



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**KISHORE BHARATI BHAGINI NIVEDITA COLLEGE (CO-ED.)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

KISHORE BHARATI BHAGINI NIVEDITA COLLEGE (CO -ED) was founded in the year 2001 under the affiliation of the University of Calcutta adjacent to the Kishore Bharati Boys and Girls Schools in a zeal to provide higher education facilities for the students of the locality. Over the years, however, the reach of the college extended to far off areas across the districts of the state, and is attracting students even from the neighbouring states nowadays. From the moments of its inception, the institution prioritized its social commitment towards inclusivity making education accessible to all strata of learners.

The academic aspiration of the institution is fulfilled by the stellar teaching staff some of whom teach in various Universities. Some of them are members of the BOS of the affiliating university and the Governing bodies of other colleges across the state as well. The teachers have also successfully guided research scholars in their PhD programmes. The cooperative office staff, dedicated to furthering and developing the prospect of the institution, always help the students over their years in the college.

The College is committed to initiate a holistic development of its students and functions to ensure their personality development through value addition along with the enhancement of their academic excellence. Notable personalities in different fields visited the college campus, and had made themselves accessible online. In order to nurture both the physical and psychological health of its young wards, the college conducts various programmes throughout the year despite infrastructural limitations. The campus keeps vibrant with varied cultural activities, sports and games and extra – curriculums galore offering the students suitable platform to exhibit their creative potential. The yoga classes, psychological counselling sessions, remedial classes, parent-teacher meetings and the like activities cater to the multifarious needs of the students. Community engagement through NSS, NCC and the student union make us proud of the humanitarian zeal of our students. Career counselling and placement sessions help to open up new vistas of career options for the learners in this highly competitive world. The green corners provide a soothing relief to the stakeholders from their hectic academic schedule.

### **Vision**

The college has always believed in a proper fusion of different walks of learning in order to initiate the students into the rites of knowledge, inspire them to be resourceful and discover their innate potentials and integrate them in to an inclusive community and be the responsible global citizens. Under the New Education System, we strive to amalgamate different rivulets of knowledge into one mighty torrent that must enable our students stand confident in their respective occupations in life, and at the same time it is our conviction that the knowledge they widen and the skills that they sharpen here in three years can never part with them. Any graduation programme is a beautiful combination of dipping deep into the ocean of information and knowledge and since, a student's career cannot fully be determined at this level, we aim to prepare him for any sort of trade in this highly competitive world for a career that suits oneself the best. We nurture a vision of helping students, mostly from underprivileged backgrounds on their ways to a bigger and more challenging world. It has remained our constant effort to sustain a milieu where the pupils facing a very hard challenge to meet their financial needs, the first-generation learners – especially female learners --, students belonging to various margins of the society feel at home. It has therefore been our constant vision to help such troubled but keen

learners who otherwise have the potential to shine in life. It is also our vision to open up new vistas of working opportunities for the laborious youth in different fields of vocational trainings and employments in future.

## **Mission**

- Ensuring every student reaching the apex of his potential
- Making sure a student comes out with best grades possible
- To see that every student can find an employment soon after graduation
- To encourage every student in extracurricular activities
- To kindle the fire of curiosity for knowledge and learning in every bosom
- Walking the road that can lead the college to a genuine spot of higher education in the entire city as well as the district
- Above all to make them inculcate some eternal values that remain with them forever.
- To deliver programs to improve computer literacy, i.e., soft skill enhancement. To introduce job-oriented diploma and bachelor of vocational courses.
- To provide financial support to the faculty for research works.
- To seek collaboration from all sectors of the college and the community.
- To nurture a learning community where the values, goals, and learning styles of all students are accepted and supported by the society.
- To make the whole campus as a green campus driven by green technology.
- To build high standards of integrity and performance to achieve academic as well as professional goals.

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

### **Institutional Strength**

- Located in a quiet and green locale far from them adding crowd, Kishore Bharati Bhagini Nivedita College is accessible to commuters through public transport.
- The College offers degree course in Humanities, Science and Commerce streams and is presently running CBCS and CCF programmes along with annual pattern examinations.
- It cherishes an accomplished and dedicated faculty.
- The committed office staff execute administrative tasks smoothly.
- Socio-cultural diversity of student community makes the milieu vibrant and lively.
- Healthy staff-student relation exudes a serene and homely atmosphere free from political student agitation.
- Greater number of female students reflects this sense of security.
- Remedial classes boost up academically weaker students.
- Despite restricted fund, the college is equipped with ICT enabled classrooms and departments.
- The librarian guides Students to access a resourceful library. Access to INFLIBNET enhance stakeholder's academic resource.
- Full strength of sanctioned permanent teaching post and adequate number of SACTs lifted the student-teacher ratio to 24:1.
- Most of the faculty are MPhil and PhD holders and many are engaged in research activities like supervising research scholars, undertaking government-funded projects etc.

- Guided by Principal, the faculty regularly get published in nationally and internationally acclaimed journals and books and attend seminars in capacity of resource persons.
- The college regularly organize seminars/webinars and invites speakers of national and international renown.
- It maintains Wi-Fi enabled campus and CCTV surveillance.
- The subsidized canteen serves nutritious food.
- Apart from enabling students to avail of different government scholarship schemes, the college supports meritorious and economically disadvantaged students with fee concessions.
- Faculty and student exchange programmes under MOU are conducted.
- The NCC and NSS are actively engaged in different social outreach programmes and community engagement activity like Blood donation camps, cleaning drives under Swachh Bharat Abhiyan, communicable diseases awareness campaigns, basic health check-up for local residents etc.
- The college keeps watch over the issues related to all-round student welfare and promotes cultural and sports activity round the year.
- Future career prospect is developed through various career counselling and placement sessions.
- Syllabi-prescribed field trips apart, educational excursions are organized for students ensuring academic and career exposure.

### **Institutional Weakness**

- Lack of adequate space deters developmental works needed to be undertaken in order to realize the vision of the institution.
- Inadequate number of books and journals and lack of reading area in library sometimes fail to fulfil the requirement of the students.
- Limited campus area of the college hampers the development of a green corner and its location in a densely populated residential area deprive students of the desired outdoor sports and games facilities.
- Lacunae in infra structure
- The institution has not yet developed remarkable collaboration with industry and other research organizations to design job-oriented internship and research works.

### **Institutional Opportunity**

- Location of the college may be utilized to attract large number students from all parts of the city.
- An expansion of the institutional building will improve the infrastructure that will enable the institution to accommodate a huge number of students and to fulfill their aspirations as well.
- An extension of the range of MOU with colleges inside and outside the state will initiate greater scope of faculty and student exchange programmes and laboratory sharing.
- There is scope for introducing various certificate courses, add-on courses as well as co-curricular training programme with the help of the faculty members and outsourcing of expertise.
- Greater number of national and international seminars and conferences may be organized, and, ICSSR funded and other projects having direct impact on the community may be undertaken.
- Scope of introducing internship in collaboration with the sector of publishing, survey, handicraft, language training etc. can be explored.

- Campus publication with ISSN or ISBN may be conceptualized and be executed.

### **Institutional Challenge**

- Inadequate infrastructure poses real challenge to provide new courses to the new generation learners as per the need of time.
- Since a great number of students come from economically disadvantaged section of the society, huge amount of concession offered to the students put limitation on to the fund otherwise to be utilized to expand resource for modernization of the institution.
- Limited student strength restrains introduction of add-on courses to enhance job opportunities.
- The relative distance of the college from the heart of the city affects dissemination of information about the institution amongst general public.
- A considerable number of students who are first-generation learners and students engaged in other part-time jobs somehow affect the result.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

At the opening of each semester, our college distributes detailed syllabi to students, outlining the course objectives, structures, topic to be covered, assignment to be submitted and the assessment methods. This ensures transparency and helps students to understand the expectations for the term. We organise supplementary sessions to reinforce the course materials, clarify doubts and provide additional support to students. The College, in frequent intervals, conduct open book examinations to assess students' critical thinking, problem solving skills, and application skills rather than mere memorization. It maintains accurate records of students' academic performance, including grades, assignment scores, and attendance records. It frequently organises PTM to discuss the students' progress, strength and areas for improvement. These foster the collaboration between parents and teachers through which we plan to enhance students' success and wellbeing. Our college faculties involve in the evaluation and assessment programmes through a systematic procedure to measure students 'outcomes. Apart from above activities, our college frame Academic Calendar, conduct training session for teacher to teach through audio visual aids, student and teacher exchange programmes and like.

To enrich the curriculum, college takes initiatives to enhance the educational experiences beyond the traditional programme to broaden student's perspectives, foster critical thinking and promote engagement with real world issues. The enrichment programmes are conducted in Following ways: College offers course and programmes dedicated to specific themes as a part of curriculum like gender studies, environmental sustainability, ethics and leadership development. The College provides opportunities to faculties to develop ethical decision-making skill in profession by attending seminars on understanding Copyright and Plagiarism: Its Consequences in Academic Integrity. It also implemented sustainability initiatives on campus by recycling programs, eco-friendly activities etc. The college integrates human values across the curriculum by incorporating different assignments into the courses.

The College frequently organises field trips to provide firsthand experience, practical learning opportunities, and exposure to real world contexts which also have memorable impact on students' mind.

Feedbacks are collected from students, teachers, parents, employer, alumni regarding the relevance, delivery methods, satisfaction and academic support services and analysed thoroughly. from students.

### **Teaching-learning and Evaluation**

The University of Calcutta adheres to a unit-pattern syllabus, where both 3-year graduation (1+1+1) as well as CBCS syllabus across all subjects was undertaken parallelly (recently adapting NEP), and Kishore Bharati Bhagini Nivedita College (Co-ed) has always taken up readily the recommended academic pattern of its affiliating University. Though traditional lecture methods such as chalk-and-talk is commonly deployed during class room teaching, the faculty members frequently enhance their teaching methodologies with audio-visual aids like laptops, overhead projectors, alongside interactive sessions, quiz, students' seminars, open book exams, educational excursions (field studies) and like. Esteemed professionals from various domains are often invited to deliver special lectures and to act as resource persons in seminars to enrich the educational experience of both teachers and students. Moreover, virtual classrooms and exchange programs facilitate collaborations with other institutions. The faculty members also serve as mentors and advisors, guiding students through academic, personal, and social challenges within group settings.

As part of continuous evaluation of students' performance, the college conducts midterm examinations in November, and yearly test examinations for each academic year take place in month of January, February and March every year. In case of CBCS, the end-Semester examinations along with the Internal Assessment and tutorials/practical examinations are conducted as per the rules set down by the Calcutta University. These apart, we also conduct Tutorials, Remedial Classes and Class Tests to assess the preparation status of the examinees, ensuring whether the students are well-prepared for taking up the university examinations. Students, falling below the passing threshold, receive academic support and parental consultation during parent – teacher meetings, where their attendance and performance are reviewed. Special emphasis is placed on identifying and nurturing both the slow and advanced learners in order to optimize their development. Following the announcement of university examination results, an academic subcommittee identifies students deserving of recognition for their outstanding performance. Student feedback is collected anonymously and scrutinized by the IQAC to continually enhance teaching and learning methodologies.

### **Research, Innovations and Extension**

The teaching fraternity of Kishore Bharati Bhagini Nivedita College (Co-Ed) has worked diligently to make the college a hub of teaching learning process, a hub of receiving and transferring knowledge and a hub of holistic development of students. All these have been made possible through collaborations and programmes with various institutions. Since the students of this college come both from rural and urban areas, efforts have been taken to organise programmes suitable for both strata of the society. In the process of doing so, the college has developed a close-knit ecosystem among the teachers, students and non-teaching staffs of the college.

The college has successfully organised various workshops, seminars and periodic lectures to facilitate academic, professional and personal growth of students. These include seminars on fighting human trafficking, on gender sensitisation, on ethics and value education, on mental health issues, on modern loneliness, on concept and challenges in astronomy and astrophysics, on digital marketing and others. From time to time the college has arranged programmes on career counselling. The college has signed memorandum of understanding (MOU) with several other colleges in pursuit of exchange and transfer of knowledge.

The teaching staff of our college is always eager to participate in research-oriented activities, both as research guide and as research scholars. Some of our teachers have acted as research guide in the past and at present our Principal Sir has scholars pursuing research activities under him. While many of our teachers had joined our college with doctoral degrees, some have completed the same after joining the college. The principal and teachers of the college have contributed in reputed journals and magazines, both national and international. The teachers of the college have also contributed in number of books and chapters in edited volumes and books published as conference proceedings.

As part of extension activities, the college celebrates the Van Mahotsav Week in the month of July by planting trees in the neighbourhood. The college also arranges various camps like health check-up camps, blood donation camps, road safety awareness rally, dengue awareness programme etc.

### **Infrastructure and Learning Resources**

The college has tried utmost to optimize its infrastructural scope: the building is provided with well illuminated, spacious mostly ICT enabled classrooms, staff room, union room, laboratories, canteen, girls' common room and separate toilets for boys and girls. Our college ensures the availability of latest equipment and upgraded infrastructure for the benefits of the students and staff. The college management mobilizes sufficient fund to recruit adequate number of Guest Teachers and casual Nonteaching staff in order to run the academic and non-academic activities smoothly. Every department is equipped with laptops and projectors to make the teaching-learning process technologically sound and the office is also provided with number of computers and allied equipment's. The college arranges for sufficient number of water purifiers to ensure the supply pure drinking water to all members of the college. The whole campus is Wi-Fi enabled. A few numbers of sports equipment are provided to the students for regular practice. A room is allotted for Yoga & Music Club where the students exercise frequently.

Presently, the Library is endowed with a total number of 5421 text and reference books, regular supply of two daily newspapers and quite a number of NLIST journals. Both the teachers and students enjoy the provision of a reading room and a smooth book-lending facility and access to E-resources as well. These apart, the financial support extended to the under-privileged students, orientation of the beginners under the supervision of the IQAC, seminars and workshops, different cultural programs, sports events, NSS and NCC activities and like avenues are made accessible to enhance the holistic development of the students.

### **Student Support and Progression**

The motto of inclusiveness and integration of optimum number of students in the teaching-learning process of Kishore Bharati Bhagini Nivedita College (Co-Ed) gets reflected through various student-support policies: the institution offers government scholarships and free-student-ships to assist students in each academic session. Since the majority of students at our college come from families with limited financial resources, in addition to the government-sponsored scholarships, the college administration takes the initiative to organize additional free-ship and concessions for the students. These scholarships and free-student-ships are particularly beneficial to students belonging to marginalized communities.

In order to promote the development of abilities and improvement of skills, many programs focused on language and communication skills have been organized. Despite the college's inadequate infrastructure, we undertake different activities such as student seminars and creative writing competitions. Yoga classes have

also been arranged for the development of life skills. Post-COVID period has witnessed significant advancements in this regard.

In previous sessions, our institution has organized numerous career-counselling programs, providing our students with valuable insights into different professions that are beneficial for them.

An efficient redressal mechanism is established to address and resolve issues regarding the complaints of the students promptly. The concerns of students are also addressed by other committees such as the Anti-Sexual Harassment Committee, Internal Complaint Cell, Anti-Ragging Committee, and Disciplinary Committee.

A significant number of our students have pursued higher education, while others have embarked on careers in various sectors, both government and private. A few of our students have achieved success in competitive examinations such as NET and SET.

In order to foster comprehensive development of the students, the institution arranges a variety of cultural events providing them with opportunities to showcase their abilities and skills throughout the year.

### **Governance, Leadership and Management**

Kishore Bharati Bhagini Nivedita College (Co-ed) functions under a visionary, efficient and ethical leadership that promotes a participatory, inclusive, enterprising and transparent governance. The Governing body, the principal, teaching and non-teaching staff and the students execute their responsibilities to realize the vision and the mission of the college in a spirit of cooperation and accountability. The effective co-ordination amongst the academic and administrative units by the principal help the institution overcome the infra structural lacunae. Transparency in governance is maintained through fast increasing implementation of E Governance in areas like finance and account, students' admission, scholarship and other kinds of support, examination etc. Various sub-committees under the leadership of the principal undertake to monitor and promote improvisation of all the sectors.

The enhancement of the professional competence of the staff community has remained constant concern of the college. Some teachers are already provided with financial support for attending seminars, especially workshops organized to deliberate upon the curriculum enforced by NEP. Teachers are encouraged to participate in FDPs and other like professional development courses by relieving them the heavy institutional work load for the time being on the basis of mutual understanding. The democratic nature of the administration is reflected in the inclusive approach towards institutional management and students' representative body is included in various events of decision-making. Non-teaching staff contribute significantly in smooth functioning of daily administration.

The challenge posed by limitation in fund is met with optimum mobilization of resources. The allocation of finance always prioritizes students' welfare over everything. The transparency in financial transaction is certified by regular internal and external audit. The institution also maintains a regular academic audit as well. For the last two years, the institution has participated in NIRF.

The Internal Quality Assurance Cell of the college works incessantly towards improvisation of the academic and other co-curricular activities. It organizes meetings regularly to assess the past performance of various departments, find out solutions to problems faced in executing the previously undertaken projects and set down guideline for future planning for teaching-learning process in a spirit of collaboration.



## **Institutional Values and Best Practices**

The institution has adopted multiple measures to promote and sustain the wellbeing of the college.

Programmes concerning gender equity and sensitisation have facilitated the overall secular atmosphere of the college. There's a grievance redressal cell to address incidents involving uncouth behaviour among students and staff as well.

Our college has installed solar panels (alternate energy resource) to lessen the consumption of fossil fuels thus aiding in energy conservation. Energy audit is regularly conducted and waste management is done within the campus as far as possible. A green cover is also maintained in the little space that's available and a green audit has been done for clarity of the measures undertaken. The campus is disabled-friendly as well with a Braille system installed and has wheelchairs and ramp for easy access.

The college also takes initiative to promote activities beyond the campus regarding environment and health like planting saplings on Van Mahotsav, dengue awareness campaigns etc. to connect to the masses in the locality.

The students and staff are perennially made aware of their rights and duties as citizens by means of different cultural, regional and communal programmes that help to nurture an inclusive environment in the campus.

Among the best practices successfully implemented in the institution is Medh? which encourages all associated with the college to pursue different fields of study and uplift their means and methods of living. Scholarships and freeships are given out smoothly to encourage financially challenged students to continue with their education. The teachers maintain a healthy relationship with the students and provide them with remedial classes, open book examinations etc., to help them thoroughly prepare for their conventional examinations.

In addition to that, the physical and mental health of the students are specially looked after through NSS, NCC, yoga sessions, and mental health improvement classes. Such initiatives are extended beyond the campus as well through regular community service conducted by the college for the members of the Indian Institute of Cerebral Palsy. The institution also has an active Rural Engagement Cell that extends its helping hands beyond the urban milieu.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KISHORE BHARATI BHAGINI NIVEDITA COLLEGE (CO-ED.)
Address	Ramkrishna Sarani, Vivekananda Pally, Behala
City	Kolkata
State	West Bengal
Pin	700060
Website	<a href="http://www.kbbnc.ac.in">www.kbbnc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shib Sankar Sana	033-24043206	7595956899	-	kbbncollege@gmail.com
IQAC / CIQA coordinator	Rajesh Das	033-8240064800	9163558118	-	mahanandaroy2@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 minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Calcutta	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-08-2017	<a href="#">View Document</a>
12B of UGC	18-08-2017	<a href="#">View Document</a>

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	Ramkrishna Sarani, Vivekananda Pally, Behala	Urban	0.1426	176.6087

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali, Honours and Honours with Research	36	Higher Secondary	Bengali	55	17
UG	BA,English, Honours and Honours with Research	36	Higher Secondary	English	37	33
UG	BA,Education, Honours and Honours with Research	36	Higher Secondary	English,Bengali	28	8
UG	BA,History, Honours and Honours with Research	36	Higher Secondary	English,Bengali	33	12
UG	BA,Philosophy, Honours and Honours with Research	36	Higher Secondary	English,Bengali	33	2
UG	BA,Political Science, Honours and Honours with Research	36	Higher Secondary	English,Bengali	33	19
UG	BA,Geography, Honours and Honours with Research	36	Higher Secondary	English,Bengali	20	3
UG	BSc,Geography, Honours and Honours with Research	36	Higher Secondary	English,Bengali	35	25

UG	BSc,Zoology ,Honours and Honours with Research	36	Higher Secondary	English,Bengali	32	14
UG	BCom,Accountancy,Honours and Honours with Research	36	Higher Secondary	English,Bengali	63	51
UG	BA,Ba General,Multidisciplinary	36	Higher Secondary	English,Bengali	345	119
UG	BSc,Bsc General,Multidisciplinary	36	Higher Secondary	English,Bengali	100	6
UG	BCom,Bcom General,Multidisciplinary	36	Higher Secondary	English,Bengali	58	11

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				19			
Recruited	1	0	0	1	0	3	0	3	9	10	0	19
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				29			
Recruited	0	0	0	0	0	0	0	0	13	16	0	29
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				18
Recruited	6	1	0	7
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	3	0	1	5	0	10
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	6	3	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	5	0	5
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	7	5	0	12
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
		6		4	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	403	0	0	0	403
	Female	524	0	0	0	524
	Others	0	0	0	0	0
Certificate / Awareness	Male	90	0	0	0	90
	Female	116	0	0	0	116
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	31	58	23	31
	Female	31	46	42	45
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	9	11	24	2
	Female	7	11	19	16
	Others	0	0	0	0
General	Male	109	140	101	118
	Female	128	188	141	177
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>315</b>	<b>454</b>	<b>350</b>	<b>391</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Aim of NEP and changes brought about: 1. The model of higher education followed by India ever since independence had aligned with the British system mostly and it is only in recent times that efforts were being made to make it more in line with the international system that has an American bias. It would help our education seekers and students to integrate better with world - wide education system now, with them getting better chances at higher institutions for graduate and post graduate studies. 2. The students who could not continue graduate studies previously had to just drop out even after spending a year or two without having anything to show for it. Under the NEP students are provided certificate even</p>
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if they opt out at the end of the first year. So many of our students who come from under – privileged background and may have to opt out of studies would have something to show for the time spent as students of higher institutions beyond being mere higher secondary pass outs. 3. The New Education Policy emphasizes on the need to make education multidisciplinary. This seems to be a significant step once again towards the worldwide prevalent system that will benefit the students in our country with various enabling outcomes. The curriculum now includes varied perspectives that different disciplines can bring to illustrate a theme, subject or perspective. The previous conventional higher education pattern considerably restricted the student's options to explore various options of study or opt for dual streams which often resulted in their de-motivation in higher studies. The new multi-disciplinary and even inter – disciplinary approach is aimed towards enhancing the scope and depth of learning and widening the plethora of options given to students. The introduction of NEP has just widened the previous scope . The Choice-based Credit System (CBCS) introduced by the affiliating University in 2017 for Commerce and in 2018 for other streams which preceded the CCF system under NEP has been a significant step toward a multidisciplinary academic system. Our college had for the last five years introduced various Add-On Courses in different disciplines to be attended by students across disciplines. It helped to bridge the gaps between various disciplines and give students of a particular stream exposure to other fields of study. The aim is being the introduction of a holistic mode of education. Preparedness to embrace NEP: Our IQAC Co – Ordinator and various faculty members from different streams have attended courses and workshops on NEP, both general and subject specific. After which they have organised staff seminar including all the teachers and office staff of the institution imparting the knowledge and information gathered in the courses the attended. There were deliberations and discussions further to provide better understanding for all. The first batch of students under NEP was given multiple orientation sessions in college within the department and in general to make them savvy about the new system and to clear confusion of any sort.

2. Academic bank of credits (ABC):	Our College is affiliated to the University of Calcutta under the administrative control of Government of West Bengal. As soon as we received orders and guidelines from the appropriate authorities, we have taken steps to implement Academic Bank of Credits.
3. Skill development:	The Choice Based Credit System introduced by University of Calcutta mandates Skill Enhancement Courses (SEC) for all disciplines. Hence all students are given exposure to Skills required to make them job ready. The same system is being continued under NEP . So the curriculum and credit framework(CCF) system also has SECs from the first semester itself. Moreover, college has various extra curriculums which help in developing Soft skills, provide basic computer knowledge which makes students tech – savvy which help them later in scouting jobs etc. Smart classrooms in college have brought the world in our doorstep. All our students have easy access to the world of ethernet which helps enhancing their skills. Moreover under CCF system compulsory internships which mark the end of a course further enhance student’s capabilities to seek jobs just after their courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum of most of the subjects taught in our College, especially in the humanities stream include sections which have Indian knowledge integrated in it. The subjects Bengali, English, Education, History, Philosophy, Political Science all have dedicated sections dealing with Indian knowledge applicable for the subjects. Most of our students are from Bengali medium schools that are not very proficient in English. So most of the lectures are delivered in the vernacular (Bengali) with English as a supporting language. For non-Bengali students we also explain in Hindi if necessary. Celebrations of customs and traditions that reflect the vibrant Indian culture like Holi, Rakhi, Iftar, Christmas, Matri Bhasha Dibas, Saraswati Puja as well as commemoration of the Birth Anniversaries of Indian visionaries, freedom fighters, influential writers, poets and thinkers are organised regularly in the College. These occasions become opportunities for students to be aware of the rich Indian history and contributions of the famous personalities of yore. So Rabindra – Nazrul Jayanti, birthdays of Netaji Subhash Chandra Bose, Swami Vivekananda, Sister Nivedita, Raja Ram Mohan Roy, Gandhi Jayanti etc. are celebrated with aplomb. We

	<p>keep ourselves rooted in the Indian knowledge system even while embracing the advancement of technology. Our library has been digitalized and a digital archive has been created for the students and teachers. We value our past and immensely respect it. Our faculty members participate in Courses on Indian Knowledge systems which are an essential part of their curriculum.</p>
5. Focus on Outcome based education (OBE):	<p>The College website contains the outcomes of the different courses taught in college outlined by the various departments. Our college however, follows the syllabi and course goals of the parent university. So we mostly formulate outcomes based on guidelines of the University. Program outcomes and course outcomes for all programs offered by the institution are communicated and explained to students via the department or through general orientation classes. Many college events organised are linked to the proposed outcomes. Subject specific seminars and workshops are often geared in this direction.</p>
6. Distance education/online education:	<p>The covid pandemic brought in huge changes in the way knowledge was disseminated. The lockdowns and the restrictions on the physical classes during the trying times had forced us to move overnight to the ONLINE mode of teaching. All classes in all departments were taken online. Doubt clearing and interactive session along with various other activities with students were carried on in the online mode. Links of many online study/course materials were and still are given in our college website and other e classrooms created by various departments. We used online meeting platforms for classes and webinars and extracurricular activities. Our college website has links to many online resources. Links to various online resources are posted on the Library page of the College website. Our library has links to various online journals and magazines and websites of libraries of institutes of fame.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Committee (ELC) has been conceived on 25.11.2023, prior to the
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	<p>Constitution Day and came into effect soon after in January 25, 2024, the National Voter's Day.</p>
<p>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?</p>	<p>The committee is a fully functional body and representative in character. It consists of teachers, students and non-teaching staff.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of 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.</p>	<p>The activities undertaken by the student members of ELC include voluntary contribution by the politically aware and active students in the electoral process, like participation in voter registration of students and people of the communities where they come from, assisting district election administration in conduct of poll, participating in voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections and minorities of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. In the premises of the college The ELC organized a Seminar on 5th March 2024. The students were also asked fun facts about elections in India. We had two Selfie corners with Flexes encouraging students to vote and spreading electoral awareness.</p>
<p>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.</p>	<p>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. The College students prior to formation of ELC have participated in district level Youth Parliament throughout the years. The Political Science department has always overseen this activity. Alongside the department of Political Science has celebrated the Constitution Day on 26th November, on a regular interval. We have had slogan writing competition, quiz competition on this day throughout the years.</p>
<p>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.</p>	<p>The Committee has taken plans to sensitise the students about the importance of voter registration and voting, at regular intervals through interactive programs like Seminar, invited lecture, group discussions, workshops and quiz.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
907	987	916	1000	731

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 24

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
23	23	23	23	17

### 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
81.51132	25.69631	21.59804	40.25	29.50

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Kishore Bharati Bhagini Nivedita College is affiliated to the University of Calcutta and adheres to its Curriculum. For effective implementation of the curriculum, the college undertakes several programmes like preparing academic calendar, departmental calendar, master routine and departmental routine, Add on courses, arrangements of different types of teaching methods, periodic assignments, assessment and evaluation helps in complementing and completing the process.

##### **Planning for Curriculum Delivery**

- The college maintains a strategy by conducting meetings with all the staff members where IQAC suggests the general learning goals and objectives which are related to our vision and mission.
- The college prepares an Academic Calendar at the beginning of the year at the time of preparation of prospectus adhering to the rules prescribed by the University of Calcutta. Details of commencement of classes, Internal and Tutorial exams, Board exams, Admission to new session are all mentioned there. The purpose of this calendar is to provide a framework for organizing and managing the academic year, ensuring that students, teachers, and staff are all aware of important dates, events, examination schedule, etc.
- Departmental Academic Calendar of the college serves as a reminder of important events for students, instructors & staff during the academic year and semester.
- Parents, alumni, current and potential students all benefit from it.
- Syllabus Distribution- At the beginning of each semester, our college distributes detailed syllabi to students, outlining the course objectives, structures, topics to be covered, assignments to be submitted and the assessment methods. This ensures transparency and helps students to understand the expectations for the term.
- Teachers of every department prepare a teaching plan according to the syllabus with number of classes each month approximately.

##### **Mechanism for effective curriculum delivery**

- Along with conventional chalk and talk method, ICT based teaching learning methods are used by all the teachers. During the pandemic, regular online classes were taken by all the teachers of the various departments in Google meet, Zoom and even in Whatsapp groups.
- Our college also organised supplementary sessions to reinforce the course materials, clarify doubts and provide additional support to students. It involves small group discussion, problem solving sessions, and hand on experiences to deepen understanding.
- College organizes special lectures and workshops by subject experts or professional in relevant



fields. It inspires student's intellectual curiosity.

- The College in frequent interval conduct open book examination to assess students' critical thinking, problem solving skills, and application skills rather than mere memorization.
- Our College maintain accurate records of students' academic performance, including grades, assignment scores, and attendance records. It helps to identify who needs additional support, track progress over time and ensure fairness and consistency in assessment.
- Our College frequently organises PTM to discuss the students' progress, strength and areas for improvement. These fosters the co-operation between parents and teachers through which we plan to enhance students' success and wellbeing.
- Class notes, photocopies of important lectures, PPTs, and even books from departmental library provided to the students.
- The college arranges different Add on courses to supplement the curriculum.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 12

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

**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:** 10.13

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
321	98	0	0	41

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

The University of Calcutta includes intersectional issues related to Professional Ethics, Gender, Human values, Environment and Sustainability into the curricular courses.

**Professional Ethics-**

- The IQAC organized workshops on Intellectual property rights(IPR) to inculcate professional ethics,.
- The IQAC organized seminar to create awareness on 'Plagiarism' and disseminate information on what is plagiarism, how to avoid it, what are the ways/ tools to avoid it.
- Equal Opportunity Cell invites eminent personalities to deliver speech on Dignity, protecting right, ensuring equal participation of differently abled persons.

**Gender Issues-**Gender Issues are included in UG syllabi of Bengali, English, Education, Economics,

History and Political Science. The courses shed light on Women's education, Inclusion, Women empowerment.

- The college celebrates International Women's day by organizing seminars, participatory activities.
- The college arranges seminar on gender sensitization and awareness.
- The NSS organizes awareness programmes for improvement of health and nutrition of women,
- The NSS along with Physiology department organizes workshop on Yoga.
- The College conducts awareness campaign on Alternative therapies for good mental health.
- NSS Unit arranges invited lecture on Gender Sensitization for spreading gender awareness.

**Human Values** are included in UG course of Philosophy and Education as part of ethics , peace education and value education.

- Human values are fostered through NSS activities and in general, like donation of books and stationaries, blankets to needy people, new clothes to poor children, Mixing with the students of Narendrapur Blind Boy's Academy & Blood donation camp.
- Relief fund distribution to locals
- Awareness programme in 128 no. ward with mask and sanitizer distribution to the locals of slum area during the pandemic.
- Distribution of face shield to police at Behala Tram Depot during the covid pandemic.
- Three months ration distribution to 30 families of local poor living in the slums during the pandemic.
- Distribution of Amphan relief materials to the tune of 3,40,000 rupees in submerged regions of Sundarbans.
- H.S. students who took their exams in the adjacent school and their parents were given Glucon D and pen during examination days.

**Environment/ Sustainability** These are addressed in core courses, SEC and GE courses of Geography, Zoology, Economics and Chemistry. The syllabi focus on different dimensions of environment ranging from ecology, biodiversity, sustainable development, renewable energy and green chemistry. Mandatory Environmental Studies course is included in Ability Enhancement Compulsory Course in semester 2 of the CBCS curriculum.

- The college organizes seminars on different aspects biodiversity & environmental issues.
- The college with NSS unit organizes cleanliness drives, plantation of trees,
- The departments of KBBNC conducts Wall Magazine Competition where spreading of awareness on saving water, how to stop pollution,
- Eco Club cell of Kishore Bharati Bhagini Nivedita College also organizes seminar for spreading awareness, sustainability.
- Vaccination camp was organized to protect students and staff against the outbreaks of disease during pandemic and to teach how to create antibodies that protect from disease.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 29.66

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

Response: 269

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 45.61

##### 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
315	454	350	391	384

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

2022-23	2021-22	2020-21	2019-20	2018-19
872	872	803	803	803

#### 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:** 28.23

##### 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
79	125	86	81	156

### 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
392	392	361	361	361

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 39.43

## 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:**

Student-centric methods place the learner at the centre of the educational process, emphasizing active participation, engagement, and real-world application. These approaches foster deeper understanding and retention of knowledge. The student-centric methods are adopted for enhancing learning experiences. This practice reduces the dropout rate and encourages college students to study.

Some students experience stress and disengage from their schooling as a result of socioeconomic issues. Teachers were unable to attend to each student's specific needs during the teaching and learning process in the classroom. Our college assigns mentors, who are chosen from among the permanent faculty, to help students develop clear thinking and decision-making skills over the duration of the program. Each teacher is given ten students or so, determined by our student strength. With the exception of mentors, all professors attempt to assist students with any issues they may have if they ask for advice. This approach more than improves the relationship between teachers and students. It improves test scores and school attendance while also encouraging involvement in extracurricular activities that help pupils develop into responsible adults. The skilled instructors and their expertise allow them to execute this work with delight.

**Use of ICT Enabled Tools in Teaching:** Information and Communication Technology (ICT) tools have revolutionized the teaching and learning process by providing dynamic, interactive, and accessible educational resources. Teachers utilize a variety of ICT tools to enhance the effectiveness of their teaching methods.

- Online Resources - Access to a vast range of academic resources and research papers, Educational Websites and interactive simulations to cater to different learning styles. Online Platforms like Moodle and Blackboard for organizing course content and tracking student progress. Online Collaboration like Google Classroom and Zoom for virtual collaboration and communication.

- Assessment and Feedback Tools - Online Quizzes and Surveys with tools like Google Forms for interactive assessments. Platforms for students to showcase their work and progress. Google Forms like software that helps in quick and efficient grading of assignments and exams.

- Implementing student-centric methods such as experiential learning, participative learning, and problem-solving methodologies, along with the effective use of ICT tools, significantly enhances the learning experience. These approaches not only make learning more engaging and interactive but also equip students with the necessary skills to excel in their academic and professional lives

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1**



**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 94.78**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
23	23	23	23	23

**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:** 79.82**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
19	19	19	19	11

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

K.B.B.N. College, affiliated with the University of Calcutta, adheres to the University's regulations for examination and evaluation. Until the 2018-19 academic session, the University followed an annual system for BA and B.Sc. programs. During this period, the college organized mid-term tests and class tests, shared answer scripts with students, and conducted parent-teacher meetings to update parents on their wards' performance. In 2018-19, the University introduced the Choice Based Credit System (CBCS), where 20% of marks are awarded through internal evaluation, 15% through projects, and the remaining 65% by external examiners during the end-semester examination. For practical-based subjects, the distribution is 20% for internal assessment, 30% for practical and 50% for external evaluation. Departments calculate monthly attendance, inform students, and mentors discuss attendance issues with those who have low attendance, offering suggestions for improvement.

The college follows the internal and tutorial examination pattern prescribed by the University of Calcutta. Internal assessments are centrally arranged, with marks submitted by departmental faculty. Tutorial examinations, guided by university regulations, include term papers, projects, written tests, group discussions, and presentations. Additionally, departments conduct regular class tests to evaluate students' progress, share answer scripts with students, and arrange remedial classes for slow learners. Kishore Bharati Bhagini Nivedita College has developed a strong mechanism to ensure transparency and efficiency in the process of continuous assessment. The college has Examination Committee and Academic Sub-Committee for each of the six semesters, which are entrusted with not only conducting the internal and university examinations but also ensuring redressal of any exam related grievances. The answer scripts of internal class tests and assignments are shared and discussed with students. In case corrections in the total of marks or assessment of answers are identified by students, they are immediately addressed by the faculty members.

Our college has established a robust mechanism to ensure the transparency and efficiency of continuous assessment. A separate Examination Committee manages both internal and university examinations and addresses any exam-related grievances. During the pandemic, the college, with guidance from the affiliating university, conducted all examinations, including end-semester exams. The Examination Committee effectively handled grievances related to examinations and the uploading of answer scripts. The college provides adequate attendance concessions for medical reasons and extracurricular activities. For university-level end-semester examinations, any student grievances are communicated by the college to the University authorities. If students are dissatisfied with their marks, they can apply for a review of their answer scripts by paying the prescribed fee. The University also provides photocopies of answer sheets under the Right to Information and takes appropriate steps to address any concerns.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Kishore Bharati Bhagini Nivedita College (co-ed) offers 15 undergraduate programs in B.A., B.Sc., and B.Com. Each department conducts several Add-On courses during the summer recess, providing certificates to the students. The college clearly states all program and course outcomes, which are displayed on its website, and strives to achieve these learning outcomes objectively. The curriculum for all programs is framed by the University of Calcutta, and Kishore Bharati Bhagini Nivedita College (co-ed) adheres strictly to it. Each department identifies and displays the learning outcomes of their courses on the college website. During the Orientation Programme for newly admitted students, the outline of program outcomes is presented. Departmental Orientation Programmes further explain the expected outcomes of each course in detail. Teachers aim to foster a quest for knowledge and adaptability in students regarding developments in their surroundings and subject matter. To encourage teamwork and group work, the college regularly conducts student seminars, poster competitions, and creative writing activities. These activities also help enhance students' communication skills, enabling them to exchange ideas, thoughts, and information effectively. Through various activities, students develop leadership qualities and learn to embrace plurality, respect others' views, mediate disagreements, and uphold professional and ethical standards in life. They are made aware of their responsibility towards environmental sustainability and the conservation of natural resources, participating in events like Earth Day, Water Day, Van Mahotsav, and World Environment Day. Additionally, students have opportunities to interact with eminent individuals from various fields, including scientists, academicians, industry professionals, and social workers, broadening their exposure and understanding. The institution has established program outcomes for Humanities, Science, and Commerce. Departmental teachers, in

collaboration with the members of the Internal Quality Assurance Cell (IQAC), formulate the learning outcomes in accordance with UGC guidelines and the directives of the National Education Policy. At the beginning of each semester, teachers clearly communicate the learning outcomes of each course, ensuring that students understand the expectations from the outset. Additionally, course outcomes are provided to students along with their class schedules, ensuring that every student is fully informed about the learning objectives.

The program outcomes and course outcomes for each department are displayed on the college website. These outcomes are also communicated to students through various means:

- **Orientation Programme:** The outline of program outcomes is presented during the Orientation Programme for newly admitted students on the first day of the academic session.
- **Departmental Orientation Programmes:** Detailed explanations of the expected outcomes from each course are provided in departmental orientation sessions.
- **Fostering Knowledge and Adaptability:** Teachers encourage students to develop a quest for knowledge and adaptability to changes in their surroundings and subject matter.
- **Critical Thinking and Problem-Solving:** Students are encouraged to ask questions and engage in critical thinking to understand and analyze contemporary societal, environmental, and cultural issues.
- **Communication and Leadership Skills:** Efforts are made to enhance students' communication skills. They are also encouraged to develop leadership qualities, embrace plurality, respect others' views, and mediate disagreements while maintaining professional and ethical standards.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

### **Direct Methods for Assessing Course Outcomes**

Kishore Bharati Bhagini Nivedita College adheres to the University of Calcutta regulations for direct assessment of course outcomes. The methods include:

1. **End-Semester Exams:** The primary method for assessing students' understanding and mastery of course material.
2. **Internal Assessment:**
  - **Attendance:** Regular attendance is monitored and contributes to the overall assessment.

- **Internal Assessment (IA):** Periodic evaluations within the semester.
- **Tutorial Exam:** For topics not based on practice, tutorial exams are conducted.
- **Practical Exam:** For subjects involving practical work, practical exams are a significant component.

### 3. Ongoing Internal Assessments:

- **In-Class Exams:** Regular tests during class sessions.
- **Quizzes:** Short assessments to gauge understanding of specific topics.
- **Student PowerPoint Presentations:** Presentations by students on assigned topics.
- **Open Book Exams:** Exams where students can refer to their textbooks and notes.
- **Student Seminars:** Sessions where students present and discuss topics in a seminar format.
- **Project-Based Assignments:** Assignments that require students to complete projects related to the course content.

These methods help in determining the achievement of course objectives and provide opportunities for students to develop their skills and knowledge.

#### 1. Remedial Actions for Academically Weak Students:

- **Departmental Meetings:** Convened to identify academically weak students and decide on appropriate actions.
- **Remedial Sessions:** Special sessions organized to help students improve in areas where they are struggling.

### Indirect Methods for Assessing Course Outcomes

#### 1. Student Feedback Reports:

- **Feedback Forms:** Distributed to students at the end of the course to gather their opinions and experiences.
- **Analysis of Responses:** The collected feedback is analyzed to determine the quality of the teaching-learning process and identify areas for improvement.

These direct and indirect assessment methods ensure a comprehensive evaluation of course outcomes and support continuous improvement in teaching and learning practices.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 61.41

**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
88	112	148	94	45

**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
219	239	153	95	87

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.53

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 19.78

**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	19.78	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The staff of Kishore Bharati Bhagini Nivedita College (Co-Ed) has worked diligently to create the college as a hub of learning, both by receiving and transferring knowledge by collaborating with various institutions both academic and non-academic. Since the students of this college come both from rural and urban areas efforts have been taken to organise programmes suitable for both the strata of the society. In the process of doing so the college has developed a close-knit ecosystem among the teachers, students and non-teaching staffs of the college. The college encourages innovative and interdisciplinary ideas by organising interdepartmental programmes. The college has successfully organised various workshops, seminars and periodic lectures to facilitate academic and professional growth of students. The focus of these programmes is to develop the college as an incubation centre for entrepreneurship, an incubation centre of social and humanitarian ethos and a platform which promotes Indian values. These include seminars on fighting human trafficking, on ethics and value education, on mental health issues, on digital marketing and others. From time to time The Career Counselling Cell of our college and the department

of commerce had arranged programmes to facilitate in the professional development of the students. These include programmes on skill development, health care etc. The programmes are organised in collaboration with institutes like Utkarsha Bangla, Computer World, Anudeep Foundation and Bandhan Skill Development Centre. The college also organises registration camp for enrolment of students in the National Career Service portal. The department of history had organised a seminar on fighting human trafficking which was an awareness programme for the students. It was an awareness programme on importance of human life, its negligence and our social responsibility to prevent and rectify the situation. The department of Philosophy had arranged lectures and seminars on Indian values and knowledge system so that the students are made significance and relevance in the modern era is undeniable. This programme was sponsored by Indian Council of Philosophical Research (Govt. of India). The NSS unit of our college in collaboration with department of Physiology had organised an online lecture on utility of yoga in daily life. Yoga is also a very old Indian concept having its root in Patanjali philosophy. The library subcommittee of the college had organised a webinar on copyright and plagiarism, consequences of the latter and how to combat it to preserve academic integrity.

This programme was organised to create awareness about IPR. The college has also signed Memorandum of understanding (MOU) with other colleges in pursuit of exchange and transfer of knowledge. Several inter college programmes have been organised by the various departments which has enhanced in the transfer and growth of knowledge.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 58

**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
13	8	18	10	9



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 3.5

**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
11	36	17	19	1

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

#### 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:** 1.33

**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
5	13	8	6	0

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

**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:**

Kishore Bharati Bhagini Nivedita College (Co-Ed) aims at parting quality education to the students which would help in their holistic development. It aims at making the students not only academically sound but also developing them into good human beings, socially and morally responsible. For this the college has organized several programmes and camps related to various environmental issues, social issues and health issues to invoke social awareness among the students. These include programmes organized by the Eco club of the college on Van Mahotsav Day, on World Environment Day and programme on how to combat air pollution. Besides holding lectures on environmental hazards due to deforestation, the college takes a pragmatic approach by celebrating the Van Mahotsav Week in the month of July by planting trees in the neighbourhood and by gifting saplings to the guests invited on these special occasions. Besides these, students are made aware of potential environmental problems through regular classes of ENVIS. The college arranges various camps like health check-up camps, blood donation camps and programmes like donation of books and stationary items for the underprivileged children, road safety awareness rally and dengue awareness programme. The students of the college participate in cleaning drive programmes of college premises. The college arranges talks on the benefits of Yoga for mental and physical well-being of the students and the staff. All these programmes are organized by the self-financed NSS unit of the college along with IQAC. During the pandemic times special efforts were made by the teachers to arrange webinars related to various health issues in the backdrop of Covid 2020, both physical and mental. The anti-sexual harassment cell of the college had

done extension activities in the neighbourhood like survey on female vendors in local market place. A questionnaire was made for this purpose, about the problems they face in their life, both personal and professional, about harassment, if any, in the market place, about their earnings, about their family members, their children, their family income and others. This was done with the purpose to sensitise the students to social issues in the neighbourhood community. Gender sensitisation is a very important social issue and the NSS and NCC unit of the college had organized programmes on gender sensitisation to make the students aware of gender equality and the need to eliminate gender discrimination. All the programmes mentioned above was done with the goal for holistic development if the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

Our college has qualified human resources. The following teacher has received several recognitions from different recognized bodies.

- **Kishore Bharati Bhagini Nivedita College(Co-Ed)** received recognition as Social entrepreneurship, Swacchata, Rural Engagement Cell (SES-REC) institution- 2020.
- **Dr. Shib Sankar Sana** secured World Rank 10735 in Operations Research among the Researchers who were top 2% Scientist list in 2023 –Stanford Study , U.K.
- **Dr. Shib Sankar Sana** secured World Rank 10735 in overall subjects among the Researchers who were top 2% Scientist list in 2023 –Stanford Study , U.K.
- **Dr. Shib Sankar Sana** secured World Rank 10735 in overall subjects among the Researchers who were top 2% Scientist list in 2023 –Stanford Study, U.K.
- **Dr. Shib Sankar Sana** received AIAP Excellence Award in 2023 for continuous research work.
- **Dr. Shib Sankar Sana** received recognition from research.com in 2023 for continuous research work.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 17

**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
6	4	2	4	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 15

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

## 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:

Kishore Bharati Bhagini Nivedita College (Co- ed.) was established in the year 2001 on the ground floor of the backyard of a school. Over the years we have developed into a four-storied building, albeit still in the backyard of the same school with pressing space constraints. We have well- ventilated classrooms, administrative office, staff room, canteen, common room for girls and a small garden. There are six Lab based departments viz. Chemistry, Zoology, Physiology, Geography, Physics and Commerce with arrangements for conducting theory classes as well. Our laboratories are well equipped with necessary instruments and facilities required for smooth and efficient conduction of practical classes. Our institute arranges regular field studies and educational tours for supplementing the required theoretical studies. Classroom space for Yoga & Music Club is allotted at regular intervals for holistic development of students. A few sports equipment are provided to the students for regular practice. The college campus is CCTV enabled to cater to the comprehensive safety requirements of students and staff. Adequate purified drinking water facilities are available for the students and staffs of our college. Our Library has a total number of 5275 text and reference books, two daily newspapers, and NLIST journal. It provides reading room and lending book facilities to the students and teachers. The students and teachers can access the e-resources from internet provided in the library.

We have tried to accommodate ourselves in the best possible way in the available space, although the requirement is a lot more. We have 27 classrooms which are functional. Within the limited capacity, we have still provided the students with ample smart classrooms. We are constantly on the move to redesign the available space to provide our students with the best possible facilities within the limited space and amenity. We have moderately spacious hall and a special smart classroom which double-up as auditoria. Here we have our cultural celebrations, functions, educational, and extra-curricular activities.

#### File Description

#### Document

Upload Additional information

[View Document](#)

Provide Link for Additional information

[View Document](#)

#### 4.1.2

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

**Response:** 19.69

**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
19.66	3.19	0.18	7.56	8.5

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Kishore Bharati Bhagini Nivedita College (KBBNC) library has initiated the library automation process with the installation of opensource library management system KOHA version 22.05 in the year 2024 (fully cloud based) [24x7x365 Hosting]. Our college is fairly a new institute with very limited resources and funding. Within this available limited resources and nominal occasional funding by the Higher Education Department of west Bengal we have a fair collection of essential books required for the students. Presently our library has a collection of about 5,421 books which is well organised and categorised as per subjects. The library is functional on all working days and books are lent out on card to the students as well as teachers for reference. Our library has subscription of N-LIST in order to facilitate the e-books and e- journals access for both the faculty members and students. In order to familiarise first-year or new students with the rules and regulations of the library we organizes a students' orientation programme each year. The library also organises seminars and webinar on different issues pertinent to the academic integrity on a regular basis. The library maintains continual communication

with all academic departments for their book requisition and any other queries. Despite of being a library with a limited space we have recently made a small extension of the reading room in order to accommodate more library users with reading facility.

Our library at Kishore Bharati Bhagini Nivedita College (KBBNC) is well organised and has a fair collection of books. We procure the most essential books required by the students for their references in the completion of their undergraduate students. As we have students from mostly the less privileged section from the rural belts, we need to procure many copies of the regular books required by the students for reference study. Thus, without the availability of proper funding the library cannot be enriched with the rare books and manuscripts, special reports and journals. Though our library has subscription of N-LIST in order to facilitate the e-books and e-journals access for both the faculty members and students. Our library has recently procured some braille books on different subjects to facilitate the visually impaired users.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:**

Kishore Bharati Bhagini Nivedita College (KBBNC) initially started with two computers in the year 2007. Over the years our institution regularly updated the IT facilities and presently we have 36 computers with latest possible facilities. We also have printers along with copier facilities. All our computers have proper antivirus software installed and enabled with Wi-Fi connections. Each department of our college has one laptop, one LCD projector and one projector screen. We have a well-equipped student seminar room with microphone system. There we also have one overhead projector. The departments of Commerce and Geography have well-equipped computer laboratories as they are essential part of their syllabi. Our entire college campus is Wi-Fi enabled and CCTV protected.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 34.88**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 26

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

**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:** 5.78**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
3.8	1.27	1.32	4.07	1.02

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 38.76

**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
354	421	257	663	65

#### 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:** B. 3 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 4.45

**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
48	45	87	22	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 24.58

**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
77	14	14	14	12

**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
88	123	187	94	41

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.5

**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
1	0	0	0	1

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

## 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: 2**

**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
2	0	0	0	0

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.3.2**

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

**Response: 9**

**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
10	7	7	9	12

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Kishore Bharati Bhagini Nivedita College (Co-ed) has an active and dedicated network of former students, even though there is no officially established alumni group. This interconnected group of alumni plays a vital role in the cultural, intellectual, and developmental efforts of the college. The former students of Kishore Bharati Bhagini Nivedita campus maintain strong bonds with the institution, frequently visiting their teachers and actively engaging in several campus activities. These interactions happen in a casual manner but have a profound effect. Alumni, regardless of their employment status, come back to the college to seek guidance, exchange insights, and make valuable contributions to the institution's development. Employed alumni regularly engage in cultural and intellectual events. Their participation enhances these educational initiatives, offering current students' valuable perspectives and inspiration. Alumni's financial and physical contributions play a crucial role in the organization of events, care of facilities, and support of many campus programs. Alumni who are now employed frequently offer advice to current students, assisting them in navigating career options and competitive exams. Unemployed graduates also seek guidance from their former teachers, specifically with competitive examinations and research activities.

This ongoing engagement promotes a nurturing environment for both graduates and current students. Aspirations for the Future. In order to fully use the capabilities of its graduates, Kishore Bharati Bhagini Nivedita College wants to create an officially recognized alumni organization. The objective of this effort is to establish a structured platform for graduates to enhance their contributions in a more efficient manner. Enhance and streamline alumni coordination and communication. Utilize the expertise and resources of former students to enhance the growth and progress of the college. The alumni of Kishore Bharati Bhagini Nivedita College play a vital role in the growth of the institution and the development of its students through their casual but strong involvement. The college's effort to establish an official alumni organization aims to strengthen these contributions, offering a well-organized and long-lasting platform for future collaboration. Kishore Bharati Bhagini Nivedita College will flourish by fostering this crucial connection, gaining advantages from the experiences, perspectives, and assistance of its varied and committed group of former students. In the academic year 2023-24, the significant involvement of graduates from the English, Education, Geography, and Bangla departments was particularly notable.



<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

The governance of Kishore Bharati Bhagini Nivedita College (Co-ed) reflects in all its functional features the vision of the institution that promotes an educational system that will realize its mission to initiate the learners onto the road of wisdom, inspire them to emancipate and enhance their innate capabilities and integrate all into the rejuvenation of the nation. The institutional governance and leadership are committed to retain the sustained institutional growth, a democratic decentralization of power and responsibility, participation of each wing in institutional governance for the effective execution of its short and long-term Perspective Plans, implementation of new curricular systems like NEP and like. Apart from achieving its primary objective of providing education for all, irrespective of caste, belief, faith, gender, and financial status the college embodies the values of social accountability and inclusivity. The adoption of important tenets of the Indian knowledge system in general, and of Bhagini Nivedita herself, has always guided the institution to cultivate innate values through a covert but consistent value education along with skill enhancement.

The college functions under a visionary, efficient and ethical leadership promoting participatory, inclusive, enterprising and transparent governance. The principal is assisted by various sub-committees in managing administrative and academic operations, like admissions, academic coordination, exam administration, research and extension promotion, infrastructural development, staff appointment, student welfare etc. The Governing Body handles strategic level planning pertaining to administrative management and execution of academic decisions. To regulate the scholastic environment, the IQAC works incessantly in unison with the teachers' council to implement the strategies of imparting education following the university and UGC guideline and conducting other co-curricular activities. The Finance committee, headed by the principal, supervises budgetary allocation and effective and transparent financial transactions. The students' union actively collaborates with the administration and faculty to sort out issues related to the welfare of the students and the institution.

Thus, the regular interaction with all strata, including guardians allows the principal to carefully examine and implement useful suggestions. Feedbacks from different sectors are solicited routinely and are filed in proper forums.

The pandemic heralded massive dependence on digital learning method and to facilitate a seamless transition to an online and blended learning mode, we determined the most beneficial digital platform for the students and helped them use virtual learning tools, made effective use of ICT and created wi-fi-enabled zone.

- The objective is to provide high-quality instruction for students' holistic development.

- To foster a culture of research.
- To inculcate community values via extension activities under NSS and NCC units.
- To encourage inclusivity by organizing human rights lectures, awareness campaigns, gender sensitization programmes etc.
- To promote Cultural activities, sports and various add-on courses.
- To create eco-friendly environment through various green initiatives.

The college identifies and cultivates distinct strengths of each student in order to provide them with appropriate platforms through exposure to various skill-based programs, college publications, intercollegiate competitions etc. We have established the parameters of creativity, practical learning and critical thinking to promote rational decision-making and innovation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

In matters of governance, Kishore Bharati Bhagini Nivedita College (Co-ed) abides by the rules and regulations laid down by the University of Calcutta to which it is affiliated. Moreover, as a grant-in-aid HEI, the institution conducts its affairs in accordance with the mandates of the State Government and the UGC. The Governing Body of the institution ensures effective management and chalks out the blueprints of future development. The academic and the administrative activities of the college are overseen by the head of the institution, the principal. The Bursar takes an active role in assisting the principal to execute the aforementioned duties. The Finance Committee formulates the budgetary policies taking in consideration the recommendations and demands of the respective heads of the concerned committees and executes its duties with transparency following latest tendering rules. External members of the Finance Committee lend necessary guidance. A number of committees and sub-committee function to initiate and supervise academic, administrative, and co-curricular activities. The IQAC ensures the necessary quality parameter in academic matters through regular meetings with concerned stakeholders. The recruitment and promotional policy, and the service rules of the staff are governed by the norms

prescribed by the University of Calcutta, State Government and the UGC.

The Governing Body (GB) of the college is the highest administrative body of the organization which directs and monitors the appointment of the staff, certifies confirmation of services and recommends promotion of its staff after routine appraisals of their performance. The GB comprises the President, the college Principal, 3 representatives from teachers in substantive posts, 1 representative from office staff workers, the General Secretary of the Students' Union, 2 Government nominees, 1 from council of Higher Education and 2 University nominees (our college being affiliated to Calcutta University). The body co-operates with all subcommittees to take any decision in favour of all stakeholders to sustain a healthy teaching-learning process. The principal, as the Ex-Officio & Chairperson of each committee, takes decision for benefit of the students, teaching and nonteaching staff.

The rules, regulations and criteria for admission, subject combinations and time schedules are all mentioned in the admission portal in our college website (<http://kbbnc.ac.in/>). Finally, the merit panel is published for e-counseling and the students are admitted through online procedure according to their position in the merit list. Once the total admission process reaches its timely completion, the students' details are transferred to the **student's software**. The salaries of the teachers in substantive posts and the office workers are strictly disbursed through HRMS in consonance with the rules and regulations outlined by the Government. The salaries of the Casual Nonteaching staff members and College funded guest teachers are disbursed **through RTGS**.

In order to ensure transparency and to save time and labour, the institution spends around Rs. 60,000 to Rs. 70,000 per annum for execution and maintenance of e-governance despite its limited financial resource.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

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

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

## 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:**

The performance appraisal of the college staff, deemed necessary for the sustained growth of the institution, is monitored through various administrative apparatus. The regular performances like taking allotted classes, discharging other academic duties like invigilation, answer script evaluation etc., participation in various functions performed by the sub-committees and like others are recorded in definite registers and authenticated by the principal regularly. Activities like organizing seminars and webinars of various level, as well as students' seminars are patronized by the HOI and records are preserved with. The college authority acts as a constant source of inspiration for arranging various cultural and co-curricular activities where both the teaching and non-teaching staff participate enthusiastically along with the students striking a cordial relation among all the wings of the college and providing the much-adored relief from the boredom of incessant academic transaction. Record of regular office works is also monitored by the IQAC.

Creating a mechanism for deliberate, ongoing and catalytic improvement in an institution's overall performance is the main responsibility of the IQAC and the cell take care of the career advancement of the employees. The teachers are encouraged to participate in Orientation Programs, Refreshers' Course, Short Term Course and other Faculty Development Programmes, Workshops etc. in order to upgrade their skills and to satisfy the requirement of promotion under CAS. The IQAC takes regular note of such activities and encourage the teachers to complete the courses within stipulated time. The principal himself being an august researcher, faculty members are encouraged and guided to pursue research works in their respective fields. Under the competent guidance of the HOI, "Medha", the research wing of the college, has developed into a source of information and direction necessary for research avenue and publication.

Our college has the following welfare schemes for teaching and non-teaching staff-

Festival advance for teaching & non-teaching staff.

Ex-gratia for non-teaching staff.

Loan without interest for casual non-teaching staff.

Both refundable and non-refundable loans are given from Provident Fund in accordance with the rules of Government.

Provision for medical Insurance Scheme (West Bengal Health Scheme for teachers and Swastha Sathi for the office staff).

Holidays in strict adherence to the rules set down by Higher Education Department.

Maternity Leave (180 days) and Child Care Leave for female employees (two years).

Casual leave, medical leave and earned leave as per the rules of state Higher Education Department.

Duty Leave and study leave required for the career advancement and research work for employees and the quality enhancement of the institution as a whole.

Digital skill enhancement programs for staff.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 1.83

**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
2	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 24.53

**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
5	6	10	10	8

**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
10	10	10	10	10

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

## 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:

Kishore Bharati Bhagini Nivedita College (Co-ed) conducts internal financial audits regularly with the help of an **assistant of Chattered Accountant**. Besides, External financial audits are done by government appointed auditor. The financial audits of the financial year 2018-2019, 2019-2020, 2020-2021, 2021-2022 and 2022-2023 have been completed successfully. We have also conducted academic and administrative audit of last five years (2018-2019, 2019-2020, 2020-2021, 2021-2022 and 2022-2023).

Being a government sponsored college, the salaries of the teaching and non-teaching staff are credited to their respective bank accounts by the government treasury. The college's main revenue is generated from students' tuition fees. The yearly interest of **sum of money fix deposited in** Canara bank is also added to the revenue. Regular expenses are made towards purchasing of articles, equipment, maintenance, salaries for **ad hoc teaching and non-teaching members**, hosting of different programmes, seminars etc. Annual financial budgets are prepared by the finance committee, which finally gets approval from the governing body. The finance committee plays a critical role in setting the limits of total recurring and nonrecurring expenditure, recommending annual budget and updated estimates, and completing the annual accounts and financial forecasts. It allocates the fund based on the requirement of several departments. The principal is the DDO of the college, who is assisted by the bursar in supervising the financial transactions.

The Purchase Committee serves as a vital cog in the official process of overseeing tenders. The committee takes care of purchase and repairs of different important things. The college follows an open tendering process for any purchase below 1 lakh. E-Tendering is followed for tender **value of Rs.**



**100000 or above.** E-Tenders are uploaded in [www.wbtenders.gov.in](http://www.wbtenders.gov.in). Tenders are also published in college website and circulated in regional and/or national newspapers as per government norms. Eligible bidders/suppliers/vendors/manufacturers are given the opportunity to claim the work orders. The purchase committee places the orders to the bonafide lowest bidder for supplying the items within a stipulated time. It also places the purchase order to the selected bidder to install the online admission software at least **two months before** the commencement of online admission. The students from all the semesters make online payment of their fee to ensure transparency. Financial transactions, such as making payments and maintaining copies of the receipts, are conducted through the Accounts Software for the safekeeping of data. The hardcopies of daily transactions are also preserved for posterity.

However, financial resource of our college is too limited. As the college is not accredited by NAAC (Cycle-1), it is not eligible for submission of any type of proposals (Building Grant, Equipment Grant and other grants from UGC and ICSSR). In the last five years, we received few funds from state Government of West Bengal. Consequently, our main source of income is students' fees which is determined by the Governing Body after careful consideration of the financial condition of the bulk of the students' community who belong to the economically disadvantaged group. The fee structure is revised as per requirement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 initiates and watches over various quality assurance strategies deployed by the institution in order to ensure the holistic development of the college. It has been constituted as per the guide lines of UGC – the principal being the chair person and the IQAC coordinator acting as nodal officer, the committee is consisted of one G.B. member, one external member, five faculty members, two office staff and one student representative. The teaching-learning process is thoroughly monitored and reviewed by the IQAC through an extensive interaction with the teachers and students of all departments right from the development of academic calendar and routine of the college to their execution. It showed remarkable effort to familiarize the stakeholders with the CBCS, and equal amount of competence in helping the institution to adopt the NEP.

The IQAC assists the Academic Sub – committee to organize internal examinations along with those

stipulated by the University.

Initiatives are taken for collecting student feedback about various college activities for assessing management as well as to establish simple but effective classroom feedback system through interactive sessions.

Students' Welfare Measures like orientation programs on curricular activities, online access to learning, students' credit cards, data entry, advertisement of anti-ragging measures within college premises and on college websites etc. are supervised by the cell. Parent-Teacher meetings are conducted under its guidance.

The IQAC has been functional in initiating effective use of ICT in teaching-learning-evaluating methods (PowerPoint presentations, access to N-List e.g.). the procedure of online tutelage and examination along with organizing webinars and students' participation in various events have been supervised with great care and utmost zeal.

The faculty members are encouraged and guided to participate in various faculty development and management development programmes both to improvise the professional skill and advance their academic performance required for CAS. Office staff are also encouraged to undergo administrative training programmes. Initiative was taken to ensure the participation of all staff in NAAC related seminars.

It is under the aegis of the IQAC that the departments organize various state, national and international level seminars and webinars, and Faculty Exchange Programmes under MOU.

IQAC meets at regular interval (at least once in three months) to deliberate upon the agendas related to different quality measures. The smooth functioning of the college administration is ensured by IQAC's proper regulation of the office works and also of the hours of attendance of the staff.

Much effort is given to preserve an eco-friendly atmosphere, its tiny green corner and the scanty collection of indoor plants. IQAC also oversees the green audit.

In order to maintain healthy human environment both inside and outside the college, it promotes extension activities and community engagement programmes organized by the NSS and NCC units.

The vibrant cultural milieu of the institution is a product of the constant effort of the IQAC to this end. Games and sports are promoted regularly to provide students platform for exhibiting their talents and opportunity to be upgraded to higher levels.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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

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

## 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:**

Kishore Bharati Bhagini Nivedita College (Co Ed) is steadfast in upholding its institutional values and fulfilling its social responsibilities with utmost sincerity. Over the past five years, the college has actively pursued gender equity initiatives, particularly focused on empowering women and addressing societal disparities they face. Programs such as seminars, poster making, and extempore speeches have been pivotal in advocating for women's rights, including autonomy over their bodies and minds, and challenging patriarchal norms. The gender audit has been conducted for the last five years to provide a clear picture of the status of women in our institution for both staff and students.

Recognizing the need to extend inclusivity beyond the gender binary, the college has also prioritized gender awareness and sensitization programs, specifically catering to the LGBTQ+ community. This progressive stance includes inviting transgender women and mental health professionals from the community to educate students about their unique challenges and needs. The institution aims to foster an environment where all genders feel respected and supported.

Safety and security are paramount concerns for the college administration, particularly for female and LGBTQ+ students and staff. Stringent measures are in place to ensure a secure campus environment, including strict adherence to working hours and zero tolerance for harassment or discrimination. Visitors, official or otherwise, are thoroughly checked and their identity cards scrutinised by our ever-vigilant gatekeeper at the main gate of the premises. The security is further strengthened by CCTV surveillance of the entire campus. The Internal Complaint Committee (ICC) and the Anti-Sexual Harassment Committee actively handle grievances, conduct awareness campaigns, and implement disciplinary actions to maintain a safe academic space.

Personal and professional counselling services are readily available to students, underscoring the institution's commitment to holistic well-being of students. Specialized committees are tasked with addressing individual cases promptly and sensitively, ensuring every student receives necessary support.

In its efforts to promote an inclusive campus culture, the college has organized numerous events and awareness programs on LGBTQ+ issues. These initiatives not only normalize diverse gender identities but also discourage discriminatory practices, fostering a more accepting community.

Facilities such as a well-equipped women's common room further enhance the student experience by providing a comfortable space for relaxation between classes. Equipped with seating, mirrors, and amenities like attached bathrooms and indoor games, these spaces cater to the specific needs of female

students, ensuring they feel valued and supported.

In conclusion, Kishore Bharati Bhagini Nivedita College (Co Ed) stands as a beacon of progressive education, committed to gender equity, inclusivity, and student welfare. Through its proactive initiatives and supportive infrastructure, the college not only educates but also empowers its students to become conscientious citizens who respect diversity and uphold human rights.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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

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

**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:**

Kishore Bharati Bhagini Nivedita College is a vibrant co-educational institution that embodies the spirit of unity in diversity. Nestled in an environment rich with cultural variety, the college is home to students from numerous backgrounds, including different language groups, religions, and castes, predominantly within a Hindu demography. Despite these differences, students foster a strong collective identity as Indians and collegemates, which cultivates an inclusive atmosphere. This sense of belonging is evident in their daily interactions, whether attending classes, socializing in common areas, or forming lasting friendships.

The college community actively engages in organizing cultural programs, particularly during significant socio-religious festivals that reflect their diverse heritage. One of the most cherished celebrations is Saraswati Puja, dedicated to the Goddess of Knowledge. This occasion sees students and staff come together to participate in traditional offerings, showcasing their respect for cultural practices. Similarly, Holi is celebrated with great enthusiasm, transforming the campus into a lively scene filled with dance, music, and the joyous spirit of colour. Students often prepare lassi and share sweets, further enhancing the festive atmosphere. The college invites neighbouring schools and institutions to participate, promoting a sense of community and collective celebration.

Another important event is Rakhi, which symbolizes brotherhood and unity among students. This spirit of camaraderie extends beyond celebrations, as students demonstrate a strong commitment to social responsibility. Initiatives aimed at supporting underprivileged communities are a vital part of college life. For instance, during Saraswati Puja, students distribute study kits to local children, while they provide new dresses during Durga Puja. They also share goodies during Christmas and distribute blankets to the elderly during the winter months, reflecting a deep-rooted spirit of generosity and care within the college community.

The college also embraces significant national observances. Events such as Constitution Day and National Voter's Day are marked with activities like slogan writing and quizzes. Flag hoisting ceremonies, coupled with cultural programs on Independence and Republic Days, further instill a sense of national pride. Through these initiatives, the institution actively promotes awareness of fundamental rights and duties, educating students about the core values that define the nation. Flexes and posters displayed around the campus serve as constant reminders of their responsibilities as citizens.

Kishore Bharati Bhagini Nivedita College not only prioritizes academic excellence but also emphasizes the importance of fostering social consciousness. By nurturing empathetic individuals who are committed to each other's welfare, the college strengthens the bonds among students from varied backgrounds. This unique tapestry of unity in diversity is a hallmark of the institution, preparing students to navigate and contribute positively to a pluralistic society.

In essence, Kishore Bharati Bhagini Nivedita College stands as a beacon of inclusivity, where cultural richness and social responsibility intertwine, creating an enriching environment for all its students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**7.2.1.1 “Medha” – Inculcation of research and creativity by the faculty under the able guidance of the Head of the Institution:**

**The context that required the initiation of the practice:** The Institution is being led by a prolific researcher Dr. Shib Sankar Sana, who takes constant effort to continue research work despite the tiring administrative duties. Inspired by our HOI, the faculty members engage willingly in pursuing research work and other intellectual pursuit.

**Objectives of the practice:** The objective of this practice is to inculcate intellectual ability to keep up the continuity of pursuit of knowledge among the faculty members. This sharpens the cognitive competence of the faculty and provides them with a pleasant relief from the boredom of syllabi oriented teaching. This offers an opening into the outer world beyond the limited framework of curriculum.

**The Practice:** The faculty of Kishore Bharati Bhagini Nivedita College (Co-Ed) has worked diligently to transmute the college into a hub of teaching learning process. All these have been made possible through collaborative programs with various institutions both academic and non-academic. In the process of doing so the college has developed a close knit ecosystem and despite several adversities has been successfully quenching its persistent thirst for knowledge. The college has also signed memorandums of understanding (MOU) with several other colleges to facilitate the exchange of knowledge.

Our faculty members have acted as Principal Investigator and Co- PIs of research projects funded by Central and State Governments. Some of our senior faculty members have guided research scholars who successfully acquired their PhD. Our HOI has a number of PhD scholars under his supervision and there are many more who have received their PhD degree. A handsome number of teaching staff have either completed or pursuing their PhD besides fulfilling their duties in the Institution. The teaching faculty regularly publish in Journals of international and national repute. They have also contributed chapters in books and have also acted as editors and co-editors. Some of them have single authorship of books to their credit.

**Obstacles faced if any and strategies adopted to overcome them:** The rigorous schedule of regular academic activities and administrative duties leave the faculty with little time to involve in research and other activities.

Despite the difficulties, continuous encouragement from our HOI and development of various facilities in the institution itself support the faculty to continue their research and other intellectual drives.

**Impact of the practice:** This has multiplied the enthusiasm for research among the faculties which translated itself into fast increasing number of paper presentations, invited lectures and publication by the stakeholders.

**Resources required:** The limited access to research journals and books pose as a potential barrier in developing articles and delay the outcome. More access to resources and availability of specified silent zones in the institution will cause an immense acceleration of the quality and number of research outcomes from the Institution. Improvisations of laboratories are an utmost necessity to enhance the quality of wet lab research within the institution.

#### 7.2.1.2 Multifaceted Growth and Development of the College Students

**The context that required the initiation of the practice:** Most of our students are first generation learners; their parents are mostly farmers or menial workers and it's difficult for them to provide their wards with all the modern amenities for higher education.



**Objectives of the practice:** Our College extends their helping hands to students by providing them scholarships, tuition waivers, career counselling, remedial classes, add-on courses etc. This is expected to lead to an overall development of the students as the traditional rote learning of the syllabus no longer assures a place in the job market.

**The Practice:** The teachers regularly conduct preparatory examinations and even fun quizzes to gently but surely prepare the students for their finals. Annual parents-teachers' meetings are arranged to make the guardians aware of the progress of their wards.

Various seminars by experts invited from different fields of study, community service projects, volunteer works and social awareness campaigns are arranged regularly.

With the active engagement of the NCC and NSS units the students are exposed to diverse social issues and undertake activities to spread social awareness regarding relevant matters like gender sensitisation (emphasis on LGBTQ community), women's health, environmental and political problems, etc.

The NCC unit promotes physical activities among the students. Yoga classes and outdoor sports are also encouraged and promoted by the college. The College successfully organises Annual Sports.

Cultural programmes are a regular affair in the college celebrating most of the important days of the calendar, where students get to showcase their talent and develop their social skills with proactive support from the HOI.

The college also scrapes out the time and provision to arrange mental health awareness sessions by professionals.

**Obstacles faced if any and strategies adopted to overcome them:** The college administration became all the more aware of the financial crunch and lack of dedicated space for the proper execution of the events with the gradual introduction of these programmes.

The college administration is paying special attention to the prospect of proper advertising and outreach programmes in order to familiarise people with the existence of our Institution as it's quite far away from the bustling Behala market. A flexible routine has been created in order to accommodate all activities from diverse fields. NCC trainings are being conducted in the morning hours before scheduled college timings. Curricular activities are being extended to other organisations for the benefit of our students.

**Impact of the practice:** All these programmes lead to a holistic development of the individuals that is necessary for survival in today's competitive world. The students are benefitted from the multifarious resources provided free of cost. As a result we are gaining credibility as an institution and we are being considered as an option for undergraduate studies.

**Resources required:** The foremost requirement for improving and continuing this objective is additional space and as such funds to extend the college premises, to provide dedicated space for various activities and upgrade the existing facilities.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

#### **Community Outreach**

Kishore Bharati Bhagini Nivedita College (Co-ed), located in Vivekananda Pally adjacent to Kishore Bharati Boys & Girls Schools, initially began as an extension to facilitate higher education for local students. Originally a girls' college, its transformation into a co-ed institution aimed to broaden its appeal and attract students from diverse backgrounds, despite its distance from major transportation hubs and competition from well-established colleges along Diamond Harbour Road.

Over the years, the college has strived to overcome its locational challenges and enhance its reputation as a reliable educational institution. Through rigorous academic programmes and community engagement efforts, it has successfully attracted students not only from the local area but also from across the district, city, and even neighbouring states.

A significant part of the college's community engagement strategy involves proactive measures to integrate with the local community and establish itself as a responsible stakeholder in the region. The actions aim not only to benefit the local community but also to enrich the educational experience of students by instilling values of empathy, responsibility, and civic engagement.

Beyond these initiatives, the college integrates community service into its academic framework through volunteering opportunities, like teaching underprivileged children beyond college hours, service-learning courses, community-based research and partnerships with local organizations like clubs for cleaning local field before sports etc. These activities enhance students' personal growth and professional development by cultivating skills such as teamwork, leadership, and problem-solving, thus enriching the educational experience of students by providing practical insights into real-world issues.

On occasions like Independence Day and Bhasha Dibas, the college organizes marches that involve the participation of NCC cadets and local residents fostering a sense of camaraderie and community spirit. Celebrating Van Mahotsav, the college promotes environmental awareness by planting trees in the locality and distributing saplings to local schools.

Our institution has been recognised by the Ministry of Human Resource Development (M.H.R.D) Government of India, for SAP (SWACHHTA ACTION PLAN). This commits us to cleanliness and

green initiatives that we have undertaken over the years under the aegis of IQAC, engaging our Rural Engagement Cell.

The college has undertaken Cleanliness drive in and outside the campus, marches for Road Safety Week and Dengue Awareness in the locality where locals have also spontaneously participated. Blood Donation Camps, survey on work safety of women selling wares in the market have been organised at various instances.

The Institute has actively partaken in vaccination drive during the covid-19 pandemic. 404 students and a few non-teaching staff were given either the first or the second dose of Covishield vaccine according to their requirements. The initiative spanned a period from May 2021 to September 2021.

During the COVID-19 pandemic, the college stepped up its efforts by organizing relief fund distributions, awareness programmes, and donations of essential supplies such as masks, sanitizers, and face shields to vulnerable groups like local slum dwellers and also police personnel who worked relentlessly facing innumerable hazard during the covid pandemic times. Additionally, it provided ration support to impoverished families, nearly thirty in number and for three months as a programme under the Rural Engagement Cell. The college also distributed relief materials in the aftermath of Cyclone Amphan. The institution has gone beyond its immediate locality to provide relief to the tune of 3,40,000 rupees in the submerged Gosaba region of Sundarban in our state post the devastating cyclone Amphan.

In addition to these efforts, the college conducts extension lectures and webinars addressing pertinent issues such as mental health during crises like COVID-19 and Cyclone Amphan, ensuring the well-being of its students, staff and the broader community.

Throughout the year, the college also engages in activities like distributing blankets to elderly pavement – dwellers during winters, organizing Christmas charity drives for children, distributing new clothes before Durga Puja to underprivileged youngsters and study kits to local slum children during Saraswati Puja. Furthermore, during exam periods, the college supports high school students of the neighbourhood and their parents with essential items like pens and a drink of a cup of Glucon D under the sweltering hot sun, fostering goodwill and support within the community.

Beyond its work in the immediate vicinity the college has worked relentlessly for inclusivity. We have organised awareness and sensitization seminars on the LGBTQ + community where transgender activists and mental health professional have spoken about their community at large, clarifying confusion among students and staff alike.

Our heartfelt collaboration with Indian Institute of Cerebral Palsy has spanned a few years now. It started with our college being invited as chief guest for a webinar which was organised by New Alipur College in collaboration with IICP. Keeping in mind the inclusivity of all sectors of society, our student have collaborated with students of that institute for cultural programmes. They danced and sang in tandem, recited poetries for them on the occasion of their foundation day. Students from IICP were provided with useful utilities that they needed as they were invited as Guests of Honour in our college socials. Our College and IICP reached out to each other for various collaborative programmes whenever invited. It has so far been an enriching and a very moving experience for students and staff alike.

Our college has also tried to spread awareness about Persons with Disabilities by organising seminars and campaigns.

In conclusion, Kishore Bharati Bhagini Nivedita College (Co-ed) exemplifies a commitment to social responsibility through its comprehensive community engagement initiatives. The college tries to enhance its reputation as a responsible institution and nurtures a generation of socially conscious students equipped to make a positive impact in society. The enthusiasm and the efforts of the students in these initiatives need special mention. In a modern society driven by self – love and selfishness, our students with their interest and spontaneity to engage in social work show us how these young minds when directed in the right direction can become agents of positive social change. Their support helps our institute to forge our unique path ahead and carve our niche in the community.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The forte of Kishore Bharati Bhagini Nivedita College (Co-ed) is the close-knit eco-system developed amongst every wing of the institution striving towards a sustained and holistic development of the stakeholders. The college has taken important measures to promote ICT-based teaching-learning process especially in the post-pandemic neo-normal world where E-learning revolutionized the whole concept of academic transaction. Under the visionary leadership of our principal, integration of the modernized education system and our multicultural commitment with the Indian knowledge system is under process. Promotion of various co-curricular activities apart, the ICC, Anti-Sexual Harassment Cell, Anti-Ragging Cell, Student and staff Welfare Committees etc., ensure security of the inmates within the college premise.

In an effort to meet the academic challenges during the pandemic-induced lockdown, the administrative and teaching staff probed into various virtual platforms to determine the most accessible one for the students, and constant monitoring was initiated to help them use the virtual learning tools. Implementation of a customized routine for the online and blended modes of learning, an effective use of ICT, introduction and familiarization of a full-proof online examination system, have been prioritized to keep the academic calendar in motion during the hard times. In order to resolve issues related to the new teaching-learning methodology as well as to help the students overcome the mental trauma, teachers and administrators made themselves unprecedentedly accessible to them. Various webinars apart, virtual celebration of special days, quiz etc., were organized.

The pandemic over, the institution exhibited remarkable capacity for convalescence and introduced greater number of add-on courses, multiplied academic and co-curricular activities, installed solar panels, mounted the portraits of great visionary, enhanced community engagements and encouraged like initiatives.

The mutual appreciation of and cooperation in all initiatives taken up by all sectors for the advancement of the institution instills in students a sense of humanitarian values and leadership quality that foster harmony and serenity much required for improved work environment.

### **Concluding Remarks :**

“Unless we train the feelings and the choice, our man is not educated.” --- The words of Sister Nivedita ring true with us for as an institution, Kishore Bharati Bhagini Nivedita College (Co-ed) strives to provide a free environment to the students so that their innate abilities strengthen to empower their forthcoming life. With the continuous effort of the stakeholders of the college, the institution is focused towards the wholesome upliftment of the students and takes effective initiatives to prepare them to face the challenges of this competitive world.

The college works relentlessly to support the teaching-learning tribe through seminars, webinars, training programmes and scholarships and also through community engagement programmes outside the campus and we hope to increase our footprint in this sphere in the coming years.

We aspire to create a better work environment that would eventually upgrade the quality of the students thereby giving them the opportunity to make their presence felt in prestigious arenas. So, the institution cherishes a strong faith that in the near future it can make profitable associations with government and non-governmental

organizations to open up newer avenues to the students after leaving college.

One of our agendas is to create a registered Alumni so that we can channel intellectual acumen to the future generation. We have also thought of introducing foreign language classes and greater number of add-on courses to further our plans in the benefit of the students. To arrange proper space and resources for all these dream projects, financial assistance is needed because much of the work is stalled for the lack of it.

At present we are primarily focusing on improving our ways, technologically and otherwise, to academically improve the status of our students. The central Tenet of the philosophy of sister Nivedita professes, true upliftment comes through education and, our college wholeheartedly traverses that path to achieve its mission.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :12</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
1.2.2	<p><b>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</b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>403</td> <td>120</td> <td>0</td> <td>0</td> <td>56</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>321</td> <td>98</td> <td>0</td> <td>0</td> <td>41</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	403	120	0	0	56	2022-23	2021-22	2020-21	2019-20	2018-19	321	98	0	0	41
2022-23	2021-22	2020-21	2019-20	2018-19																	
403	120	0	0	56																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
321	98	0	0	41																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 288</p> <p>Answer after DVV Verification: 269</p> <p>Remark : DVV has verified data shared by HEI, Students taking multiple project work/ field work/ internships are considered as one hence value changes accordingly.</p>																				
2.4.2	<p><b>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)</b></p> <p>2.4.2.1. <b>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</b></p> <p>Answer before DVV Verification:</p>																				

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

Answer After DVV Verification :

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

Remark : DVV has not consider shared provisional certificates.

### 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
10	11	36	17	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	36	17	19	1

Remark : DVV has verified the data shared by HEI, Calendar year Considered for publication (Jan - Mar) 2022 for 22-23 and so on hence value change accordingly.

### 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	16	10	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	13	8	6	0

Remark : DVV has verified the data shared by HEI, Calendar year Considered for publication (Jan - Mar) 2022 for 22-23 and so on hence value change accordingly.



3.4.3	<p><b><i>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.</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>4</td> <td>4</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>2</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has verified data shared by HEI, after removing duplicate activities value changes accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	8	4	4	4	1	2022-23	2021-22	2020-21	2019-20	2018-19	6	4	2	4	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	4	4	4	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	4	2	4	1																	
4.1.2	<p><b><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></b></p> <p><b>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1178 1046 1312"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>22.16</td> <td>3.19</td> <td>0.18</td> <td>10.69</td> <td>10.58</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1391 1046 1525"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19.66</td> <td>3.19</td> <td>0.18</td> <td>7.56</td> <td>8.5</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per 3.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	22.16	3.19	0.18	10.69	10.58	2022-23	2021-22	2020-21	2019-20	2018-19	19.66	3.19	0.18	7.56	8.5
2022-23	2021-22	2020-21	2019-20	2018-19																	
22.16	3.19	0.18	10.69	10.58																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19.66	3.19	0.18	7.56	8.5																	
4.4.1	<p><b><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1921 1046 2056"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41.95</td> <td>10.61</td> <td>7.03</td> <td>34.05</td> <td>23.58</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	41.95	10.61	7.03	34.05	23.58										
2022-23	2021-22	2020-21	2019-20	2018-19																	
41.95	10.61	7.03	34.05	23.58																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.8	1.27	1.32	4.07	1.02

Remark : DVV has made the changes as per considered computer & website maintenance, building repair & maintenance, remuneration and repair & maintenance.

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***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per shared clarification.

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
12	08	23	26	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	45	87	22	0

Remark : DVV has verified the data shared by HEI, Considering all students who participate in competitive examinations and career counseling offered by the Institution hence value changes accordingly.

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
6	9	20	12	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	10	10	8

**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
0	0	0	2	0

Answer After DVV Verification :

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

Remark : DVV has verified data shared by HEI, for metric 6.3.3.1 multiple training attended in a year by one staff considered as one, and for merit 6.3.3.2 IIQA data considered hence value changes accordingly

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>927</td> <td>1017</td> <td>935</td> <td>1043</td> <td>744</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>907</td> <td>987</td> <td>916</td> <td>1000</td> <td>731</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	927	1017	935	1043	744	2022-23	2021-22	2020-21	2019-20	2018-19	907	987	916	1000	731
2022-23	2021-22	2020-21	2019-20	2018-19																	
927	1017	935	1043	744																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
907	987	916	1000	731																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 23</p> <p>Answer after DVV Verification : 24</p>																				
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

81.51132	25.69631	21.59804	66.60257	56.75386
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81.51132	25.69631	21.59804	40.25	29.50