SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KHALISANI MAHAVIDYALAYA

COLLEGE ROAD, KHALISANI, CHANDANNAGAR, DIST - HOOGHLY, WEST BENGAL, PIN - 712138

712138

khalisanicollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Situated between the bustling city of Chandannagar to the east and rural landscapes to the west, Khalisani Mahavidyalaya stands as a testament to resilience. Established in 1970, this undergraduate institution has faced numerous challenges and embraced countless opportunities to grow and thrive. It has undergone two accreditation processes by the National Assessment and Accreditation Council (NAAC). In 2008, we achieved a 'B' grade, and in 2016, it attained a 'B++' grade with a score of 2.77. These accreditations highlight the institution's commitment to quality education despite inherent limitations in human resources and infrastructure. Over the past five years, Khalisani Mahavidyalaya has made significant strides through the judicious utilization of funds secured via the RUSA 2.0 initiative. The institution has successfully implemented projects including a Ladies Hostel, classrooms, a state-of-the-art conference room, a modern gymnasium. These developments have enhanced the campus infrastructure and provided better facilities for students and staff. The college's efforts in job creation are significant, with 51 graduates securing positions in TCS and other corporate sectors, marking a pioneering achievement particularly for a general degree college. The library, a treasure trove of nearly 29,000 books, embraces technological advancements to enhance the learning experience with library software and e-resources. The vibrant Internal Quality Assurance Cell (IQAC) ensures a continuous focus on quality enhancement and institutional sustainability. Khalisani Mahavidyalaya is not just an academic hub but also a melting pot of culture and innovation. Its cultural landscape, marked by evolving ideas and captivating performances, garners admiration and discussion. With a student demographiy of 60% female and 40% male, the institution emphasizes inclusivity and empowerment. Alumni have excelled in various professional fields and made significant societal contributions. In sports, the college has consistently proven its mettle, with students excelling in athletics and swimming at state and national levels. The college proudly boasts the group championship trophy in Kabaddi and Kho Kho for both men and women, a feat maintained for the last eight consecutive years. Looking towards the future, Khalisani Mahavidyalaya does so with an unwavering spirit, a rich history, and a commitment to nurturing young minds.

Vision

- Our college envisions becoming a beacon of academic excellence and holistic development in West Bengal, India. We aspire to cultivate intellectual curiosity, creativity, and a feeling of social responsibility in our students by creating a dynamic learning environment.
- Our vision is to empower individuals with knowledge and skills that will not only prepare them for successful careers but also instill in them a strong sense of ethical values and a desire to give back to the community.

Mission

- At our college our mission is to provide high-quality education that is accessible, inclusive, and responsive to the evolving needs of society.
- We are dedicated to offering a diverse range of academic programs that blend theoretical knowledge with practical skills, ensuring that our graduates are well-equipped to meet the challenges of the modern world.

- Our mission also emphasizes the importance of research, innovation, and community engagement as integral components of the learning process.
- We aim to foster an atmosphere of academic rigor, critical thinking, and cultural enrichment, preparing our students to contribute meaningfully to the global community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Celebrated past and value-based education: Khalisani Mahavidyalaya has a rich history and is known for providing education with strong ethical values and a spirit of learning.
- Strong bond with stakeholders: The Mahavidyalaya enjoys excellent relationships with students, teachers, and non-teaching staff, fostering a supportive and conducive learning environment.
- Pro-student faculty: The faculty members possess a student-centric mindset, prioritizing the academic and personal growth of students.
- Active committees and cells: Various proactive committees like women cell, anti-ragging cell, ICC, SC-ST cell, Grievance redressal cell contribute to a safe and inclusive campus environment.
- Academic and extracurricular excellence: The Mahavidyalaya excels in both academic and extracurricular activities, with outstanding achievements in sports, cultural events, and academic results.
- Rich library and facilities: The Mahavidyalaya boasts a well-stocked library, technological support systems, state-of-the-art conference room, open-air theatre, gymnasium, and ladies hostel, enhancing the overall learning experience.

Institutional Weakness

- Inadequate teaching staff: The Mahavidyalaya faces a shortage of teaching staff, impacting the quality of education and student-teacher ratio.
- Lack of research infrastructure: There is a deficiency in research facilities, particularly in experimental fields, hindering the quality and quantity of research output.
- Decreasing science faculty students: The declining number of students in science faculty needs to be addressed to maintain a balanced academic environment.
- Insufficient technical office staff: The lack of technically skilled office staff affects administrative efficiency and service delivery.
- Revamp needed in placement and career counselling cells: The placement cell requires restructuring and the career counselling cell should conduct regular job orientation programs to better serve students.

Institutional Opportunity

- Job-oriented courses: Introduction of job-oriented courses aligned with NEP 2023 can cater to the socio-economic needs of the district and enhance employability.
- Collaboration with stakeholders: Integration of Mahavidyalaya potential with outside stakeholders like NGOs and Self-Help Groups can fulfil social accountability and provide valuable learning opportunities, job opportunities which also is in line of the spirit of NEP 2023.
- Research promotion: Enhancing research facilities and organizing funded seminars, workshops, and conferences over and above the webinars or the self-funded seminars can promote faculty research and

academic excellence

- Infrastructure development: Creation of a well-equipped auditorium and ICT-enabled classrooms can modernize teaching facilities and improve learning outcomes.
- Gender sensitivity awareness: Empowering students with gender sensitivity can contribute to creating responsible future citizens.
- National Kabaddi academy: Our sports achievements encourage us to build a national Kabaddi academy to nourish and train the prospectus players of our Mahavidyalaya by an illustrious band of alumni who themselves are nationally acclaimed Kabaddi players even Arjun awardees.

Institutional Challenge

- Adapting to changing educational paradigms: Meeting the challenge of evolving teaching-learning methods in a rapidly changing educational landscape.
- Global competitiveness: Equipping students with competencies for global competitiveness in their chosen fields.
- Staff recruitment and retention: Creating and filling teaching and non-teaching posts to ensure smooth departmental and administrative functioning.
- Addressing examination and election disruptions: Managing teaching disruptions caused by prolonged university examinations and consecutive elections.
- Fund generation for infrastructure: Generating necessary funds for introducing ICT-enabled classrooms and other infrastructure upgrades.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliation:

- Khalisani Mahavidyalaya, Chandannagar, Hooghly, West Bengal: 712138 is affiliated with the University of Burdwan.
- Follows the curriculum directed and notified by the parent University.

Curriculum:

- Since 2017-18: Implementing the CBCS curriculum.
- 2023-24: Introduced CCFYP under NEP, adhering to University regulations.
- Preparatory measures and planning were done before the introduction of CCFYP under NEP.

Course Planning:

- Comprehensive routines for every course of every program framed by the Routine Committee.
- Institutional academic calendar integrates curricular, assessment, and co-curricular activities.
- Aligns with the University calendar and Government holiday list.

Life Skills Course:

- Since 2016: Self-Defence course, except during the lockdown period.
- 2022-23: Introduced seven add-on courses to help students prepare for competitive exams (UPSC/PSC, other PSUs and Pvt.).
- Received post facto approval of these add on courses with suggestions from the University.
- Planned future courses include micro-credentials in Heritage Tourism, Journalism, Soft Skills, and Communicative Skills.

Evaluation System:

- Continuous evaluation in each course across all semesters.
- 80% weightage on external theoretical examinations by the University.
- Internal examinations conducted methodically with schedules notified.
- Marks of internal exams uploaded to the University portal after evaluation.
- Internal evaluation for Skill Enhancement Courses, AECC, and some science department courses includes compulsory project works.

Curriculum Scope:

- Addresses issues related to Professional Ethics, Gender, Human Values, Environment, and Sustainability in all programs.
- Faculties raise student awareness on relevant cross-cutting issues within the curriculum.

Teaching-learning and Evaluation

Enrolment Status

- The enrolment status in various programs, barring a few, in the college is more or less consistent over the years.
  - About 50% of the reserved seats of the earmarked intake are occupied each year.
  - The student-teacher ratio hovers around 52:1.

Faculty and Posts

- Approximately 95% of the sanctioned posts of the institution are currently filled.
- However, the number of sanctioned posts in most of the Departments is much below the stipulated.
  - Repeated appeals of the College management for the creation of teaching posts to the concerned authority yielded no positive result.

Teaching-Learning Methods

- **Curriculum Delivery**
  - Dedicated faculties provide optimum effort in curriculum delivery.
  - Experiential learning and participative learning are implemented in classrooms and laboratories across departments.
  - Regular interactive classes are supplemented by:
    - Projects
    - Study tours

- Field works
- Seminars and webinars
- Invited lectures
- Publication of wall magazines and Departmental magazines

Use of Technology

- Faculties and students make optimum use of technologies in teaching-learning processes.
  - Teaching aids, study materials, PowerPoint presentations, and similar resources are created by the faculties.
  - Many materials are available to students in the Learning Management System on the College website.

Examination Support

- The College, in coordination with the affiliating University, takes adequate measures to address examination-related grievances of the students.
  - During the lockdown period, students received ample online support to ensure timely and proper answer script submission via the online portal or dedicated G-Suite applications.

Course and Program Outcomes

- Course and Program Outcomes are elaborated on the College website.
- Faculties tabulate the attainment of courses/programs after the publication of results.
- Teaching-learning is further augmented by:
  - Formal and informal mentor-mentee systems
  - Arranging remedial sessions
- The efforts of the teachers and the students are manifested by a healthy pass percentage.

Research, Innovations and Extension

Responsibilities and Initiatives

- **Primary Responsibility**:
  - Higher educational institution.
  - Impart education among students.
  - In a limited scope for hardcore research-oriented endeavours, teachers thrive to publish good quality research although the number of publications is far from desirable.
- **Overcoming Limitations**:
  - Initiatives to create an innovative research environment.
  - Cultivation and transmission of the Indian Knowledge System.

Webinars and Lectures

- **During Lockdown Period**:
  - Webinars organized under the aegis of IQAC.
  - Collaboration with various Departments.

- International or National Level Webinars.
- Departments involved:
  - Geography
  - Bengali
  - History
  - English
  - Political Science
  - Mathematics
  - Philosophy
  - Economics
  - Botany
- **Academic Session 2021-22**:
  - Department of Philosophy organized periodic lectures sponsored by the Indian Council of Philosophical Research under the aegis of IQAC.
  - These lectures addressed issues on values and Indian Knowledge System on ethics.

Research and Publications

- **Institutional Journal "Dialogic Space"**:
  - From 2019 the financial assistance and management for the publication of this journal is done by the college.
- **Dedicated Fund for Research**:
  - Academic Session 2022-23: IQAC proposed creating a dedicated fund for research.
  - Purpose of such seed fund:
    - Encourage teachers in research and publications.
    - Support participation in International and National Conferences and Seminars.
  - Implementation of this fund:
    - Approved by the Governing Body.
    - Financial assistance provided to faculty members for paper presentation in national/international seminar of repute and for publication in at least UGC-Care journals.

Institutional Social Responsibilities

- **Outreach Activities**:
  - Organized through:
    - N.S.S unit of the college.
    - Philanthropic initiatives under IQAC.
  - Yearlong outreach activities include:
    - Health camps.
    - Environmental awareness.
    - Plantations.
    - Social awareness campaigns by the drama club Chetak.
- **Recognition**:
  - Chandannagar Municipal Corporation certified the College campus as a "Green and Clean Campus".
  - Recognition for efforts in creating an environmentally friendly campus.

Infrastructure and Learning Resources

Campus Environment

- Lush green and environment-friendly surroundings

Buildings and Facilities

Main Building (Two/Three Storied)

- Classrooms
- Laboratories
- Teachers' room
- Administrative unit
- Common rooms for boys and girls
- Newly established gymnasium

Annex Building (Two Storied)

- First Floor: Library
- Ground Floor:
    - Students' room
    - Cafeteria
    - State-of-the-art seminar room

RUSA Funded Building (Two Storied)

- First Floor: Ladies' Hostel
- Ground Floor: Classrooms
- Divyangan facilities provided in the new construction

Infrastructure Augmentation (Last Five Years)

- Purchase of land
- Construction of boundary wall encircling the new land
- Shifting of library to the annex with more space and facilities
- Construction of five classrooms in the eastern bloc of the second floor of the main building
- Completion of the RUSA funded building for ladies' hostel and classrooms
- Creation of a state-of-the-art seminar room and gymnasium
- Complete renovation and expansion of the administrative unit and common rooms for boys and girls
- Creation of a more spacious teachers' room
- Augmentation in ICT facilities
- Most augmentation work is self-financed, indicating the College management's commitment to infrastructure upgradation

Laboratory and ICT Facilities

- Sustained efforts in maintaining and upgrading
- Well-equipped laboratories and good ICT facilities in:
    - Science Departments
    - Geography
    - Commerce
- Wi-fi enabled entire campus
- E-governance implemented in:
    - Admission
    - Examination
    - Financial activities (e.g., fees collection)
    - Learning management system on the website

NEP Implementation

- Humanities departments provided with two classrooms each
- DLP projectors installed in some classrooms

Library Facilities

- Integrated Library Management System (ILMS) through KOHA version 21.05.13 (release. dt. 25.03.22)
- Online subscription of the British Council Library
- E-resources through N-List program under eShodhSindhu Consortium and INFLIBNET
- Bar-code based circulation system
- Online public access catalogue (OPAC) for searching

Student Support and Progression

Student Support

- **Scholarships:**
    - More than half of the students benefit from various scholarships provided by State and Central Government agencies and non-government bodies.
    - Scholarship schemes include:
        - Kanyashree
        - Swami Vivekananda Merit Cum Means Scholarship (SVMCM)
        - OASIS Scholarship
        - Aikyashree Fellowship
        - Chief Minister Relief Fund
        - National Scholarship Portal
    - Free ships from the college fund are also provided as per policy.

Career Advancement

- **Skill Development Courses:**

    - Since 2016 (excluding the lockdown period), a life skill-oriented value-added course named Self-

Defence is ongoing.
- From the 2022-23 academic session, seven add-on courses have been introduced to support students preparing for competitive examinations conducted by UPSC/PSC and other PSUs.
- These courses aim to strengthen the career aspirations of students.
- A drama club has been created to enhance soft skill, communication skills among participants and to spread social awareness
- Several MOUs have been signed with external institutions to inculcate soft skills among students.

Grievance Redressal

- **Committees and Cells:**

  - Various cells and committees are formed to address grievance-related issues, including:
    - Grievance Redressal Cell
    - SC-ST Cell
    - Women Cell
    - Internal Complaints Committee
    - Anti-Ragging Cell
  - All these cells are functional and active under aegis of IQAC in making the campus free of any sort of menace.

Higher Studies and Job Placements

- Despite some adversities, many students are pursuing higher studies.
- Numerous students are getting placements in diverse job sectors.
- An unprecedented achievement in a general degree college: more than fifty students have secured jobs through campus placement drives conducted by corporate giants like TCS and JIO Infocom.

Governance, Leadership and Management

Vision and Mission

- **Vision**

  - Transform students into responsible citizens.
  - Instill a strong sense of ethical values.

- **Mission**

  - Provide holistic and inclusive education.
  - Equip students with knowledge and skills to serve the community.

Institutional Management and Leadership

- **Administration**
  - Governed by the Governing Body.
  - Assisted by:
    - IQAC (Internal Quality Assurance Cell)
    - Finance Committee
    - Teachers Council
    - Various sub-committees.
  - Focus on decentralization of power and responsibilities.
- **Collaboration**
  - IQAC coordinates with the Governing Body and other committees.
  - Ensures sustainable and comprehensive development.

Policy and Governance

- **Policy Framework**
  - Framed by IQAC and Governing Body.
  - Compliance with Government orders, University statutes, and UGC directives.
  - Focus on NEP introduction, infrastructure augmentation, and academic support.
- **E-Governance**
  - Implemented in admission, examination, finance, office management, library transactions, and learning management systems.
  - Dynamic website for efficient management.
- **Teacher and Staff Welfare**
  - Career advancement guided by IQAC.
  - Welfare schemes as per norms.
  - Financial support provided to encourage research-oriented publications and conference participation
  - Regular participation in FDPs and FIPs are fortified with GB approval.

Financial Management

- **Fund Generation and Utilization**
  - Exploration of funding opportunities.
  - Proper utilization of funds with a transparent and robust fiscal management system in place with Bursar and above all a Governing Body monitored finance committee supervising the process.
  - RUSA grant of Rs. One crore utilized as per the DPR.

Institutional Values and Best Practices

Gender Equity and Safety

- **Higher Proportion of Girl Students**
  - The college has a higher number of girl students compared to boys.
  - Indicates the community's perception of the college as safe and secure for girls.
- **Monitoring and Support**
  - **Women Cell**

- Closely monitors the sanctity of the campus.
  - **Internal Complaints Committee**
    - Exists in compliance with prevalent norms.
- **Infrastructure and Facilities**
  - **Hostel for Girls**
    - Constructed with financial assistance from RUSA.
    - Built in compliance with NAAC proposals of the second cycle.
  - **Common Room**
    - Recently renovated and made more spacious for girl students.
- **Curriculum and Courses**
  - Gender sensitization and equity integrated into curriculum delivery for some programs.
  - **Self-Defence Course**
    - Value-added course offered since 2015-16.

Environmental Initiatives

- **Alternative Energy Utilization**
  - **Solar Power**
    - Initiated alternative energy utilization in 2007.
    - System upgrade planned with a 20KW grid-connected solar power generation unit with the financial assistance from WBREDA, with inspection being completed and the work is to be started soon.
    - It aims at reducing the carbon footprint and promote the use of alternative energy among stakeholders.
- **Rain Water Harvesting**
  - System in place for over a decade.
  - Renovation underway.
- **Audits and Certifications**
  - **General Audit**
  - **Academic and Administrative Audit**
  - **Green Audit**
  - Certified by Chandannagar Municipal Corporation as a Green Environment Friendly Campus.

Value and Cultural Orientation

- **Programs for Instilling Values**
  - **Organized by IQAC in collaboration with NSS and other agencies**
    - Promote values like tolerance, harmony, peace, constitutional rights, and duties.
- **Institutional Best Practices**
  - **First Best Practice**
    - Promote community awareness through student involvement.
    - Utilization of the drama club Chetak.
  - **Second Best Practice**
    - Depict the colourful and diverse cultural mosaic of the country.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KHALISANI MAHAVIDYALAYA
Address	College Road, Khalisani, Chandannagar, Dist - Hooghly, West Bengal, Pin - 712138
City	Chandannagar
State	West Bengal
Pin	712138
Website	khalisanicollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arghya Band yopadhyay	033-26825530	9674263678	-	b.arghya@gmail.com
IQAC / CIQA coordinator	Ajanta Chakrabarti	033-26829517	9830477638	-	ajanta.chakrabarti @gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-02-1976	View Document
12B of UGC	03-02-1976	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	College Road, Khalisani, Chandannagar, Dist - Hooghly, West Bengal, Pin - 712138	Urban	1.84	4180.63

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali Honours,	36	XII Pass	Bengali	144	46
UG	BA,English Honours,	36	XII Pass	English	112	44
UG	BA,Economics Honours,	36	XII Pass	Bengali,English + Bengali	54	2
UG	BA,Ba General,	36	XII Pass	Bengali,English + Bengali	1626	907
UG	BA,Geography Honours,	36	XII Pass	Bengali,English + Bengali	60	36
UG	BA,History Honours,	36	XII Pass	Bengali,English + Bengali	144	58
UG	BA,Philosophy Honours,	36	XII Pass	Bengali,English + Bengali	80	30
UG	BA,Political Science Honours,	36	XII Pass	Bengali,English + Bengali	112	46
UG	BA,Sanskrit Honours,	36	XII Pass	Sanskrit	112	31
UG	BSc,Physics Honours,	36	XII Pass	Bengali,English + Bengali	38	2
UG	BSc,Chemistry Honours,	36	XII Pass	Bengali,English + Bengali	38	1
UG	BSc,Mathematics Honours,	36	XII Pass	Bengali,English + Bengali	80	1
UG	BSc,Bsc Pure General,	36	XII Pass	Bengali,English + Bengali	38	1
UG	BSc,Bsc Bio General,	36	XII Pass	Bengali,English + Bengali	42	7
UG	BCom,Bcom General,	36	XII Pass	Bengali,English + Bengali	492	128

UG	BCom,Accountancy Honours,	36	XII Pass	Bengali,English + Bengali	194	86
UG	BA,Three Year Degree Major In Bengali,	36	XII Pass	Bengali	200	120
UG	BA,Four Year Honours Major In Bengali,	48	XII Pass	Bengali	89	22
UG	BA,Three Year Degree Major In English,	36	XII Pass	English	66	25
UG	BA,Four Year Honours Major In English,	48	XII Pass	English	69	32
UG	BA,Three Year Degree Major In Sanskrit,	36	XII Pass	Sanskrit	70	39
UG	BA,Four Year Honours Major In Sanskrit,	48	XII Pass	Sanskrit	69	3
UG	BA,Three Year Degree Major In Philosophy,	36	XII Pass	English + Bengali	140	73
UG	BA,Four Year Honours Major In Philosophy,	48	XII Pass	English + Bengali	49	4
UG	BA,Three Year Degree Major In	36	XII Pass	English + Bengali	160	90

	Political Science,					
UG	BA,Four Year Honours Major In Political Science,	48	XII Pass	English + Bengali	69	15
UG	BA,Three Year Degree Major In History,	36	XII Pass	English + Bengali	160	90
UG	BA,Four Year Honours Major In History,	48	XII Pass	English + Bengali	89	38
UG	BA,Three Year Degree Major In Geography,	36	XII Pass	English + Bengali	50	12
UG	BA,Four Year Honours Major In Geography,	36	XII Pass	English + Bengali	37	9
UG	BA,Three Year Degree Major In Economics,	36	XII Pass	English + Bengali	49	0
UG	BA,Four Year Honours Major In Economics,	48	XII Pass	English + Bengali	31	0
UG	BSc,Three Year Degree Major In Mathematics,	36	XII Pass	English	11	0
UG	BSc,Four Year Honours	48	XII Pass	English	49	0

	Major In Mathematics,					
UG	BSc,Three Year Degree Major In Physics,	36	XII Pass	English + Bengali	5	0
UG	BSc,Four Year Honours Major In Physics,	48	XII Pass	English + Bengali	23	0
UG	BSc,Three Year Degree Major In Chemistry,	36	XII Pass	English + Bengali	7	0
UG	BSc,Four Year Honours Major In Chemistry,	48	XII Pass	English + Bengali	23	0
UG	BCom,Three Year Degree Major In Accounting And Management,	36	XII Pass	English + Bengali	300	54
UG	BCom,Four Year Honours Major In Accounting And Management,	48	XII Pass	English + Bengali	118	21
UG	BA,Three Year Degree Major In Education,	36	XII Pass	English + Bengali	95	49
UG	BSc,Three Year Degree Major In Computer Science,	36	XII Pass	English + Bengali	25	0

UG	BSc,Three Year Degree Major In Botany,	36	XII Pass	English + Bengali	28	3
UG	BSc,Three Year Degree Major In Zoology,	36	XII Pass	English + Bengali	28	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				8				40			
Recruited	1	0	0	1	8	0	0	8	40	0	0	40
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				20
Recruited	10	1	0	11
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	0	0	7	3	0	14
M.Phil.	0	0	0	1	1	0	6	5	0	13
PG	0	0	0	3	0	0	3	16	0	22
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

05-09-2024 01:29:58

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	2	0	4

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	977	0	0	0	977
	Female	1148	0	0	0	1148
	Others	0	0	0	0	0
Certificate / Awareness	Male	521	0	0	0	521
	Female	489	0	0	0	489
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	133	106	105	106
	Female	114	125	120	125
	Others	0	0	0	0
ST	Male	11	9	8	11
	Female	6	10	5	9
	Others	0	0	0	0
OBC	Male	55	68	56	53
	Female	60	57	39	63
	Others	0	0	0	0
General	Male	277	291	230	287
	Female	255	285	320	337
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		911	951	883	991

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary courses, vital in higher education under NEP 2020, breaking academic silos, promoting holistic learning. We do face challenges and opportunities in adopting such courses. Limited resources require creative solutions for effective implementation. Collaboration within the college or with external institutions can optimize resources and that we have done. Challenges include integrating diverse disciplines while ensuring depth of knowledge. Such challenges are partially overcome through interactive discussion among teachers in Academic council and TC meetings. Despite challenges, interdisciplinary programs through drama club differentiate our college from others and align

	with NEP 2020 goals.
2. Academic bank of credits (ABC):	Khalisani College has implemented the Academic Bank Credit (ABC) as per the University of Burdwan's directives. An ABC/NAD Cell and a student support Telegram group have been established to assist with ABC account setup and ID creation. The college has prominently displayed ABC-related information on its website, notice board, and throughout the campus. We have interactive session with the nearby café-owners to streamline the ABC process, demonstrating the college's commitment in enhancing the ABC experience among students following NEP 2020 goals.
3. Skill development:	We offer skill enhancement courses designed to equip students with essential practical skills for today's job market. Our PROSTUTI (alias PREPARATION) program, developed by our teachers, goes beyond the syllabus to prepare students for competitive exams. Apart from this life skill and soft skill and ICT skill are in vogue for our students to meet not only job market challenges but also for inculcate values
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We are dedicated to assimilating the profound heritage of Indian knowledge systems into our educational framework. Across various disciplines including History, Political Science, Philosophy, Sanskrit, and even within the sciences, the Indian knowledge system is already embedded and we adopt those into our teaching methodologies. This commitment aligns with the vision delineated in the NEP 2020, driving us to further insert traditional wisdom into our curriculum with precision and scientific rigor. In this direction, we are crafting a comprehensive strategy to advance the study of Indian knowledge systems as an example recently we have initiated a collaboration with Central Sanskrit University to promote spoken Sanskrit course for students and other stakeholders of this institution.
5. Focus on Outcome based education (OBE):	We are committed to Outcome-Based Education (OBE) within the framework of National Education Policy (NEP) 2020. OBE focuses on measurable learning outcomes, ensuring each course has clear objectives and assessments. Aligning with NEP 2020, our curriculum promotes critical thinking, creativity, and practical application. We integrate experiential

	learning, interdisciplinary studies, and skill development to equip students with competencies for success in their fields and a rapidly evolving world.
6. Distance education/online education:	At our college, we swiftly transitioned to remote teaching during the COVID-19 pandemic, enriching our online education expertise. Now, even with in-person classes resuming, online education remains integral. Our faculty supports students anytime, anywhere, using platforms like Google Classroom, Teachmint, LMS, INFLIBNET, WhatsApp. Blended learning is now a regular practice, ensuring quality education under any circumstances. We even provide online mentoring of our students let alone teaching in a conducive learning environment blessed with technological support.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) is established in the College on 12/07/23 to involve students in activities related to electoral rights, raise awareness about the electoral process and, most importantly, strengthen a culture of electoral participation among the youth of our college vis à vis society.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The functionalities of the ELC are coordinated by two nodal officers who are faculties of the Department of Political Science and two students' coordinators. Nodal Officers Prof. Monalisa Mustafi Prof. Biswanath Sarkar Students' Coordinators Mrs. Tamasree Das BA General (6th Gen) Roll No. 21AP/362 Mrs. Ankita Pandey BSc General (6th Sem) Roll No. 21SP(B)/01 Mr. Ayan Das BCom Hons (4th Sem) Roll No. 22CP/69 The club comprises regular students from our college. Student coordinators continuously encourage other students to join the ELC, and the increasing membership is very promising. We have yet to form an executive committee, which will consist of elected representatives from each discipline and the ELC members. These executive members will, in turn, elect the Chairman and Vice Chairman of the Executive Committee. Under the guidance, consultation, and supervision of the Nodal Officer, the Executive Committee will be responsible for

	organizing the activities of the ELC.
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.	Two programs are worth mentioning: 1. We have established direct communication with the SDO office. In collaboration with their officials and our members of the ELC, a special campaign took place on 29/11/2023. This campaign aimed to enroll new voters from our college who had not yet been added to the voter's list. This activity aligns with the guidelines of the Systematic Voters' Education and Electoral Participation (SVEEP) Programme undertaken by the ECI. 2. Another program was held online on 16/05/2024, a few days before the voting day for the fifth phase of the Lok Sabha Election. This event aimed to educate our students, who are relatively new to the voting process, about the responsibilities of voters and the right to vote.
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.	The Department of Political Science, in collaboration with members of the ELC, organized an essay writing competition on December 18, 2023, to commemorate Constitution Day. The event focused on highlighting democracy and democratic rights.
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.	As we have mentioned earlier that although the formation of ELC has taken place the modalities are yet to be completed but in spite of that our activities have started in compliance with the guidelines of SVEEP and one such event of enrolling new voters took place on 29/11/2023.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2482	2506	2411	2355	2194

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

2 Teachers

2.1

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

Response: 57

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	53	53	34

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
78.9239409	72.5928732	112.1862172	105.3229152	55.3594818

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Being affiliated to the University of Burdwan the college strictly abides by the curriculum laid by the university. Since 2017, we are following the Choice Based Credit System framework as instructed by the University Grants Commission and as directed by the affiliating University.

Entire schedule for Curriculum delivery is planned and executed by the Academic Calendar prepared by the College in adherence to the academic schedule and holiday list prepared by the University and the Government of West Bengal. All details of academic routine including class days, holidays, tentative fixture of internal and end semester examinations, cultural and sports programs conducted by the college are depicted in the academic calendar at the beginning of the session and is uploaded in the College website.

According to the existing Marks distribution structure of CBCS, each core and generic elective courses has a component of 15 marks of internal while that of the Skill Enhancement Courses it is 10 marks. The 15 marks internal is under the jurisdiction of the College and for each of the courses it is conducted by means of an internal examination of 10 marks in addition to 5 marks in attendance. Supplementary Internal Examinations are also arranged as and when necessary. In case of the Skill Enhancement Courses, Project Work of 10 marks are assigned to the students . The marks of the internal examinations along with the score in attendance is uploaded in the marks portal of the University. Departments carry out continuous evaluation through class tests, surprise tests and viva exams. The college conducts continuous Internal Assessment for all the students of UG Course.

Moreover, beyond the scope of scheduled method and routine of curriculum delivery, various departments of the College make arrangements for curriculum oriented seminars, talks, workshops, etc. The teachers make adequate use of ICT to demonstrate themes of courses, for instance Power Point Presentations, Audio-Visual Lectures etc. are created by the teachers for the academic interest of the students. Majority of the teachers create study materials on the contents of respective courses and those are preserved in the repository of the College website for further references.

In each of the last five academic sessions baring that of the pandemic lockdown period, the College has conducted a Value-Added Course on Self Defense by means of Taekwondo training. In addition, from the 2022-23 session the College has introduced 7 different Add-On Courses under cohesive Project christened as *Prastuti* to instill among them the required potential for preparation in competitive examinations conducted by UPSC/ PSC etc.

To address the academic issues of the students, the faculties arrange remedial classes and mentors them

in their academic pursuit. In reality the teachers of the institution are habituated to spent quality time with the students for their academic mentoring. To conclude, all such efforts are devised and encouraged inside the campus that ensures holistic development of the students so that they become capable of delivering benefits both for the society and for the nation.

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

1.2 Academic Flexibility

1.2.1

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

Response: 8

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 10.16

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
1104	0	0	60	50

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:

Many of the courses as prescribed and directed by the affiliating University does possess crosscutting issues relevant to Professional Ethics, Gender Sensitization, Human Values, Environment and Sustainability, Cultural Heritage of the country and so on. The details of cross cutting issues addressed while delivering the curriculum of each of the courses are uploaded as supporting document. However, some examples of cross-cutting issues can be instantiated here.

While delivering the contents of Core Course 1 to the students of History Honours a teacher can-not ignore the eternal philosophical and ethical discourses and sermons that are embodied in the Vedic Texts, the Upanishads, the *Tripitakas* that contains the homilies of Lord Buddha.

Or, while going through the compulsory course content of Environmental Studies/ Science the students have to grasp the idea to save the world from environmental pollution. There are taught about the hazards of green house gases, heavy metals, and different pollutants in soil, water and air.

While delivering lecture in English literature the teachers have to address issues like women empowerment and emancipation, and gender discrimination in Classical Literature as well as in Modern Indian English literature.

The students of the Department of Political Science have to analyze the ethics of politics as embodied in the Arthasastra of Kautilya, the epics and the Sukranitisara.

The Department of Sanskrit used to address environmental ethics while dealing with Manusamhita, while many texts in Bengali literature directly encompass human values and women empowerment.

A large portion of the syllabus of philosophy is dedicated to ethics in general.

In the Generic Elective Courses for the students of History General as third subject in fifth and sixth semester Gender Rights and Gender Education in India are taught respectively. These courses are exclusively designated for gender sensitization and by pursuing these courses the students can have a comprehensive awareness regarding the rights the womenfolk does enjoy in our country.

Beyond the ambit of the curriculum cross cutting issues are also addressed by means of arranging invited lectures, talks, seminars, etc. a list of which is enclosed as additional information.

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

1.3.2

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

Response: 60.72

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

Response: 1507

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 56.93

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
911	951	883	991	1055

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

2022-23	2021-22	2020-21	2019-20	2018-19
1683	1683	1683	1683	1683

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: 47.98

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
377	375	313	365	379

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
754	754	754	754	754

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 51.71

2.3 Teaching- Learning Process

2.3.1

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

Response:

The students of the Science Departments comprising Physics, Mathematics, Chemistry, Zoology and Botany have to go through a great deal of practical work in their respective laboratories and by doing so the students have the opportunity of experiential learning, participative learning and problem solving methodologies. The Students of Geography and Accountancy are also have enormous scope of experiential learning, participative learning and problem solving methodologies through their lab related activities and field work projects. The faculties of Geography, trained the students with practical knowledge of Remote Sensing and Geographical Information System. Their field tours incorporate soil and rock experimentation thus enriching their learning experience. The teachers of Commerce provide the students with the knowledge of 'Tally' by means within the ambit of the curriculum. The students of Political Science regularly participate in the Youth Parliament and quizzes of the same nature. Experiential and participative learning is very much in vogue by means of webinars, seminars and workshops that are arranged for the sake of academic interests of the students in many of the Departments. The students have the opportunity to gather academic experience by publishing wall magazines, yearly journals, digital brochures/displays etc. with ample support from the faculties – all these student centric activities encourage as well as ensure experiential and participative learning. Problem solving methodologies are also adopted inside the campus. Instances of such enterprises include inter alia, a) necessary academic mentoring of students, b) catering to the needs by creating additional course contents/ study materials by teachers, c) by arranging extra classes/interactive problem solving sessions/ remedial sessions.

To enhance the learning experience of the students the faculties make optimal use of technology. During the pandemic driven lockdown times the faculties have to explore and utilize all online resources that were available - google classrooms, google meet, zoom, WhatsApp and Facebook for all sorts of academic discourses as well as communications. Indigenous applications like Tiroscope and Teachmint are also utilized for delivering on-line classes. The faculties capitalize applications like Microsoft PowerPoint, Google Slides, Microsoft Word and Publisher for devising slide shows or for creating course contents and study materials for the students to augment their learning experience inside the classrooms. Many such supplementary academic resources created by utilizing technological tools are uploaded and are preserved in a dedicated repository in the college website. Use of LMS is in vogue Teaching-learning mechanism in the campus is a perfect blend of traditional classroom interactive lecture method and of adequate use of technology. Following the suggestions of the IQAC, the Departments initiates the practice of maintaining the records of mentor mentee system since 2021-22 academic session. The institution considers this mentor-mentee system as an integral component of the modern Higher Education System.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.44

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
54	54	54	54	36

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: 35.29

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
18	18	16	16	16

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The evaluation mechanism is an integral component of the Teaching Learning Process. The mechanism of evaluation is in the concurrent domain of the University of Burdwan and of the College and both the institutions execute the process of evaluation in accord and in compliance with the norms and regulations of the CBCS evaluation process. The mechanism has two integral components-the external examination of 60 marks/ 40 marks conducted by the affiliating University and 15/10 marks of internal evaluation comprising both internal examination/ projects and a particular weightage on class attendance. This part of internal evaluation is in the jurisdiction of the College. Detailed schedule for form fills up as well as theory and practical examinations are published by the University of Burdwan and these notices are generally circulated among the students through the College website and the notice board. Date and schedule for internal examinations are notified in due time in the College notice boards along with the College website. Both Home Centre Examinations and External Centre Examinations are conducted inside the campus in strict adherence to the regulations of the affiliating University. Examination committees are duly constituted by the Teachers' council for flawless implementation of examinations. All the teachers of the college are associated with examination related duties like framing questions, evaluation of answer scripts and review evaluation, while many of them act as chairperson in particular semesters/ courses. The entire mechanism of evaluation is optimally transparent and there is no scope for ambiguity.

The College does possess an Institutional Grievance Redressal Cell but the grievances related to evaluation process is a distinct mechanism under the control of the affiliating University where the College has to play its part. Any grievances that creep up after the publication of results of each and every semester are addressed by means of post publication scrutiny and post publication review that are under the purview of the affiliating University. Schedule and process for application for review/ scrutiny are notified by the University and circulated among the students by the College. The application process

is conducted in due date by the college itself, in this case the college office extends the best possible support to the students and generally guide them to do the needful. Grievances in the component of internal examination and evaluation are very rare and that to are positively addressed by the concerned teachers of the respective Departments. In case of the Internal Examinations conducted by the College, the absentees with valid causes are provided with the opportunity of supplementary examinations. The Examinaton Committee resolved all online examination related issues, problems and grievances during the lockdown period by arranging special problem solving sessions through G-Suite.

A transparent internal assessment mechanism and an efficient grievance redressal system are pillars of a healthy educational institution. By ensuring well defined evaluation criterion, accessibility of information and timely resolution of grievances, institution creates an environment that promotes trust, fairness, and continuous improvement in the internal examination process.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

It is the affiliating University that formulates the Programmes and the Courses in the Undergraduate level and the College executes those Courses/ Programmes in the institutional level. Though, there is no mention of PO(s) and CO(s) in the CBCS curriculum as published by the University of Burdwan, the faculties of each Department of the College has framed the outcome of each and every course that have been offered to the students. By framing and displaying the PO(s) and CO(s) the faculties make the students aware of the scope, possibilities, restrictions and limitations of the Courses and Programmes so that they can plan their academic and professional pursuit. In fact, the PO(s) and CO(s) help the instructor to plan their curriculum delivery as per the needs of the learners. The PO(s) and CO(s) are communicated to the students of the concerned discipline verbally in the classrooms and also by depicting them in the College website. Programme Outcome(s) as well as Programme Specific Outcome are indicators of the overall learning experience, concepts and knowledge parameters that are expected from students after the completion of their respective programs. All details of Course Outcome and Program Outcome/ Program Specific Outcome of each and every courses offered to the students are hosted in the College website for the convenience of the students.

From 2023-24 academic session CCFUP has been introduced and the course outcome of each courses is mentioned in the syllabus so far published by the affiliating University. The students can have a clear idea of that from the syllabus.

A detailed list of Course Outcomes and Program Outcomes of each of the Programs offered under the CBCS curriculum is uploaded as Additional Information.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programs consist of a collection of various courses, with the outcome of each course impacting the overall Program Outcome. Faculty members from each department assess and evaluate course outcomes through academic interactions, internal evaluations, and by analyzing semester results. Each of the Departments of the College evaluate the performance of the students in Departmental meetings to judge the outcome of the courses and the program. Students with unsatisfactory performance are addressed by the faculties personally during mentoring sessions so that they can make up their drawbacks. They are provided with the opportunity to attend classes for the backlog courses. Evaluation of Course Outcome in all the semesters culminated in results of the end semester examinations which reflects the scale of Programme Outcome of individual students. The performance of the students is again evaluated in the internal meetings of the Departments and the meeting of the Teachers' Council/ Academic Council/IQAC and also in the obligatory process of data analysis in DCF of MHRD, AQAR of NAAC and NIRF. Since the 2022-23 academic session the Course Outcomes of each semester are documented and are preserved under the perusal of the IQAC for necessary action if required. That the course and programme outcome of the students of the College are quite satisfactory is manifested by a healthy pass percentage of 82.28 cumulated for the last five years. A few of the students get admitted in Master Degree Courses which indicate positive program outcome in an indirect manner.

In the last academic session of 2022-23, the Internal Quality Assurance Cell has made a *suo moto* introspection of the performance and progression based on the POs and has introduced seven career-oriented Add-On courses to enhance and consolidate the Programme Outcome. Apart from that an innovative idea of attainment of POs & COs is also adopted by IQAC from the academic session 2022-23 through a direct and indirect method which we have led us to believe that even with general degree colleges Program based outcomes (Pos) in the form of campus interview is not a far-fetched concept but a reality. Recruitment in big IT house like TCS at our campus and also JIO and ICICI bank campus drive are some glittering examples in support of our claim. Further, some ex- students of the college have secured jobs in the public as well as private sector units which showcases the potential and effectiveness of Khalisani Mahavidyalaya's programs.

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

2.6.3

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

Response: 82.25

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
713	659	411	256	227

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
724	665	512	440	414

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.52

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.1	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 college, by essence, is a higher educational institution entrusted with the responsibility of imparting education among its students and subsequently enjoys very little scope of implementing hardcore research-oriented endeavors. It is quite difficult to form IPR Cell within the ambit of research possibilities of the institution.

  Overcoming such limitations the College has taken a few initiatives in recent times to create an ambience to encourage the innovative thinking in research along with cultivation of Indian Knowledge System and to transmit the same. A seed money is provided for providing research assistance to teachers for research oriented publications in UGC Care Journal and in seminar proceedings of International, National or State Level.

A lot of aspects of Indian Knowledge System is addressed within the framework of the curriculum and a

lot beyond that by organizing a series of webinars and seminars. At the same time many of these webinars and seminars are organized to encourage critical thinking, particularly research-oriented mindset. Providing learning resources through library, e-resources and other departmental initiatives enrich students. Knowledge on ethical values and rich cultural heritage of our country are inculcated through various programmes.

Regarding transfer of knowledge and technologies, the college has signed MOUs with eminent higher education institutions of the locality for exchange of faculties with the aim to felicitate exchange and reciprocation of knowledge on academic and research-oriented fields. For instnace, on the baisis of an earlier MOU with Sambhunath College, Labpur, a history text book is written on Understanding Heritage.

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

3.2.2

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

Response: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	14	8	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	15	6	5	4

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

3.3.2

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	5	2	0

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

3.4 Extension Activities

3.4.1

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

Response:

The college places a high value in fulfilling institutional social duties and has participated in several extension initiatives, either through the college's N.S.S unit or through other philanthropic programs. The outreach activities include a variety of programs and initiatives carried out throughout the year on and off campus by students, teachers, and non-teaching members of the institution.

During the challenging times of pandemic driven lockdown, a few humanitarian ventures were taken by the college. For example, a collaborative charitable scheme of distribution of food among the pandemic struck people was undertaken with the support of an NGO named *Swasti* formed by the Alumni of the English Department of the College. The same organization took initiative to install a water filter in the tribal village of Noapara, Adibasapara. Official communications were made with the Chandernagore S.D.O. so that the local people can have the opportunity to get free vaccines from the Government infrastructure. A camp for free vaccination was arranged for the students inside the college campus.

In the post-pandemic era, outreach activities have escalated to a great extent. The NSS unit has taken adequate initiative to install/build awareness on various aspects among the volunteers and the students alike through a plethora of programs. For instance, Independence Day 2022, Republic Day 2023, Youth Day 2023, Birth Anniversary of Netaji Subhas Chandra Bose, International Day of Yoga, *Basanta Utsav*, International Womens' Day, P.N. Panicker Reading Month, *Ravindra Jayanti* –all are celebrated with vigour and pomp to generate the sense of patriotism and the respect to national culture.

The IQAC, N.S.S. unit and the Alumni Association – all collaborates in a positive manner to execute the extension activities of the college. The Alumni Association arranged 'Sit and Draw' Competition, free mental health camp and free health check-up inside the college campus in recent times. Anandamela- a one day fest was organized by the IQAC where local artists performed in vocal and instrumental music concert and various stakeholders of the college had an opportunity to exhibit their skills in crafts,

traditional cuisines etc. The institution, through its organizational framework collaborated with external agencies for execution of outreach activities. For example, an awareness program on Safe Drive - Save Life was organized inside the college premise in coordination with the local police station and on 26.06.2023 a procession was jointly organized by the Bhadreswar Police Station and the IQAC to campaign against the menace drug abuses and illicit trafficking.

The approach and mechanism of the extension activities of the college is quite simple. The students inside the campus are sensitized on various relevant issues like environment, national integrity, menace of drugs, safe driving, etc. Subsequently, they transmit that awareness among the people residing in the locality by campaigning, arranging quizzes and talks, *pathanatika* or street plays, etc. Students, thus acts as receptors inside the campus and as transmitters outside and the immediate outcome is apparently beneficial for both –the students and the residents of locality. The holistic development of the students of the institution thus ensured.

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

3.4.2

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

Response:

Since 2007 the institution is exploring all possible means to utilize alternative source of energy in the form of solar lighting inside the campus and by creating a rudimentary mechanism of rain water harvesting. Sincere efforts are on to augment the capacity of solar energy generation and for this purpose communications are made with West Bengal Renewable Energy Development Agency (WBREDA) for installing a 10KVA solar power generation unit inside the campus. WBREDA has given us words that they are going to install solar energy which is actually green energy to us for free of cost. The College has declared its campus as a plastic free zone in the year 2016. Restrictions are applied to minimize the emission of green- house gases like carbon dioxide, methane chlorofluorocarbons, nitrous oxide, etc. Admiring the sustained effort of the college for creating a green environment friendly campus, the Chandernagore Municipal Corporation has certified the College campus as a "Green and Clean Campus" for the academic session 2021-2022.

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

3.4.3

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

Response: 24

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
13	3	4	1	3

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

3.5 Collaboration

3.5.1

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

Response: 9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The lush green environment-friendly campus of the college comprises the following components other than an open space utilized as a playground and for cultural programs.

i) A two/three-storied main building - The main building has **24 classrooms** earmarked for various programmes; Physics laboratory and classes; Chemistry laboratory and classes; Geography laboratory and classes; three ICT-enabled smart classrooms; a computer laboratory for Commerce; a computer laboratory for mathematics, the teachers' room, two separate common rooms each for boys and girls and a four-room enclave which acts as the administrative unit and the principal's chamber. The building also has separate washrooms for boys, girls, teaching staff, non-teaching staff and the Principal.

ii) Government of West Bengal funded two-storied annex building has accommodated the library and the IQAC Room on the first floor and a makeshift seminar room, a cafeteria and students' room on the ground floor. However, in the current session, the IQAC Room is shifted to the Administrative Block of the Main Building.

iii) RUSA funded, recently constructed two-storied second annex with a built-up area of 2345.03 square feet has **four classrooms** on the ground floor. The first floor is designed for the establishment of a **ladies' hostel** in pursuance of the proposals given by the NAAC Peer team members in 2016.

iv) A single-storied building with three guard quarters.

In recent years the physical infrastructure is witnessing substantial enhancement and renovation. Near about **31 cotahs of land** was purchased for lateral expansion of the campus area and boundary wall was constructed for ensuring security. Augmentation in terms of increase in classrooms and expansion of the administrative wing is already done. A State of Art **seminar room** has also been completed due to the initiative taken by the newly appointed Principal.

The College has quite a good number of desktop computers, printers, and photocopiers to meet the daily needs of the students, teachers, library and the office. There are three WLAN connections available among which two are provided by the **BSNL Broadband** with a speed of 100 Mbps and another by **Speed Net Broadband** with similar speed. **WI-FI** connection is available all throughout the campus. Cloud-based office management system is also in vogue which has been developed and maintained by

INFOTECH Lab. CCTV cameras are also installed in the campus for 24x7 surveillance.

During the pandemic-driven lockdown period online applications and tools like Google Classroom/ Meet, Youtube, Whats App, Tiroscope, Teachmint etc. are utilized by the faculties for conducting classes and online examinations. Recently the college has taken sincere efforts to expand the Learning Management System (**LMS**) on the college website and is functional

The indoor games facilities have been enhanced by the purchase of new table tennis and carom boards and of the modern well-equipped gymnasium.

The limitations in physical resources are managed by the optimal utilization of each. The College management under the leadership of the Principal and IQAC Coordinator is earnest in upgrading, maintaining and renovating the infrastructural facilities keeping in view the demands of time.

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: 40.48

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
19.67301	26.98127	82.39649	41.75753	0.96504

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is the cornerstone of all teaching learning and research related activities and the College management considers it as a primary obligations to provide a sustained effort for maintaining the library in a proper shape. By default, all the bona-fide students and the teachers are members/users of the rich and large library. The motto of the library "Save the time of the Reader" is adopted from one of the five laws of library as postulated by Dr. S R Ranganathan, the father of Library Science in India. There are enough provisions for utilization of the enormous physical and online resources possessed by the library, managed by two full time Librarians.

Our Library system consists of one Central Library and 15 Departmental Libraries. Initially, the Central Library was at the first floor of the main building and on 15.08.2022 the library was shifted to the first floor of the Government Funded Annex Building to provide more space and facilities for the users. The new library arena comprises separate rooms for librarians with a reference section, a spacious hall for stacking books, separate reading rooms for teachers and students and a counter for book transaction. With the shifting of IQAC room in the main building one more room is provided to the library to facilitate research-oriented activities within the campus.

Presently, the total number of books in the central library is more than twenty-nine thousand that covers almost all fields of curriculum including text books and reference books. In 2018-19 an amount of Rs. 10,21,208/- has been spent from grants received from RUSA 2.0 for purchasing new books to further enrich the library. The reference section is equally rich with varied range of books.

Since 2015, the library is equipped with Integrated Library Management System (ILMS) in the form of KOHA. Presently the updated version of KOHA, viz. version 21.05.13 reldt. 25.03.22 is utilized for library transactions. The library has online subscription of the British Council Library. The renewal for subscription of e-resources through N-List programme under eShodhSindhu Consortium, INFLIBNET is being restored in the post-lockdown period. The library also facilitates a bar-code-based circulation system and online public access catalogue (OPAC) searching. In addition to the books from the Central library, the departmental libraries provide a huge range of reference books and journals to the students.

The management is exploring all avenues to transform the newly designed library into a hub of peaceful self-study by providing a domain of tranquillity with all modern-day reading amenities. Rules for using the library are notified and also are demonstrated to the students by the librarians at the very outset of each and every first semester. In the 2022-23 academic session the library celebrates library week to encourage and to motivate the students in the habit of reading.

Facilities :

- Library OPAC

- Open e-resources

- Inflibnet N-List

- E-Sodhsindhu

- British Council Library (BCL)

- Reading Room Facilities for students

- Reading Room Facilities for faculty members

- Computer Access

- Reprography Service

- Wifi Facilities

- User Orientation

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

During the last five years the students, teachers, librarians and the office staff are utilizing the ICT resources of the college at its optimum. These IT enabled amenities are maintained by the College in proper manner. Here is the listed enumeration of IT enabled facilities available in the College

- Online processing of students related administrative activities viz. online registration, online form fill up for semester examinations, generation of admit cards and mark sheets –all from the portal of the University of Burdwan executed by our office staff on regular basis.
- All official documents are documented and displayed by means of utilizing computer and accessories.
- All official communications are made with the external agencies such as D.P.I office, UGC, NAAC, local administration like the office of the District Magistrate and the Sub Divisional Officer through e mails and more recently through Whats App.
- Admission process and all academic communications with the students are executed by utilizing the semi dynamic/ dynamic website and admission portal which is regularly updated according to the needs and necessities.
- All students related accounts, finance and office related modalities are executed by means of an extensive Office Management System since 2019 and this system is updated each and every year.
- The College website has dedicated learning management system through which study materials and other important academic documents are provided to the students.
- The Departments of Mathematics, Geography, Commerce, Physics, Chemistry, Zoology and Botany have their own laboratories equipped with desktop computers.
- The institution has 14 printers and 3 photocopiers.
- The teachers make use of the Smart Class Rooms and DLP Projectors for audio visual demonstrations. For example, seminars, quizzes and many such programs are made attractive by means of power point presentations or alike.
- In addition the faculties create study materials and other teaching aids by using digital provisions for the benefit of the students.
- The students use the IT facilities in making projects and other curricular activities.
- The entire campass is Wi-fi enabled since 2015. WLAN is provided by means of acquiring two broadband lines one from BSNL Bharat Fibre at a speed of 100 Mbps and another from Speed Net at a speed of 250 Mbps.
- KOHA is installed in the Library since 2015 and it is further updated in 2022.
- Desktops and Laptops as well as printers are maintained in proper shape as per schedule and are recycled as and when necessary.
- A total of eight water purifiers are maintained under AMC.
- The 30 KVA Generator and Solar lighting system are also maintained properly on regular basis. However both these two installations needs to be upgraded.

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

4.3.2

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

Response: 38.18

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

year:

Response: 65

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 44.85

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
47.94501	38.80928	18.1074572	44.8614052	40.5965

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 64.19

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
1281	2223	1934	1085	1146

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)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.1.3

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

Response: 13.82

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
1279	40	177	68	87

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 9.84

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
93	36	25	43	26

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
713	659	411	256	227

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

5.2.2

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

Response: 0.49

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
5	3	1	2	2

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

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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
14	01	00	00	03

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: 6.8

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
09	06	00	09	10

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Khalisani Mahavidyalaya was formed prior to 2016 and registered with the name *Praktani Sangathan Khalisani Mahavidyalaya* on 16.09.2016 where Principal was the ex -officio President and Prof. Debashis Das Sharma, Associate. Professor of Commerce acted as Secretary. The Association had 172 enrolled members during 2018-19, now the membership has increased to 500 approximately. The Alumni comprises distinguished members like the Mayor of Chandernagore Municipal Corporation, a good number of Professors employed in various Colleges, school teachers, Bank Officials, sports person in state and national level and executives in Corporate Sectors, working in various Government institutions, renowned business men.

In recent times the members of College Alumni actively participate in extension activities like social awareness programs, cultural programs besides occasionally organizing its own programs. For example, a Sit and Draw completion for school children was organized by the Alumni Association on 31.01.2023. A few alumni of the college had taken initiative for celebrating *Anandamela*, a cultural carnival on 03.02.2023 and in organizing *Basanta Utsav* in the campus on 06.03.2023. During the 2022-23 academic session, the Alumni Association has donated some ICT tools to the IQAC of the College. Sincere efforts are on from the management to expand the zone of Alumni engagement – both in terms of significant financial contribution and in terms of more active engagement. In recent period Alumni has opened a WhatsApp group where near about 1000 members are intimately connected with each other and regularly sharing various issues related to the college. Alumni association has organized a health check camp for students and local people as well as a Psychological awareness camp "Moner Bikash" for the alumnus and students of the college on 07.01.24. The association has recently obtained PAN card. Alumni Association has its own Bank account and an extensive drive has been made for collection of funds from different corners.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Khalisani Mahavidyalaya envisages to become a Higher Educational Institution of prominence where the students can undergo such metamorphosis that will enable them to become true citizens of the country. Complying with this vision the mission of the institution incarnates a learning experience for the students that is thorough, inclusive and effective, and that will inculcate in them the eternal values of mankind so that they can epitomize themselves as an honest and responsible national and global citizen in times to come.

The entire edifice of the institutional management and leadership is focused and anchored to fulfil such vision and mission statement. All plans in the fields of academic and administration are in accord with the ever changing requirements of the higher educational cosmos and sustained efforts are made by all categories of stakeholders to implement those plans and that too in a collective and integrated manner.

The prerquisites for maintaining the standards for a higher educational institution is evolving at a fast pace and the institutional management is always up to it. For example, the institution did constitute a RUSA Project Monitoring Unit while participating in the RUSA 2.0 Challenge Level Funding and had accomplished the project by efficiently utilizing the first instalment grant of Rupees 1 crore. More importantly, by constructing a two storied new annex building from RUSA grant the Institution is able to create the provision of a ladies hostel in pursuance with the recommendations of NAAC Peer team in 2016. The Central library has been shifted to the first annex building which has been earlier constructed by availing State Government Grant under the initiative of the Governing Body. Healthy practices like green audit, academic audit, etc. is in vogue, solar energy is being utilized since last one and half decade to illuminate the campus and all these are initiated by the IQAC with the help college authority. Another noted work which is due to the continuous and sustained endeavor of the management that recruitment of seven substantive non-teaching posts were ultimately possible in July, 2017. Again, the services of the Guest lecturers were regularized as State Aided College Teacher (SACT) in 2020 as per regulations of the Govt. of West Bengal after fulfilling all the modalities. All these instances are evidential proof that both short-term and long-term planning are devised and instrumented by the College management.

To ensure adequate preparation for the implementation of the Curriculum and Credit Framework Undergraduate Course under New Education Policy from the academic session 2023-24, the IQAC of the college has undertaken an extensive in-house survey of the infrastructure and human resources. Proposals are placed before the Governing Body according to the findings of the survey and subsequently, the college authrioty has submitted new project proposals to the State Government for necessary action. MOU(s) are signed with some HEI(s) for faculty exchange program. A state of art seminar hall is also constructed.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College management is sincere in the deployment of all institutional perspective plans that are considered and proposed by various bodies of the institution. The vision-mission statement of the college is in accord with the prerequisites of the educational demands in a HEI(s) along with timely modification and progression. The pursuit for excellence in academic and correlated fields is the platitude that underlies in each and every plan that are deployed by the institutional management framework.

The organizational structure of the college is designed conforming to the orders/ rules/ statutes/ directives/ memos of the agencies of Union and the State Government like the University Grants Commission, The National Assessment and Accreditation Council, the Directorate of Public Instructions (WB) and the University of Burdwan. At the apex of the organizational hierarchy is the Governing Body which has been constituted according to the West Bengal Universities and Colleges (Administration and Regulation) Act 2017. This apex policy and decision making body is constituted with stakeholders/ representatives of Government, the affiliating University, the Teachers and Non-teaching staff with the Principal acting as the ex-officio secretary. Regular meetings of the Governing Body are convened to discuss and to resolve all academic and administrative issues like maintaining adequate infrastructure, appointment in teaching and non-teaching posts, successful implementation of Government educational policies like introduction of Curriculum based Credit System(CBCS) and New Educational Policies(NEP), approving formation of various intra-institutional statutory and conventional cells and committees, and alike. In the recent years the Governing Body is successful in appointment of seven non-teaching staff (2017), in regularizing the services of the Guest teachers as SACT(s) (2020), in availing RUSA grants (2018) which bears long term positive impact for the college.

The Governing Body is bolstered and reinforced by the well functional Internal Quality Assurance Cell in a manner that is competent, capable and skillful, and in a mode that is advisory and enterprising, synchronizing and symphonious. The IQAC is constituted in due time as per the directives of NAAC and it acts as a watch tower for 24x7 surveillance. The IQAC provide *suo-motto* suggestions for amelioration and reforms in matters that are covered under the seven diversified but nearly exhaustive criteria of NAAC assessment. It also engages itself in the deployment of its plans and proposals and extend all possible assistance to the concerned agencies and stakeholders, that to in a collaborative manner.

The administration functions like a well-oiled machine with the assistance of various statutory and regulatory committees/ cells/ bodies that are constituted and made functional as per guidelines on regular/ yearly basis to serve specified purposes, viz. Academic Council, Teachers' Council, Finance Committee, Building Committee, Grievance Redressal Cell, Anti-ragging Cell, Women Cell, SC-ST Cell, Purchase Committee, Sports Committee, Cultural Committee, etc. All these bodies arrange meetings in regular intervals or as and when necessary to discuss relevant issues and to determine the policies for implementation.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures:

Extensive and diversified welfare measures for the teaching, library and non-teaching are on offer in the administrative and financial matrix of the college. In fact, those welfare measures are in accordance with the rules and regulations as formulated by the Government of West Bengal and are implemented by the college administration. The welfare schemes that are available and are enjoyed by the employees are as follows.

In respect to granting of leaves as per existing leave rules, the teachers can avail casual leave, earned leave and medical leave as and when required. However long term earned leaves and medical leaves have to be approved by the Governing Body. Teachers are also provided with "On Duty Leave" for attending Orientation Programmes, Refresher Courses, other short term courses as well as for attending seminars and workshops. In addition to these the female teachers and female library and non-teaching staff are granted Child Care Leave and Maternity Leave according to the Government rules and regulations.

In the context of financial welfare schemes the employees can get benefits from Group Savings Life Insurance (GSLI), Salary Savings Scheme under the Life Insurance Corporation of India (SSS), by taking loan from the General Provident Fund.

Apart from these, option for registration in popular government run schemes like West Bengal Government Health Sceheme/ Swastha Sathi Prakalpa, application for travel grant are in the offer for the employees.

The college administration is intentionally active in pursuing the protocols so that the superannuated teaching and non-teaching staff can enjoy the retirement benefits in the form of pension, leave encashment etc. The College administration usually prioritize the official process for submission of papers in the e-pension portal as an appreciation of his or service in the institution.

The two guards of the College are enjoying residential status in the Guards' Quarter inside the College campus.

Through active participation in cultural activities, in games and sports, and occasional binges, all the staff does enjoy a pleasant ambience that envelops camaraderie and mutual understanding.

Performance Appraisal and Career progression:

The teachers in the substantive posts of the institution has to undergo through the procedure of Annual Self-Assessment for their Career advancement. Following the guidelines of the UGC, this annual self-assessment is implemented by the Department of Higher Education, Government of West Bengal under the name Performance Based Appraisal System (PBAS). The method of self-appraisal and career advancement of the Librarians are quite similar to that of the faculties.

The Career progression of the State Aided College Teachers are governed and deployed according to the

norms of the Government of West Bengal (Memo No: 2081-Edn(Cs)/ 10M-83/2019 dated 23.12.2019)which states that all teachers will enjoy a promotion to the higher stage after every ten years of service. This system acknowledges their experience in teaching in a Higher Education Institution.The Self-appraisal system is not applicable for the non-teaching members of the college.

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

6.3.2

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

Response: 1.68

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
4	0	0	0	0

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

6.3.3

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

Response: 35.63

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
47	9	10	5	22

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
12	01	02	01	07

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college has adopted a constructive planning and strategy of formulating a standard Budgeting system with a view of optimum utilization of its available resources. The Finance Committee and the Governing Body of the College is entrusted with the responsibility to make all strategic planning for mobilization of resources and its adequate utilization.The management is also in the pursuit of maintaining transparency in the financial system of the college. The college management explores all provisions to generate fund for infrastructural development and welfare of the stakeholders. All funds that are received are utilized according to provisions of proper financial and administrative management protocols. For example, all purchases are made after approval of the purchase and tender committee and the statutory finance committee. All matters related to the purchase under RUSA fund are monitored by the RUSA Project Monitoring Unit.

Mobilization of Funds:

One of the major heads of receiving funds is the tuition and other fees from the students. Though the fees that are taken from the students are at or below par with the prevalent standards. In recent past major funds have been received from RUSA from the Central Government through the Department of Higher Education, Government of West Bengal. Funds have also been received the from the University Grants Commission and collection of various fees from the students; from selling of garden productions; from premises utilization charges received from agencies who have utilized the same for holding competitive examinations/ elections; from the Alumni Association, etc. Fifty percent of the tuition fees collection have to deposit to the D.P.I., Govt.of West Bengal at regular intervals as per rules of the Department of Higher Education, Government of West Bengal. Rest portion of tution and other fees are utilized for the academic,adminstrative ,infrastructure and various purposes for the benefit of the institution, The funds thus received are utilized to its optimum for diversified and specific purposes. A brief account of a few major fund utilization is provided in the link.

The college undergoes financial audit on regular basis. Financial audit is conducted by the registered auditor of Chartered Accountant who is nominated by the Department of Higher Education, Government of West Bengal. The college may conduct internal audit as and when necessary or when the external audit is delayed. Financial audit of the institution is updated upto financial year 2022-23. In support of the above audit reports of last five years are attached.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The overall development of the College is reinforced by the Internal Quality Assurance Cell in a manner that is competent, capable and skillful, and in a mode that is advisory and enterprising, synchronizing and symphonious. The IQAC is constituted in due time as par the directives of UGC/ NAAC and it acts as a watch tower of 24x7 surveillance of every nook and cook of the institutional infrastructure and every intricacies of curricular, co-curricular and extra- curricular activities. The IQAC under the leadership of a dedicated coordinator is always in the toes to provide *suo-motto* suggestions for amelioration and reforms in matters that are covered under the seven diversified but nearly exhaustive criteria of NAAC assessment. It also engage itself in the deployment of its plans and proposals and extend all possible assistance to the concerned agencies and stakeholders, that to in a collaborative manner. For example, a number of outreach activities are undertaken by the College that are purely collaborative in nature under the aegis of the IQAC and executed by the N.S.S. In the recent past the IQAC has taken initiative in various aspects of development of the college. A few can be cited here.

Some necessary upgradation in E-Governance modules has been introduced for carrying out regular activities of the College under the recommendations of the IQAC.

The IQAC also encourages the Departments to organize Webinars during the pandemic driven lockdown period and those webinars are conducted under the banner of the IQAC.

The IQAC also provides proper guidance to the teachers in conducting their promotion under the rules of Career Advancement Scheme and in recently the process of screening and selection of 10 faculties of various stages of their services have been successfully carried out.

To extend academic support to the students aspiring to sit in the competitive examinations conducted by UPSC/PSC, the IQAC has proposed the introduction of seven Add-on Courses and these courses were offered.

Under the proposals of the IQAC the teaching learning process underwent some important reforms including documentation of Mentor Mentee Sessions, tabulations of Course and Program Outcome of each and every courses/ programs along with the evaluation of its attainment.

The Feedback mechanism has been expanded to stakeholders like the Employers and the Alumni in recent times.

Under the coordinated leadership of the Chairman and the Coordinator of the IQAC and the Placement Cell the college can organize campus placement drive for the students who have passed out in 2021 and 2022. IT giant like TCS and Reliance Jio has recruited to 32 and 09 students respectively in recent times.

These are mere instances of the buoyant omnipresence of the IQAC in the institution's pursuit for excellence

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In issues related to gender rights and empowerment through education the institution provides adequate facilities and enables consciousness towards gender equity. Being a co-education institute, the College endeavors to maintain the safety and security of all the students. The institution initiated Gender Audit for the last five years. A committee formed by IQAC comprising of internal and external members conducted the audit. The audit manifests that in recent times, the ratio of girls' students to that of boys in the college is gradually in the rise. This trend in increase of girls among the students itself reflects the fact that the local society is considering the campus as safe, secured and congenial for the womenfolk. The management undertakes a plethora of initiatives to make to the campus more gender friendly. Amenities like gymnasium, common rooms, library reading room, canteen cater to the requirements of all the students.

The Women Cell "Suchetana" in collaboration with the IQAC organizes various programmes that are related to gender equity and sensitization. The Career Counselling Cell organizes seminars to educate the students on gender empowerment. The canteen is run by women thus bears the message of women empowerment.

Any unwanted incident, though almost rare inside the campus, is addressed with optimum urgency and care by different cells and Internal Complaints Committee.

The College management considers the necessity of providing adequate amenities for the girl students and this is reflected while submitting the Detailed Project Report (DPR) to avail financial assistance under RUSA 2.0 Challenge Level Funding. The College sought for grant to construct a ladies hostel inside the campus and is extremely satisfied to declare that the construction work of the Ladies hostel in the first floor of the second annex building is complete. Official modalities to make the hostel functional is in process. The campus has facilities like cctvs, guards etc that ensures the safety of all.

A Self Defense Course primarily inducted for the girl students of the college in 2015 is in vogue in the campus. In this course, the students are trained with the techniques of combatting so that they can defend themselves against any atrocities in their life.

Amenities such as separate common room, washrooms, and sanitary vending machines all are made available to the girl students beyond the common campus facilities enjoyed by all.

Gender sensitization is also expounded by means of various campaigns and awareness programs. The

teaching staff share a common staff room that ensures a gender neutral ambiance within the campus.

Within the curricular activities ample scope is available to sensitize the students on issues related to gender. Instances can be sought form two Generic Elective Papers of History of B.A General in 3rd year – GE-I deals with women rights in India and the GE-II in Sixth Semester encompasses the issue of gender and education of India from ancient period. Curriculum of some other subjects like Political Science, Geography, English, Philosophy have enough potential to generate awareness among the students

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

All-inclusive environment inside the campus can be ensured by means of inculcating awareness through activities that manifests value orientation of the students. In the post pandemic times the IQAC, Electoral Literacy Club, Women Cell in collaboration with various in house and external agencies have arranged a plethora of such value oriented programmes.Several programmes which absorb and assimilates those values which are exclusively the benchmark of Indian cultural traditions are organized at frequent intervals. The activities that help in developing tolerance and harmony towards culture, region and linguistics are as following:

- Celebration of International Women's Day (8th March Every year)
- Sensitization and awareness programme on National Tobacco Control Mission (20.04.22)
- Special campaign in connection with Special Summary Revision of Electoral Roll (25.11.22)
- Distribution ceremony of blanket to economically weak people on birth day of Ma Sarada (15.12.22)
- Charcha – Students will participate in a debate and quiz program for Environmental Awareness (05.01.2023)

- "In search of a greener planet" (06.01.2023)
- Souhardya- Creating a friendly ambience in the College by organizing badminton matches between the students and teachers (06.01.2023)
- Surakshya – Reinstating the Self-Defence program for the students(07.01.2023)
- National Youth Day Celebration (12.01.23)
- Celebration of 125th Birth Anniversary of "Desh Nayak" Netaji Subhas Chandra Bose by Shree Ramkrishna Seba Sanghathon (21.01.23)
- Seminar to promote energy conservation and energy efficiency with the help of PCRA(Petroleum Conservation Research Association) (02.02.23)
- Anandamela- a one day colourful activity that comprises vocal and instrumental music, recitation, and showcasing of individual skills, crafts and other products created by students, ex-students and their family members (03.02.23)
- Celebration of Mother Language Day (21st February every year)
- Celebration of *Basanta Utsav*(06.03.23)
- Rabindra Jayanti celebration (12.05.23)
- IQAC and NSS celebrates International Yoga Day and World Music Day (21.6.23)
- NAD, ABC registration begins (19.6.23)
- IQAC and Library celebrates P.N Panicker reading month (23.6.23)
- One day workshop on Manuscriptology by Department of Sanskrit (27.6.23)
- One day lecture on Current trends in Indian Foreign Policy by Department of Political Science (28.6.23)
- Procession organized by local police on drug abuses and illicit trafficking (26.6.23)
- Banomohotsob and International Mangrove Conservation Day; "Sabujer Ovijan" (13.7.2023)
- National Librarians Day (12.8.2023)
- Deekhsharambh for newly admitted student (09.8.2023)
- 22 se Shraban-observation (08.8.2023)
- Gender sensitizing programs to observe *Kanyashree Divas (*14.8.2023*)*
- Big Screen show of Live landing of Chandrayan-3 (23.8.2023)
- National Sports Day Celebration (29.8.2023)
- Poster Campaign against Ragging (25.8.2023)
- Meditation workshop for students (22.09.2023)
- Tree Plantation activity in the College premise and beyond
- An awareness rally on firecracker pollution (10.11.2023)
- ABO blood group determination camp under Red Ribbon Club along with NSS (12.12.2023)
- Essay competition on 'Samvidhan Divas' & 'International Human Rights Day' along with Political Science department of this college (18.12.2023)
- Heritage Walk 'Oitihyer Khonje Chandannagar er Pothe' in Chandannagar (04.01.2024)
- Street Play conducted outside the college campus by 'Chetak'
- National Voters Day Celebration (25.01.2024)

The above schedule bears testimony of the fact that the College is actively involved in its efforts and initiatives in providing an inclusive environment and sensitization of students and stakeholders

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title: *Chetana*- **inculcating the conscience of consciousness**

The Objective:

Practices are intelligible elements manifested by means of beliefs, convictions and their deployment into effective actions. The transmission of awareness, i.e *Chetana* is a program that tread on the heels of the rich legacy of the college during the bygone decades of the last century. The ultimate objective of *Chetana* is to generate such awareness among our students.The sustainable and long term benefits are predicted by making the local mass aware of many crucial aspects and parameters.

The Context:

Expounding awareness among the masses residing in the vicinity is a long practiced philanthropic activity of the college and now this mission is being expanded.

The Practice:

The tools of propagation are street processions, quizzes, cultural programs, arranging fetes etc. A new tool for generating awareness has been devised in the form of street play. A theatre club named *Chetak* is formed for this purpose and this team under the guidance of a teacher has displayed their potent through street plays.

Evidence of Success:

The preliminary evidential proof of success is reflected by the spontaneous participation of various stakeholders. A few notable instances of such activities can be illustrated -

The Self Defence Course that is operational since 2015 is designed for awareness of women. A sensitization and **awareness program on National Tobacco Control mission** was organized on

20.04.2022. On 09.12.2022 the College utilized its resources **to distribute free blankets** for the poverty stricken people. Seminar to **promote energy conservation and energy efficiency** with the help of CRA (Petroleum Conservation Research Association) was organized on 02.02.23. A procession was organized under the collaboration of IQAC and Bhadreswar Police with the objective to make the local people **aware against child abuse and illicit trafficking**. The college organized a seminar entitled **"Sabujer Abhijan "** with the aim to create awareness on plantation and prevention of deforestation among the listeners. IQAC and NSS jointly celebrate commemorative days to sensitize the students. To celebrate our success in space technology, arrangements were made for **a Big Screen show of Live landing of Chandrayan-3** inside the campus on 23.08.2023. **Poster campaign against ragging** was conducted to demonstrate the menace of ragging in the campus. **Tree Plantation drives** are undertaken where both institutional social responsibility towards environment management is exercised.

Problems encountered and resource required:

Constraints of funds is one issue that is being encountered to expand this practice to its desired level.

The second problem encountered in recent times is the paucity of time in the tight packed schedule of CBCS curriculum and the CCF under FYUGP program.

Best Practice-2

Title: *Bharatdarshan- depicting/ visualizing India*

The Objective:

Bharatdarshan- embraces academic enactment within the campus. The objective of this practice is to portray the vivid and diversified culture, traditions, knowledge system and achievements of our beloved motherland. The practice necessitates direct involvement of the teachers and students in tandem for the outcome of each project.

The Context:

Our country possess a rich cultural heritage of long antiquity that is fascinating, evocative, vivid and diverse. Our students are predominantly first generation learners and as a result they lack the adequate exposure to our national culture, knowledge system and achievements. In this perspective this idea of illustrating our national entity, the essence of being an Indian is conceived and is formulated.

The Practice:

The practice has manifold manifestation and exposition -

a) Creation of inhouse print materials that demonstrate local, regional and national culture, heritage or achievement;

b) Depiction of biographies of notable characters.

c) Celebration of events that bears national importance

d) Organizing talks/ seminars/ workshops to depict aspects of the Indian knowledge system.

e) Publication of magazines and wall magazines on themes that encompass national entity.

f) In adoration to this unique practice of *Bharatdarshana*, Departmental study tours are conducted to centres of cultural or natural heritage, viz, Bishnupur, Shantiniketan or Murshidabad. A novel venture of heritage walk is conducted to decipher the built heritages of the historical place of Chandernagore.

Evidence of Success:

Both the implication and the significance of this practice is immense. It brings out the creative potential of the student through the indigenous plans and projects. The creations are the most important evidential proof of success. Notable among those creations are as follows -

a) The Department of Political Science published their annual wall magazine *Jagaran 2022 - Panchattartama Swadhinatar Barsha* to commemorate the 75th anniversary of Indian independence.

b) *Anwikshan-2022-* the Departmental wall magazine of the Departmental of Bengali centred round the theme of detective literature in Bengali.

c) The Departmental wall magazine of Geography pays tribute to the great achievement of the ISRO scientists through their annual wall magazine.

d) The annual magazine of the Department of Bengali focuses on local folk traditions of Hooghly.

e) In the ongoing academic session two excellent exhibits are created -one on the great mathematical genius Ramanujan - christened as "the Man Who knows infinity" by the Department of Mathematics and a relatively rare graphical/ pictorial representation of "Tintin in Chandernagore".

f) Depicting India is one of the most valued enterprises of the Department of History. The Departmental initiatives include 16 attractive illustrative hard bound laminated plates that portrays the famous heritage sites of the district. The Departmental magazine *Itibritta 2022 - "Sab Khelar Sera Bangalir tumi Footbal"* is a brief testimonial of the evolution of football in Bengal. The Department also displayed the Architectural Heritages of India which are digitally printed laminated displays of the great Indian architectures.

The Department of History published illustrated pamphlets and brochures on educational excursion to Murshidabad and heritage walk at Chandernagore.

g) The Department of Sanskrit organized a workshop on Manuscriptology to have a glimpse of some Indian manuscripts of antiquity.

This practice of *Bharatdarshan* is the institution's methodology of paying tribute to our nation.

Problems encountered and resource required:

Tight academic schedule is a serious constraint in undertaking these sorts of initiatives. Nevertheless, the efforts are on to expand this venture.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Established in the year 1970 in the cultural hub of Chandannagar, Hooghly, West Bengal, India, Khalisani Mahavidyalaya has evolved into an institution that stands out for its unique characteristics and distinctive contributions to education, empowerment, and holistic development.

Evolution of Student Demographics:

Originally designed to serve students with rural backgrounds and weak financial standings, Khalisani Mahavidyalaya has undergone a remarkable transformation over the years. From catering predominantly to first-generation learners from rural areas, it now boasts a diverse student body, including individuals from both rural and urban setups. This transition reflects the college's adaptability and inclusive approach to education.

Empowering Women through Education:

One of the standout features of Khalisani Mahavidyalaya is its impressive ratio of six female students for every ten students that means sixty percent of our students are female. This statistic is more than just a numerical representation; it underscores the institution's substantial contribution to women's empowerment, literacy, and social progress. The college has become a safe haven for female students, fostering an environment that encourages education, personal development and gender equality.

Alumni Achievements across Diverse Fields:

The success story of Khalisani Mahavidyalaya extends beyond the campus, with its alumni making notable strides in various professional fields. Graduates from the institution are well-placed and contribute significantly to society, serving as a testament to the quality education and values instilled during their time at the college.

Sports Excellence and Academic Prowess:

In the realm of sports, Khalisani Mahavidyalaya has consistently produced national-level athletes for several decades. This commitment to sports excellence is complemented by academic achievements, with many alumni serving as teachers and professors in schools, colleges, and even universities. The institution has cultivated a culture that values both physical and intellectual prowess.

Innovative Cultural Performances:

The cultural landscape of Khalisani Mahavidyalaya is marked by stellar performances and a continuous stream of innovative ideas. The institution has become a breeding ground for creativity, fostering an atmosphere where students can explore and express themselves through various cultural endeavours.

Dedicated Faculty Amidst Resource Challenges:

Khalisani Mahavidyalaya has faced challenges in terms of human resources, with the number of teachers being traditionally lower than ideal. Despite this, the institution has turned this limitation into an opportunity for achieving higher benchmarks. . The matrix of curriculum delivery in the campus expands far beyond the mere confines of classroom teaching to the horizon of academic counselling and mentoring by the faculties who remain persistently accessible and accommodative, careful and compassionate to their beloved students. The dedicated faculty has been the driving force behind the college's success, cultivating a student-teacher relationship that is not only hearty but also contributes to a culture of constructive disagreement, leading to innovation and progress

Embracing Technology with a Minimalist Approach:

Adapting to the changing times, Khalisani Mahavidyalaya has embraced new technologies without losing its minimalist approach towards life. The institution believes in striving for excellence with the maximal utilization of available resources, making it a model of efficiency and sustainability.

Institutional distinctiveness is reflected and reverberated and reflected in the outlook and approach of the governance which orchestrated the administration in a disciplined demeanour blended with requisite amount of magnanimity where any non-observance of schedule from the part of the students are considered with a human face if the cause of such violation can be justified and validated.

In conclusion, Khalisani Mahavidyalaya's distinctive characteristics encompass a rich blend of educational inclusivity, empowerment, sports excellence, academic prowess, and cultural innovation. The institution's journey reflects a commitment to its founding principles while continually adapting to meet the evolving needs of its students and the community it serves.

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

5. CONCLUSION

Additional Information :

Due to the Covid-19 outbreak, we initially couldn't celebrate the golden jubilee of our exitance. However, we later marked the occasion with various programs, including the grand inauguration of the golden jubilee auditorium by Maharaj Shastragyananda-Ji.

Over the years, the enrolment of female students has surpassed that of males, reflecting the trust female students place in our institution and highlighting our contribution to women's empowerment. Needless to say, the facilities we provide to our female students are adequate and laudable.

In sports, we have excelled in various events, particularly Kabaddi, where we have held the University trophy for the past eight years in both men's and women's categories. This success has motivated us to host a national coaching camp to share our expertise in Kabaddi, now an Olympic event, with other colleges. We have also acquired a piece of land behind our main campus, which we plan to use as an open-air classroom and potentially a training centre for 'Yoga and Pranayam'.

We are addressing concerns about low enrolment in certain subjects. The maiden on-campus placement drives successfully implemented this year may act as a deterrent to it and may attract more students to our institution, particularly in science stream. We are committed to holding these placement drives regularly. Additionally, we invite local 10+2 schools to participate in various programs at our college to emphasize the importance of basic science and its research, fostering an understanding that engineering and technology thrive on a foundation of basic science.

Post-pandemic, keeping students focused in the classroom has been challenging. We believe practicing Yoga could help improve concentration, and we are considering establishing a Yoga centre at our institute. On the cultural front, we aim to create a vibrant cultural ecosystem by building a cultural hub with regular practice sessions in dance, drama, and music.

Concluding Remarks :

In the current academic year, we introduced B.Sc. in Computer Science and worked through several MoUs with various academic organizations. Additionally, our certificate course in Self-defence and seven add-on courses are benchmarked with University's permission. Curriculum wise, while certain courses see extremely high demand for admission, others face deep concerns with few admittances. In terms of infrastructure, significant progress has been made by the RUSA 2.0 fund of 1 crore with a new two-storied building being constructed where a girls' hostel is there on the first floor. We have also built a state-of-the-art auditorium with a seating capacity of 120 and a 24-set gymnasium funded by the college.

During pandemic, academic support for our students remained uninterrupted online with the teaching-learning process continued unhindered. Teachers also participated in orientation/refresher programs online. YouTube channel and other web platforms are used for college activities, while G-Suite was used for numerous webinars, quizzes, cultural activities, and examinations. The college embraced blended learning in a post-pandemic scenario.

The college was honoured by the visits from several sports alumni during the National Sports Day celebration, including national and international players and Arjuna awardees. A recent visit by revered Swami Swastragyananda-ji, Secretary Maharaj of Ramakrishna Mission, was a true blessing for us. In the post-pandemic period, we excelled in many areas that were constrained by almost a two-year closure due to COVID-19. The most significant achievement is the initiation of campus interviews for our students. Corporate giants like TCS, JIO Infocom, and banking sectors like ICICI have provided jobs to nearly 60 students in the last six months, marking a pioneering achievement for a general degree college like ours.

Traditionally strong in sports and culture, we continue to earn trophies and medals. Various extension activities by NSS/Alumni needs a special mention. Over the last five years, despite losing two years due to the pandemic, we bounced back with innovation and enthusiasm, led by a vibrant IQAC. Last but not the least over the decade the dominance of Girls students over the Boys reveals our silent involvement in women empowerment in alignment with the vision NEP 2020.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1654 Answer after DVV Verification: 1507 Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>379</td><td>375</td><td>313</td><td>365</td><td>396</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>377</td><td>375</td><td>313</td><td>365</td><td>379</td></tr></table> 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>754</td><td>754</td><td>754</td><td>754</td><td>754</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>754</td><td>754</td><td>754</td><td>754</td><td>754</td></tr></table> Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	29	28	28	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	16	16	16

Remark : DVV has given the value aa per shared certificates of Ph.D

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
713	659	411	256	227

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
713	659	411	256	227

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
724	665	512	439	414

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
724	665	512	440	414

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

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

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

Answer before DVV Verification : 61

Answer after DVV Verification: 65

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115	74	64	112	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
93	36	25	43	26

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
703	726	654	519	437

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
713	659	411	256	227

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded. In 5.2.1.1 DVV has considered only placement of students and in 5.2.1.2 considered as per 2.6.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	02	00	05	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	00	09	10

	Remark : DV has made the changes as per shared programs.
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
---	---	---	---	---
47	9	10	5	22 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
47	9	10	5	22 | 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
---	---	---	---	---
12	12	12	13	14 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
12	01	02	01	07	 Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations