICT enabled techniques to make the lectures more interesting. They regularly make use of Power point presentations, web/online based teaching. To facilitate the ICT enabled teaching, the entire college has Wi-Fi and high speed internet connection and is also connected through LAN. The Institution has a fully digitized Language Laboratory to instruct the students in communicative English. The institution has a learning management system where teachers upload study materials, question banks and PowerPoint presentations for the use of students. All the departments have WhatsApp groups through which teachers regularly mentor the students. Students feel free to clarify any doubts they have even outside college hours.

Problem solving methods

Assignments - Students are given assignments on different types of problems on topics covered in class. They are asked to face the problems first on their own. The teacher then helps them to correct their mistakes.

Skill Plus exercises - Departments conduct add-on classes with the students and make them learn how to set a problem, design questionnaire for Google feedback forms, collect and analyse data and prepare reports. Such exercise helps the students to develop an analytical frame of mind.

Participative Learning

Seminar, Debates & Extempore, Mock Parliament - Students are encouraged to take part in several students' centric events around the year and develop their public speaking abilities and presentation skills.

Students' Quiz - Departments organise regular quiz events where students form groups within themselves and design questions on their curriculum and contest to be the winners.

Peer-Teaching - The advanced learners are encouraged to help their classmates and also to take classes under the guidance of subject teachers

Drama - Students of the English department take part in English drama. This helps them get a better understanding of the otherwise difficult Shakespearean dramas.

Cultural competition - Various cultural and academic competitions (recitation, song, dance etc.) are also organised by which the students get the scope of participative learning.

Extension/ Outreach activity:

NSS instils the **spirit of 'Seva'** among the students by conducting various outreach programmes in the vicinity

NCC inculcates the **spirit of nationalism** and **NSS** helps students to learn how to **serve the community**

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.75

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

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

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

2.4.2

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

Response: 95.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	29	28	28	24

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Kalyani Mahavidyalaya adheres to a meticulously structured and transparent assessment through internal evaluation and grievance redressal mechanism that ensures fairness, efficiency, and accountability. The institution conducts two internal examinations per semester in pen and paper mode, catering to both theoretical and practical requirements, depending on the specific needs of each department.

Mechanism of Internal Assessment

The internal assessment process at Kalyani Mahavidyalaya is both transparent and robust, characterized by its frequency and variety. The mechanism developed for internal examinations is as follows:

1. **Examination Sub-Committee**: The examination sub-committee, constituted through a formal documented meeting, plays a pivotal role in deciding the specific dates for the internal examinations. These evaluations are generally scheduled in September and December each year, aligning with the academic calendar and ensuring that the objectives of the evaluations are met.

2. **Notification and Preparation**: Once the dates are finalized, the decision is communicated to the respective departments via a notice issued by the college authority. Following this, the departments prepare the examination questions. These questions undergo internal moderation to ensure quality and fairness before being forwarded to the college authority.

3. **Distribution and Invigilation**: The college authority is responsible for arranging the distribution of the examination papers to the designated evaluation centers. During the examinations, the teachers from the respective departments act as invigilators, ensuring a smooth and fair conduct of the examinations.

4. **Review and Improvement**: The internal assessment mechanism is reviewed every academic year. To keep the process functional and effective, the examination sub-committee is suitably altered during the teachers' council meeting, allowing for continuous improvement and adaptation to any emerging needs or challenges.

Transparent and Efficient Grievance Redressal System

Kalyani Mahavidyalaya has implemented a transparent and efficient grievance redressal system to address any concerns or complaints from students. The system is designed to be time-bound and ensures that grievances are addressed promptly and fairly.

1. **Double-Blind Grievance Registering Mechanism**: The college has adopted a double-blind mechanism for registering grievances. This system ensures anonymity for both the complainant and the respondent, thereby promoting unbiased and fair handling of grievances.

2. **Grievance Redressal Committee**: A dedicated grievance redressal committee, comprising faculty members and administrative staff, oversees the entire process. The committee meets regularly to review and address the grievances submitted by students.

3. **Time-Bound Resolution**: The grievance redressal process is designed to be time-bound, ensuring that grievances are resolved within a specified period. This prompt response mechanism not only instills confidence among students but also reflects the institution's commitment to maintaining a

supportive and conducive learning environment.

4. **Documentation and Transparency**: All grievances and their resolutions are documented meticulously. This documentation is reviewed periodically to identify any patterns or recurring issues, enabling the institution to take proactive measures to prevent similar grievances in the future.

In conclusion, Kalyani Mahavidyalaya's mechanisms for internal assessment and grievance redressal are comprehensive and well-structured, reflecting the institution's commitment to transparency, fairness, and continuous improvement. The robust internal examination system and the efficient grievance redressal mechanism collectively ensure that the academic and administrative processes are conducted with the highest standards of integrity and accountability.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Kalyani Mahavidyalaya believes that a detailed and comprehensive set of Outcomes and Objectives for Programmes and Courses have to be designed and circulated before the commencement of the Teaching-Learning process. Thus, **Programme Outcomes (POs) and Course Outcomes (Cos) for each Programme are formulated and displayed in the official Website of the College** in order to give students a prior idea about what to expect from a particular course or programme. These also help students to select papers in case of optional subjects. ·

The POs and the COs are uploaded on the College website for the benefit of both students and faculty members so that planning and curriculum delivery becomes easier. ·

The outline of POs is mentioned in **the Orientation Programme for the newly admitted students** on the day of commencement of an academic session. · The details of the outcomes that are expected from each course are **explained in the departmental Orientation programmes** on the very first day of the beginning of formal classes as per routine. ·

During the classroom interactions teachers always attempt to communicate students effectively about Pos and Cos.

Strategies adopted to **ensure attainment of POs, PSOs and COs are evaluated** through several direct and indirect assessment tools. The result of attainment of COs is used to evaluate the attainment of program specific outcome (PSO) and programme outcome (PO).

Attainment of course outcomes is obtained by **Direct Method to a greater extent and Indirect Methods to a certain percent.**

1. **DIRECT METHODS**: Involves the performance of students in both Continuous Internal Assessment throughout the year and End-of-Semester Examination.

A. Continuous Internal Assessment: Understanding of a subject and related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance, poster presentation and PowerPoint presentation, class tests, college tests etc.

- Students are encouraged to ask questions and are imbibed in critical thinking so as to enable them to understand and analyse contemporary societal, environmental and cultural problems.
- Efforts are taken to enhance their communication skills to allow them to exchange ideas, thoughts and information effectively.
- Students are provided with opportunity to interact with eminent persons in different fields of life, like scientists, academicians, employers in industry, social workers, which provides a wide spectrum to their exposure and understanding

B. Semester Examination Performance Analysis: Grades obtained in formative and summative evaluations are the direct measures of attainment of specific Course Objectives (COs).

2. INDIRECT METHODS:

A. Robust Feedback mechanism: Feedback from students, alumni and employer is an essential method of evaluation of attainment of students in respect of programme outcome, programme specific outcome and course outcome.

B. Holistic development of students: The teachers try to inculcate in students a quest for knowledge and adaptability to the developments in the surroundings as well as their subject matter. Also, they are instrumental in generating leadership qualities as well as professional and life skills among students.

C. Student's progression: An important parameter of measurement of outcome of the programme is the progression of students to higher studies in various institutions of the state and the country.

D. Placement and employability: Employability and placement are two vital indicators of POs and COs.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Kalyani Mahavidyalaya appreciates the necessity of outcome-based education for the undergraduate students.

Strategies adopted to **ensure attainment of POs, PSOs and COs are evaluated** through several **direct and indirect assessment tools.**

Direct methods:

Continuous Internal Assessment: In adherence to the regulations of the University of Kalyani, the college conducts internal evaluation of 15 marks including 5 marks for attendance and 10 marks for Continuous Evaluation. Understanding of a subject and related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance, poster presentation, class tests, college tests etc. Departments ask students to prepare project files on specific topics, and asked to present papers on topics related to their disciplines, which are preserved in the departments. The attainment of students are evaluated on the basis of Cos and Pos.

Semester Examination Performance Analysis: Grades obtained through informative and summative evaluations are the direct measures of attainment of Specific Course Objectives (COs). Marks as obtained by students at every semester end and at the end of the entire course is a way to exemplify the pattern of achievement that the course had to offer.

Indirect Methods:

Robust Feedback mechanism: The college practices robust feedback mechanism for the maintenance of the existing standard as well as upgradation of the overall teaching learning ambience. Feedback from students, alumni and employer is taken in every academic year for this purpose. The IQAC evaluates students' feedback on teachers' performance regarding concept delivery, timely completion of curriculum assigned, evaluation etc. This is analysed and discussed with the College authority and the Academic Council. The students' feedback is taken separately on syllabi, and the overall institutional provisions assigned. Feedbacks are analysed by the IQAC, reported to the college authority for clarification and resolutions and wherever and whenever required are reported to the affiliating University. A report on these feedbacks is even featured on the college website.

Holistic development of students: Teachers train students to work in team by encouraging their group

participation in various institutional activities. Students embrace leadership qualities and learn to develop the virtues like that of respecting others' views, mediate in disagreements for peaceful resolution, maintaining professional and life ethics and environmental sustainability.

Student's progression: An important parameter of measurement of outcome of the programme is the progression of the students to higher levels of education in various institutions of the state and the country. Students passing out from the college after completion of the UG programmes (92.13% in last 5 years) pursue their Post graduate degrees in various premier institutes of the nations. Moreover, many students qualify for JAM, GATE, GRE, TOEFL, IELTS, NET, SET and other competitive examinations as conducted by the Central or State Agencies. Students are ranked as toppers in University exams in last few years.

Placement and employability: Employability and placement are two vital indicators of POs and COs. Students of our college pursue Internship. They are benefitted by Career counselling arranged by the Career Counselling and Placement Cell/ Sub-Committee of the College. Their successful completions of internships and off campus placements bear testimony to their learning outcomes.

It is mentionable that attainment level score is calculated for each course by combining **80% of direct method score and 20% of indirect method score** based on teacher's assessment and responses.

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

2.6.3

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

Response: 92.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
1438	1487	955	637	467

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

2022-23	2021-22	2020-21	2019-20	2018-19
1590	1608	978	707	527

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college's Research and Development Cell (RDC) plays a crucial role in promoting innovation and research among faculty and students. By organizing workshops, seminars, and conferences on contemporary research topics, the RDC helps in nurturing a research-oriented mindset. These events often include sessions on the importance of IPR, the process of patenting, and the commercialization of innovations, thereby fostering a comprehensive understanding of the innovation ecosystem.

Indian Knowledge System (IKS) Initiatives

Kalyani Mahavidyalaya places a significant emphasis on the Indian Knowledge System, integrating traditional Indian wisdom with modern scientific practices. The institution offers various regular and add-on courses such as Yoga, Ethnobotany, etc. These courses aim to provide students with practical knowledge and skills that are rooted in India's rich cultural heritage.

The Yoga course and regular yoga events help students understand the physical, mental, and spiritual

practices that promote holistic health and well-being. The Ethnobotany course introduces students to the traditional use of plants in medicine and their potential applications in modern healthcare. The college also maintains a medicinal garden, which serves as a living laboratory for these courses.

Intellectual Property Rights (IPR) Awareness

Although the college does not have a separate IPR cell, the RDC ensures that IPR awareness is a key component of its activities. The dedicated member responsible for IPR-related issues conducts regular awareness programs and training sessions on various aspects of intellectual property, including copyrights, patents, trademarks, and industrial designs. These efforts are aimed at empowering faculty and students with the knowledge and skills required to protect their intellectual assets and leverage them for academic and commercial purposes.

Incubation Centre and Future Plans

Kalyani Mahavidyalaya envisions the establishment of an incubation centre or innovation hub as part of its long-term strategic plan. The college recognizes the potential benefits of such a facility, given its advantageous location near an academic and industrial hub. The proposed incubation centre will serve as a catalyst for nurturing entrepreneurial skills, providing support for start-ups, and facilitating the commercialization of innovative ideas. This initiative aims to bridge the gap between academia and industry, fostering a collaborative environment that encourages the translation of research into real-world applications.

The institution's efforts to create an ecosystem for innovations and promote the Indian Knowledge System have yielded positive outcomes. Increased research publications, participation in national and international conferences, and successful collaborations with academic and industrial partners are testament to the effectiveness of these initiatives. Furthermore, the awareness programs on IPR have led to a heightened understanding of intellectual property among faculty and students, resulting in a growing number of patent applications and other forms of intellectual property filings.

However, the college acknowledges the need to bolster the innovation ecosystem further. This involves nurturing a more research-oriented culture among faculty members and providing them with the necessary resources and support. Efforts are underway to enhance research facilities, encourage interdisciplinary research, and establish stronger linkages with industry and other academic institutions.

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

3.2.2

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	4	1	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	4	3	1

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

3.3.2

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

Response: 0.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	3	3	1

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five sessions, Kalyani Mahavidyalaya has made significant strides in extending its educational and social outreach beyond the classroom, fostering a strong connection with the neighborhood community. The NCC and NSS units of Kalyani Mahavidyalaya actively participate in various national and state missions, including Swachh Bharat Abhiyan, Nirmal Bangla, Poshan Pakhwada, and Swachhata Pakhwada, Plantation Program, quami ekata week, etc.. These missions involve cleanliness drives, improving sanitation facilities in rural areas, raising awareness about nutrition and health, and engaging in intensive cleanliness campaigns. By participating in these initiatives, the students and faculty contribute to the betterment of society while also learning the importance of community service.

NSS collaborates with different departments to create awareness among primary school children on various issues such as Microbiology, Molecular Biology and Biotechnology, and Physiology conduct sessions to educate children on health and hygiene practices, Mathematics department organizes activities to make learning mathematics enjoyable and accessible, Sociology department uses storytelling to impart moral values and social lessons, while the Physics department introduces children to the wonders of astronomy through interactive sessions.

One of the hallmark initiatives of the NSS has been the adoption of a nearby village. Regular programs are held in this village, focusing on health, hygiene, education, and overall development. These programs have brought about notable changes in the mindset of the villagers, particularly the parents of school children. Increased awareness and motivation have led to a significant reduction in school dropouts, and parents are now encouraging their children to engage in activities beyond the standard curriculum, fostering overall development.

The extension activities have resulted in observable improvements in the health and hygiene practices of the villagers. Regular programs on hygiene have successfully instilled healthy practices among the community members, leading to better overall well-being. Additionally, NSS and NCC activities focus on evoking awareness about nationally important days and celebrations among local inhabitants. Programs such as Kargil Vijay Divas, wolrd AIDS day, Environmental day commemorating the victory in the Kargil War and instilling patriotism, and various cleanliness campaigns have reinforced the importance of cleanliness and environmental conservation.

NSS and NCC's initiatives in local slum areas have had a profound impact on improving the residents' quality of life. Enhanced health practices and food habits among slum dwellers, along with motivation to include themselves in mainstream education systems, have significantly improved their socio-economic conditions. Through these extension activities, students of Kalyani Mahavidyalaya are sensitized to various social issues, helping them develop a sense of responsibility and empathy. Participation in these activities allows students to develop leadership skills, enhance their organizational abilities, foster teamwork, and cultivate social awareness through direct interaction with the community.

The extension activities conducted by Kalyani Mahavidyalaya's NCC and NSS units have had a significant impact on the neighborhood community and the holistic development of students. These efforts reflect the institution's commitment to creating a positive societal impact and fostering the holistic

development of its students.

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

3.4.2

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

Response:

Kalyani Mahavidyalaya has consistently encouraged and supported its students in participating in various extension activities, recognizing the importance of holistic development and community engagement. The students' active participation in these activities has been acknowledged through prestigious awards and recognitions from government and government-recognized bodies. These accolades not only honor the individual achievements of the students but also reflect the college's commitment to fostering a culture of excellence and social responsibility.

Award Recipients

1. **Sunanda Das (NCC Female Cadet)**

- Name of the Award: Best Cadet Award, West Bengal (Silver Medal), 2021
- Sunanda from Kalyani Mahavidyalaya, was honored with the Best Female NCC Cadet Award (Silver Medal) for West Bengal conferred by the Honorable Governor of West Bengal. Her dedication, leadership, and commitment to excellence in training and community service distinguished her among peers, reflecting her outstanding contributions to the NCC program.

1. Shreya Sen (NCC Female Cadet)

- Name of the Award: Selected by NCC directorate from West Bengal to represent at the Annual NCC republic day camp

1. Rupam Biswas (NCC Cadet)
    - Name of the Award: Represented in Ek Bharat Shresth Bharat - Independence Day Camp in 2022
    - Description: Rupam Biswas, a dedicated NCC cadet, was selected to represent Kalyani Mahavidyalaya in the Ek Bharat Shresth Bharat - Independence Day Camp in 2022. This

prestigious camp is an initiative by the Government of India to promote national integration and cultural exchange among NCC cadets from different states. Rupam's selection is a testament to his exemplary performance and commitment to the NCC program.

2. Souvik Sarkar (NCC Cadet)
   - Name of the Award: Represented in the All India Thal Sainik Camp in 2022
   - Description: Souvik Sarkar, another outstanding NCC cadet from Kalyani Mahavidyalaya, earned the honor of representing the college at the All India Thal Sainik Camp in 2022. This camp is one of the most esteemed events in the NCC calendar, focusing on the training and performance of cadets in various military and cultural activities. Souvik's participation highlights his skills, discipline, and dedication to the NCC.

3. Shantanu Hazra
   - Name of the Award: Secured Participation in Republic Day Parade in 2023
   - Description: Shantanu Hazra, through his exceptional performance and dedication, secured participation in the Republic Day Parade in 2023. This event is a significant national occasion that showcases the country's cultural diversity and military prowess. Shantanu's inclusion in this parade is a remarkable achievement, reflecting his hard work and the high standards of training provided by Kalyani Mahavidyalaya.

Significance of the Awards

The recognition of these students by government and government-recognized bodies underscores the effectiveness of the college's extension activities and the NCC program. These awards serve several important purposes:

- Encouragement and Motivation: They motivate other students to actively engage in extension activities, aiming for similar recognition and accolades.
- Enhanced Reputation: The awards enhance the college's reputation, highlighting its role in nurturing disciplined, capable, and socially responsible individuals.
- Community Engagement: They illustrate the college's commitment to community engagement and national service, aligning with the broader educational goals of developing well-rounded individuals.

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

3.4.3

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

Response: 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	3	6	5

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

3.5 Collaboration

3.5.1

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

Response: 24

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Kalyani Mahavidyalaya offers quality teaching and learning facilities across a 18 Honours subjects and two Programme courses under CBCS which is being upgraded to 22 major and minor courses as per NEP-2020. The college has more than 250 computers and laptops with internet access. Additionally, the college has a fully equipped Language Laboratory to instruct students in communicative English, a central instrumentation facility for research, internship, laboratory-based projects, a common computer laboratory with more than 50 computers equipped with advanced original software.

Smart Classrooms

The college has two smart classrooms one of them with audio visual facilities equipped with smart panel and another room serves as Hybrid Classroom enabling video conferencing, streaming and recording facility in addition to smart panels and audio systems.

Conference and Seminar Halls

The Assembly Hall on the ground floor of central wing is used for seminars, workshops, and sometimes cultural events. This is also utilized for academic purposes, providing ample space for various academic activities.

Library Facilities

The college has a fully automated library equipped with a cloud-based Integrated Library Management System (ILMS) (KOHA), housing approximately 20,000 including rare and old collections. The library also offers thousands of e-books, journals, and other academic resources. Both faculty and students can access diverse academic information through the Learning Management System (LMS) dedicated to each department.

The library promotes an e-learning environment with several initiatives, including a Wi-Fi-enabled central library, a static IP-based domain gateway, and a dynamic library web page with comprehensive service information. The library holds memberships with E-SodhSindhu (NLIST), National Digital Library.

An institutional repository along with OER repositories such as e-Sodhganga, SodhSindhu, epgpathshala, IGNOU e-GyanKosh, Swayam, UGC-MOOCs, and the Internet Archive is available. In addition to the central library, each department is equipped with a library containing a considerable collection of books easily accessible to students. The college ensures the supply of clean drinking water through water purifiers and chillers.

Sports and Recreational Facilities

The college provides a large playground, badminton court, volleyball court, and an open-air and indoor gymnasium, yoga centre with updated equipment for students. An open stage is available for various cultural events, and the institution maintains separate common rooms and toilets for both girls and boys. Different sports gears and equipment are available for various sports and games.

Accessibility and Sustainability Initiatives

The NSOU Study Centre caters to the needs of distant learners. The college has installed ramps at different locations and toilets to facilitate access for Divyangjan students. Sustainability initiatives include ongoing project of rainwater harvesting units and solar panels. Waste management is facilitated through waste bins across the campus, and e-waste is safely disposed through an active agreement through Hulladek Recycling.

Medicinal Garden and Museum

The Department of Botany maintains a medicinal plants garden which serves as live laboratory for ethnobotany learning.

Additional Amenities

Two vehicle stands, including a cycle stand near the main gate, provide parking facilities for students. The college canteen offers refreshments to stakeholders during long working hours. A generator is available for power backup.

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

4.1.2

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

Response: 44.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
67.78	108.81482	68.21	18.70	145.09

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Kalyani Mahavidyalaya's library is a cornerstone of the institution's commitment to providing quality education and resources to its students and faculty. The library is fully automated with digital facilities using an Integrated Library Management System (ILMS) controlled by KOHA 20.11.09. Both faculty and students optimally utilize the library's extensive services, which include:

1. **Book Lending Service**: The library offers a robust book lending service, allowing students and faculty to borrow books for their academic and research needs. The lending is done through dedicated library cards facilitated with bar coding systems.
2. **Online Public Access Catalogue (OPAC)**: An OPAC system is available for users to search the library's collection of books, journals, and other resources conveniently.
3. **Reference Section Service**: The library has a well-equipped reference section that provides access to essential reference materials for in-depth research and study.
4. **Wi-Fi Enabled Reading Room Facility**: A Wi-Fi enabled reading room combines traditional and digital resources, providing a conducive environment for study and research.
5. **Digital Library Service**: The digital library service offers seamless access to a wide range of e-resources, including e-books and e-journals, facilitating easy access to information through the

subscription of NLIST, Inflibnet.

1. National Digital Library
2. SWAYAM Online Courses
3. National Knowledge Network
4. E-Kalpa
5. NCERT Text Books
6. Directory of Open Access Books
7. Directory of Open Access Journals
8. Open Knowledge Repository - World Bank
9. UG/PG MOOCS
10. e-PG Pathshala
11. e-Content courseware in UG subjects
12. SWAYAMPRABHA
13. e-Shodh Sindhu

1. **Career Guidance Cell**: The library hosts several books for competitive examination to help students' career planning and development.
2. **User Orientation Services on Open Educational Resources (OER)**: The library conducts orientation sessions to familiarize users with different open educational resources, enhancing their research and learning experiences.

Overall, the library at Kalyani Mahavidyalaya stands as a vital academic resource center, offering a comprehensive range of services to support the educational and research endeavors of its community.

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Kalyani Mahavidyalaya is committed to providing state-of-the-art IT facilities to support the academic

and administrative functions of the institution. The college frequently updates its IT infrastructure to ensure that students, faculty, and staff have access to reliable and high-speed internet connectivity, essential for modern educational environments.

The entire campus of Kalyani Mahavidyalaya is covered by various Wi-Fi networks, designed to meet different needs with bandwidths ranging from 30 Mbps to 60 Mbps. The administrative section, principal's chamber, and smart classrooms benefit from high-bandwidth connectivity, ensuring seamless and efficient operation of administrative tasks and interactive teaching sessions. Science laboratories and computer laboratories are also equipped with robust Wi-Fi connectivity, facilitating research and practical work that requires internet access.

One of the key initiatives currently underway is the development of a comprehensive unified Wi-Fi network. This network will feature extensive firewall security and will be equipped with a Business Leased Line from a reliable Internet Service Provider (ISP). This enhancement will provide even more reliable and secure internet access across the entire campus, ensuring that all users can access the resources they need without interruption.

Each department is equipped with projectors and screens to support Information and Communication Technology (ICT) based teaching and learning. Specifically, Room No. 306 and Room No. 214 are equipped with Smart Interactive Panels and audio systems. Room No. 214 is particularly noteworthy as it includes online video conferencing, streaming, and recording facilities, making it a true hybrid classroom. These facilities enable dynamic and interactive teaching methods, allowing for a blend of in-person and online learning experiences.

To ensure the continuous and efficient operation of these IT facilities, Kalyani Mahavidyalaya collaborates with competent vendors who maintain and update the equipment regularly. Most of the IT infrastructure is covered under warranty periods, which helps in keeping the maintenance costs manageable and ensures prompt service in case of any issues.

The college recognizes the importance of keeping up with technological advancements and strives to regularly update its IT facilities. For instance, the latest upgrade in January 2023 saw an increase in bandwidth for critical areas such as the administrative section and principal's chamber, from 30 Mbps to 60 Mbps. Additionally, new firewall security measures were implemented in March 2023 to enhance the security of the college's network infrastructure.

Kalyani Mahavidyalaya's commitment to maintaining and enhancing its IT infrastructure is evident in its continuous efforts to provide a high-speed, secure, and reliable internet connection throughout the campus. This commitment not only supports the academic and administrative functions of the college but also ensures that students and faculty have access to the resources they need for effective teaching and learning.

In summary, Kalyani Mahavidyalaya's IT facilities are comprehensive and well-maintained, featuring high-bandwidth Wi-Fi connectivity, extensive coverage across all key areas, and modern teaching aids such as Smart Interactive Panels and hybrid classroom capabilities. With ongoing upgrades and robust maintenance practices, the college ensures that its IT infrastructure remains at the forefront of technological advancements, supporting a conducive learning environment for all.

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

4.3.2

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

Response: 21.24

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

Response: 234

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.18	2.02	2.14	5.34	9.81

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 73.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
4663	3450	2866	3497	2212

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 51.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
4900	2074	2397	1483	779

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 40.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
571	346	371	402	310

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

2022-23	2021-22	2020-21	2019-20	2018-19
1438	1487	955	637	467

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

5.2.2

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

Response: 0.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	1	1	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	0	2	1

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

5.3.2

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

Response: 37.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	54	9	29	36

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Kalyani Mahavidyalaya is known as Kalyani Mahavidyalaya Alumni Association (KMVAA). The permanent office of the Association is Kalyani Mahavidyalaya, City CentreComplex, Kalyani, Nadia-741235. KMVAA has applied for registration. 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. Most important the Alumni Association has contributed Rupees Five Lakhs only towards the construction of a Language Laboratory which would enable the students to learn the English

Language more effectively. 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.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Participative Governance

The Governing Body holds the authority to establish various committees and sub-committees but practices participative governance by approving committee members based on recommendations from the Teachers' Council. This approach fosters a collaborative environment where decisions are made with input from a broad range of stakeholders.

The Principal maintains a crucial role in bridging the gap between the apex and base of the institutional hierarchy. By holding regular All-Staff Meetings and Teachers' Council Meetings in the Staff Room, the Principal encourages open dialogue and participatory governance. Non-members are welcomed as invitees, further enriching the discussion and decision-making process.

Involvement in Academic and Administrative Matters

The Teachers' Council and its sub-committees provide vital advice to the Principal on both academic and administrative issues. This includes the participation of Contractual Whole-Time Teachers, Part-Time Teachers, and Non-Teaching Staff in various committees, ensuring that diverse perspectives are considered in institutional decisions.

Student representation is also a key component of the governance structure. Governing body, IQAC, CASH and many other committees bear representations from students.

Broader Perspectives and Transparency

The governance structure benefits from the involvement of external members, who bring broader perspectives from academia, society, and the community. This enriches the governance process and helps in aligning institutional practices with societal needs.

In the classroom, governance focuses on creating a supportive and stimulating learning environment. This includes a semi-formal and bilingual mode of teaching and active student participation in departmental activities, fostering creativity and a sense of belonging.

Ethical Standards and Information Transparency

The institution upholds strict adherence to service rules, norms, and codes of ethics, while also allowing

for humanitarian flexibility. Transparency is ensured through the availability and accessibility of information to stakeholders via the college website, proactive disclosure under Section 4(1)(b) of the RTI Act 2005, and the RTI Cell. A system of indexed record numbering for documents, registers, and assets ensures the sustainability and transparency of information.

Financial management is handled with a focus on preventing wastage and maintaining transparency. Regular internal audits are conducted to ensure financial integrity. The principles of natural justice are adhered to in determining accountability, ensuring fairness and equity in administrative decisions.

Perspective Plans for Governance Enhancement

To further enhance governance, Kalyani Mahavidyalaya aims to:

1. Regularly update policies to ensure the sustainability of effective leadership and management strategies.
2. To implement a comprehensive unified office and student management system to empower the administration on more accessibility to accurate and effective data
3. Strengthen channels of supervision and accountability to ensure effective management.
4. Increase stakeholder involvement at all levels of decision-making to foster a more inclusive governance structure.
5. To create awareness and knowledge on the benchmarks of NEP-2020 through existing governance in such a way that more job-oriented, vocational education can be imparted by different value added and certificate courses.
6. To form more sub-committees and orient existing sub-committees such as RDC, Seminar sub-committee foster the idea of innovation and industry academia collaboration through internship, projects etc

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Governance and Administrative Oversight

The Governing Body, the highest administrative authority at Kalyani Mahavidyalaya, plays a pivotal role in overseeing the institution's operations. In alignment with the Statutes of UGC, the University of Kalyani, and the Higher Education Department of the Government of West Bengal, the Governing Body regularly convenes to address key issues such as infrastructure development, financial management, faculty recruitment, promotion under CAS and the introduction of new courses.

The Principal, as the head of the institution, implements the policies set forth by the Governing Body and manages the internal administration with the support of the teaching and non-teaching staff.

Role of IQAC

The Internal Quality Assurance Cell (IQAC) is integral to the institution's commitment to quality enhancement. It is responsible for designing and implementing developmental plans and policies in both academic and administrative sectors. At the start of each academic session, the IQAC prepares an Action Plan based on feedback from stakeholders, which outlines goals for quality improvement

Teachers' Council

The Teachers' Council, comprising all substantive teachers, plays a vital role in academic planning and execution. The committee work closely with the Principal to achieve the institution's goals ensuring that academic policies and practices are aligned with the institution's mission and vision.

Operational Sub-Committees

To ensure the effective execution of the perspective plan, several key statutory committees and Teachers' council regulated sub-committees are operational at Kalyani Mahavidyalaya, each tasked with specific responsibilities.

- **Academic Sub-Committee**: This committee focuses on maintaining and enhancing academic excellence.

- **Admission Committee**: Responsible for overseeing the student online admission process, this committee ensures adherence to State Government guidelines and facilitates a smooth and transparent admission procedure.
- **Finance Committee**: This committee manages the allocation and utilization of financial resources. The Principal and Bursar oversee these financial transactions to maintain transparency and accountability.
- **Purchase Committee**: Tasked with managing procurement activities, this committee ensures that necessary resources and materials are acquired in a timely and cost-effective manner through quotation and E-tendering procedure.
- **Building Sub-Committee**: This committee oversees infrastructure development projects, ensuring that the physical facilities of the college are maintained and upgraded as needed.
- **Examination Sub-Committee**: Responsible for the administration of internal and university examinations, this committee ensures that assessment processes are conducted smoothly and with integrity.
- **Library Sub-Committee**: This committee manages the procurement of new books, journals, and other academic resources based on departmental requisitions, thereby supporting the institution's research and educational needs.

- **Cultural and Sports Sub-Committee**: These committees encourage and facilitate student participation in various extracurricular activities, including social service, sports, and cultural events at the state and national levels.
- **CASH**: Committee against sexual harassment ensures prevention of Sexual harassment at work .

Adherence to Service Rules

Being a state government-aided institution, Kalyani Mahavidyalaya adheres to the service rules and appointment procedures stipulated by the University of Kalyani, the Higher Education Department, and the UGC. These rules govern the appointment and service conditions of the Principal, teaching, and non-teaching staff, ensuring that all personnel policies are compliant with established regulations.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Staff Welfare

- Kalyani Mahavidyalaya places a high priority on the welfare of its staff, ensuring they have access to essential health schemes, financial assistance, and other benefits.

- Most teachers appointed on a substantive basis participate in the "West Bengal Health Scheme for the Beneficiaries of Grant-in-aid Colleges and Universities 2017."

- Non-teaching staff and State Aided College Teachers benefit from participation in the "West Bengal Swasthya Sathi Scheme" and the "Employees' State Insurance Scheme (ESIC)," which offer medical insurance coverage.

- Both teaching and non-teaching staff have the option to join the "Kalyani Mahavidyalaya Credit Co-operative Society," which provides financial assistance in the form of loans.

- The institution also provides festival bonuses in advance from the college account before major festivals, allowing employees to celebrate without financial concerns.

- Loan facilities from the Government Provident Fund (GPF) are made available to employees as per government rules, offering additional financial security.

Performance Appraisal System

- Teachers are encouraged to participate in Orientation Programs (OP), Refresher Courses (RC), Short Term Courses, and various workshops to enhance their academic and research skills. These opportunities are crucial for Career Advancement Scheme (CAS) and overall professional growth.

- Provides financial support by reimbursement of registration fees/TAs for attending and presenting papers at international, national, and state-level seminars, workshops, and Faculty Development Programs (FDPs).

- The institution adheres to the guidelines issued by the Higher Education Department and the University Grants Commission (UGC) to implement the Performance Based Appraisal System (PBAS) for teachers. Faculty members submit a filled-in prescribed proforma for CAS to the IQAC for approval by the GB and thereafter it is duly forwarded to DPI, Higher Education Department for the promotion to the next stage as per the UGC pay scale.

- The institution has implemented a 360-degree appraisal system for teachers. This multi-faceted

evaluation helps in identifying the strengths and weaknesses of faculty members, enabling targeted improvements and professional growth.

Support Facilities

- Desktops/Laptops with Wi-Fi connectivity are provided for office use and all departments to carry out day-to-day administrative work efficiently.

- Maintenance support is available for all laboratory equipment, printers, desktops, and CCTV systems, ensuring that all technological and security infrastructure remains in optimal condition.

- Cultural programs and farewell events for retiring employees are arranged, fostering a sense of community and appreciation among staff.

- Participation of all staff in the annual sports day is encouraged

Retirement Benefits and Leave Rules

- The institution ensures that employees are well-supported upon retirement through the implementation of the General Provident Fund (GPF), gratuity, and encashment of earned leave.
- In terms of leave policies, the college adheres to the University Statutes, granting casual leave and earned leave to employees. Additionally, faculty members are entitled to maternity leave, child care leave, and paternity leave as per their requirements.

- Duty leaves are granted to teaching staff members to participate in various seminars, workshops, orientation programs, refresher courses, FDPs, and conferences as per government norms. Non-teaching staff are granted duty leaves for performing college-related work. Additionally, study leaves are sanctioned as per requirements.

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

6.3.2

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

Response: 4.93

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies year wise during the last five years

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

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

6.3.3

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

Response: 32.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	38	8	7	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Strategies of the Institution for Optimal Utilization of Resources:

- For financial assistance the college receives salary grants from the Government as per norms for teaching and non –teaching employees of the institution after annual assessment done by the Higher Education Department, Government of West Bengal.
- The institution receives bonus (non-salary grants) from government at a stipulated rate sanctioned by the government.
- The institution also mobilises funds for the development of infrastructure, from grants received from MPLADS.
- Fees collected from students acts as a regular source of resource.
- The Finance Committee headed by Bursar of the institution proposes and discusses the annual budget after the funds are received from various sources.
- Proposals forwarded by The IQAC and other Committees (Building committee, RDC etc) for infrastructure development are taken into consideration. Proposals for purchase of library books, computers, furniture, laboratory equipment's, building renovation work and stationery are taken into consideration.

- The Finance Committee forwards the legitimate expenditure proposal for Governing Body approval.
- After approval from GB the proposal for purchase is forwarded to the Purchase Committee and Tender Committee for further action.

The accounts of the college are audited regularly through Internal Audit and External Audit.

Internal Audit:

- The internal audit responsibility is entrusted with the Bursar, Finance Committee and Principal of the institution. The institution had also appointed a private Internal Auditor for preparing the final audit report
- The internal audit ensures continuous documentation of financial transaction of day-to-day expenditure
- The regular income and expenditure of the college is supervised by the Bursar and administrative staff of the accounts section/Cashier.
- The bills for expenditure are finally placed before the Principal through
- Bursar by the Accountant for final scrutiny and approval.
- The internal audit had been conducted for the year 2018-19, 2019-20, 2020-21, 2021-22 and 2022-23.
- The Purchase Committee of the institution monitors any purchase of college. Tender Committee makes necessary arrangements for either E- Tenders (For Large Procurements) through WBTENDER OR Quotations (Small Procurements) are invited for purchase and the final purchase is made after comparative evaluation of quotes.

External Audit:

- The external audit is carried out by the Government appointed auditor who takes into account the fund received and disbursed by the college. The external audit had been conducted for the year 2018-19, 2019-20, 2020-21, 2021-22 and 2022-23.
- The auditors after verification of the account books certify financial statements of the institution and issues auditor's report with their observations.

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

6.5 Internal Quality Assurance System

6.5.1

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

incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) at Kalyani Mahavidyalaya has played a crucial role in institutionalizing quality assurance strategies and processes. By systematically reviewing the teaching-learning process, operational structures, methodologies, and learning outcomes at periodic intervals, the IQAC ensures continuous improvement in various activities. This proactive approach not only enhances academic standards but also fosters a culture of excellence and accountability within the institution. The IQAC's efforts are reflected in the incremental improvements observed across the college, contributing significantly to its mission of delivering high-quality education and fostering holistic development among students.

- IQAC plays a pivotal role in ensuring and improving the quality of education and overall institutional functioning.
- The Academic Calendar is prepared and adherence is monitored, and student feedback was collected and analyzed to improve the educational experience based on the Action Taken Report.

- The IQAC emphasized enhancing the mentoring process and encouraged faculty participation in professional development programs.

- The IQAC actively conducts and arranges Green, Energy, Environment, and Gender Audits and formulates the Green Campus Policy.

- The IQAC also organized numerous programs on social and cultural awareness, extension activities, and community participation, including AIDS Awareness Programs, Women's Day celebrations, and recruitment tests for various government positions in collaboration with different departments of Government of West Bengal.

- The IQAC actively scrutinize and forward the promotion documents of faculty under the Performance Based Appraisal system (PBAS) for Career Advancement Scheme (CAS).

- The IQAC ensured the psychological well-being of students during the onset of COVID-19 by circulating UGC advisories, forming WhatsApp groups, conducting online classes, and maintaining constant communication with internal stakeholders.

- Faculty members regularly uploaded study materials on the college website and shared them through WhatsApp groups, in addition to conducting online classes.

- Teachers were encouraged to participate in online faculty development programs and training sessions, including Refresher Courses, Orientation Programs, FDPs, and other professional development initiatives.

- Add-on and certificate courses were continued to supplement conventional teaching-learning methods and broaden the academic and social awareness of students. More certificate and value added courses were planned and discussed with the departments for implementation.

- The IQAC specially emphasized the enhancement of the mentoring process including the

development of a more structured and systematic approach to mentorship just after the NAAC accreditation of the first cycle.

- IQAC analyzed the feedback given by the NAAC peer team and planned long term goal accordingly.

- For Impetus to Research and Financial Assistance to Teachers the Governing Body of the college accepted the recommendation of the IQAC and adopted resolutions in Governing Body Meeting dated 20.2.18 to reimburse registration fee to Whole-Time Teachers (Substantive Post) for attending seminar/Conference etc. in India and abroad.

- The policy of Financial Assistance to Students was also upheld.

- On recommendation of the IQAC, the College Authority signed MOUs with different academic institutions, Universities, Industry, Learning Centres to boast career orientation, vocational learning, bridge courses, training and internship etc. The IQAC successfully signed more than 30 MoUs and several collaboration on Teaching and Research activities in last five academic sessions.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Kalyani Mahavidyalaya is committed to fostering an inclusive and equitable environment, ensuring gender equity across all spheres of campus life. Over the last five years, the institution has implemented numerous initiatives aimed at promoting gender equity and conducting gender audits to assess and enhance these efforts.

Gender Sensitization Programs

The Internal Complaints Committee (ICC) has been at the forefront of organizing gender sensitization programs. These programs are designed to educate students and staff about gender issues, promote respect and equality, and reduce gender-based discrimination. The college also organizes gender sensitization programs independently, highlighting the significance of gender equity and fostering a culture of respect and understanding.

Curricular Integration

The institution integrates gender equity into its curriculum to ensure that students develop a nuanced understanding of gender issues. Many courses include content related to gender equity, enabling students to critically engage with and analyze gender-related topics. Additionally, the college offers ADD-ON courses specifically focused on gender equity, providing in-depth knowledge and fostering awareness among students.

Support Structures

Kalyani Mahavidyalaya has established robust support structures to address gender-related grievances and complaints. The Internal Complaints Committee, Grievance Redressal Committee, and Anti-Ragging Committee function actively to ensure that any issues related to gender discrimination, harassment, or inequity are promptly addressed and resolved. These committees play a vital role in maintaining a safe and supportive environment for all students.

Safety Measures

To enhance the safety and security of women on campus, CCTV cameras have been installed at various strategic locations. These surveillance measures help in monitoring activities and deterring any potential misconduct, thereby ensuring a secure environment for female students and staff.

Facilities for Women

The college provides dedicated facilities for women, including well-maintained Girls' Common Rooms equipped with necessary amenities. These spaces offer a safe and comfortable environment for female students to relax and engage in discussions. Similar facilities are available for male students, ensuring that both genders have equal access to essential campus resources. Girls toilet is equipped with Sanitary Napkin Vending machine and incinerator for safe disposal of the same.

Empowerment and Sensitization Initiatives

The institution regularly organizes seminars and workshops focused on the psychological empowerment of women. These events provide a platform for discussing challenges faced by women and exploring strategies for overcoming them. Such initiatives empower female students by building their confidence and enhancing their mental resilience.

Cultural and Co-Curricular Activities

Cultural programs play a significant role in promoting gender equity at Kalyani Mahavidyalaya. The college organizes various cultural events and activities that emphasize gender equality and celebrate diversity. These programs create awareness about gender issues and encourage students to embrace equitable values.

NSS and Gender Equity

The National Service Scheme (NSS) unit of the college actively participates in sensitization programs on gender equity. Through workshops, campaigns, and outreach activities, the NSS promotes gender awareness and engages students in meaningful discussions about gender issues. These initiatives help in building a more inclusive and equitable community.

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

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation

4. Green campus initiatives

5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

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

7.1.3

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

1. Green audit / Environment audit

2. Energy audit

3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: A. All of the above

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

7.1.4

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

Response:

Kalyani Mahavidyalaya is dedicated to creating an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, and socio-economic diversities. The institution undertakes various initiatives to foster an inclusive atmosphere, celebrating diversity and sensitizing students and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens.

Vasanta Utsav

Vasanta Utsav, the festival of spring, is celebrated with great enthusiasm at Kalyani Mahavidyalaya. The festival includes performances of traditional dances, songs, and artistic displays, reflecting the rich cultural heritage of India. By participating in Vasanta Utsav, students gain a deeper appreciation for cultural diversity and unity.

International Mother Language Day

Celebrating International Mother Language Day on February 21st, the college underscores the importance of linguistic diversity and the preservation of cultural heritage and encourages the protection of linguistic rights.

Independence Day

Independence Day on August 15th is a significant event at Kalyani Mahavidyalaya, celebrated with patriotic fervor. The program includes flag hoisting, speeches, and cultural performances that pay tribute to India's freedom fighters and the nation's journey towards independence. This celebration instills a sense of national pride and responsibility among students and staff, emphasizing the values of freedom, democracy, and unity.

Quami Ekata Week

Quami Ekata Week, observed annually, promotes national integration and communal harmony. By participating in these events, students learn the values of mutual respect, understanding, and cooperation, which are essential for maintaining social harmony.

Republic Day

Republic Day on January 26th is celebrated with a grand parade and cultural events at the college. The program highlights the significance of the Indian Constitution and the democratic values it upholds.

National Voters Day

On National Voters Day, January 25th, the college emphasizes the importance of voting and active citizenship. Programs include voter awareness campaigns, workshops on electoral processes, and the distribution of voter identity cards to eligible students. These activities encourage students to participate in the democratic process and exercise their right to vote responsibly.

Shardotsav (Pre-Durga Puja Celebration)

Shardotsav, the pre-Durga Puja celebration, is a vibrant event at Kalyani Mahavidyalaya. It includes cultural performances, traditional music, and dance, reflecting the cultural richness of Bengal. This celebration fosters communal harmony as students and staff from diverse backgrounds come together to celebrate, emphasizing the values of togetherness and mutual respect.

Saraswati Puja

Saraswati Puja, dedicated to the goddess of knowledge and learning, is an integral part of the college's cultural calendar. The event includes rituals, prayers, and cultural performances that honor the pursuit of knowledge. Celebrating Saraswati Puja encourages students to respect diverse cultural traditions and underscores the importance of education and wisdom.

Election Duty Performed by Teachers

Teachers at Kalyani Mahavidyalaya actively participate in election duties during Parliamentary, Assembly, Panchayat, and Municipal elections. Their involvement in the electoral process demonstrates a commitment to upholding democratic values and fulfilling civic responsibilities. This participation serves as a role model for students, illustrating the importance of active engagement in the democratic process.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Student Profile Mapping (SPM)

The primary objective of student profile mapping through a dedicated Student Profile Mapping Portal (SPM) at Kalyani Mahavidyalaya is to determine the abilities of students in an objective and quantifiable manner. This process aims to identify slow and advanced learners, thereby allowing the institution to provide appropriate support to each student based on their individual needs and capabilities.

The Context

Students at Kalyani Mahavidyalaya come from diverse backgrounds and face various challenges with respect to their skill attributes. Some students may belong to economically backward families with limited access to resources, while others may exhibit varying levels of intellectual capabilities regardless of their economic status. Additionally, students may possess different skills, emotions, and behaviors that affect their learning process.

The Practice

The practice of student profile mapping at Kalyani Mahavidyalaya involves several key steps, facilitated by the LMS:

1. **Login and Questionnaire:** Students are required to log in to the LMS using their unique login ID and password. Once logged in, they answer a comprehensive online questionnaire designed to assess various aspects of their abilities and attributes.
2. **General Quotient (GQ) and Empowerment Quotient (EQ):** Based on the responses provided in the questionnaire, scores for the General Quotient (GQ) and Empowerment Quotient (EQ) are calculated. The General Quotient includes components such as Academic score, Intelligence score, and Knowledge score.
   - **Academic Score:**
   - **Intelligence Score**
   - **Knowledge Score**
3. **Empowerment Quotient:** The Empowerment Quotient assesses different types of abilities beyond academic performance. It includes evaluations of the student's emotional intelligence, social skills, leadership potential, and other personal attributes that contribute to their overall development.
4. **Comparison and Final Score:** The LMS also compares the scores of individual students with their peer group, providing a relative assessment of their abilities. Finally, a weighted average of the GQ and EQ gives the final score, which represents the overall capability of the student.

Benefits and Outcomes

The student profile mapping exercise through the LMS offers several benefits:

- **Identifying Slow and Advanced Learners:** The comprehensive assessment helps in identifying students who may require additional support and those who are capable of advanced learning opportunities. This differentiation allows for targeted interventions and personalized learning plans.
- **Tailored Support and Interventions:** By understanding the unique needs and strengths of each student, the institution can provide tailored support, such as remedial classes for slow learners and

enrichment programs for advanced learners.

- **Holistic Development:** The inclusion of both academic and non-academic attributes in the assessment ensures a holistic understanding of the student's capabilities.
- **Enhanced Learning Experience:** The LMS facilitates continuous monitoring and evaluation of student progress. This real-time feedback enables teachers to make data-driven decisions and adjust their teaching strategies to meet the evolving needs of students.
- **Empowerment and Motivation:** Recognizing and addressing individual strengths and weaknesses empowers students to take ownership of their learning journey. It boosts their confidence and motivation to achieve their full potential.

Best Practice 2: Entry into Service Initiative

Introduction

To prepare students for the challenging path of competitive examinations, Kalyani Mahavidyalaya has developed an innovative online portal known as Entry-in-Service. This portal, accessible through the college website, aims to equip students with the necessary skills and knowledge to excel in various competitive exams. This comprehensive initiative combines an extensive question bank, mobile-friendly app, and regular offline classes to provide holistic support for students' exam preparation and personality development.

Objectives

1. **Nurturing Talent and Skills:** The initiative not only assesses students' pre-existing talents but also nurtures their development and management skills through a structured preparation process.
2. **Exposure to Diverse Opportunities:** By providing a vast knowledge bank with questionnaires on English language, general knowledge, logic and reasoning, basic mathematics, and other learning skills, the portal exposes students to a wide variety of career choices.
3. **Identifying Suitable Talents:** The extensive repository helps students identify suitable job opportunities beyond their immediate fields of study, including sectors like banking, insurance, railways, teaching, and other public service examinations, as well as vocational courses.
4. **Timed Evaluative Questions:** The portal includes evaluative questions designed to be completed in a time-bound manner, simulating the conditions of actual competitive exams.
5. **Team-based Learning:** Offline classes encourage students to work in teams, developing their peer management skills and fostering a collaborative learning environment.

Key Features of the Initiative

1. **Online Portal:** The Entry-in-Service portal is linked to the college website and can be accessed by students through their student IDs. This portal serves as a one-stop solution for competitive exam preparation, offering resources and tools that are easily accessible.
2. **Mobile-friendly App:** The mobile-friendly app provides model questions on logical reasoning, general knowledge, mathematics, and English, complete with answers and explanations. This app ensures that students can study and practice on-the-go, making the most of their time.
3. **Offline Classes:** Regular offline classes are scheduled as per the college timetable. These classes offer one-on-one grooming sessions where students receive personalized guidance on the examination process and personality development.
4. **Vast Question Bank:** The portal currently houses approximately 48,000 questions, allowing

students to practice extensively without the need to purchase additional books or enroll in specialized coaching.

5. **Orientation Programme:** Newly admitted students are introduced to the Entry-in-Service system during an orientation programme. This early exposure ensures that students are aware of the resources available to them from the start of their college journey.

Extensive Preparation for Various Exams

The Entry-in-Service initiative provides extensive question banks on Mathematics, Reasoning, English, General Knowledge for a range of competitive exams, including but not limited to:

- **UPSC (Union Public Service Commission):** Comprehensive resources and guidance for civil service aspirants.
- **Banking/IBPS (Institute of Banking Personnel Selection):** Specialized coaching for banking sector exams.
- **SSC (Staff Selection Commission):** Preparation support for various SSC exams.
- **Railways:** Focused training for railway recruitment exams.
- **Other Competitive Exams:** Tailored coaching for a variety of other competitive exams.

Conclusion

Kalyani Mahavidyalaya's Entry-in-Service initiative is a testament to the institution's commitment to student success beyond the classroom. By providing a robust online portal, a mobile-friendly app, and dedicated offline classes, the college ensures that students are well-prepared for competitive examinations.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of Thrust: Holistic Development of Students Beyond Curriculum

Kalyani Mahavidyalaya has consistently prioritized the holistic development of its students, extending beyond the confines of traditional academic curricula. The institution fosters a learning environment that

emphasizes Institutional Social Responsibility (ISR) and equips students with job-oriented skills and a professional outlook, preparing them for the dynamic demands of the professional world. Below, we outline the initiatives and achievements in these areas, highlighting the institution's commitment to the comprehensive growth of its students.

A. Institutional Social Responsibility (ISR)

1. Community Engagement and Awareness Programs

- **Health and Hygiene Campaigns**: Students, in collaboration with faculty, have organized numerous health and hygiene campaigns in local communities. These initiatives aim to raise awareness about critical health issues, including sanitation, vaccination, and nutrition. The COVID-19 pandemic saw a heightened level of engagement, with students actively participating in awareness drives about preventive measures, vaccination benefits, and distribution of essential supplies.
- **Environmental Initiatives**: The institution's commitment to environmental sustainability is reflected in various student-led projects such as tree plantation drives, cleanliness campaigns, and workshops on waste management and recycling. The college's medicinal garden, maintained by students, serves as both a learning resource and a community asset, promoting the conservation of medicinal plants and traditional knowledge.

2. Volunteering and Outreach Programs

- **Educational Outreach**: Students regularly engage in tutoring and mentoring programs for underprivileged children in neighboring communities. These efforts aim to bridge educational gaps and provide support to those who lack access to quality education.
- **Social Welfare Activities**: The institution encourages students to volunteer in social welfare activities, such as organizing blood donation camps, health check-up camps, and distributing food and clothing to the needy. These activities inculcate a sense of empathy and social responsibility among students.

3. Collaborations with NGOs and Government Bodies

- **Partnerships**: Collaborations with local NGOs and government agencies enable students to participate in various community service projects. These partnerships facilitate resource sharing, enhance the impact of social initiatives, and provide students with practical experience in working towards societal betterment.

Outcome:

B. Job Orientation and Professional Outlook Development of Students

1. Skill Development Programs

- **Workshops and Training Sessions**: The institution regularly organizes workshops and training sessions on various professional skills, including communication, leadership, teamwork, and

problem-solving. These programs are designed to equip students with the soft skills essential for professional success.

- **Technical Skills Enhancement**: Specialized training in areas such as information technology, data analysis, digital marketing, and other emerging fields is provided to ensure that students are well-versed with the latest industry trends and technologies.

2. Industry-Academia Interface

- **Guest Lectures and Seminars**: Industry experts are frequently invited to deliver guest lectures and seminars, offering students insights into current industry practices and expectations. These interactions help students understand real-world applications of their academic knowledge and stay updated with industry advancements.
- **Internships and Industrial Visits**: The institution facilitates internships and industrial visits to provide students with hands-on experience and exposure to professional environments. These opportunities allow students to apply their theoretical knowledge, gain practical skills, and understand workplace dynamics.

3. Career Guidance and Placement Support

- **Career Counseling**: Dedicated career counseling services are available to guide students in identifying their career interests, setting goals, and planning their career paths. Personalized counseling sessions help students make informed decisions about their future.
- **Placement Cell**: The institution's placement cell actively works to connect students with potential employers. It organizes campus recruitment drives, job fairs, and pre-placement training sessions, ensuring that students are well-prepared to enter the job market.
- **Alumni Network**: A robust alumni network provides mentorship and networking opportunities for current students. Alumni share their professional experiences, offer guidance, and assist in career planning, thereby fostering a supportive community.

4. Entrepreneurship Development

- **Entrepreneurship Cell**: The Entrepreneurship Cell (E-Cell) at Kalyani Mahavidyalaya encourages students to explore entrepreneurial ventures. It conducts workshops on business planning, funding, and startup management, nurturing the entrepreneurial spirit among students.
- **Startup Incubation Support**: The institution provides incubation support to student-led startups, offering resources such as workspace, mentorship, and access to funding opportunities. This support system helps aspiring entrepreneurs turn their innovative ideas into viable businesses.

Outcome:

1. Community based Extension and Social outreach program conducted by NSS and NCC : 60

   1. Awards and Accolades from Government and other distinctive bodies for social outreach: 5 awards in NCC
   2. Thirteen NSS mediated extension activity
   3. University/State/National/Internation level award in Sports and Cultural awards received by students: 40
   4. Several extension and outreach program conducted by departments/ College Health Centre

independently for social dissemination of subject knowledge for societal benefit

5. Students actively fought in pandemic by creating awareness, Microbiology department made COVID testing Kit, mask, oxygen canister available for college, prepared hand sanitizer in laboratory. Department of Molecular Biology and Biotechnology, Department of Physiology also joined hand in fight for pandemic

6. More than 150 Sports and Cultural Events organized by college

1. College successfully engaged itself in more than 30 MoUs and collaboration for Teaching, learning, training, internship with several academic institution, job training institute, and Industry.

2. College conducted more than 52 seminar/workshop/ conference including international seminar and webinar

3. Dedicated entry into service portal for practicing MCQs related to important government services is in place where 3000 students registered in the last academic session.

4. College has an active Career and Placement Cell that organized a gala career fair "Sampark" bringing numerous academic and professional institute, companies under one roof for the professional benefit and orientation of students. The fair brought more than 2000 visitor from different colleges and academic institution from vicinity making it a grand success.

Conclusion

Kalyani Mahavidyalaya's commitment to the holistic development of its students is evident through its comprehensive approach to Institutional Social Responsibility and job-oriented professional development. By fostering a sense of social responsibility and equipping students with the necessary skills and professional outlook, the institution ensures that its graduates are not only academically proficient but also socially conscious and professionally competent. These efforts significantly contribute to the personal and professional growth of students, preparing them to be responsible citizens and successful professionals in an ever-evolving global landscape.

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

5. CONCLUSION

Additional Information :

Kalyani Mahavidyalaya is in urgent need of government funds to construct a girls' hostel and enhance sports and games facilities. These improvements are essential to bolster both academic and extracurricular activities. Despite these funding challenges, recent developments at the college demonstrate a strong commitment to matching the standards of top institutions both within and beyond the city. Noteworthy additions include a hybrid classroom equipped with dedicated remote conferencing capabilities, a language laboratory, and a common instrumentation facility.

These advancements signify the college's dedication to providing students with state-of-the-art educational tools and resources. The hybrid classroom is particularly significant as it enables seamless remote learning and interaction, ensuring that students have access to high-quality education regardless of their physical location. This facility is a testament to the college's forward-thinking approach and its ability to adapt to the evolving educational landscape.

The language laboratory is another significant addition, aimed at enhancing students' proficiency in various languages. This facility will not only improve communication skills but also broaden students' cultural horizons, making them more competitive in the global job market. Language proficiency is increasingly important in today's interconnected world, and this laboratory positions Kalyani Mahavidyalaya's students for success on an international stage.

The common instrumentation facility is designed to support the scientific and research endeavors of the students and faculty. By providing access to advanced instruments and equipment, the college fosters a research-intensive environment that encourages innovation and practical learning. This facility underscores the institution's commitment to excellence in science and technology education.

These initiatives reflect Kalyani Mahavidyalaya's intent to elevate its educational standards and infrastructure. By investing in these advanced facilities, the college is not only enhancing its current offerings but also paving the way for future growth and development. These efforts are aligned with the institution's mission to provide the best possible education and foster an environment of academic excellence and holistic development. As Kalyani Mahavidyalaya continues to evolve, these strategic enhancements will play a crucial role in achieving its vision of becoming a leading educational institution.

Concluding Remarks :

Kalyani Mahavidyalaya College, since its inception in 1999, has steadily grown into a prominent educational institution, offering quality undergraduate education across a broad spectrum of disciplines. The college's commitment to academic excellence, social responsibility, and holistic student development is reflected in its mission and vision. The institution strives to provide an inclusive and dynamic learning environment, transcending barriers of class, caste, religion, and gender.

The college's strengths, such as its strategic location, extensive library resources, and successful implementation of e-governance, underpin its educational offerings. The institution's engagement in social and humanitarian initiatives, coupled with robust community involvement through NSS and NCC activities,

underscores its dedication to societal betterment. Additionally, the college's efforts to embrace digital learning, evident in its smart classrooms and Central Instrument Facility, position it well in the contemporary educational landscape.

However, the college faces challenges, including space constraints, inadequate full-time teaching and non-teaching staff, and the need for enhanced security and counselling services. Despite these hurdles, the institution views these challenges as opportunities for growth and improvement. The college is actively working towards addressing these issues through strategic planning, resource mobilization, and fostering collaborations with academic and industrial partners.

The college's SWOC analysis reveals significant opportunities for growth, such as leveraging its diverse student and faculty population, promoting research collaborations, and expanding postgraduate programs. The institution is also keen on utilizing its physical space for further infrastructural development and resource generation. By embracing these opportunities, the college aims to enhance its academic and administrative capabilities.

In terms of teaching-learning and evaluation, Kalyani Mahavidyalaya prioritizes value-based education, experiential learning, and continuous assessment. The institution's focus on ethical values, critical thinking, and holistic development prepares students to face future challenges with confidence and integrity.

Overall, Kalyani Mahavidyalaya College is on a progressive trajectory, driven by a clear vision and a steadfast commitment to providing quality education. By addressing its weaknesses and capitalizing on its strengths and opportunities, the college is well-positioned to achieve its goal of becoming a center of excellence, fostering well-rounded, socially responsible global citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :18 Remark : As per clarification received from HEI, and excluding basic courses of generic nature and Repetition of Add on/Certificate/Value added programs, thus DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2532	3226	2705	3036	1499 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2078	2800	2400	2650	1200	 Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 2094 Answer after DVV Verification: 2000 Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	30	29	29	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	29	28	28	24

Remark : As per clarification received from HEI, and as per SOP, Physical education director not to be considered as full time teachers so based on that DVV Input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	12	5	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	4	1	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	9	3	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	4	3	1

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	3	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	3	3	1

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	15	5	12	5

Answer After DVV Verification :

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

15	8	3	6	5

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, thus DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :24
	Remark : As per clarification received from HEI, and after excluding MoUs which is beyond the assessment period, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69.91353	108.81482	68.78015	19.25142	156.97633

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67.78	108.81482	68.21	18.70	145.09

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : 246

Answer after DVV Verification: 234

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115.40814	89.73755	43.25234	79.37581	68.29811

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.18	2.02	2.14	5.34	9.81

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

5.1.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5172	2074	2397	1483	779

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4900	2074	2397	1483	779

Remark : As per clarification received from HEI, and number of students benefitted should not be more than more than total number of enrolled student in any of the years, thus DVV input is recommended.

5.2.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
605	384	386	414	324

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
571	346	371	402	310

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1438	1487	955	637	467

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1438	1487	955	637	467

Remark : As per clarification received from HEI, and as per SOP, Multiple offers to the same students to be counted once, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
274	34	18	92	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	1	1	0

Remark : As per clarification received from HEI, and as per SOP Only qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE etc.) to be considered not B.A.(Hons) and as per provided certificate and excluding beyond the assessment period certificates , thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	12	0	17	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	0	2	1

Remark : As per clarification received from HEI, and as per SOP Only University /state/ national or international achievements will be considered not District and Participation and Inter- collegiate awards should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	36	9	34	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	54	9	29	36

Remark : As per clarification received from HEI, and as per SOP Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	24	12	12

Answer After DVV Verification :

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

Remark : As per latest Manual less than Rs.2000/- of financial support per teacher per year should not be considered so based on that Input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	70	8	38	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	38	8	7	5

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	12	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

Remark : As per clarification received from HEI, and as per SOP Less than 5 days FDPs should not be considered and Multiple participation of the faculty in the same academic year to be considered as one, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 31 Answer after DVV Verification : 30
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: {{TABLE_1}} Answer After DVV Verification: {{TABLE_2}}
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: {{TABLE_3}} Answer After DVV Verification: {{TABLE_4}}

Table 1 (before DVV Verification - teaching staff):

2022-23	2021-22	2020-21	2019-20	2018-19
29	31	30	30	27

Table 2 (after DVV Verification - teaching staff):

2022-23	2021-22	2020-21	2019-20	2018-19
28	30	29	29	26

Table 3 (before DVV Verification - expenditure):

2022-23	2021-22	2020-21	2019-20	2018-19
213.64444	268.44504	118.76178	110.73076	261.34315

Table 4 (after DVV Verification - expenditure):

2022-23	2021-22	2020-21	2019-20	2018-19
210.6562	213.0616	117.7474	110.7307	261.3433