



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NABAGRAM AMAR CHAND KUNDU COLLEGE

VILL PO PS - NABAGRAM

742184

www.nabagramackcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nabagram Amar Chand Kundu College is a co-educational govt. aided degree College affiliated under the University of Kalyani situated in Nabagram block, Murshidabad . Since its inception in 2009, as an outcome of a sincere desire and effort of the common people of Nabagram and with the constant support and patronage of Sri Amar Chand Kundu, a famous social worker and an eminent educationist, the institution has played a major role in providing the people of this entire block with the opportunity of quality higher Education. Being situated in a rural area where a major part of the population belongs to scheduled caste, scheduled tribes, and minority section, the significance of this college in bringing forth an overall development of the area has been immense. At the present moment the college provides Major courses in Bengali, History, English, Education, Political Science, Sanskrit, and Arabic.

How to reach- The college is located 25 kms away from the Berhampore town and is well connected by local bus Service.

The nearest railway stations are Berhampore Court, Sagardighi and Khagraghat Road Station.

Vision

Considering the challenges of working in a rural space where major portion of students come from economically and socially weaker sections of the community, the college is driven by the following vision:

- **Provide Quality Education:** Deliver accessible, high-quality undergraduate education to all students, ensuring they receive the knowledge and skills needed to succeed in their chosen fields.
- **Promote Inclusivity:** Foster an inclusive environment where students from all backgrounds, particularly those from economically and socially weaker sections, feel welcomed and supported.
- **Gender Equity:** Champion gender equity by ensuring equal opportunities and support for all students, regardless of gender, and by promoting an environment free from discrimination and bias.
- **Empower Students:** Equip students with the tools to overcome socioeconomic barriers, empowering them to achieve their full potential and become active contributors to society.
- **Community Engagement:** Engage actively with the local community through outreach programs, workshops, and initiatives that address local needs and promote sustainable development.
- **Holistic Development:** Focus on the holistic development of students by encouraging participation in extracurricular activities, sports, and cultural events, promoting overall well-being and personal growth.
- **Ethical and Moral Values:** Instill strong ethical and moral values, preparing students to be responsible and conscientious citizens.
- **Collaboration and Partnerships:** Build partnerships with other educational institutions, industry, and government organizations to enhance learning opportunities and resources.

By adhering to these principles, Nabagram Amar Chand Kundu College strives to uplift the community and create a brighter future for its students.

Mission

Nabagram Amar Chand Kundu College is dedicated to fostering an educational environment that promotes excellence, inclusivity, and holistic development, with a special emphasis on female education, interdisciplinary learning, and the principles of the National Education Policy (NEP) 2020. Our mission encompasses the following objectives:

Enhancing Female Education:

- Provide a supportive and empowering environment for female students, encouraging their active participation and success in all academic and extracurricular endeavors.
- Implement programs and initiatives aimed at addressing the specific educational needs and challenges faced by female students.

Holistic Education:

- Focus on the comprehensive development of students, encompassing academic excellence, physical health, emotional well-being, and ethical values.
- Encourage participation in sports, cultural activities, and community service to nurture well-rounded individuals.

Interdisciplinary Education:

- Promote interdisciplinary learning by offering diverse courses and programs that integrate knowledge from various fields.
- Foster critical thinking, creativity, and problem-solving skills through collaborative projects and research initiatives that bridge different disciplines.

Adherence to NEP 2020:

- Align our educational practices with the principles and guidelines of the National Education Policy 2020, aiming to provide flexible, multidisciplinary, and holistic education.
- Encourage the adoption of innovative teaching methodologies and continuous professional development for faculty members to enhance the quality of education.

Quality Education for All:

- Ensure that all students, regardless of their socioeconomic background, have access to high-quality education and equal opportunities to succeed.
- Provide financial assistance and support services to students from economically disadvantaged backgrounds to help them overcome barriers to education.

Community Engagement and Social Responsibility:

- Engage with the local community through outreach programs, awareness campaigns, and collaborative projects that address social issues and promote sustainable development.
- Instill a sense of social responsibility and ethical conduct in students, encouraging them to contribute positively to society.

By embracing these objectives, Nabagram Amar Chand Kundu College aims to create a nurturing and dynamic educational environment that empowers students to become knowledgeable, responsible, and compassionate leaders of tomorrow.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution boasts a dedicated team of teaching faculty with solid academic backgrounds, expertise, and experience in their respective fields of knowledge. Alongside them, the efficient non-teaching staff contributes to the institute's progress, all under the leadership of the competent college authority. The collective contribution of the employees has developed the following strengths:

- The college maintains near-perfect academic discipline.
- The college ensures transparency in its financial, academic, administrative, and auxiliary functions.
- Admissions are conducted online and strictly based on merit, adhering to government reservation policies.
- The unit cost of education is considerably low.
- The college has commendably contributed in improving the rate of female Education in the entire Nabagram block.
- The college promotes gender equity by ensuring equal opportunities and support for all students, regardless of gender, and by promoting an environment free from discrimination and bias.
- The college plays a crucial role in raising the rate of higher education among SC/ST and minority communities.
- The college provides an inclusive environment where students from all backgrounds, particularly those from economically and socially weaker sections, feel welcomed and supported.
- With a belief in the motto 'Together We Grow,' the college collaborates with other educational institutions to enhance learning opportunities and resources.
- With the help of NSS unit and StuClub club Sankalpa, the college engages actively with the local community via outreach programs, workshops, and initiatives that address local needs and promote sustainable development.

Institutional Weakness

An outline of the weakness of our College is as follows:

- The college is grappling with the challenge of effectively implementing a large academic system (e.g., CBCS and NEP 2020) despite its insufficient infrastructure, particularly the lack of adequate classrooms and computer labs necessary for the smooth and effective delivery of the curriculum.
- Furthermore, the lack of adequate teaching and especially non-teaching staff is one of the major weaknesses of the College.
- The College has yet to have an approved Librarian, Library Clerk and Library Assistant. As a result, it has not been possible to operate the library beyond normal College hours.
- As a single-stream state-aided general degree college, it faces serious limitations in implementing the multidisciplinary approach envisioned in NEP 2020.
- The research environment is not up to the mark due to the excessive workload of faculty members, lack

of funding and insufficient infrastructure.

- As the College is an affiliated college, its contribution in designing and modifying of curriculum remains limited.
- Limited availability of funds is a major obstacle that slows down the growth schedule of the College.

Institutional Opportunity

- Commencement of the Science stream and extension of other humanities subjects will enhance the overall academic profile of the College.
- Introduction of Job-oriented courses and internship programmes would encourage more students to enroll in our college.
- Being situated in a rural area, there are opportunities to encourage the students to become young entrepreneurs by utilizing the locally available resources.
- Given Murshidabad's historic significance, the college aims to increase students' awareness of its rich legacy and tap the immense potential for employment in the field of travel and tourism.

Institutional Challenge

- Being the only General degree college in the entire block, one of the major challenges is to reach out to all the potential students with opportunity for Higher Education.
- As Murshidabad is a district where the rate of female enrolment is significantly lower than the other districts of West Bengal, a major challenge for the college is to encourage female students to enroll in Higher Education.
- As an institute of Higher Education, we are always aware of our responsibility towards the society at large. In this regard, one of the major challenges faced by our college is to raise awareness against child marriage and women trafficking.
- Another significant challenge faced by our college is integrating marginalized sections of the community into the realm of higher education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nabagram Amar Chand Kundu College, affiliated with the University of Kalyani, follows the syllabi structured by the University of Kalyani for all undergraduate courses. The institution is currently offering 7 major courses under a four-year UG program from the 2023-2024 academic session. In addition to these, 4 honors course subjects and 3 program course subjects in the previous CBCS format are also being taught simultaneously. The main aim of the institution is to impart education to make all the students better citizens and to enhance their knowledge and skills. At the beginning of each academic session, the institute prepares an academic calendar and a master routine for the effective delivery of classes throughout the semester. Teaching methods range from traditional lectures to PowerPoint presentations through ICT mode, projects, and field tours. Two internal

assessments are conducted each semester and there is a mechanism in place to identify weak learners in every department. Remedial sessions are organized regularly. The final assessment is done by the University through end-semester examinations. In addition to syllabus-oriented courses, the college offers several value-added courses for students. Over the last five academic sessions, the institute has completed 33 value-added courses with around 50 percent of total students enrolled. The college emphasizes imparting value-based holistic education to the students, integrating ethics, gender, human values, environment, and sustainability into the curriculum. The teaching-learning process incorporates these issues through classroom teaching, value-added courses, and experiential learning. Several departments offer project work/assignments at different semesters to promote participative and innovative learning. Environmental Studies project work is mandatory for all first-year students. The college's quality is assessed through a well-coordinated feedback system that collects and analyzes feedback from students, teachers, parents, and alumni on a regular basis. Feedback covers dimensions such as academic activities, student-teacher relations, infrastructure, and campus environment.

Teaching-learning and Evaluation

The college is committed to providing knowledge to students from diverse backgrounds and abilities. It ensures that all students can benefit from the teaching and learning process by continuously monitoring its flexibility and the students' progress. The institution offers wifi-enabled classrooms and a modern, transparent teaching-learning process through its library. Each academic year, the college enrolls over sixty percent of its intake capacity. As a government-aided college, it provides higher studies at an affordable cost for students from economically disadvantaged backgrounds, strictly following government reservation rules in the admission process. However, the college faces challenges with an unfavorable student-teacher ratio, and efforts have been made to request new positions from the relevant authorities. The faculty members at the institution hold distinguished qualifications such as NET/SLET/Ph. D. The results of the final semester examinations have been consistently satisfactory, with an average pass percentage of over 75% in the last five academic sessions. The curriculum for all programs and courses clearly outlines the expected outcomes and is widely circulated among the students. Each department closely monitors the attainment of program and course outcomes through various assessment methods, including internal and external assessments and feedback from students.

Research, Innovations and Extension

Nabagram Amar Chand Kundu College encourages students to engage in research and innovation to enhance their knowledge. Starting from the academic session 2023-24, the Indian Knowledge System (IKS) and Common Curriculum Framework (CCF) have been introduced by the affiliating University, as per the recommendation of NEP-2020. Over the last five years, several departments and committees of our college have organized more than 15 seminars and workshops covering various topics such as literature, social awareness, women's issues, and emerging job opportunities. During this time, one of our faculty members completed their PhD, and another received the international CHSS grant 2022-2023 from the Association of Asian Studies. Our faculty members are also actively publishing books and book chapters at regular intervals. Additionally, Nabagram Amar Chand Kundu College has established numerous MOUs and collaborations with institutions in India and abroad to facilitate student and faculty exchange programs, as well as collaborative seminars and webinars. Furthermore, the NSS unit of our college has carried 43 community outreach programs and various extension activities in the college and the local area during the last five years. These initiatives provide students with the opportunity to broaden their horizons beyond the standard curriculum and develop an understanding of social issues and contexts.

Infrastructure and Learning Resources

Nabagram Amar Chand Kundu College is a newly established government-aided degree college that covers a campus area of 1.2 acres. The college features a library, an old building, and a main academic building with wifi-enabled classrooms and ICT facilities in 4 classrooms. Computer facilities with wifi and LAN are also available to provide a better learning environment. A separate one-story building houses the boys' common room, gymnasium, and the Netaji Subhas Open University office. The college also has a separate girls' common room located in the main building. The college library is equipped with KOHA-ILMS for accessing numerous books and study materials online. Additionally, there is a dedicated computer room with 15 computer setups. Over the past five years, various infrastructural development works have been completed, including the construction of a new administrative building and new classrooms, utilizing grants from both the college and the state government. During the last five years, several infrastructural enhancements were carried out. In addition to this, several maintenance-related works have also been completed, such as the renovation and expansion of the ground, the construction of a shade, and the preparation of a herbal garden.

Student Support and Progression

The institute is dedicated to supporting students in every possible way to help them achieve academic excellence and holistic development. The institute appoints faculty members as nodal officers to facilitate the execution of all scholarships provided by the state and central government. In addition to a dedicated scholarship helpdesk, nodal officers frequently arrange camps to address any scholarship-related issues. Over the last five years, more than 70% of the total students have benefited from various scholarship sources. During the same period, the institute has organized programs to enhance the capacity and skills of the students through its different departments, committees, and collaborative programs with other institutions. The college has also conducted career counseling programs in collaboration with other colleges and private organizations such as Bandhan Group and RICE. Many students, including those from other colleges, have benefitted from these programs. The college has taken measures to address students' grievances by establishing a Grievance Redressal Cell, Anti-Ragging Committee, and Internal Complaints Committee (ICC), including an online grievance submission mechanism from 2022-2023. While the percentage of students opting for higher studies in state universities has improved over the years, this is an area where the college still needs improvement. Regular participation in sports and cultural activities organized by the college or other institutions is encouraged, and the institute maintains close ties with its alumni. Efforts are being made to establish a registered alumni association, and the present alumni association actively assists the administration with valuable suggestions and initiatives, such as donating books to the college library.

Governance, Leadership and Management

The college, as a Government-aided institution, adheres to the policies and administrative structure outlined by the Higher Education Department, Government of West Bengal. It has developed a comprehensive mission and vision, along with corresponding policies to achieve these goals in compliance with regulations. The institution aims to offer affordable, value-based education to a broad spectrum of rural and semi-urban youth, while ensuring equal opportunities for students from all segments of society. The college has its own detailed plan to manage its academic, administrative, and financial operations efficiently. The entire college administration is overseen by a governing body established in accordance with the regulations of the West Bengal Higher Education Department. Various committees have been established to ensure the smooth functioning of the college. Welfare measures for both teaching and non-teaching staff include the West Bengal Health Scheme for

medical treatment and various types of leaves. Teacher promotions follow the guidelines set by the UGC and the State Government. Faculty members are encouraged to participate in UGC-approved Faculty Development Programs (FDPs), and administrative training programs are organized for non-teaching staff. The institute has implemented several e-governance services for all stakeholders. The entire administration is managed through the HRMS and IFMS portals maintained by the state government. The admission process for students and fees payment are conducted through an online portal. The university has implemented online services for examination form submissions, marks uploads, and more. Any grievances raised by students during online procedures are promptly addressed through a dedicated helpline. The internal quality assurance cell plays a crucial role in ensuring the sustainable development and academic excellence of the institution. An annual Academic and Administrative Audit (AAA) is conducted.

Institutional Values and Best Practices

Located in the hinterland of Murshidabad district, Nabagram Amar Chand Kundu College has always been proactive in going beyond the curriculum by organizing several activities dedicated to issues such as gender equity, environmental and energy crises, sustainability, modern and technology-based teaching and learning environments, a hygienic, clean, and safe campus, etc. The institution has undertaken a gender audit and accordingly adopted a Gender Action Plan to maintain gender equity. To increase the green cover on the campus, planting trees is an integral part of the ethos of this institution. In addition, special efforts have been made to prepare an herbal garden where rare herbal plants are nurtured to enlighten the students about their benefits. For water conservation, a Rain Water Harvesting and groundwater recharge system has been adopted. There is a solar-powered arsenic treatment plant providing arsenic-free drinking water to the students. The college has adopted a waste management policy to dispose of different types of waste generated at the college campus. The institution has provided different facilities such as a washroom with a ramp, a Divyangan washroom, and a wheelchair to maintain a disabled-friendly barrier-free environment. The institute has conducted green audits, energy audits, and environment audits. "Special initiatives for women empowerment" and "emphasis on the upliftment of the underprivileged sections of society" are the best practices of our college. The college is always aware of the role it has played in increasing the rate of female enrollment in Higher Education in Nabagram block. With an average of almost 60% female students in the college, concerted efforts are put in place to maintain a women-friendly campus and aim towards achieving gender equity in the campus. As the only government-aided degree college in the entire Nabagram block, it has always been aware of its responsibility towards the society at large. The college regularly engages its students in social outreach programs through the NSS unit of the college and 'Sankalpa,' a student club. The most abiding characteristic that could be termed as the distinctive feature of this college since its inception is engagement with students, engagement with the environment, and engagement with the community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NABAGRAM AMAR CHAND KUNDU COLLEGE
Address	VILL PO PS - NABAGRAM
City	Nabagram, Murshidabad
State	West Bengal
Pin	742184
Website	www.nabagramackcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SOUMITRA KAR	03483-270142	9836571017	-	nackcollege@yahoo.com
IQAC / CIQA coordinator	ABHIJIT BH ATTACHAR YYA	-	9475871115	-	nackc.naac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VILL PO PS - NABAGRAM	Urban	1.16	420

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, MAJOR	48	Passed in H.S or Equivalent Examination	Bengali	295	287
UG	BA,History, MAJOR	48	Passed in H.S or Equivalent Examination	English,Bengali	295	277
UG	BA,English, MAJOR	48	Passed in H.S or Equivalent Examination	English	295	30
UG	BA,Education, MAJOR	48	Passed in H.S or Equivalent Examination	English,Bengali	295	267
UG	BA,Political Science, MAJOR	48	Passed in H.S or Equivalent Examination	English,Bengali	295	65
UG	BA,Sanskrit, MAJOR	48	Passed in H.S or Equivalent Examination	Bengali,Sanskrit	25	10
UG	BA,Arabic, MAJOR	48	Passed in H.S or Equivalent Examination	Bengali	10	4

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				0				7			
Recruited	1	0	0	1	0	0	0	0	5	2	0	7
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				3
Recruited	3	0	0	3
Yet to Recruit				0
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	434	0	0	0	434
	Female	506	0	0	0	506
	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	69	135	126	107
	Female	116	111	114	106
	Others	0	0	0	0
ST	Male	6	11	8	6
	Female	11	5	7	8
	Others	0	0	0	0
OBC	Male	115	117	133	124
	Female	175	218	194	165
	Others	0	0	0	0
General	Male	106	164	115	102
	Female	170	249	136	165
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		768	1010	833	783

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Nabagram Amar Chand Kundu College is affiliated to University of Kalyani and as per the directives of the University has introduced NEP curriculum from the academic session 2023-2024. At present, the
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	<p>college offers various Multidisciplinary /Interdisciplinary courses as electives. In the previous years also, the Institution successfully offered Choice Based Credit System (CBCS) to its students in order to provide the students with the opportunity to get maximum flexibility to choose elective courses during their 3 year Graduation Programme. The institution guarantees equitable access to high quality affordable higher education for all including to Persons with Disability (PwD).The college has been offering a number of certificates/value-added courses of interdisciplinary nature, every year to encourage the students to engage critically with subjects outside their syllabus. Through regular activities of NSS unit and 'SANKALPO- a student social club' the college aims towards development of character, ethical and Constitutional values and spirit of service among its students. It can therefore be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Nabagram Amar Chand Kundu College is affiliated to University of Kalyani and follow the directions given by the university from time to time. The University, vide notification "Ref.No. CoE/ABC-ID/2/U.G/2023 informed all concerned that University has registered itself on ABC and directed the college to do the same. Following this advisory the college also notified its students for registering in the said portal and consequently most of the students have already registered for the same. During the time of admission, special measures are taken to inform the students regarding the importance of ABC ID and a special helpdesk is kept to help them with the process.</p>
<p>3. Skill development:</p>	<p>The institution within its limited scope is proactive in encouraging the students, most of whom come from a rural and economically challenged background, to become entrepreneurs and self-employed.A consistent thrust on skill development is incorporated in the very syllabi that are being offered to the students through introduction of Skill Enhancement Course from Semester III TO V. In addition to it, the college on its own accord, has introduced several certificate courses like Jewellery Designing, Culinary Arts, Vermicompost Making and Consumer Protection to inculcate a spirit of entrepreneurship among our students. The college has also</p>

	<p>collaborated with specific Organizations like Mahindra Classrooms, BANDHAN, RICE etc to start special courses/programs/workshops/seminars to develop their communication skills. Several Webinars have been organized to educate the students regarding growing opportunities in the field of entrepreneurship in the present</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institute takes special measures to strengthen its rootedness in the Indian Knowledge system. Encouragement is given to the students who take part in various NSS activities conducted in adopted village, nearby schools to communicate in local language and participate in the indigenous cultural practices of the community. The college celebrates Republic Day, Independence Day, Teachers' Day, Birth Anniversary of Nobel Laureate Rabindranath Tagore where all the teachers and students participate in various cultural events. As many of our enrolled students belong to Santali community, the college has taken steps to make them aware of the need for preservation and documentation of their culture and tradition through workshops and seminars. While delivering lectures in classrooms the bilingual mode is adopted by all the faculty members (except in language departments). Students are allowed to write their exams in Bengali. The curriculum also introduces them to the heterogeneity of social and cultural systems of people and communities living in different parts of our country. Students are also made familiar with rich tradition of Bengali language and literature through AECC which is a compulsory course for all. Even in subjects like English Literature, dedicated papers are offered that deal with Indian Classical Literature in Translation as well as Indian Literature in Translation. Similar emphasis on Indian Knowledge System is there in other subjects like Political Science, History, Sanskrit, Arabic and Education.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution encourages the students to involve in project-based and outcome-based learning skills.. Being affiliated to University of Kalyani, the college follows the curriculum that is structured and circulated by the University. While delivering the course, The course outcomes of both Honours and General Courses are always kept in mind by the faculties and in displayed in our website . Apart from the domain-specific skills, learning outcomes at all</p>

	<p>levels ensure social responsiveness and ethics, so that student contributes proactively to economic, environmental, and social well-being of the nation. The outcome of the courses is found to ignite minds to prepare them for society, inculcate scientific temper, develop philosophical thinking and prepares them for competitive exams.</p>
<p>6. Distance education/online education:</p>	<p>As the presence of digital platforms have revolutionized the present Education scenario,the college has quickly adapted itself to the ensuing changes. During Covid -19. Online teaching- learning was introduced in the institution through different platforms like Google Meet, Zoom, facebook ,WhatsApp, etc.To provide the students with access of study materials,the college took active measures to introduce LMS (Learning Management Software) from 2021-2022 academic session. Online Examination system with a dedicated portal for answer script submission was also successfully introduced during Lockdown. All these proactive measures proved extremely successful in guiding the students in their academic endeavor during the new normal period. With a successful initiation into the world of online Education, the college has learnt to look beyond the limitations of online mode and has happily embraced the opportunities provided by the new system The institution is now planning to introduce more certificate courses using online mode of classes. A well planned infrastructure with ICT classrooms are provided to the students so that they can reap greater benefits from Online Education System.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been Set up in Nabagram Amar Chand Kundu College in 02/03/2021 and since then the club has taken active measures in encouraging the young students to become responsible voters.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Hirak Chakraborty,SACT, is the coordinator of ELC(02/03/2021 - till date) The ELC is functional and active. The coordinator circulated all works dividing works among the willing students. Regular meetings</p>

	are organized to finalize the activities of the club.
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.	ELC of the College organizes many innovative programmes like Quiz Competition, Voter Awareness Programmes, National Voters Day seminar etc to promote awareness among students. Some Valuable title cum quotation campaigns are organized by the ELC. Electoral Camps are organized from time to time where the students got the opportunity to interact with govt officials and discuss issues related to voting rights and electoral system of India.
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.	Every year on 26th November, since 2021 till date, the Electoral Literacy Club organizes various programs like debates, lectures to celebrate Indian Constitution Day. This program also aims to aware students regarding the salient features of the Indian Constitution. Student members of ELC have also participated in Youth Parliament Competition.
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.	A survey was conducted via google form to gather data regarding the number of students above 18 years who are yet to be enrolled as voters. The information thus gathered was forwarded to the ELC for further action.

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
4015	3512	2674	2562	2319

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: 23

File Description	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
20	20	22	22	6

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
32.74677	24.0074	14.8404	58.18153	13.34579

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning

Nabagram Amar Chand Kundu College is affiliated with the University of Kalyani, and follows the curriculum set by the university. One of our teaching faculty members is a part of the Board of Studies at the university and actively contributes to curriculum planning.

Detailed Planning and Mechanism of Curriculum Delivery:

The college has a system in place to ensure the effective delivery of the curriculum. The Academic Council holds meetings at the beginning of each academic session until 2023, and after September 2022, the IQAC takes charge of this responsibility. During these meetings, a strategy is formulated to align the curriculum delivery with the college's vision and mission. Subsequently, the Academic Council prepares a detailed roadmap for the effective delivery of the curriculum.

An Academic Calendar is then developed in line with the guidelines provided by the University of Kalyani, outlining important timelines such as the commencement of classes and examinations. The college takes great care to ensure that all planned activities take place as scheduled. Each department is required to prepare its own Academic Calendar in alignment with the college's calendar. The syllabus is distributed among faculty members and discussed during departmental meetings. The academic calendar, which outlines the division of syllabus among teaching faculties and the estimated number of lectures assigned to each topic/unit, is uploaded to the Departmental tab of the college website for student access.

Teachers utilize various teaching methods such as question-answer sessions, narration, projects, and lectures based on the requirements of their respective subjects. Faculty members also provide the library with a list of textbooks and reference books for purchase at regular intervals.

The candidates are evaluated based on continuous assessment, which includes two internal examinations in a semester followed by a viva/project/assignment/quiz etc. The teachers inform students about the assessment activities at the beginning of the academic year. Each department conducts the first internal examination separately and identifies weak and advanced learners based on the student's performance.

Remedial classes are arranged for weak learners, and advanced learners receive special emphasis by

providing them with advanced reference books and study materials. The progress of weak learners is monitored through a special test arranged for them.

A centrally-held second internal test provides students with an end-semester-like examination experience, followed immediately by a viva voce examination or assignment submission. Departments have the freedom to choose between viva and assignment as part of the evaluation process after the second internal examination. All examinations are mandatory for every student, and if a student is unable to appear in any of the internal examinations due to unavoidable circumstances, they must apply for a re-test through the Principal, via the HOD of the department.

Additionally, the college arranges regular seminars/workshops, and training programs and also offers several certificate courses aiming to enhance awareness of the Indian Knowledge System and various Rights (Human rights. Consumer rights etc.) Gender Equity, and gaining life & Professional Skills

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: 15

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: 6.07

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
344	122	0	265	184

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:

1. Professional ethics is found in the UG syllabus of Education and English.
2. Gender issues are included in the UG syllabus of Political Science, History, Education and English.
3. Human values and human rights are included in the UG syllabus of Political Science and History.
4. Environmental sustainability is mentioned in the UG syllabus of Political Science, Education and History.

The mandatory Environmental Studies Course is included in the Ability Enhancement Compulsory Course under CBCS curriculum.

Apart from the formal syllabus, the college makes every effort to integrate these crosscutting issues in day-to-day teaching and prepares students to meet the challenges of gender discrimination, environmental crisis, and erosion of human values in society.

Professional ethics-like issues have been addressed in Webinar on Industry-Academia Interaction: Webinar on Scope & Future in Green Jobs held on 7th June 2023.

The issues of environment, gender, human values, and human rights are focused in different programs like World Environment Day, Human Rights Day, and International Women's Day. The women's cell and NSS unit of the college frequently organize different awareness programmes like gender sensitization program, Van Mahotsav, tree plantation program, 'save water' awareness program, plastic free awareness rally etc.

Our college offers different add-on/ certificate courses like 'Human Rights', 'Environmental Education' and 'Environmental Friendly Values, Ethics, and Practices for Sustainability'. In these certificate courses, the issues of Gender, Human Values, Environment, and Sustainability have been included.

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: 15.22

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

Response: 611

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.19

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
768	1010	833	783	808

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1240	1240	942	942	942

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: 53.6

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
178	325	241	201	261

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
558	558	378	378	378

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: 200.75

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:

Experiential Learning:

Growing Garden: Students can develop a stronger passion for nature and ecological conservation through gardening. The college has established both flower and herbal gardens, encouraging students to care for the plants and learn about the natural environment.

Traveling or Educational Excursions: The college organizes educational excursions to help students understand and respect different cultures, explore various locations, and connect book knowledge with the real world.

Volunteering and Community Service: The NSS unit of the college regularly organizes service programs that encourage students to volunteer in their community.

Student Teaching: Under the NSS Unit, students have established and run a free coaching center in an adopted village. They dedicate a day each week to go to the coaching center and teach the young learners of the village.

Attending guest lectures/ seminars: National, International, State level and Students' seminars, invited lectures, special lectures etc. are organized regularly to provide the students a platform to express their ideas and opinions about different spheres of knowledge and culture.

Field Work or Project Work and Practicums: Students complete semester-long fieldwork as part of their curriculum, gaining an understanding of the real world and contributing meaningfully.

ICT facility: Teachers demonstrate relevant topics with smart board and audio-visual presentation which really enhances the students' eagerness to learn.

Skill Enhancing workshop: The college set up a collaboration with Mahindra classroom to conduct regular workshops on the skill-enhancing of the students that helps in creating employability skill among students.

Wall magazine: Our college's Wall Magazine allows students to express their feelings and develop positive qualities. Its aim is to engage students and enhance their skills. Most departments have their own wall magazines to nurture students' creative talents and include local and cultural contexts in the curriculum.

Participative Learning:

Mock Parliament, Debate, quizzes, extempore etc: Participation in these types of activities enhances the scope of participative learning.

Cultural and Sports Competition: Students participate in various sports and cultural events throughout the year.

Extension / Outreach Activity: Students learn various aspects of life by participating in community service and social work organized by the NCC and NSS units of our college.

Problem Solving Methodology:

Bio-compost making and Waste Management: Our students are learning to use the eco-friendly alternative to harmful chemical fertilizers by developing bio-compost.

Water Harvesting and Sanitation: the college has set up a system for rain-water harvesting that helps the students learn how to utilize the water properly without wasting it.

Solar power technology: We have a solar powered arsenic free water treatment plant..

Projects and assignments: Our courses include projects and assignments to demonstrate how the theory learned can be applied to solve real-life issues.

Skill Enhancement and Capacity Development Programme: Regular Workshops/Seminars are organized to enhance the skill of the students..

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: 100

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
20	20	22	22	6

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: 41.11

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
8	7	8	8	6

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:

Our college under the University of Kalyani maintains transparency in internal and external assessment. There is an examination committee that functions under the Principal and Governing Body.

Continuous Internal Assessment and Grievance Redressal:

- Internal assessment is taken twice every semester to assess the academic progress of the students.
- Apart from this some departments carry out regular remedial classes and assessments for slow learners.
- In CBCS system, every paper carries a total of 75 marks, out of which 15 marks are allotted for

internal assessment.

- Per semester there are two internal assessments, each carrying 20 marks. Average of both assessments is recorded and the score is calculated on a scale of 10. The score against the remaining 5 marks are given on the basis of attendance. The final marks thus calculated are submitted to the university at the end of every semester during the end-semester examination.
- Regarding the submission of internal assessments, the University of Kalyani issues a central notice. Based on that notice, departments arrange to upload marks on the University portal and the final submission is done from the Principal's end after thorough verification.

Grievance Redressal

- The grievance of the students regarding internal assessment is taken care of by the respective departments.
- In case of unsatisfactory performance of any student, the concerned student is contacted and remedial classes are arranged for him/her.

External Assessment and Grievance Redressal

- University of Kalyani conducts end-semester examination at the end of every semester.
- Examination centre allotment is done by University of Kalyani. For theory papers, students write the papers in the allotted examination center, but practical examination takes place in the home center.
- This college serves as an examination center for theory papers for the students of other colleges.
- The practical examination of the home students also takes place in the college.

Post-publication scrutiny of answer script:

- Students who are not satisfied with external assessment may opt for the Review as well as self-inspection of answer scripts under RTI act 2005.
- In case of self-inspection application in the prescribed format needs to be submitted to SPIO of University of Kalyani within 30 (thirty) working days from the last date of publication of the result of the concerned examination.
- Photocopy of the evaluated scripts is handed over to the applicant ordinarily after 30 days and within 60 days from the date of submission of such application.
- In case of review of answer scripts, University of Kalyani accepts online applications through the university portal.
- The students can apply for a review of a maximum of two papers.
- The applications are forwarded from the college end within the stipulated time given by the University.

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:

Nabagram Amar Chand Kundu College offers various undergraduate courses in the old three-year (1+1+1) format, which was abolished in 2019-2020. The college also follows the Choice Based Credit System (CBCS) format, which started in 2018-2019 and will cease to exist in 20204-2025. Additionally, the institution has adopted the NEP 2020 system with effect from 2023-2024. These formats follow the curriculum designed by the affiliating body, University of Kalyani, Nadia, West Bengal. The curriculum clearly outlines the expected outcomes of the programs and the outcomes of each course offered under those programs. The Internal Quality Assurance Cell (IQAC) and Academic Sub-Committees play an active role in facilitating the teaching and learning processes to ensure the attainment of Programme Outcomes and Course Outcomes for the students across various departments.

At the beginning of an academic session, all the Course Outcomes (CO) and Program Outcomes (PO) are displayed inside the class as well as on the official website of the college.

The general outcomes of all undergraduate courses are as follows:

1. Students develop a genuine passion for the subject and a strong motivation to pursue a promising career.
2. Students can confidently interact on discipline-specific topics and communicate the concepts efficiently.
3. Students' skills are enhanced after the completion of the course.
4. Students become sensitized towards issues of gender, environment, and sustainable development and become responsible citizens, understanding their role and duty in society.

All Honours Programme Specific Outcome:

Bengali: This program provides a deep understanding of the Bengali language as it has evolved and transformed from different perspectives.

Education: This program aims to help students develop an understanding of the concepts, factors, and agencies of education, as well as the importance of guidance and counselling services in the educational sector.

English: The program is designed to give students a comprehensive and in-depth knowledge of English

literary texts and their connections to historical and socio-cultural contexts.

History: The program aims to develop a comprehensive knowledge about the Historical advancement of mankind and its socio-economic growth.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute has taken the initiative to measure the extent to which the students achieve the expected outcomes for each course and program. Both direct and indirect methods are being utilized to evaluate the attainment level. To enhance the effectiveness of these methods, each department has a Programme Assessment Committee (PAC) comprising the Teacher-in-Charge /Principal, IQAC/NAAC Co-Ordinator and a representative from the concerned departments. The committee's responsibilities include reviewing the departmental meeting findings, analyzing student feedback, and monitoring student progress. These activities collectively help assess the attainment of course and program outcomes for each department and provide constructive suggestions to improve the teaching-learning process.

Direct method: This method involves assessing students' performance to understand the level to which each student achieves the outcomes of courses and programs.

Continuous Internal Assessment: The departmental faculties use various methods such as (i) written examination, (ii) Viva-voce, (iii) Assignment submission, (iv) project work, (v) quiz and (vi) extempore speech etc. to assess the performance of the students. The performance of the students in these periodic assessments is analyzed and the final extract is used to determine the Program Outcomes (PO) and Course Outcomes (CO) attainment.

End Semester Examination: Each program has a course-wise end semester examination, where the marks obtained by each student reveal the student's attainment of course and program outcomes.

Analysing students' progression: Successful programs and courses will lead to exceptional student achievement in the professional field. Thus, the departments have assessed students' progress as a tool to showcase the effectiveness of the programs and courses.

Indirect method:

Departmental meeting: All the departments hold regular meetings at the beginning and in the middle of each semester to plan and assess the teaching and learning processes for the benefit of the students. In addition, the departments also occasionally organize student meetings and parent-teacher meetings to address any questions or concerns.

Feedback analysis: Feedback is gathered and analyzed from the final-year students for their opinions on courses and program outcomes. The analysis is then discussed at departmental meetings followed by discussion in the PACs to further improve the result and implement more effective teaching and learning processes.

Remedial Classes: Based on the result analyses in the department meetings, slow and advanced learners were identified, and accordingly remedial measures, such as arranging special tutorial classes, and providing special study materials were taken. These measures are especially helpful to the students with backlogs to clear their backlog exams along with the following semester examinations.

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: 70.43

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
89	302	175	60	48

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
321	317	189	65	65

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: 3.62

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.73

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
2.7298	0	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:

Components of Indian Knowledge System are incorporated as a part of UG curriculum of University of Kalyani in subjects like Sanskrit, English etc. Nabagram Amar Chand Kundu College delivers this curriculum through proper planning.

Our college inspires students with innovative ideas through different seminars, invited talks, audio-visual classes, etc. The college organizes different seminars and webinars on IPR, Industry-Academia Interaction, Scope & Future In Green Jobs, Scope & Future In The Gem & Jewellery Sector, Scope & Future In The Retail Sector etc.

Our college introduced different certificate courses on the Indian Knowledge System like a “Certificate course on Bhagavad Gita”, ” Certificate course on Yoga”.

Certificate courses like “Culinary Arts”, “Artificial ornament making”, “Jewellery Designing” etc. are introduced to culture innovative ideas and facilitate the transfer of knowledge and technology among the students.

As the college is situated in a rural area of Murshidabad, it has been our intention to encourage students to explore entrepreneurial opportunities by utilizing the available local resources. This involves an analysis of the local market trend, availability and procurement of raw materials, production knowledge, and marketing of the final product. The college has taken the initiative to establish the following two base-level incubation units where the students are given hands-on training so that they can establish local start-ups on their own:

1. Fruit-based product manufacturing; As Murshidabad is famous for large-scale production of numerous varieties of mangoes and other seasonal fruits and vegetables, a unit with a few students under the umbrella of the student social club SANKALPA took the initiative to undertake a market survey to assess demand for fruit-based products. In the next step, the students procured mangoes from local markets and products like pickles, sweet mango pickles etc. were produced on a small scale in a makeshift unit within the college using traditional knowledge. They were trained to hygienically package it and supply them in the local market. The participation of students was extremely encouraging and many of them are planning to venture in this start up on a bigger level from their own domestic set ups.

2. Horticulture nursery- Continuing the idea of utilizing locally available resources to mobilize entrepreneurship opportunities, the college with a group of interested students under the aegis of the student social club SANKALPA completed a certificate course on Horticulture Nursery and established a base-level incubation unit. The students arranged to collect cow dung and vegetable and fruit waste from nearby cow shades and local markets respectively and training was given to prepare organic manures in the vermicomposting plant of the college. In the next step, they were trained to grow various saplings kitchen garden and flower garden. These products are packaged properly for marketing in the future.

Though the college has launched these two programs as pilot projects, it has drawn a favourable response from the students.

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

3.2.2

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

Response: 2

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
2	0	0	0	0

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

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
0	0	0	0	0

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.35**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
1	2	5	0	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:**

In the past five years, the NSS unit of Nabagram Amar Chand Kundu College has organized various extension programs on social, environmental, and health-related issues with support from the IQAC and different departments. The success of these events was greatly influenced by the pivotal role played by NSS volunteers. These programs were organized either on the college campus with active participation from nearby schoolchildren, or by people from the locality, and also in nearby villages, schools, picnic spots, etc. The extension activities aimed to raise awareness among community members and students about health, hygiene, environment, and gender issues.

Sensitization Regarding Health, Hygiene and Gender: The institution has undertaken various activities aimed at raising awareness about several health issues. Extension activities related to health awareness have addressed diseases such as dengue, chikungunya, HIV/AIDS, thalassemia, COVID-19, and cancer. The NSS unit of the institution has regularly organized blood donation camps. Considering

the socio-economic and rural background of our community, our NSS unit has made special efforts to educate children about maintaining basic cleanliness habits. Furthermore, we have organized awareness programs on the harmful impact of smoking, consuming tobacco in other forms, alcohol consumption, and drug abuse. Additionally, to raise awareness about the mistreatment of girls, our NSS unit has organized several gender sensitization programs, programs on good touch/bad touch, and a campaign against child marriage in line with the "Beti Bachao, Beti Padhao" initiative, as well as programs addressing women trafficking.

All these activities had an immense impact on spreading awareness in the society.

Sensitization regarding environmental issues:

Our NSS unit has undertaken several initiatives to educate children, students, and the general public about the urgent need to take care of our environment, prevent further damage, and take remedial measures. We have organized awareness programs on "Save Water," cleanliness drives in line with "Swachha Bharat Abhiyan," initiatives to plant trees in various places, distribution of plants to school children, and rallies against the use of plastic. These programs aim to increase students' awareness of the sources and impact of environmental pollutants, as well as the positive impact of green spaces in a community.

In addition, the NSS unit has taken the initiative to promote a fitness drive among the younger generation by organizing self-defence classes for girls and children and promoting yoga for school children.

Furthermore, to address the issue of school dropouts in underprivileged sections of society, our NSS unit has initiated a Community School called "BARNAPARICHOY," providing basic study materials and arranging tutorial classes twice a week.

All these outreach activities have significantly impacted the participants, enriching their understanding of social, health, and environmental issues, as well as potential solutions.

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:

Nabagram Amar Chand Kundu College has consistently shown remarkable commitment to community service and excellence in various areas. The institute's students and teachers enthusiastically participate in various social outreach efforts, which has earned them numerous accolades, acknowledgments, and certificates from governmental and non-governmental entities.

Recognition received by NSS Team:

Our college has received numerous certificates for promoting environmental awareness, implementing energy-efficient practices, ensuring workplace safety, and advancing gender equity through Management System Consultancy.:

1. A Certificate of Appreciation for promoting Green and Energy efficient Environment
2. A Waste Management Conformity Certificate
3. An e- Waste Management Conformity Certificate
4. Environment Audit Certificate
5. Green Audit Certificate
6. Energy Audit Certificate
7. Workplace safety certificate
8. ISO 9001:2015 certificate for teaching, learning and evaluation processes relating to awarding of B. A. Degree in both form Honours and General Course & Add-On Certificate Course considering Environment-friendly and energy efficiency Manner in college green campus’.
9. ISO 14001:2015 certificate for teaching, learning and evaluation processes relating to awarding of B. A. Degree in both form Honours and General Course & Add-On Certificate Course considering Environment-friendly and energy efficiency Manner in college green campus’

In addition, our college has received special appreciation from several government organizations for its exceptional dedication and commitment to community service. The college aims to uplift the surrounding community and address various social issues.

1. Nabagram Panchayat Samiti
2. Nabagram Panchayat
3. Nabagram Police Station

In addition, our college has expanded its outreach activities to nearby schools having students from elementary to 12th grade. These services include awareness programs and special classes on various topics, including basic cleanliness habits, gender sensitization, understanding good touch/bad touch, and campaigns against child marriage in support of the "Beti Bachao, Beti Padhao" initiative. We have also organized programs addressing Women trafficking. Our efforts have been acknowledged by several schools, and we have received special appreciation letters for these initiatives.

1. Saisab Nursery School
2. Nabagram S N JB Vidyalaya
3. Nabagram High School

These achievements have motivated both the students and faculty members of the college to pursue additional initiatives.

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: 29

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	2	5	7

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: 16

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:

Nabagram Amar Chand Kundu College is enriched with infrastructural facilities suitable for academic, cultural, sports, and many other activities.

Infrastructural facilities for teaching-learning activity: The college provides regular classroom facilities along with smart classrooms to enhance the teaching-learning experience.

- **ICT-enabled Classrooms:** The institute has four ICT-enabled classrooms. Moreover, the entire campus is wi-fi enabled with high speed broadband connection. Therefore, all the departments utilize these smart classrooms for PowerPoint and other audio-visual presentations.
- **Computer Centre:** The college has set up a computer center with 12 computers where skill enhancement classes are carried out and students often look for online study materials.
- **Central library facilities:** The institute has a central library enriched with approximately 2000 text and reference books and journals. In addition, the library has an e-library facility with over 2500 books available online for free reading. The library has a reading room facility. KOHA-ILMS has been installed so that students can access books and study materials through Internet.
- **Gymnasium:** The college has a well-equipped gymnasium that students and faculty members can use at specified hours.
- **Conference Room:** The college has a well-equipped conference room with a seating capacity of nearly 100 persons where the seminars and cultural programs are held. This room is equipped with a projector and an audio system.
- **Yoga Room:** The college has allotted a dedicated room for practicing yoga and conducting other related physical activities.
- **Open-Air Auditorium:** The college has undertaken the step to build an open-air auditorium for conducting cultural programs and conducting other related events that will surely enhance the overall learning environment of the college.

- **Indoor Games facility:** The college has a dedicated indoor games facility for the students and staff.
- **Playground:** The college has an in-campus ground for outdoor games and activities such as Kabadi, Badminton, Football Cricket etc. for the students that enhance their physical stamina.

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: 11.93

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
2.21	0.85	3.22	10.72	0.08

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College has a Central Library with rich collection of textbooks, reference books and journals of wide variety. The library also offers access to free e-books facility. In addition to more than 2000 printed in the Library, the N-LIST database gives scope for online access to more than 2500 e-books on different subjects. The college is in the process of procuring INFLIBNET-NLIST Database.

In addition to that, few free online full-text databases for users have also been provided as yeomen's service during lockdown periods of Covid-19 pandemic. Some of them are:

1. National Digital Library of India (NDLI) [<https://ndl.iitkgp.ac.in/>]
2. e-PG Pathshala [<https://epgp.inflibnet.ac.in/>]
3. Swayam Online Courses [<https://swayam.gov.in/>]
4. Swayamprabha DTH Channels [<https://www.swayamprabha.gov.in/>]
5. MOOCs [<https://www.mooc.org/>]
6. CEC-UGC YouTube Channels [<https://www.youtube.com/user/cecedusat/videos>]
7. Netaji Subhas Open University Study Materials.

The central library has a reading room with four desktop computers loaded with Windows and MS Office operating systems and internet connections to each. The Library Reading Room is wi-fi connectivity enabled.

Implementation of KOHA ILMS: Cloud-based KOHA-ILMS has been implemented in the central library of the college.

Usage of the library:

- The library facility is offered to the students in two modes: (i) daily reading at the college premises and (ii) Borrowing books for an extended period. Teachers can also borrow books for reference. Since we have an inadequate number of books compared to the total student strength, we have adopted these models where a maximum number of students can avail of books. In the middle of each semester, a schedule is circulated among the different batches of students to visit the library for reading purposes on the allotted days.
- Over 80 % of students who appear in the end semester examination avail of these prescheduled library books reading facilities.
- Faculty members also visit the library regularly for their academic reference and research activities.
- In addition, students can read the e-books from their mobile.

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:

Nabagram Amar Chand Kundu College provides up-to-date IT facilities and high-speed Wi-Fi connections throughout the campus.

Central Wi-Fi facility: The college has an internet broadband connection which provides Wi-Fi and LAN connection to entire college campus. The facility has been installed in the year 2023-2024. It provides an internet facility with 40 Mbps speed. However, keeping in mind the rampant misuse and abuse of Internet, Wi-Fi facility is extended only through scanning of QR code and the central server is located at Principal's office.

College library of the college is also Wi-Fi enabled. In the library there are 04 computers which students can use to search books and study materials on digital platform. With internet facility, they can surf through sites like OPAC, KOHA, etc.

Network resource center: The institution has a network resource center with 12 computers. This center is Wi-Fi facility enabled and has a LAN connection as well.

CCTV Surveillance Unit: Providing a safe environment in the college campus, is one of the many aims of the institution. In this regard, the authority has brought the entire campus under CCTV surveillance. All the buildings like the administrative block, academic buildings, library and college entrance are always under CCTV surveillance. The Control Unit of CCTV is placed in principal's office and operated from there.

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:** 250.94**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 16

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: 11.62**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
6.41	3.88	1.04	2.76	2.54

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: 27.05

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
1289	876	702	715	498

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: 11.16

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
776	566	302	0	39

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: 8.46

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
13	26	13	4	1

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
89	302	175	60	48

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: 0.17

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	11	09	10	06

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:

Nabagram Amar Chand Kundu College has maintained a strong student-teacher relationship since its establishment in 2009. This bond often continues even after students graduate, with alumni maintaining a close connection with the college teachers and administration. The departments and college administration extend their hand for continuous career guidance to its alumni. The alumni are committed to supporting the college and are actively involved in various support activities.

The alumni members are keen to open a formal registered Alumni Association with its registered office inside the college campus. The college has supported the process of establishing a registered alumni association under the West Bengal Societies Registration Act, 1961 vide Ref. No. S0040943 of 2023-24. The alumni have significantly contributed to the improvement of the institution.

Additionally, the alumni have generously donated books worth approximately 23000/- to the college library.

The college also collects feedback from the alumni to gather their insights on how to enhance various aspects such as academics, infrastructure, sports activities, and career opportunities. The suggestions provided by the alumni have proven to be valuable for the college's improvement.

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:

Decentralization is a key part of the institution's governance framework. It empowers stakeholders at all levels to participate in decision-making, fostering a sense of ownership and accountability. This inclusive approach ultimately improves the institution's overall effectiveness and efficiency. The college administration and employees have developed several strategies in this regard. These strategies are as follows:

- The College has created 25 sub-committees comprised of both teaching and non-teaching staff to ensure that our human resources are utilized to the fullest. These sub-committees allow our employees to significantly contribute to the policymaking of the College.
- While the Governing Body ultimately decides on the institution's practices and policies, the overall functioning is decentralized, participative, and collaborative.
- When making major decisions that could impact the staff, the Principal organizes meetings involving the Staff Council, which includes all faculty and non-teaching staff members.

Implementation of NEP 2020

- The institution's commitment to implementing the National Education Policy (NEP) underscores its dedication to progressive pedagogical approaches and educational reforms.
- Since its introduction in the 2023-2024 academic sessions the institution has ensured that NEP guidelines are implemented as per the guidelines issued by the University of Kalyani, fostering an environment conducive to innovation and academic excellence.
- Besides major and minor courses, the students can opt for various value added, skill enhancement and multidisciplinary courses during their programme.
- Moreover, since the 2018-2019 academic session, the college has encouraged the students to transcend the boundaries of the prescribed syllabus. During their course duration, they are allowed to choose from a wide spectrum of certificate/value-added course, ranging from a Jewellery Designing course to an elementary course in Understanding Bhagavad Gita.
- In tune with the directives of NEP 2020, we try to encourage our students, most of who come from a rural background to think about entrepreneurship as a possible career. Keeping this in mind several webinars have been arranged to increase awareness regarding new possibilities in the field of entrepreneurship in the present world. The college has also on its own impetus have begun to set up incubation centers on a rudimentary level in the form of vermicomposting plant, gardening and fruit processing units. It is our endeavor to take this initiative on a larger scale in times to come.

Sustained Institutional Growth and Adaptability to New Trends in Education

Keeping in mind the Institution's long-term perspective plan to provide Modern Education with a global outlook to students who mostly belong to the hinterlands of rural Murshidabad and come from economically weaker sections of the society, the institution continuously upgrades itself infrastructural-wise as well as academically. The following steps have been taken in this regard:

- ICT Classrooms.
- free Wi-Fi to the students and staff
- CCTV surveillance
- Fully Automated library
- Online Examination System during the COVID-19 pandemic
- Student and Faculty Exposure to National and International level Webinars

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 Institutional Perspective Plan such as:

- To create a healthy and innovative Education environment for students embedded with a commitment to excel in various fields
- To foster a feeling of social commitment among students.
- To develop a sense of global competence among students by providing them with a techno infrastructure
- To encourage the overall growth of the students

The Institutional Perspective Plan is effectively deployed by the Governing Body, which is the apex decision-making body of the institution. It is constituted of nominees and representatives from various sectors guided by the West Bengal Universities and Colleges (Administration and Regulation) Act, 2017 Govt Order No. 325-L Date: 22nd March 2017. The body keeps a strict vigil and lays down a detailed roadmap for the fulfillment of the institution's perspective plan.

The Teachers' Council is another body consisting of all full-time teachers of the college, which aids the governing body on all the academic matters of the college.

To maintain consistent standards of education in the college through regular and transparent recruitment of highly efficient faculty and staff, the governing body follows the norms of the Department of Higher Education, Govt. of WB, and the College Service Commission for the recruitment purpose.

Each year, the Governing Body of the college approves several subcommittees for an effective and efficient administrative setup with inputs from the Teachers' Council. The Internal Quality Assurance Cell (IQAC) was established officially on 06/09/2022 to streamline and maintain the quality and assessment initiatives of the college.

The Governing Body, Teachers' Council, and IQAC work collectively to select committee members from the teaching and non-teaching staff of the college.

Service conditions of teaching and non-teaching staff of the college are guided by the West Bengal Universities and Colleges (Administration and Regulation) Act, 2017 Govt Order No. 325-L Date: 22nd March 2017.

Service conditions of the Teaching staff are also guided by the West Bengal College Teachers' (Security of Service) Act, WBAct XLIV of 1975 date: 01. October 1975.

Recruitment of non-teaching staff in the college is guided by Government Order No. 940-Edn(CS)/4E-25/2010 (Part) Dated: 25.08.2017 issued by the Department Of Higher Education.

Service Conditions of the State-Aided College Teachers are guided by Government Order No. 2081-Edn(CS)/10M-83/2019 Date: 23/12/2019

Apart from the above, the college follows various rules, regulations, and guidelines issued by the University Grants Commission and other competent authorities. Cumulatively there are six categories under which various subcommittees are framed, as reflected in the institutional Organogram. The categories and subcommittees are as follows: 1. **Quality assurance:** IQAC, NAAC, Staff Council, teachers Council 2. **Academics:** Admission, Routine, Examination, and Library. 3. **Finance:** Finance, Purchase. 4. **Auxiliary:** NSS, Sports, Cultural Committee, Sankalpa (Student's club) 5. **Campus & Workspace:** ICC, Anti-ragging, Grievance Redressal Cell, RTI, 6. **Students support & Equal opportunity:** Students Welfare Committee SC, ST, Backward Class and Minority Cell, Scholarship Committee, Placement & Career Counselling Cell, and Women's Cell. All these committees work in unison to fulfill the perspective plan of the college.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

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

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The administration of Nabagram Amar Chand Kundu College is always been specially mindful regarding the welfare of its Staff. The Governing Body (GB) and IQAC have collectively taken several measures to encourage staff for their career development.

- Principal with the governing body's approval permits staff to attend workshops, seminars, or any career advancement courses.
- The GB, IQAC, and the Teachers Council usually take steps collectively for effective welfare measures.
- The college responded to the various health schemes introduced by the college as per the direction of the West Bengal Government whenever any employee wants to be a part of it, including the West Bengal Government Health Scheme.
- Career Advancement Scheme is availed by all eligible teachers appointed under UGC-Scale. The IQAC actively helps eligible teachers with their PBAS documentation.
- A dedicated PF Committee is established to keep the records updated and facilitate easy disbursement of loans or any other payments related to the General Provident Fund.
- Principal approves On-duty leave (sanctioned by GB) for the sake of the FDP(OP/RC) program to the teachers.
- All the Teachers are permitted to take study leave to complete their Ph.D. degree subject to the approval of the Governing Body.
- For the female staff, the college grants them the required maternity leave during childbirth. Moreover, Child Care Leave (CCL) is also made available following the rules of the Govt. of West Bengal.
- Male teachers are also granted Parental/ Paternity Leave (PL) and that too as per norms framed by the Government of West Bengal.
- The college provides tea & refreshments against the allotted center fees of the University for the Staff during all University Exams and also provides them with extra remuneration for their service.
- The college has made provisions of a non-refundable bonus within her capacity for the sake of the festivity of the season to the Casual staff.
- On grounds of serious health emergencies, the college provides its staff with a loan advance meant to be spent on proper treatment and cure. In case of unfortunate death of the incumbent due to any disease such a loan advance is waived after due consideration and decision made in the Governing Body.
- The college arranges blood donation camps and the cards are catered to the staff and students in need of blood for themselves or any family member.
- Annual academic and administrative audits track the teachers' performance and promote their career advancement following the guidelines of UGC. After verification by the IQAC, the Governing Body approves Faculty promotion through the proper channel.

- ID cards are provided for all staff of the college.
- **Other welfare Measures:** - The Teacher's Council, ICC, and Grievance Redressal Cell are three distinct bodies that also take care of different welfare measures among our college's teaching and non-teaching staff. usually, the grievance is resolved by mutual and amicable settlement. The fact that there has not been any untoward incident to date which required interference by other authorities bears testimony to the healthy and amicable atmosphere within 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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	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: 30.48

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
14	16	0	1	1

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
3	3	3	3	3

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:

For mobilization of available College funds, the Institution always ensures that all funds received from the government are being applied for the relevant cause in due course of time. Mobilization is done in the following ways:

- Regular and complete disbursement of salary funds from the government for pay and allowances of teaching and non-teaching staff.
- Complete use of funds for Smart Class Room.
- The administrative building and four classrooms have been constructed by using the MSDP fund.

Apart from the Government funds, the college has taken initiatives to mobilize funds from different sources for the development of the college.

- The Centrally air-conditioned Seminar Hall with a seating capacity of 90 people has been constructed by a donation given by a donor member of the college Sri. Amar Chand Kundu. The Hall is utilized by the college and also by other Government and non-government bodies for organizing community development and mass awareness programs like SAFE DRIVE SAFE LIFE, Voter Literacy programs etc. However, keeping social and community development as matters of primary importance, the college allows these bodies to conduct such programs free of cost.
- The alumni organization of the college has come forward to donate books to college library by mobilizing funds on personal initiative.
- Permission to use the college ground is given to a local organization named Niyaz Memorial Martial Art Academy to provide self-defence courses to children living in the block. No fee is charged by the college for this purpose. A MoU has been signed by the college and the above-mentioned organization in collaboration with the college offers a self-defence course to the female students of our college.

Our College conducts internal and external financial audits at regular intervals.

Being a Government-aided Degree College, the Department of Higher Education regularly assigns an auditor to undertake statutory audits

- The College is assigned an auditor by the Department of Higher Education, Government of West Bengal from its list of approved auditors. The assigned auditor visits the College and conducts audits as per relevant guidelines. At present, the statutory audit of the college is completed till 2022-2023.
- In case of delay on the part of the government in assigning auditors the college takes necessary actions to organize internal audits. The college has successfully organized an internal audit for the year 2023-2024.

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:

IQAC was duly constituted in the college on 06/09/2022 and since then it has remained devoted to the improvement of the quality of its academic and administrative activities. The cell is committed to the task of planning and implementing well-planned resolutions for the betterment of the teaching and research environment of the college in the following manner:

- IQAC in coordination with other departments monitors the performance of the students in internal/external examinations and accordingly designs remedial measures. As a follow-up measure, IQAC ensures effective remedial classes and supporting materials for qualitative improvement of the student's performance.
- IQAC in coordination with other departments of the college regularly conducts Value-added/Certificate Courses.
- IQAC has ensured that the internet connection is properly functioning in the college premises including the office and other important places.
- IQAC has taken the initiative for automation of the library.
- IQAC has taken initiatives to install posters and flexes throughout the campus to sensitize the students regarding the maintenance of campus cleanliness and proper behavior on the campus.
- IQAC has taken the initiative to introduce an online feedback system.
- IQAC has taken the initiative to organize a felicitation program for students in recognition of their exceptional performance in university examinations.
- IQAC has taken measures to implement MoUs with other colleges and organizations and monitor activities among the organizations.
- IQAC has coordinated with the alumni association of the college to expedite the process of registration of the alumni body.
- IQAC is responsible for initiating the process of regular increments and promotion of employees.

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: B. Any 3 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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

Being situated in a rural location, maintaining gender equity was a matter of serious challenge for the college. To achieve this goal, the employees and the administration have adopted a number of initiatives to promote gender equity among students. The initiatives are as follows:

- Student affairs dealt with without any gender discrimination. The attitude of every staff towards the students is unbiased and free of gender prejudices and stereotypes.
- Faculty members always motivate female students to participate in various activities, thereby ensuring equal representation all types of activities.
- The administration of the College strongly believe that safety is paramount for the students, especially the girl students. Our College Building is completely under CCTV surveillance to ensure security and safety.
- In order to provide a safe, free and comfortable atmosphere for female students different sub-committees like the Women's Cell, Internal Complaints' Committee, Anti-Ragging Committee, and Grievance Redressal Committee monitor the overall ambiance of the campus and address complaints raised by students regarding gender discrimination with urgency and care.
- Newly admitted students are made aware of gender discrimination and the importance of gender equality during the general Orientation Program.
- A Women's Health Awareness program was organized in the College to sensitize the female students about their mental and physical health.
- A separate girls' common room with a sanitary pad vending machine and an attached washroom is available.
- To maintain female hygiene and health, three sanitary pad vending machines have been installed.
- College ensures Kanyashree scholarships for female students.
- As an initiative to empower women through an Entrepreneurship programme the college has taken an initial initiative to start an incubation center with female students for fruit-product processing on a small scale.
- Since, 2017 there has been a considerable increase in admission of female students in our college. The percentage of admission of female students has increased from 53.4% in 2017 to 61.5% in 2023. It has also been observed that the average pass percentage of female students has consistently remained over 65% in the last five years.

Apart from the above-mentioned initiatives, our College gives equal importance on celebration of significant commemorative days and events. An outline of these institutional initiatives is as follows:

- Independence Day and Republic Day are celebrated in the College by lifting the National Flag and singing the National Anthem on the College campus.
- Birthdays of eminent persons like Netaji, Swami Vivekananda, Rabindranath Tagore, Ishwar Chandra Vidyasagar, and Kazi Nazrul Islam are observed in our College by organizing lectures, cultural events, etc.
- Globally and nationally observed occasions like International Mother Language Day, World Book Day, National Girl Child day, World Yoga Day are observed in our College by organizing relevant activities.
- The College has organized tree plantation and blood donation camps on multiple occasions in connection with World Environment Day, Blood Donor Day, etc.

Students of the College celebrate Teachers' Day every year.

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: B. Any 3 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:

We believe that inclusive environment is an essential pre-requisite to holistic development of the Institution. Therefore, there has been a constant effort to promote cultural, regional, linguistic, communal, and socioeconomic harmony among all the stakeholders of the institution. An outline of these initiatives is given below:

- The NSS unit of our College provides equal opportunity for all the students to participate in social activities. The NSS unit of our College encourages all the students to participate in activities like Blood Donation Camp, Safe Drive Save Live, and Swachh Bharat, without any kind of social, cultural, regional, communal, racial, or socioeconomic discrimination.
- The faculty members welcome all the questions from the class without any kind of discriminatory attitude. The office staff is also very much aware of this inclusiveness.
- Additionally our College sensitizes students and employees to the constitutional obligations and

various responsibilities as a citizen. The following initiatives are taken in this regard:

- Our College has emphasized on creating general awareness amongst the employees and students regarding the six fundamental rights and eleven fundamental duties mentioned in the Indian constitution.
- Our College celebrates National Constitution Day in order to create awareness about these rights and duties.
- In order to incorporate socially marginalized and economically backward communities into the ambit of mainstream education system, the college has been proactive in reaching out to these sections with awareness programs and community classrooms through its NSS unit and student's social club Sankalpo.

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: Inclusive Education and Holistic Development for all

Objective of the Practice: With students coming from varied social, cultural, and economic backgrounds the college is always proactive in ensuring that the curriculum reflects various cultural, social, and global viewpoints to foster a sense of inclusion, create an active learning environment leading to a steady connection between academic knowledge and real-world applications.

The Context: Being located in a rural space with a majority of students belonging to scheduled castes, minorities, and other backward sections, the college has revolutionized the scenario of Higher Education in the entire block where inclusiveness and tolerance have been a matter of prime concern. Moreover, in Murshidabad the female literacy rate is considerably lower than the state rate, the inclusiveness is included in fostering gender equity within the campus.

The Practice

In line with NEP 2020, our college has taken up a multifaceted endeavor to ensure that all students, regardless of their socioeconomic, physical, cultural, or linguistic backgrounds, have equal opportunities to participate in and benefit from the educational system. Our Institution has tried to align its practices

by taking the following measures:

1. The campus of the college has been made disabled-friendly by building ramps in all the buildings.
2. The college office takes initiatives to promote and raise the student's awareness regarding various scholarships.
3. Girls' Common Room with Sanitary Pad Vending Machine and attached washroom are in place to provide a comfortable working atmosphere.
4. Regular seminars and webinars on women's issues are held to promote women's empowerment.
5. Self-Defence Courses for female students are offered from 2022-2023.
6. Seminars and symposiums to celebrate and promote ethnic cultural practices are organized to promote and foster indigenous cultures.

Evidence of Success:

- In our effort to inculcate the practice of imparting inclusive education and development for all, the college has tasted success to a great extent.
- Since its inception, the College has played a crucial role in increasing the rate of Higher Education among minority communities.
- A similar success story is visible when it comes to the enrolment of women in Higher Education in our college.
- The average pass percentage of female students in our college has also shown an upward curve in recent years.
- These results suggest that the Institution's efforts to provide inclusive education and foster holistic development for everyone have been significantly successful.

In the coming years, the college will continue to strengthen this practice to achieve our aim to establish ourselves as a center of excellence.

Problems Encountered and Resources Required

Despite the efforts, there are still several challenges to achieving fully inclusive education. These challenges include inadequate infrastructure, a lack of trained personnel, and socio-cultural attitudes that perpetuate exclusion. One major issue faced by many colleges in Murshidabad is a high dropout rate among male students, as many of them migrate to other states in search of employment. Addressing these challenges requires sustained policy interventions, increased funding, more job-oriented courses in the curriculum, and a shift in societal attitudes toward embracing diversity.

Best Practice 2:

Title: Community Outreach: Adopting the Motto 'NOT ME, BUT US'

Objectives: The institution does not want to limit itself to the confines of academic space, rather it believes in reaching out and contributing substantially towards the upliftment of communities. We believe that the institution will experience organic growth only if it can broaden the horizons to include community welfare

The Context: The institution is located in an area where a major chunk of the population belongs to the economically and socially underprivileged sections.

- There is a low level of awareness regarding health, culture, and academics in the locality.
- Gender injustice is commonly experienced by most of the women in the community.
- Early marriage of girl children has been a dominant practice.
- Migration of students as laborers in other states

The Practice: The college with its NSS unit and Student Club Sankalpa has established a deep connection with the society at large.

- **Health and Hygiene Campaigns including** blood donation drives, awareness campaigns on Save Water, Health and Hygiene, and plastic-free environment in surrounding rural areas.
- **Environmental Conservation measures such as** tree plantation drives, clean-up campaigns, and awareness programs on sustainability are organized.
- **Education and Literacy:** NSS initiatives often focus on taking awareness classes in nearby schools, and arranging community classrooms for children who could not enroll in traditional educational institutions.
- **Women's Empowerment:** Our college ensures women's empowerment through its regular policies and practices.
- **Community Development Projects are undertaken regularly.**

Most of these activities are performed in collaboration with other Government bodies like the local police station, Block Development office, Gram Panchayat, neighboring schools and so on.

Evidence of Success: [<https://www.nabagramackcollege.in/webdata.php?c=46>]

- The concerted efforts of the college to bring about a positive change in society have been highly appreciated by government bodies and nearby schools.
- The liaison that has been formed with the government bodies has helped us to establish our presence outside the confines of the college campus.
- We have been immensely successful in assisting the local police station to organize awareness against drugs and road safety.
- Large-scale events like marathons and community rallies have been organized in collaboration with various government bodies.
- Programmes against child abuse and women trafficking have been organized in nearby schools regularly.
- Consistent increase in the enrolment and pass percentage of female students in the last five years has led to a shift in the attitude of the parents of the girl child reducing the early marriage rate of female students.

Problems Encountered and Resources Required:

- Colleges face several challenges while conducting social outreach programs.
- Limited funding restricts the scale and impact of these initiatives.
- Logistical issues, such as transportation and coordinating with external organizations, complicate planning and execution.
- Engaging students consistently is difficult due to their academic commitments and varying levels of interest.
- Navigating bureaucratic hurdles and obtaining necessary permissions further delays efforts.

Finally, ensuring the sustainability of projects and measuring their long-term impact remains a significant challenge for the college.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	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:

Nabagram Amar Chand Kundu College (NACKC) stands as a beacon of empowerment and equity in its community, particularly through its dedicated efforts towards advancing the cause of women's education and gender equality. This institution, nestled in the heart of rural Bengal, has consistently championed various initiatives aimed at creating a supportive environment for women and girls, challenging societal norms, and fostering a culture of education and empowerment.

Empowering Women through Education

At the core of the college's mission is the empowerment of women through education. Recognizing that education is the cornerstone of empowerment, the college has taken proactive measures to ensure access to quality education for girls in the region. By providing easy access to government scholarships specifically tailored for female students, NACKC has significantly increased enrollment and retention rates among young women.

Creating a Proper Ambience for Gender Equity

NACKC believes in creating an environment where gender equity thrives. This involves not only policy

implementation but also fostering a culture of respect and inclusivity. Through workshops, seminars, and awareness campaigns, the college promotes dialogue on gender issues, challenging stereotypes and biases that hinder progress toward equality.

Awareness Programs in Villages to Promote Girl Child Education

Understanding the critical role of community engagement, NACKC has initiated awareness programs in surrounding villages to promote the education of girl children. These programs involve local leaders, parents, and community members, emphasizing the importance of sending girls to school and debunking myths surrounding female education.

Creating a Women-Centric Safe Environment in College

NACKC prioritizes the safety and well-being of its female students by creating a women-centric safe environment within the college premises. This includes security measures like CCTV surveillance, gender-sensitive facilities like sanitary pad vending machines and dedicated girls' common room, and implementation of zero tolerance for harassment through college bodies like ICC and Women's Cell. By ensuring a safe space, the college encourages girls to pursue their education without fear or hesitation.

Awareness against Child Marriage

Child marriage remains a significant issue in many parts of rural India, perpetuating cycles of poverty and gender inequality. The college's NSS unit and Sankalpa (student club) actively engage in awareness campaigns and advocacy efforts against child marriage and child trafficking by partnering with local NGOs and government agencies.

Counseling and Skill Training for Financial Independence

To empower women beyond the classroom, NACKC offers counseling services and skill development programs aimed at enhancing financial independence. Many of our female students are encouraged to take certificate courses in Jewellery Making. An incubation center that provides female students to learn fruit processing and produce fruit-based products has been initiated on a rudimentary level. The students are encouraged here to engage themselves not only with matters of production but also undertake market surveys and explore business opportunities in this sector. These initiatives equip female students with practical skills and knowledge, enabling them to pursue careers and economic opportunities after graduation. The college also provides life-skill training for female students in the form of yoga classes and self-defense courses.

Encouraging Girls to Continue Education after Marriage

In a society where marriage often marks the end of a woman's educational journey, the college advocates for and supports girls to continue their education even after marriage. By offering flexible learning options like e-library and LMS, and promoting supportive familial attitudes, the college strives to break down barriers to education for married women.

Individual Counseling of Parents Against Withdrawing Young Daughters from College

Recognizing the pivotal role of parents in shaping educational outcomes, NACKC conducts individual

counseling sessions with parents who consider withdrawing their daughters from college, especially to marry them off early. These sessions aim to educate parents about the long-term benefits of education and empower them to make informed decisions that prioritize their daughters' futures.

The data presented in the following table summarizes the distinctiveness of our college

Percentage of female students admitted and passed out from the College over the last 5 years		
	Admission	Pass out
Year	% (F)	Pass %
2018-19	59.3	66.7
2019-20	56.7	76.7
2020-21	54.1	51.7
2021-22	57.7	56.6
2022-23	61.5	61.8

Conclusion

In conclusion, Nabagram Amar Chand Kundu College exemplifies a steadfast commitment to women's empowerment and gender equity through its multifaceted approach to education, advocacy, and community engagement. By addressing systemic barriers and challenging societal norms, NACKC not only transforms individual lives but also contributes to a more equitable and just society. As a beacon of hope and progress in rural Bengal, NACKC continues to inspire generations of women to dream big, pursue their ambitions, and realize their full potential, thereby shaping a brighter future for all. The success of our endeavor is visible in the steady increase in the enrolment percentage of female students and the female pass percentage of the last six years.

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

5. CONCLUSION

Additional Information :

I, Dr Soumitra Kar, Principal of Nabagram Amar Chand Kundu College, would like to express my sincere thanks to IQAC and NAAC Coordinators and other members of the Internal Quality Assurance Cell without whose untiring effort and hard work the preparation of the SSR would have never been possible. I express my sense of appreciation for the help and cooperation extended to the IQAC by the members of the Governing body, Heads of the Departments and other faculty members, Conveners of the sub-committees, Office and library staff and last but not the least by my dear students.

Concluding Remarks :

In a short period, the college has earned the trust of the local community and emerged as the top choice for students pursuing higher studies in humanities in Nabagram and the surrounding area. The college has also made significant contributions to the educational and overall development of the block. By successfully blending local awareness with global knowledge, the college provides students with greater exposure while ensuring they remain connected to their cultural roots. However, we believe it is just the beginning of a long journey ahead the final destination of which is to establish our college as a Centre of excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum and has also excluded generic title ones</p>																				
1.2.2	<p><i>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</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1070</td> <td>674</td> <td>20</td> <td>570</td> <td>606</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>344</td> <td>122</td> <td>0</td> <td>265</td> <td>184</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum and generic title ones</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1070	674	20	570	606	2022-23	2021-22	2020-21	2019-20	2018-19	344	122	0	265	184
2022-23	2021-22	2020-21	2019-20	2018-19																	
1070	674	20	570	606																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
344	122	0	265	184																	
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.1.2	<p><i>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</i></p>																				

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:

2022-23	2021-22	2020-21	2019-20	2018-19
229	381	286	259	293

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
178	325	241	201	261

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:

2022-23	2021-22	2020-21	2019-20	2018-19
558	558	378	378	378

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
558	558	378	378	378

Remark : DVV has made changes as per the seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	23	24	24	8

Answer After DVV Verification :

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

Remark : DVV has made necessary changes and has considered 2.2 initial input value

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

during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	3	5	1	1

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have considered workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	0	2

Answer After DVV Verification :

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

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	7	2	7	9

Answer After DVV Verification :

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

11	4	2	5	7
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Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded days celebration like tobacco day , yoga day, tree plantation, har ghar tiranga etc

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

Answer before DVV Verification :

Answer After DVV Verification :16

Remark : DVV has made changes as per the MoUs/linkages with institutions/ industries in India and abroad for internship.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.10063	2.67928	9.14125	42.48583	1.68619

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.21	0.85	3.22	10.72	0.08

Remark : DVV has made changes as per the excluding salary .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20.97741	18.84305	3.11801	10.61731	8.26864

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.41	3.88	1.04	2.76	2.54

Remark : DVV has made changes as per the Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1564	1061	760	795	549

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1289	876	702	715	498

Remark : DVV has made changes as per the students benefited by scholarships and freeships .

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
856	651	368	0	58

Answer After DVV Verification :

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

776	566	302	0	39
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Remark : DVV has made changes as per the report shared by HEI.

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
18	32	18	6	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	26	13	4	1

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
89	302	175	60	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89	302	175	60	48

Remark : DVV has made changes as per the report shared by HEI.

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
29	24	17	21	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	11	09	10	06

Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as events under nearby date has been counted as one

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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
19	23	0	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	0	1	1

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
3	3	3	3	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1357</td> <td>1611</td> <td>1144</td> <td>920</td> <td>773</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4015</td> <td>3512</td> <td>2674</td> <td>2562</td> <td>2319</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1357	1611	1144	920	773	2022-23	2021-22	2020-21	2019-20	2018-19	4015	3512	2674	2562	2319
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