



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SAHEED ANURUP CHANDRA MAHAVIDYALAYA

**VILLAGE-BURUL, P.O. BURUL, P.S.- NODAKHALI. DIST.- SOUTH 24
PARGANAS WEST BENGAL, INDIA PIN-743318**

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shaheed Anurup Chandra Mahavidyalaya, which started its journey on 16th November, 1991, as a Government Aided Co-educational Degree College affiliated to the University of Calcutta, is a renowned institution of higher education in Southern West Bengal, especially in the district of South 24 Parganas. The college located in the rural hinterland of the state capital, has evolved as a seat of academic excellence and has made significant developments in the fields of sports and physical education, socio-cultural activities and NSS programmes over the past three decades. The college has been christened after Saheed Anurup Chandra Sen, a great Indian freedom fighter associated with the revolutionary uprising in Bengal, famously known as the Chittagong Armoury Raid. Anurup Chandra Sen was a distinguished member of the Chittagong Youth Revolutionary Party along with great revolutionaries like Masterda Surya Sen and many other stalwarts. Saheed Anurup Chandra Mahavidyalaya is a tribute to Shri Anurup Chandra Sen, who eventually, took shelter in the Burul village of South 24 Parganas, and joined the Burul High School as a teacher, after the uprising. As a keen educationist he inspired a group of young students from this village to pursue education zealously and sincerely, and also indoctrinated in them the values of social and moral responsibilities towards the country and its citizens. Unfortunately, only after four years of his stay in Burul, Anurup Chandra Sen was arrested by the British police after a tip-off from a local informer. Later, Sri Sen died in jail while fasting in protest. In his brief teaching career, Anurup Chandra Sen ignited the dream of upliftment and emancipation among the marginalised and underprivileged students of this rural hamlet through the path of knowledge and education.

Presently, the College has 12 **Departments offering 9 UG programmes**. The college also offers 28 Beyond Syllabus Value Added Courses with Certificates to develop its students with extra mileage to their regular curriculum.

The college is committed to the **holistic development** of students and nurture them to be **responsible citizens**.

Vision

To provide education to the economically and socially backward community of the remote villages by imparting inclusive knowledge to become responsible citizens and meet societal challenges.

Mission

- To provide right ambience and opportunities for the students to acquire knowledge on respective disciplines alongwith effective communication and value added skills to face the job market.
- To promote outcome-based education by stimulating academic environment towards outcome-oriented teaching-learning process
- To collaborate with different industries and institutions for promoting teaching-learning process, research and entrepreneurial development
- To maintain transparency in all aspects of the college through good governance

- To promote the socio-economic development of the society through excellence in education with ethical values

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- NAAC Accredited with B+ Grade (Cycle 2)
- The institute works with eminent intellectual workforce with 40% PhD holder faculty members
- 97% faculty members are in position.
- 100% faculty are either Master Degree or having MPhil/PhD
- 40% faculty are NET/SET/SLET Qualified
- Meritorious and economically weak students benefit from scholarships and provision is offered for payment of fees in installments.
- Close mentoring of students and a healthy faculty-student relationship.
- Bridge courses and remedial teaching sessions are conducted for the students who require assistance to improve their academic performance.
- Active Student's chapters of professional body.
- Sports, literary, cultural and other extracurricular activities are promoted in the form of Club Engagements
- Social awareness is instilled in the students through a number of extension activities like Village Adoption Programme, School Development Programmes etc.
- 100% Faculty members have Vidwan ID. Most of them are members of NDLI also
- Fully Wi-Fi enabled campus with ICT enabled classroom.
- The college campus is 5G mobile network enabled. The only college in this area
- Presently, 28 MOU including 10 with academic Institutions and 18 with Industries
- Eco-friendly green campus.
- Incubation Centre with Super 30e project aiming to create future entrepreneurs
- Resourceful Library is with updated books, journals, newspapers and e-resources
- Library is a member of British Council, American Library, Infilibnet (N-List), NDLI and NIEPVD (National Institute for the Empowerment of the People with Visual Disabilities)
- Efficient Management that follows principles of decentralization and co-ordination with all stakeholders
- Wi-fi enabled campus
- CCTV surveillance for 24x7. 32 camera and 2 NVR are installed
- Gymnasium and common rooms for students
- Volleyball Court and other indoor and outdoor sports facilities
- Subsidized canteen that serves hygienic and nutritious food
- Active NSS and NCC that promote and encourage outreach activities
- Inclusive, disabled friendly and gender-sensitive campus
- Fee concessions to meritorious students
- Excursions, field trips and internships for enhancement of knowledge even if they are not included in the curriculum
- The campus has **1:1 Internet Leased line**
- 60% students belong to Girl students, which shows the Women Empowerment attribute of the college in the village area of Burul

Institutional Weakness

- There is a locational disadvantage of the position of the college. Moreover, having no train route, it is really challenging to get potential students from distant places. Communication with the main city and other important places is a very big weakness of the college.
- The college often face difficulties in inviting industry or academic experts, arranging campus recruitment, training etc. from main city because of communication problem, no train route and one and few available buses.
- Being an Undergraduate College, which focuses primarily on teaching and learning activities rather than on research. Hence there is a limited scope in enhancing the research rigor in the college.
- The college is affiliated to the University of Calcutta and is bound to follow the curriculum devised by the affiliating University and therefore does not allow for flexibility in curriculum design and delivery.
- Though women students are many in numbers still the women student ratio could be improved.
- More solar power installations are needed to rely on non-conventional energy source. Although a project on installing a Solar Plant has been approved by the Govt. of West Bengal but the fund is yet not received
- Electric driven bicycle/vehicle is needed to be procured
- No conscious effort for developing and sharing expertise for revenue earning purposes.

There is no auditorium for the students

Institutional Opportunity

- There is ample scope to collaborate with Universities in India and abroad and develop multidisciplinary academic collaborations/ faculty and student exchange programmes.
- More job-oriented courses can be introduced for more placement of the students
- More innovative and collaborative tie-up with industries for Internship and Placement opportunity for the students
- Potential contribution to socio-economic development of the region.
- To make the incubation center more vibrant for entrepreneurship development and start-up culture.
- Strengthen the Alumni Association to enhance the employability of the students.
- Govt/Non-govt funding for research project.
- Establishment of Centre of Excellence in at least one department

Institutional Challenge

- It is a challenge to mobilize the grants and funding for pursuing research projects, particularly in the wake of limited fund available from UGC for research.
- A large number of students of the college are from marginalized section and are first-generation learners. Meeting their educational needs poses a challenge.
- The distance from main road and the transportation cost there of severely affects the number of admission of students
- To Cope up with rapid technological changes and accustomed with the socio-economic development
- To build up more number of future entrepreneur from S-30e
- To motivate faculty members to publish research papers, patents, copyright
- To encourage faculty members to involve potential students in doing research activities and publish

some research papers

- To get research funding from external agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Saheed Anurup Chandra Mahavidyalaya (SACM) takes initiatives to ensure that the curriculum and syllabus are delivered effectively and in a well-planned manner. Since the college is an affiliated to University of Calcutta, it does not have much role to design and develop the curriculum and syllabus. The college is in smooth migration from Choice Based Credit System (CBCS) to CCF (Curriculum and Credit Framework) under NEP. The college conducts a no. of value-added certificate courses. The college adheres to the Academic Calendar and lesson plan. A no. of teachers are involved in setting of question papers for UG programmes of the affiliating university. All the faculty members actively participate in the evaluation and assessment process of the affiliating university. The college has organized various webinars, seminars, orientation programme, workshops, counselling sessions on **values and ethics, gender sensitization, environment and the sustainability matters**. A no. of **outreach programme and extension activities** are organized by the **NSS and different clubs** of the institute to incorporate relevant social ethical and sustainability values in the curriculum. A good number of students have undertaken project work/field work during the year. The college has a **Computer Centre** which provides training to the students. **Almost 100%** students are given training in this computer center. The institution obtains feedback from the students, teachers, employers and alumni on the syllabus and other aspects of the college. **Feedback** is collected, analyzed and appropriate action is taken. The feedback is made available on the college website.

Teaching-learning and Evaluation

The college follows a well-administered and transparent procedure from admission to examination. The students are provided with Academic Calendar, List of Holidays, Schedules of Internal Examinations and other important information of the college through the college website and prospectus. **The ratio between boy and girls is 40:60**, which shows that the women empowerment culture in the college is very prominent. Different Learning tools like Experiential Learning, Participative Learning and Problem solving Learning are usually used using ICT Tools, Smart boards in Smart classrooms for better learning experience. The internal assessment of students is done through a continuous evaluation process of class tests, Tutorials/Assignments, Viva-Voce, Project works. The question papers of the internal examinations are set by departmental teachers as per university guidelines. The results of the internal examinations are declared within the stipulated time. **Any grievances relating to internal examination from the students are efficiently dealt with.** The institute conducts seminars, workshops, debate, orientation programme, webinars, project work etc. 95% of the sanctioned faculty posts are filled by full-time teachers. The institution has 34 full-time teachers. **50% faculty members are either PhD or MPhil or NET qualified including 35% PhD Holders. Seven (7) teachers are registered PhD and pursuing research at present.** The teachers and the students of the institution are aware of the **Course Outcome (CO) and Programme Outcome (PO) and Programme Specific Outcome (PSO)**. During orientation programme, the students are told about the Vision and Mission and code of ethics of the college.

Research, Innovations and Extension

The IQAC and the R&D Cell of the college play active roles in promoting research culture in the college. Faculty members usually publish research papers and book chapters in UGC approved or UGC Care list. The college regularly conducts Webinars, seminars, Workshops and conferences. To encourage research activities, the college provides **financial support** to faculty members for presenting papers in state level, national and international seminar or conference. The policy regarding the quantum of support to be provided for each category has been framed in the Governing Body. Opportunities are created **to support holistic development of students** through extension and outreach programmes organised by **NSS, NCC, Women's Cell and different Clubs** of the college. There is active participation of students in the **outreach programmes** that mainly contribute to **environmental sustainability, awareness regarding gender inequality and human values. Internships and field trips** are encouraged to strengthen experiential learning. **More than 22 MOUs** have been signed to facilitate collaborations and opportunities for academic knowledge exchange, extension activities, internships and research. The institution carried out a number of extension activities in the neighborhood community in sensitizing students on social issues in order to nurture their holistic development. Workshop, Seminars are organized on Intellectual Property Rights (IPR) Research Methodology and entrepreneurship. Webinars, Seminars, Workshops, Extension Programmes were organized by the institution to create an environment for innovation, creation of knowledge, as well as transfer of knowledge. Two Patents and one Copyright have been applied and got published and some are in queue.

Infrastructure and Learning Resources

The campus area of the college is **8700.749 square meters with total built-up area 2831 square meters distributed to Three Block - South Block, East Block and Other Block** where each block covers three floors, **Ground Floor, First Floor, Second Floor.**

Presently the college has **16 classrooms having ICT facility and Smartboards.**

The College has two playgrounds one volleyball court. The college has one **Boy's and one Girl's Common room having all common indoor games facilities.** The college has a well-equipped **Computer Center and a well-equipped Gymnasium.** The **Library of the college** is occupying **196.68 sq. meters.** It has nearly 22065 books, journals and periodicals, Newspapers. The Library is a members of many important national and international level libraries. There are well-equipped laboratories in the departments of **Geography, Physical Education, Commerce and Computer Science.** In college **Reprography facility** is available in the college premises at subsidized rate. The college has a canteen with separate arrangements for the students and staff. The college also has a **Sick Room.** However, for medical emergencies, the ill person is taken to Burul Primary Health Centre at about 0.5 km away from the college. The college has a **Yoga and Wellness Centre.** There are 32 CCTV Cameras installed at different parts of the college. The college has **Two Generator of capacity 35 kVA and 40 kVA. The college has Cycle stand, Car parking facility.** The college campus is Wireless 5G mobile network enabled having Internet leased line and Wi-Fi facility.

Student Support and Progression

The college is always focused on its **prime internal stakeholders**, i.e., Students who are the brand ambassadors of the institution. Unfortunately, due to the geographic and demographic hindrance of the college, **90% of students** belong to either economically or socially challenged category. However, the college always is in keen focus to assist them through various scholarships and financial aids so that they can continue their studies without dropout. Around **70% of students avail different scholarships.** The college also provides

freeship and endowment scholarships to some qualified students to motivate the mass. The college offers programmes that enhance soft skills, communication skill, life-skills and computing skills to prepare them in pursuing their professional goals. Presently, the ratio between **boy and girls is 40:60**, which shows that the **women empowerment culture** in the college is very prominent. The institute emphasis on **holistic development** of students and hence other than regular academics, the institute conducts many seminars, webinars, workshops, cultural events, annual sports and alike to improve soft-skills, personality development skills, body language of the students. There is a process of submission of students' grievances in online and offline mode. The institution has various committees and cells like Anti-Ragging Cell, Minority Cell, SC/ST Cell, Grievances Redressed Cell, ICC to work for effective and timely redressal of students' grievances including sexual harassment and ragging cases. The college has an active Alumni Association. Distinguished Alumni are invited to address students in various occasions and to motivate them for future career.

Governance, Leadership and Management

The governance of the institution is done in congruence with the **mission and vision** of the college. The college has a mechanism for **delegating authority** and providing operational autonomy to various functionaries through **various committees, cells and frameworks** and thus conforming to **true decentralization and participative management**. Almost all major activities of the college are done through **perspective planning**. The **Governing Body** is the highest authority in the college and Principal is the Secretary of the Governing Body. **E-governance** has been implemented in all major thrust areas of operation like administration, finance and accounts, admission, support and examination. The institution provides various welfare measures for its teaching and non-teaching staff members. The institution has a **Cooperative Society**. **Funds** are primarily generated from collection of students fees. **Salary grants** are received from the State Government. The institution reviews its teaching learning process, structures and methodologies of operations and learning outcomes **at periodic intervals through IQAC**. **Performance Appraisal for Teaching and Non-teaching staff members** are done annually through IQAC. The institution has **signed 22+ MOUs** with different institutions and industries for collaborative development in various areas. The **Academic and Administrative Audit (AAA)** is regularly done by hiring competent external experts. The IQAC plays a pivotal role in driving the college to new heights every year, aspiring for higher competitive goals in leadership, governance and in institutional values. The college regularly participates in the NI and submits AISHE and the AQAR and has obtained the ISO and Green Audit certifications

Institutional Values and Best Practices

Saheed Anurup Chandra Mahavidyalaya (SACM) espouses values and practices that promote **women empowerment**, ensure **green and eco-friendly campus** and instill social responsibility through various extension and outreach activities. **For Girl students**, the college has the facility of **sanitary napkin incinerator and vending machines** installed in the Girls washroom and Girls' Common room. There are separate **common rooms for the Boys and Girls** students. The college undertakes **energy and resource conservation measures** like **solar energy, rainwater harvesting, use of LED lights, Motion Sensors, Timer Switches, electronic lamps** etc. The college adopts **water conservation** measures through **rainwater harvesting and recycling, earth recharging and maintaining water body**. The college takes proper care of **solid waste, liquid waste management and e-wastes**. The college believes in **equality**, which is evident through inclusionary practices at multiple levels catering to various **cultural, regional, linguistic, socio-economic diversities**. Responding to the needs of **differently-abled persons**, the college campus has facilities for barrier free environment, **ramps, disabled-friendly washrooms, wheelchair and Braille books**. The

college regularly **plants trees and medicinal plants** in the campus. The institution conducts **Green Audit, Energy Audit and Environment Audits**. The college has received recognition for a **clean and green campus** from **Gram Panchayat**. The **code of conduct** is displayed on the college website. The institution celebrates national and international commemorative days and events and festivals. The college has undertaken a number of **community service initiatives** and **social awareness programmes** through NSS, NCC, Women's Cell and different Clubs existing in the college.

The best practice of the college is:

- 1. Beyond Curriculum Training on Value Added Courses**
- 2. Community Development Initiatives**

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SAHEED ANURUP CHANDRA MAHAVIDYALAYA |
| Address | Village-Burul, P.O. Burul, P.S.- Nodakhali. Dist.- South 24 Parganas West Bengal, India Pin-743318 |
| City | Kolkata |
| State | West Bengal |
| Pin | 743318 |
| Website | www.sacm.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|-----|---------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Santanu Kumar Sen | 033-29506131 | 8910871335 | - | office@anurupchandracollege.org |
| IQAC / CIQA coordinator | Nimai Poddar | - | 7980337078 | - | npoddar2011@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |
|-----------------------|
| |

| State | University name | Document |
|-------------|------------------------|-------------------------------|
| West Bengal | University of Calcutta | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 10-06-2000 | View Document |
| 12B of UGC | 10-06-2000 | View Document |

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

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

Recognitions

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

Location and Area of Campus

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|--|-----------|----------------------|--------------------------|
| Main campus area | Village-Burul, P.O. Burul, P.S.- Nodakhali. Dist.- South 24 Parganas West Bengal, India Pin-743318 | Rural | 2.15 | 3773 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|------------------------------|--------------------|-----------------------|-----------------------|---------------------|--------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No. of Students Admitted |
| UG | BSc,B Sc,General | 36 | Higher Secondary | English,Bengali | 189 | 76 |
| UG | BCom,B Com,General | 36 | Higher Secondary Pass | English,Bengali | 79 | 10 |
| UG | BA,Bengali, Honours | 48 | Higher Secondary Pass | Bengali | 73 | 20 |
| UG | BA,English, Honours | 48 | Higher Secondary Pass | English | 20 | 14 |
| UG | BSc,Geography,Honours | 48 | Higher Secondary Pass | English,Bengali | 59 | 22 |
| UG | BA,History, Honours | 48 | Higher Secondary Pass | English,Bengali | 67 | 12 |
| UG | BA,Philosophy,Honours | 48 | Higher Secondary Pass | English,Bengali | 50 | 3 |
| UG | BA,Political Science,Honours | 48 | Higher Secondary Pass | English,Bengali | 59 | 27 |
| UG | BA,B A,General | 36 | Higher Secondary Pass | English,Bengali | 565 | 537 |

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 | | | | 4 | | | | 31 | | | |
| Recruited | 1 | 0 | 0 | 1 | 2 | 2 | 0 | 4 | 17 | 13 | 0 | 30 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| 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 | | | | 16 |
| Recruited | 8 | 2 | 0 | 10 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 7 |
| Recruited | 7 | 0 | 0 | 7 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 2 | 0 | 7 | 4 | 0 | 14 |
| M.Phil. | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 7 | 0 | 18 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | |
|--|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 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 | 257 | 0 | 0 | 0 | 257 |
| | Female | 464 | 0 | 0 | 0 | 464 |
| | 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 | 86 | 92 | 54 | 82 |
| | Female | 111 | 118 | 90 | 120 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 51 | 75 | 59 | 42 |
| | Female | 62 | 84 | 66 | 70 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 153 | 165 | 127 | 114 |
| | Female | 202 | 258 | 201 | 232 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 665 | 792 | 597 | 660 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Saheed Anurup Chandra Mahavidyalaya (SACM) has been working on holistic and multidisciplinary education for past few years to develop social, physical, intellectual, emotional, and moral capacities |
|---|---|

| | |
|--|---|
| | <p>of its students in an integrated manner. After implementation of CBCS and thereafter NEP-2020, the curriculum, which is already Credit-based, has become much flexible and interdisciplinary combinations. The COs and POs have been designed giving emphasis on disciplinary knowledge, critical thinking, problem solving, analytical, communication skills and alike. The opportunities of doing research are inculcated through holistic and multidisciplinary approach. Some Patents and Copyright have been filed where faculty members and students from multiple departments participated</p> |
| 2. Academic bank of credits (ABC): | <p>The affiliating - University of Calcutta has already taken initiative towards ABC and accordingly, on 5th October 2024 an Workshop was organized on ABC where Experts came from New Delhi and presented the advantages and operations of “DigiLocker” of Govt. of India. The Principal and IQAC Coordinator of SACM was present in that Workshop and supported the implementation. We believe that very soon ABC will be implanted through this DigiLocker</p> |
| 3. Skill development: | <p>Skill Development for the students have been given utmost priority in the college in line with the NEP-2020 to make the students self-sustainable and thus to build the “Atmanirbhar Bharat”. The college has itself designed 25+ value added courses out of which some are true skill-based. The college has signed with 10+ industries to impart skill-based training to the students to prepare for better employability. Apart from this, Life skills is also taught to students</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The college believes on the comprehensive knowledge system of Indian heritage and culture and the Indian way of doing things. The college emphasizes on the 3 important attributes of IKS - Jnan, Vignan, and Jeevan Darshan. Although the curriculum has different courses aligned to IKS, the college has signed a MOU with one professional organization – “Yoga and Happiness” through which one certificate course on Yoga and Happiness runs in the “Yoga and Wellness Centre” of the college. The Library has a separate “Religious Section” where books from all major Religions like Hinduism, Islam, Christan, Buddha, Jain, Jewish, Confucius etc are available</p> |
| | |

| | |
|--|---|
| 5. Focus on Outcome based education (OBE): | The college has shifted from Teacher-centric teaching-learning to Student-centric teaching- learning methodology where the course delivery, assessment are planned to achieve stated Outcomes. For each course, proper COs and for each Programme, proper PSOs have been designed. The COs are mapped with respective POs and PSOs. CO Attainment and PO Attainments are calculated using Direct and Indirect methods with proper weightage |
| 6. Distance education/online education: | After the Covid-19 pandemic period, the college became competent enough to conduct online classes, meetings, webinars etc. and thus online education has become a part of ongoing teaching- learning process. Many Seminar/Workshops/FDP etc are conducted in blended mode. The college developed its own LMS through which online classes were conducted during pandemic days |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Yes. Electoral Literacy Club (ELC) of Saheed Anurup Chandra Mahavidyalaya (SACM), had been set up in accordance with ECI guidelines to promote electoral literacy in all age groups of the Indian citizens, especially, students of the college by carrying out many diversified and interesting activities on apolitical, neutral and non-partisan manner. The institutional Electoral Literacy Club was also set up with the specific objective of targeting the new voters (in the age-group 18-21 years) who are pursuing their graduation in the college. Since the college is located in a village area, Panchayat Election has been found to possess a prominent role in the locality and hence in the young learners of the college. Almost 100% employees of the college participate in every election in different level starting from 3rd Polling officer to Presiding officers.</p> <p>Objectives: The objectives of the ELC are as follows:</p> <ul style="list-style-type: none"> • To develop a culture of electoral participation and ethical voting • To educate the targeted populations, in the college and the locality, about voter registration, electoral process and related matters • To help the target audience understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner. • To |
|--|---|

| | |
|--|---|
| | harness the potential of ELC members for carrying the electoral literacy in communities • To follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. |
| 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? | Yes. Structure: The ELC is being coordinated by two Coordinators – one Faculty Coordinator and one Student Coordinator. There is an Executive Committee where 5 Student members and 3 Faculty members are present to look after the different functions and activities of the ELC Club. All the students of the college are the default members of the club by virtue of its policy. The faculty Coordinator is selected who has experience of election duty. Here Political Science faculty are usually preferred in our college because of their relevant exposure and experience. The student side Coordinator is selected who has experience in participating in any election and casting vote. |
| 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. | Different Activities: This ELC Club usually conduct the following activities under the banner of this club: 1) Celebration of "National Voters' Day" on January 25 every year 2) Awareness Programme on Importance of casting your valuable Vote 3) Voters Awareness Campaign 4) Orientation Programme for ELC Students 5) Participation in Human Chain Making for Electoral Awareness 6) Invited Talk by external experts on relevant fields 7) Some other activities are also conducted as and when required |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The college has a Student Union which is formed based on election where all students of the college cast their votes for which the students in the college are well aware of election, casting vote and other important aspects of an election. Being an undergraduate college, majority of the students are above 18 years of age and because of different types of election starting from Panchayat to Legislative to Parliamentary elections, almost 80% student are eligible and majority of them cast their votes enthusiastically. |
| 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. | The institutional Electoral Literacy Club was also set up with the specific objective of targeting the new voters (in the age-group 18-21 years) who are pursuing their graduation in the college. Since the college is located in a village area, Panchayat |

Election has been found to possess a prominent role in the locality and hence in the young learners of the college.

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 |
|---------|---------|---------|---------|---------|
| 1527 | 1576 | 1335 | 1305 | 1278 |

| 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: 35

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 35 | 35 | 12 | 10 |

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 |
|------------|------------|------------|----------|----------|
| 33.8381492 | 55.4922885 | 92.3845755 | 57.63118 | 21.93895 |

| 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:

The college is keenly focused on **effective and timely delivery of curriculum and syllabus** by **adopting different mode of teaching methodologies** through well-planned lesson plans and following the **Academic Calendar** so that proper course outcome and programme outcome is achieved by the students.

The institutional initiatives include the following:

1. The college ensures strict adherence to the Curriculum prescribed by the affiliating University of Calcutta for all courses offered and completion of the Curriculum delivery within stipulated time
2. Academic Sub-Committee prepares the **Master Routine** (Time-Table) on the basis of which all departmental routines are prepared. **Prospectus** and **Academic Calendar** are also prepared and both are uploaded in the college website.
3. The area of specialisation of the concerned faculty is generally kept in mind while distributing the curriculum among the faculty members of each department.
4. Faculty members of every department prepare a detailed **Semester-wise lesson plan** according to the syllabus. Head of the Institution monitors the completion of courses from time to time.
5. **Teachers always provide study materials and reference notes** to ensure that students are adequately equipped with reading / learning resources. Teaching gets supplemented with **Seminar, Special lecture, Group discussion, Study tour and Field trips**.
6. The **Central library** and the **departmental libraries** are equipped with all relevant text and reference books. The Central library of the college is equipped with **SOUL LMS, N-LIST**, membership of American Library, British Council, NIPVD for Blinds which help teachers and students immensely in getting necessary books, Journals and E-resources. There are well-equipped laboratories for practical classes and corresponding Technical Staff members assist in conduction of Laboratory classes alongwith the teachers.
7. Different teaching-learning methodologies like experiential learning, participative learning, problem solving etc are used for better understanding by the students. The college encourages ICT based teaching-learning process for effective delivery of the curriculum and Smart Classrooms are used for conduction of many classes.

The college being affiliated to the University of Calcutta, follows strictly the Academic Calendar as prescribed by the University for conducting academic affairs like – i) admission ii) registration iii) filling up of the form iv) internal examinations v) tutorial vi) viva vii) final examinations including viii) theory ix) practical etc. The respective notices can be found on the college website as well as with all the departments

Internal examination and assignments (project) are part of **Continuous Internal Evolution (CIE)** of the students. **Assignments** are given to the students by the teachers following departmental specific **teaching plans**.

The college prospectus is also displayed on the **college website**, so that the students are aware of the academic session activities. **This includes the subject combinations, CBCS detailed, Fee structure etc.** Also, a tentative schedule of (i) NSS activity (ii) Sports (iii) Students' activity (iv) Club activities are mentioned. The institution keeps a record of the attendance and the marks obtained in each internal and tutorial assessment by each student and uploads in the university portal.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 28

| 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 |

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: 54.51

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 |
| 798 | 862 | 784 | 738 | 645 |

| 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:

Cross-Cutting Issue are topics that are identified as important and that affect all aspects of development. Mostly identified as cross-cutting issues in the field of Education are **Gender, Environment and Sustainability, Human Values, Capacity-Building, Inequality and Climate Change.**

The Institution integrates **Cross-Cutting** Issues through the Curriculum of Semester- wise CBCS as prescribed by the affiliated University in different Courses offered under B.A./B.Sc/B.Com (Honours and General programmes). There are various such issues in the curriculum of Bengali (Honours and General), Political Science (Honours and General), History (Honours and General) programme and Ability Enhancement Compulsory Course (AECC-2)/ Environmental Studies etc.

The College strictly follows the curriculum suggested by the affiliating University. Besides these, the college also conducts several seminars, workshop on such issues to raise awareness among students. The Gender Equity cell conducts the gender audit every year.

List of some courses which address professional ethics, gender, environment and sustainability into the curriculum.

| Name/Code of the Course | Included in the syllabus |
|--|--|
| ENGG-CC-3(Sem-3) / ENGA-DSE-B2 (Sem-5) | Women's writings – Poetry, Fiction, Contemporary |

| | |
|---|--|
| | India: Women and empowerment, History of women's (pre and post- independence), Domestic violence, Female foeticide, Sexual harassment, Women and double marginalisation |
| BNGA –CC-4/CC-7/CC-8/CC-10/CC-12/CC-13/DSE-A-1/2/3. DSE-B-1/2/3. | Gender issues, Environment & sustainability, Human values and rights. |
| BAGG-CC-3/CC-4/LCC-2(1)/LCC-2(2)/DSE-A1/2/3.DSE-B-1/2/3. | |
| PLSA- CC-2/CC-4/CC-14 DSE--A(1).DSE-B4 | Gender and Politics: Sex- Gender debates, women's movement in India, human values and rights.. |
| PLSG-CC-3, DSE-B2 | |
| HISA-CC-1/ CC-4/ CC-11/ CC-11/ CC-13/DSE-A-1 | Reconstructing ancient Indian History: History (with special reference to gender, environment. Culture in Mediaeval Europe: Position of women in Europe. The French revolution and its European social classes and emerging gender relations. Social and religious movement in India. Debates around gender. History of Bengal (c.1905 - 1947).). Reforms and women's Question. |
| PHIA-SEC-B(Sem-3/Sem-4)/ B(Sem-4/Sem-6) | PHIG-SEC- Man and Environment: Classical Indian attitude. Respect for nature, Intrinsic value of nature, India and Third world critique, Eco-feminism. Environmental Thought: Business ethics, Environmental Ethics, fight against pollution and resource depletion. Value and peace education . |
| EDCG-DSE-A(Sem-5) /EDCG-DSE-B(Sem-6) | Place and Value Education: Concept of education, Classification and sources of value. Role of value and conflict. Gender and Society: Gender concept, Gender roles, Gender inequality in the schools, Women Education and Women's empowerment. |
| B.A./BSc. GEOG | Changing concept of development and efficiency – equality debate. Indicators of development – social and environmental. Concept of human regional development in India, regional inequality and diversity. Measurements of fertility and morality cohort and life table. Contemporary issues: Declining sex ratio, population and environment impact of HIV/AIDS. |
| B.COM. CC 4.1 Cgh | Business Ethics: Basics of business ethics , responsibility and business ethics, principles of ethics in management, globalization and ethics, corporate code of ethics. |
| Environmental Studies as AECC for all students B.A./B.Sc./B.Com. | Concept of sustainability and sustainable development and Ecosystem, natural resources. Conservation, environmental pollution, environment and practices, human communities and the |

environment.

1.3.2

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

Response: 40.47

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

Response: 618

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System**1.4.1**

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

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

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57.83

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 |
|---------|---------|---------|---------|---------|
| 665 | 792 | 597 | 660 | 643 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1161 | 1161 | 1161 | 1161 | 1161 |

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](#)

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: 60.08

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 |
| 310 | 369 | 269 | 314 | 312 |

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 |
| 524 | 524 | 524 | 524 | 524 |

| 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 |

2.2 Student Teacher Ratio

2.2.1

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

Response: 46.27

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student-centric learning means putting students at the centre of the learning process. When students are given the opportunity to gauge their learning, learning becomes an incentive.

In this college, teaching-learning methodologies are evolved according to the scope of the syllabus structured by the affiliating University.

The college offers a constructive platform for students to sharpen their skills and knowledge and enhance moral values to mould their career and attitude towards right direction. The college uses several student-centric methods for enhancing learning skills and abilities of students. Active involvements and efforts of faculty members ensure the effectiveness of the activities through adoption of the following student-centric methods.

1. Experiential Learning: All the departments of the college employ the following experiential learning techniques to improve understanding and creativity levels of the students.

1. Workshop
2. Report writing
3. Peer Assisted learning
4. Internship
5. Industry visit
6. Demonstration by students

2. Participatory Learning: In participative learning, students get involved in various activities such as seminar, presentation, group discussion and skill-based Add-on courses. These following participative techniques are mostly followed.

1. Seminar by students
2. Blended learning
3. Group discussion
4. Presentation
5. Quiz
6. Debate

3. Problem-solving methods: All the departments encourage students to develop and acquire problem-solving skills. In this regard, college organizes special lectures on various topics and engage student to participate in the following problem-solving methods.

1. Case study
2. Project Work
3. Field visit
4. Activity based learning

Many of the Core Courses in the CBCS syllabus require **project work** and the student is thus trained in **decision-making, analytical assessment, and report-writing**. **Tutorial and practical classes** are designed to help out students in writing answers more efficiently. **Customized power point presentations** are delivered to teach the lessons according to the needs of the learners. In the subjects like Geography, History and Physical Education, students are taken to the **educational field trips and excursions** to acquire hands on training and experience.

ICT facilities and Online Resources: ICT facilities and Smart Classrooms are available for conducting the classes for both theory and practical. **Smartboards and LCD Projectors** are used by the faculty members to give power point presentations. The **College Library** is computerized. Photocopying and scanning facilities are available. **E-Resources** are also shared with students to augment their knowledge. Being member of American Library, British council, NIPVD, N-List, NDLI, lots of Online Journals, e-books are available in the library for the students and faculty members. **Regular seminars and workshops** are organized to keep students updated, broaden their outlook, enhance their communicative skills, and induce critical thinking in them. The College has dedicated **computer labs and Smart Classrooms**. Each Department is furnished with dedicated computers used for teaching-learning. Faculty members of the Departments like Geography, Computer Science, Economics and Commerce use **digital display pads** with pens to ensure demonstration pedagogy. Arts departments like Bengali and English also present movie adaptations of texts and various topics.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 89.93

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 |
|---------|---------|---------|---------|---------|
| 36 | 36 | 37 | 15 | 15 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | 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: 52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 15 | 14 | 10 | 8 |

| 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 |

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:

At **Saheed Anurup Chandra Mahavidyalaya**, there is **complete transparency in the internal examination process**. Not only the college, the same is very much true for the affiliating University, i.e., University of Calcutta. The college strictly adopts and follows all the directions given by affiliating University.

To maintain proper transparency in the Internal as well as External Examinations, the college has a dedicated Examination Cell headed by Office InCharge (OIC) along with several members. Besides this, the college has some dedicated committees to look after the different important stages regarding the examinations like Internal Examination Committee, Question Paper Setting Committee, CU Exam Committee. Besides these, there is a **Grievance Redressal Committee** in the college which not only looks after the grievances regarding the examination processes but also takes care of many other grievances of the students regarding academics, admission, indisciplinary activities etc. **There is a mechanism of lodging grievance by any student of the college through Online Grievance Link** given in the College Website as “**Student Grievance**” tab on the top of the webpage, which itself indicates how concerned is the college authority regarding the students’ complaints or grievances. **The grievance redressal is time bound and there is a mechanism** which is strictly maintained in the college level to address the issues in a time-bound process.

All the issues related to internal assessments are usually addressed in the college itself but if the issues are related to the external assessment or evaluation, the college first takes necessary steps to resolve it but if it is not within the college jurisdiction, the issue is immediately sent to the University by the HOI for feasible solutions. Once the issue is addressed by the university, the same is immediately communicate to the concerned student and the corresponding HOD. The **Examination Cell** takes care of all examination and evaluation processes very meticulously.

The Examination Cell alongwith the HOI and all HODs conducts meetings of all teaching and non-teaching staff members much before any exam and briefs the rules and regulations to all. Evaluation is made through Unit Tests, Internal Evaluation, Assignments Submission, Field Visit / Field Work and Seminars Presentation. The performance of the students is displayed on the Notice board and communicated to the students. All the evaluated and verified answer scripts are preserved in the college. The marks obtained by the students in internal assessment tests are uploaded on the university web portal along with their attendance.

All issues related to results, corrections in marks and other certificate related queries are carefully addressed by the institution or forwarded to the university as needed. However, students are allowed to apply self directly to the university for re-evaluation, correction, scrutinee and can even challenge the evaluation by paying necessary fees to the university (RTI). All the queries, issues and grievances are followed accordingly till redressed by the university and satisfactory solution of it within fifteen days.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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:

Saheed Anurup Chandra Mahavidyalaya is keenly focused on **Outcome-based Education (OBE)** and hence the Institution approaches teaching and learning in a definitive and structured manner.

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all Programmes and Courses respectively, offered by the institution are stated and displayed on the **college Website under the IQAC Menu**. The same is also communicated to the teachers and students in different ways apart from the Website link.

As per the UGC guidelines, there are total 8 Programme Outcomes for all the General Programmes like BA General, BSc General and BCom General. But of the 6 Honours Programmes, the corresponding departments have formulated 3 to 5 Programme Specific Outcomes (PSO). The Course Outcomes (COs) for each Course/Subject is framed by the corresponding departmental faculty members.

For each course taught in the college as per the affiliating university syllabus, for each individual course, proper CO-PO Mappings are done by the departmental faculty members with discussions with other relevant faculty members inside the college and even sometimes with outside potential faculty members, mostly with our collaborating institutions.

With reference to the POs, the PSOs and the COs in relation to both POs and PSOs are discussed at the departmental levels during syllabus allocation meetings at the beginning of each Academic Session. **During the first few Orientation classes**, newly admitted students are sensitized about the academic, cultural, socioeconomic, scientific, and technological scope of the syllabus and the rationale of the structure. Once they settle down the idea of **POs, PSOs and brief outline of the COs** are made clear during the teaching-learning process. The faculty members have a practice to brief the COs of any subject before the start of the scheduled classes in any semester so that students develop interests towards the subject knowing its direct outcomes and applications in the real-life scenarios.

The college website displays the POs, PSOs, and COs so that entry level students can make effective academic and career choices before enrolment.

All the Programme Outcomes and Course Outcomes for all Programmes offered by the institution are shared to all the stakeholders in the form of different activities and displaying on the institutional website. These got communicated time to time to all teachers and students in a well-defined way through seminar/workshop and placing display boards in important locations and laboratories of the respective departments. Program Outcomes (POs), Program Specific Outcomes (PSOs) of all the UG and PG Programmes have been disseminated to the stakeholders as follows:

- **Electronic Media:**
- **Display Media:** All Laboratories, Departmental Corridors, faculty room, classroom and library
- **Print media:** Corresponding COs are also printed on each laboratory manuals and issued to all students at the beginning of laboratory classes.
- **Course file:** In every course file of the faculty members, the corresponding COs and the CO-PO mapping are mentioned

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At Saheed Anurup Chandra Mahavidyalaya all the departments prepare the **POs, PSOs of the corresponding programmes and COs** for all the courses taught in the college and does the **CO-PO mapping** for all courses/subjects based on the curriculum and syllabus of the affiliating university.

The COs of each course have been structured and mapped with corresponding POs. To implement the **Outcome Based Education (OBE)** in the Institute, the attainment of Course Outcome and Programme Outcome are measured based on complex but worthy calculations.

The **CO Attainment** is evaluated through **Direct and Indirect assessment tools**. The result of attainment of CO is used to evaluate the attainment of Programme Outcome (PO) and Program Specific Outcome (PSO).

The Attainment calculation is done in a decentralized manner as briefly given below.

[A] CO Attainment Processes:

The subject teacher develops the Course Outcomes for the subject and maps POs, PSOs with them. For each subject, the number of evaluation components is pre-defined as per academic regulations. After the proper mapping the target level of attainments are set and finalized. Department collects and prepares data to evaluate the attainment of Course Outcomes (COs).

Followings are the methods to find attainment of the COs: Student's knowledge and skills from their performance in the

• Continuous Internal Assessment tests

- **Semester End Examinations**

All the COs are mapped in the end semester questionnaires, Mid-semester Assessments (Unit Tests), Assignments and Quizzes. Through this the subject teacher evaluate the competency of the student after the completion of the course.

PO and PSO are carried out through **Direct method** and **Indirect method**.

Measuring CO attainment through Cumulative Internal Examinations (CIE) :

- CO attainments are measured considering assignments, Unit Tests through CIE.
- CO attainment is obtained through Cumulative Internal Examination (CIE) and Semester End Examination (SEE).

Attainment Level of courses is set as below by the program:

• CO Attainment Level -Target level 1: 40% students obtaining 60% and above

• CO Attainment Level -Target level 2: 50% students obtaining 60% and above

• CO Attainment Level -Target level 3: 60% students obtaining 60% and above

Overall CO attainment is obtained considering 35% credit from CIE and 65% from SEE

Thus, Overall CO Attainment = 35% credit from CIE + 65% credit from SEE.

[B] Overall PO & PSO Attainment Calculation:

Overall PO/PSO attainment = (80% of Direct Attainment) + (20% of Indirect Attainment)

Direct Attainment is measured through -

- **Semester End Examination (SEE)**
- **Cumulative Internal Examinations (CIE)**

The direct attainment level is calculated using CO attainment level and CO-PO articulation Matrix. The CO attainment levels of the course are correlated with POs of the program on a **scale of 3 (3-High; 2-Medium; 1- Low)**.

Indirect Attainment is measured through various surveys as follows:

·Alumni survey

- **SSS/ Program Exit Survey**
- **Employer Survey**
- **Faculty Survey**
- **Parent Survey**

The questions mentioned in the surveys are mapped to the **POs and PSOs (on the scale of 1 to 3)**. The responses and the mappings are used for indirect computation of PO & PSO attainment.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.3

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

Response: 76.01

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 |
|---------|---------|---------|---------|---------|
| 242 | 252 | 191 | 132 | 127 |

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 |
| 370 | 282 | 199 | 186 | 205 |

| 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 |

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

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

3.2 Innovation Ecosystem

3.2.1

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

Response:

Saheed Anurup Chandra Mahavidyalaya (SACM) always gives esteemed emphasis on **Indian Knowledge System (IKS)** since its inception mainly because of its founder leader Saheed Anurup Chandra Sen who was a freedom fighter alongwith Master Surjyo Sen during Indian Freedom movement. The vision and mission of the institute therefore reflects his vision and thought process till date.

.

The IKS is one of the significant aspects of the **New Education Policy (NEP) curriculum**. Faculty members while transacting curriculum of CBCS and newly introduced CCF (Curriculum and Credit Framework) under NEP endeavor to transfer knowledge to the students from different fields of **IKS** Such as **Ancient History and Culture enumerated in Vedic corpus, Ancient Governance System during Kautilya's time, Ancient Indian Art and architecture, Ancient Indian Mathematics, Astronomy and approach to Health. etc.**

The college has “**Yoga and Wellness Center**” where **Yoga and Life Skill Certificate Courses** are taught. **The college has signed MOU with Govt. Registered “Yoga & Happiness Institute”** and imparts various types of training, workshop, seminar in collaboration with them. Some College students have won state level awards in different yoga Competitions.

The **Central Library has a Religious Section** which is accessed not only by out internal students but also by outsiders.

In the era of **Industry 4.0**, the Institute believes in transfer of knowledge and wisdom through collaborative effort among various stakeholders to nurture and excel in **innovations and entrepreneurship**. The Institute gives more priority to Job givers than that of job seekers and hence prioritize on incubation and entrepreneurship.

Experts from various sectors invited to the college to deliver lectures regarding Research Methodology, Entrepreneurship Development and IPR.

The college provides free space, infrastructure, telephone, internet access, e-library source, career guidance cell and research cell as part of Innovation Centre.

The **Institute has an Incubation Cell** which has been enriched by collaborative tie up through **Memorandum of Understanding (MoU) with more than 12 industries**.

An innovative concept of “Super 30e” has been launched where 30 interested and potential students are trained on entrepreneurship by industry experts so that out of 30, some can establish their career as a successful entrepreneur which is the need of the day.

The Institute has tied up with **EDC (Entrepreneurship Development Council)**, Gujrat and **Building Bharat, New Delhi** in this direction. **The CEO of Smart Management Consultancy**, with whom the Institute has signed MOU looks after this **Super 30e initiative**.

Outcomes:

- The Institute has 2 Patents published in Indian Patent Journal. Many are in process
- The Institute has one Copyright for the institutional Website www.sacm.ac.in in the name of the institute. Many are in process
- Super 30e Initiative to prepare 30 future entrepreneurs
- Research Papers Publications in many National/International Journals and Conferences
- Internship
- Awards in state level Yoga completion
- Martial Arts trainer Alumni

- Job in Calcutta Police
- etc.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 48

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 |
|---------|---------|---------|---------|---------|
| 16 | 14 | 10 | 5 | 3 |

| File Description | 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: 0.46

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 1 | 8 | 2 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | 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 |

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: 0.31

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 5 | 0 | 4 | 2 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |

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:

Saheed Anurup Chandra Mahavidyalaya has made a significant contribution to the **neighborhood community and the environment** by organizing several extension activities. The institution effectively runs the National Service Scheme (NSS), the National Cadet Corps (NCC), Nature Clubs, and other clubs and cells. The students of the college under these organization actively participate in the extension and outreach activities aims at enabling them to develop **social responsibility, learning by doing and**

leadership quality.

Blood Donation Drives: Saheed Anurup Chandra Mahavidyalaya has a long tradition of organizing blood donation drives, and both students and faculty members volunteer to donate their blood to such events. Through these blood donation drives, **students become truly aware of the importance of donating blood for others** and the health benefits of donating blood for themselves.

Plantation Drives: Tree plantation drives are frequently organized at college plantation sites, adopted villages, and other places. In such events, **students learn about the vital role of trees in preventing climate change, improving air quality, preserving biodiversity, and balancing the ecosystem.** They also plant and care for saplings, providing them with hands-on experience.

Cleanliness Drives: The institution organizes cleanliness drives regularly through its NSS Cell, Nature Club, and different departments. Through such activities, **students become fully conscious of the importance of keeping their immediate surroundings clean.** They also learned about the value of protecting and maintaining the cleanliness of ponds, small water bodies, river, and other natural areas.

Special Camping: The NSS unit of the institution also organized **special camps in its adopted and nearby villages.** The needs of the communities were given the highest priority in such camps. Volunteers cleaned neighborhood areas, organized **Free Eye Treatment Camp** as part of their voluntary activity. Such activities help students **become responsible citizens by focusing on and servicing the needs of communities.**

Awareness Programs: The NSS, different cells, clubs, and departments conducted several awareness programs ranging from **mental health to environmental awareness.** Volunteers also carried out awareness campaigns in the surrounding area and localities on themes such as **AIDS awareness, Drug Awareness, Blood Donation, cleanliness, the need for conservation of rainwater, the dangers of using plastic and tobacco,** etc. Such awareness campaigns **benefited both students and communities in creating a positive social environment.**

Charitable Works: The institution values charity works. During the nationwide lockdown, volunteers visited several households and provided face masks, sanitizer and other assistance. The students **visited orphanages and localities inhabited by under-privileged people** to assist with daily necessities and teaching aids. These activities were very helpful in developing **students' compassion for others.**

The analysis shows the extension activities and its impact and sensitizing students to social issues and holistic development

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2

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

Response:

Saheed Anurup Chandra Mahavidyalaya has carried out various extension activities outside the campus – **in and around the locality of the college** and has received various **Awards and Appreciation Letters from government and non-government agencies**. The students of the institution with the support of faculty members have carried out various activities. The prime objective of carrying out the extension activities is **to enable the student community to be socially responsible**. Possessing an attitude of service is considered essential for Students by the institution. The extension activities are carried out in multipronged way through various agencies which include **NSS, Nature Club and NCC**. The activities carried out by the institution for which recognition are extended are described herewith in brief:

The students of **Saheed Anurup Chandra Mahavidyalaya** have carried out various social service programs which include **Health Awareness Camps, General Health Check Up Camps, Dental Check Up, Eye Treatment Camp, Distribution of materials for Education, Health & Hygiene** etc. in surrounding rural areas. Particularly in Primary and Secondary Schools within the jurisdiction of Local Panchayats. Such as **Telari Kestopur Sishu Siksha Kendra, Baidyakhali Free Primary School, Padmapur-Pakurtala Free Primary School and Burul Girls' High School**. All these activities carried out **in association with Local Gram Panchayats**. The local Police Station situated at **Nodakhali under Budge Budge – II Development Block** takes the support of the students of Saheed Anurup Chandra Mahavidyalaya regularly to conduct **awareness programs on ``Road Safety Measures`` ``Safe Drive Save Life``**. In a similar way various other government and government agencies also involve the students of the college in their respective service activities. **The letters of appreciation/awards/recognitions received in favour of the institution** from various government and other recognized bodies is given here below:

- Burul Gram Panchayat
- Telari Kestopur Sishu Siksha Kendra
- Burul Girls' High School.
- Mallickpur Gram Panchayat
- Baidyakhali Free Primary School
- Padmapur-Pakurtala Free Primary School.
- Budge Budge-II Development Block
- Nodakhali Police Station

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.3

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

Response: 24

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 8 | 7 | 2 | 2 | 5 |

| File Description | Document |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |

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: 22

| 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 |

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:

Shaheed Anurup Chandra Mahavidyalaya (SACM) is always focused on holistic development of its students and hence alongwith the state-of-the-art facilities for teaching-learning processes, the institute is keenly focused on extra-curricular and co-curricular facilities for the students for their overall development.

The college has well-equipped classrooms, laboratories, equipment and other physical infrastructure facilities for its students. Following are the gist of such facilities available in the college.

Land and Building: The campus area of the college is 8700.749 square meters. Total built-up area of the college is 2831 square meters.

Smart class system: There are 10 Smart Classrooms and 6 classrooms with ICT facilities equipped with Computers, Overhead Projector, LED TV, Laptop, Internet Connection, Web-Camera and 1 Classroom (Room No. EB-14) is Virtual-classroom with advanced audio-visuals multimedia facilities.

Playground: The college has two playgrounds of size, approximately 1000 Sq. meter and one volleyball court

Outdoor Games: All major types of outdoor games are played in the two playgrounds like Football, Cricket, Kho Kho, Kabaddi, Volleyball etc. In Kho Kho, both the boys' and girls' teams have won multiple state level award many times.

Indoor Games: All sorts of indoor games like Carrom, Chess, Table Tennis etc. are available in Students' Common Rooms

Students' Common Room: The college has one Boy's and one Girl's Common room.

Basic Computing facility and Computer Center: The college has a well-equipped Computer Center with 30 computers, Printer and Scanner facilities. There are 60 computers allocated for academic purposes.

Internet facility: The college has tied up with Reliance to make the college campus Wireless 5G mobile

network enabled. The college also has 50 Mbps 1 - 1 Internet Leased line from JIO. Besides this, there are multiple BSBL Internet connections as backup lines. The college has Wi-Fi facility is available in important areas.

Gymnasium -

Laboratory - There are well-equipped laboratories in the departments of Geography, Physical Education, Commerce and Computer Science.

Reprographic center

Canteen - The college canteen has separate space for Students and staff.

Medical Room with first aid, Patient Bed, Wheel chair etc.

Yoga and Wellness Centre - Value added Certificate courses are run in this center.

Public Address System -

CCTV Surveillance Security - There are total 32 CCTV Cameras installed in various important locations.

Drinking Water Facility with AMC under Eureka Forbes

Generator - The college has two powerful (35 kVA and 40 kVA) generators and also has 10 inverters for temporary power back up during power failure.

Cycle stand, Car parking facility -

Two auditoriums - EB-15 and EB-14 are the two auditorium with capacity 300 and 100 respectively

Cultural Committee - there is a separate Cultural committee which looks after all sorts of cultural activities

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.1.2

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

Response: 63.55

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 |
| 7.51198 | 38.35398 | 79.04431 | 36.15855 | 4.98914 |

| 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 |

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 Central Library of Saheed Anurup Chandra Mahavidyalaya provides a serene environment conducive to learning. It comprises a tranquil Reading Room and some Rare Book Sections, offering a total of approximately **22,065 books, Journals and Periodicals, Newspapers**. Our collection is meticulously organized catering to the diverse academic needs of undergraduate students across various disciplines. Embracing modernization, we employ **SOUL software** for seamless automation to provide **Integrated Library Management System (ILMS)** and **Internet browsing through Wi-Fi facilities**. Our commitment to global collaboration is exemplified through institutional memberships with many national and international libraries and facilities offering unparalleled opportunities for academic enrichment and facilitating access to a wealth of resources for our students and faculty.

The library has a collection of large number of Books, Journals, Periodicals, Newspapers, e-books and other e-resources like online access, video and movie library at the disposal of undergraduate students of various disciplines. The library has following facilities in brief:

- **Five Daily Newspapers** are also available in the library.
- **A Career Corner** has been set up for fulfilling the demands of job-related news among students. Different publications like **Employment News, Karmakshetra, Karmasangsthan** are available here for aspiring students.

- **Departmental Library:** Apart from the Central Library of the college, each Department has their own **Departmental Library** for ready reference for the teachers and the students.
- **Facility for Alumni and outside students:** Not only for running college students, the library facilities are available for alumni and students of neighboring community because of the rural location of the college where outside students who are not of our college can also avail the exclusive facilities of our college library.
- **National and International Membership:** The Central Library is member of many National and International libraries of high repute and rich of facilities which are available for the faculty members and the students of the college.
- The library is a member of the *National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), Deheradun* – a central institute, where apart from our own visually impaired students, outside students also come and avails the facilities.

The central library is also a member of the following Libraries:

- Blind Section
- Religious Section
- Member of National Institute for the Empowerment of the Persons with Visually Disabilities (NIEPVD)
- Member of American Centre Library
- Member of British Council Library
- Member of N-LIST
- Member of NDLI
- Etc.

Apart from this, the Library has some **distinct Sections** like **Carrer Corner, Blind Section, Religious Section** to promote the visually empowered students and to promote Indian Knowledge System where books from all prominent religious are available which are often accessed by outside people also.

On and average, the total number of teachers using the library of the college in each working day is 14 (approx.), where the total number of students using the library of the college in each working day is 40 (approx.).

Occasional Video and Movie are run in the library important topics.

Students can avail books from library for 15 days

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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:

The institute has a well-defined **E-Governance Policy** relating to **basic computing** facility to **Network, Internet** and **ITes services**. IT Infrastructure is regularly upgraded to provide IT requirements which include Internet, Wi-Fi, ICT classrooms and other Computing devices like Printers, Scanners, Photocopiers, CC camera etc. up to date.

Although being a general degree college having students mostly from arts-based disciplines, the college never compromised in IT infrastructures and services so that the students of the institute, which is remotely located in a village area, get all possible IT infrastructures and services, which is usually not available in the surrounding areas of the institute.

After the introduction of newly launched 5G wireless mobile technology, the college tied up with Reliance JIO and made the **college campus Wireless 5G mobile network enabled**.

No. of Computers:

There are 100+ Computers and Laptops in the college where 60+ computers have been allocated for academic purposes. Almost all major departments have been allocated separate Laptops for their daily usage apart from computers.

Computer Center:

The common Computer Center has dedicated 30 computers for students of all streams.

Wireless Network and Internet: (100 MBPS):

Almost all computers in the institute have internet facility.

Wi-Fi facilities are provided in important locations like Administrative block, Library, Principal's chamber, Staff Room and different Laboratories. In all Smart classrooms, Internet facility is there. The whole campus is Wireless 5G enabled.

The college has 100 Mbps 1:1 Leased Line from Reliance JIO and the Internet is distributed throughout the campus through **Wi-Fi Routers**.

Network and Security:

The college has installed a CISCO Router with Firewall for the Internet Leased line, which is distributed through this CISCO router that monitors incoming and outgoing network tracking and permits and blocks data packets based on security alerts

Antivirus: Most of the Computers and Laptops are having **licensed Antivirus installed** in the machines.

Surveillance and Communication:

The entire campus is covered by 32 CCTV Cameras for 24x7 surveillance with 30 days backup facility. Authorized vendor looks after their maintenance and necessary upgradation.

Server:

The institute has state of the art Server Room. The whole IT infrastructure is being maintained through this Server Room. The Central Library has a separate Server.

Maintenance and AMC:

To look after the **computers, printers, scanners, photocopier machines, CC cameras, different vendors** are there **under AMC** for the smooth maintenance and necessary upgradation of the devices.

Internet is subscribed mainly from Reliance JIO and BSNL and time-ti-time upgradation takes place as per the E-Governance policy of the institute, Many hard disks have been upgraded to SSD.

Different Software vendors are there under AMC to look after the annual maintenance and upgradation of the software as per the need of the college.

4.3.2

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

Response: 25.45**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 60

| 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 |

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: 34.24**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 |
|------------|------------|------------|----------|----------|
| 24.5331992 | 16.2892485 | 12.1040255 | 19.96718 | 16.57846 |

| 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 |

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: 76.63

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 |
|---------|---------|---------|---------|---------|
| 1116 | 1034 | 1448 | 1025 | 757 |

| 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 |

5.1.2

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

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: 30.52

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 |
| 509 | 421 | 455 | 402 | 356 |

| 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 |

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: 10.55

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 |
|---------|---------|---------|---------|---------|
| 32 | 34 | 25 | 16 | 24 |

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 |
|---------|---------|---------|---------|---------|
| 370 | 282 | 199 | 186 | 205 |

| 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 |

5.2.2

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

Response: 0

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 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | 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: 14

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 |
|---------|---------|---------|---------|---------|
| 5 | 7 | 0 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | 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: 11.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 7 | 12 | 14 |

| 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:

Presently, there is no registered Alumni Association in the institution.

We have **applied for registration** of the Alumni Association of the College to the competent authority with all requisite document and it has been approved. Presently **it is under process**.

However, a good number of alumni have maintained regular communication with the institution and they have actively participated and assisted in the **Annual Sports Meet, Annual Cultural Meet, Blood Donation Camp, Annual Social and Cultural Program** and various other Extension and Outreach programs.

Some prominent Alumni are **worked as teacher** in our college and some are **engaged in social service activity**. Some of the Alumni are working as **members of the elected local self-government** and are engaged in the **management body of different schools and colleges**.

They have contributed much, though not so much in financial terms, but in many ways for the holistic development of the students of the college.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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:

VISION:

To provide education to the economically and socially backward community of the remote villages by imparting inclusive knowledge to become responsible citizens and meet societal challenges.

MISSION:

- To provide the right ambience and opportunities for the students to acquire knowledge on respective disciplines along with effective communication and value-added skills to face the job market.
- To promote outcome-based education by stimulating an academic environment towards an outcome-oriented teaching-learning process
- To collaborate with different industries and institutions to promote teaching-learning process, research and entrepreneurial development
- To maintain transparency in all aspects of the college through good governance
- To promote the socio-economic development of the society through excellence in education with ethical values

NEP Implementation: Although the college started implementation of NEP since 2021, formally, from the academic session 2023-24 new syllabus was introduced as per the NEP 2020 under the guidelines of the affiliating university - University of Calcutta. The college is focused on the holistic development of its students. Several MoUs have been signed with different industries and academic institutions for the benefit of the students and faculty members through collaborative initiatives along with internship, training and employment purposes of the students.

Decentralization and Participation in the Institutional Governance. The college has a mechanism of providing operational autonomy to various functionaries in order to ensure a decentralized governance system. in accordance with the vision and mission statement of the college.

The Governing Body is the highest decision-making body for college administration. It is comprised of teaching and non-teaching members, university and government nominees and student representatives.

The Governing Body, Principal, Teachers' Council and IQAC are always working in tandem to design and implement quality policy.

At the strategic level Governing body members, the Teachers' Council and IQAC are involved in defining policies and procedures, framing policies and rules and regulations, about admission. At the functional level, faculty members share knowledge among themselves. Students and staff members while working for the committee.

The Principals in consultation with the Teacher's Council nominates different committees for planning and implementation of different academic, student administration and related policies. Both Teaching and Non-Teaching staff members are given representation in various committees, cells and clubs.

The IQAC plays a vibrant role in quality assurance, maintenance and enhancement of the qualitative and quantitative matrix of the institution. It encourages the teaching faculty, non-teaching staff and the students at regular intervals to enhance their performance through various mechanisms. Feedback is obtained from various stakeholders regarding teaching-learning and another matrix of evaluation procedure.

Regular Teacher's Council meetings are held on multi-dimensional agendas. Open discussions are held and the Principal enthuses dynamism among the faculty members to create an environment conducive to academic growth through decentralisation and participative management. Heads of Departments enjoy considerable administrative and academic autonomy in running their disciplinary units.

Short term and long term perspective plan of the Institution has been devised and uploaded in the official website. These plans are executed in consonance with the principles of decentralized and participative governance of the institution.

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 **organizational structure / Organogram** of the Institute has been functioning and deploying services as per statutes stipulated by the Government, UGC, Affiliating University and the vision of the Institute.

The Organization Structure and functions

1. The Governing Body of the Institution is visionary and committed. The Governing Body is the highest

decision-making body for college administration as per The West Bengal Universities and Colleges (Administration and Regulation) Act, 2017. The Governing Body approves new programs and financial budgets and functions strategically for the proper development of the college.

2. The Head of the Institution (HOI) is responsible for administrative and academic activities. HOI is empowered and responsible for implementing the policies and decisions of the statutory bodies, management and higher bodies.

3. IQAC initiates, plans and supervises activities for the development and application of quality, benchmarks in collaboration with the Principal. IQAC ensures quality through internal academic and administrative audits. The Cell monitors skill-based and quality events

4. The Bursar is the financial administrator. The bursar collaborates with the authority in the management of office, finance and expenditures.

5. The Teachers' Council plays a pivotal role in resolving issues related to academics

6. The HODs accomplish the academic, financial and co-curricular requirements of the departments.

7. The Finance Sub-committee looks after the financial administration of the college.

8. The Building Committee is responsible for major construction work.

9. The Academic Sub-committees monitor the academic matters.

10. The Students' Forum addresses student-related issues.

The functioning of the college is decentralized by forming various committees and cells. They are authorized with clearly outlined responsibilities.

The Institute is governed and guided by several laid down Policies like E-Governance Policy, Scholarship and Freeship policy, Code of Conduct, Staff Welfare policy, Student Welfare policy, Energy usage policy, Waste Management policy, Green campus Policy etc.

The functioning of the institutional bodies is effective and efficient as visible from the Appointment and Service Rules

The Recruitment and Appointment rules for the Teaching and Non-teaching staff are as per the eligibility criteria prescribed by the UGC and the State Government. The promotional policies also are guided by the UGC and the Department of Higher Education, West Bengal.

Service Rules and procedures are guided by the Calcutta University First Statutes (latest edition), the Constitution of the college and the rules of the State Government as amended from time to time in this regard.

Deployment of institutional strategies/ perspectives/ development plan etc.

The ongoing journey of the institution is driven and directed by a well-drafted Strategic Plan evolved

through deliberations and engagements with all its stakeholders, academicians and experts. One of the important institutional strategic/perspective plans which were effectively implemented is Rashtriya Uchchata Shiksha Abhiyan (RUSA). The RUSA authority has sanctioned Rs. 2.00 crores for the college (received only Rs. 1.5 crores). This fund has been utilized for the creation of new facilities, for the renovation/upgrade of existing facilities, and for the procurement of state-of-the-art equipment/facilities.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |

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 College is always keenly focused on Welfare measures, continuous performance improvement and

career development of all its internal stakeholders, particularly its employees and students. Here is some brief outline:

Performance Appraisal System and Career Development:

The institution follows a performance-based Appraisal System for the teaching staff as mandated by the **Directorate of Higher Education, Government of West Bengal**. The **promotion** of teaching staff strictly adheres to the norms laid down by UGC under the API scheme of promotion. The **self-appraisal** and the **API score** claim are verified by the IQAC and forwarded to the Principal who scrutinizes them and if satisfied, places the same before the Governing Body for recommendation.

Besides this, all teachers maintain **Teachers' Diary** to keep records of their attendance and leave, allotted and taken classes, administrative and co-curricular activities etc. For quality performance appraisal, **feedbacks** from students, alumni and other stakeholders are taken from time to time with a structured questionnaire.

Performance Appraisal of non-teaching staff also does exist which is followed for their annual performance evaluation through a particular format. Relevant measures are taken based on the feedback and performance.

Welfare measures:

The institution is always looking to give attention to the welfare of its teaching and non-teaching staff. Presently few welfare schemes are active for both teaching and non-teaching staff of the college.

a) Economic facilities:

1. **The existing Staff Co-operative Society** helps the college teaching and non-teaching staff members to avail loans if needed at small interest rates.
2. Teaching and non-teaching staff members in substantial post avail Provident Fund and Gratuity and can take loans against PF if needed.
3. The college-appointed casual non-teaching staff members get **provident funds (PF) and ESI facilities** as per the Govt. rule.
4. The institution provides an advance salary to the newly appointed staff until their pay fixation is received from the West Bengal Higher Education Department.
5. Employees of this institution with lower monthly salaries get a **festival bonus** every year during the relevant prominent festive time. The casual non-teaching staff get the **festival bonus** from the college fund every year.
6. **Financial aid** has been provided to the teachers for participating in **the Faculty Empowerment Programme** and any other course and training programs.

b) Health and Care Facilities:

1. The institution has different health schemes of the Government of West Bengal (like **West Bengal Health Scheme, Swastha Sathi** etc.) for the staff. **Employees' State Insurance (ESI)** facilities have been provided to the casual staff according to the rules of the Ministry of Labour and Employment India.
2. All kinds of teaching and non-teaching staff get different types of leave (Casual Leave, Medical Leave, Earned Leave and Childcare Leave) as per the government rules and regulations. The female staff members enjoy maternity leave of six months as per Government rule. Casual staffs also have the same facilities.
3. Medical facilities and first aid are available for all students and staffs. Health check-ups and different types of Health Awareness programmes are taken by the college authority.

c) Other Facilities:

Gymnasium, Yoga and Wellness training facilities are available for students which are provided by the college through internal and external experts. The staff also can use most of such facilities.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 6.4

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 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 1 | 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: 97.1

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 |
|---------|---------|---------|---------|---------|
| 3 | 42 | 8 | 42 | 39 |

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 7 | 6 |

| 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 |

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:

Optimal Utilization of Resources: Since the college is located in a remote and rural area, the college authority always looks to maintain resource mobilization strategies for its optimal utilization as the college authority has very little funds.

Many infrastructural facilities like playgrounds, smart classrooms, Auditorium, computer labs etc are often shared among the students and staff as and when necessary so that utilization of the limited and costly resources get properly utilized to the maximum possible extent. For optimum use of resources like class rooms and computer labs are used for extra hours during morning and afternoon for compulsory computer courses, communicative english courses and different add on courses.

All the obsolete and unrepairable instruments and equipment are replaced by new instruments and such old materials are handed over to Hulla Dek e-Waste consultancy service in return for some revenue.

Mobilization of Funds: The Institution always maintains a transparent and well-planned financial management system. The Annual Financial Budget is prepared at the beginning of the financial year and subsequently approved by the Governing Body. A statutory Finance Committee keeps a close vigilance on the income-expenditure pattern of the College.

The main source of funds is mainly planned and non-planned allocation of the State Government and UGC. The other key sources of funds are the student's admission fees, development fees, laboratory fees, library fees, magazine fees, collected at the time of admission and tuition fees and examination fees collected during the academic year. The institution also received a RUSA grant of 1.5 crores and recently State Govt. Fund of amount 28.5 lacs for some civil works. The college provides financial support for seminars/workshops/expert talks/ collaborative activities etc.

Financial Data, prepared by the accountant is again verified and scrutinized by the Bursar and the HOI for authenticity and accuracy. The statutory Finance Committee plays a crucial role in monitoring the budgeted allocation under different heads and major expenses of the college. The Purchase Committee maintains transparency in the purchase of various items as per the rules of the West Bengal Finance Department. E-tendering is done for major procurements through the Governmental e-tendering Web portal.

Financial Audits: The college conducts internal and external financial audits. The Education Directorate of the Department of Higher Education, Government of West Bengal is the competent authority for the appointment of external auditors. The auditor prepares a report on the basis of its observations. The audit report is mandatorily sent to the office of the Director of Public Instructions, Government of West Bengal, immediately after the execution of the audit.

Timely submission of income tax, professional tax and GST is also done on a regular basis. Apart from Financial Audit, AAA (Academic and Administrative Audit) is also done by external experts every year.

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:

Contribution of IQAC to quality assurance:

In the last five academic sessions, IQAC has contributed significantly to institutionalize quality assurance strategies and processes.

- A major thrust has been given to the online teaching-learning process during the Pandemic period. All departments were asked to create WhatsApp groups of students for taking online classes during the different phases of lockdown using different platforms like Google Classroom, Google Meet, Zoom, etc. In the evaluation procedure, the College as per the decisions of the IQAC introduced Online Examination Portal. Students can download question papers uploaded by teachers, write the answers and upload the scripts either through emails or in the designated portal. The teachers check the scripts online and an evaluation is made.
- Use of technologies for academic and administrative development has been an important goal of the IQAC. Under its supervision a total of 15 ICT-based classrooms including 9 smart classrooms are presently functioning and a large number of books journals and e-learning resources like INFLIBNET-NLIST are procured.
- IQAC is instrumental in creating an effective institutional functioning in a technology-enabled way. Online admission process and student data management are of immense help for smooth administrative processes.

- The IQAC encourages teachers to pursue Ph.D. and publish research articles in academic journals.
- Teachers are motivated to actively participate in seminars held in different institutions.
- Departments in association with IQAC organize seminars and webinars on relevant topics of different emergent areas of the curriculum.
- Empowering students through compulsory certificate courses on Office Management and DTP and also through career guidance initiatives.
- Organizes Employability Training Programmes to make the students Job ready like TCS 100 Hours Youth Employment Programme and Employability Training by Bajaj. Academic and Administrative Audits are conducted under the active leadership of IQAC.
- The IQAC analyzes the departmental performances and gives constructive feedback to the departments suggesting measures for internal quality enhancement and setting higher goals to meet new challenges.
- Review of teaching-learning outcomes is also carried out by collecting online feedback from students regarding curriculum delivery and implementation.
- The IQAC suggests innovative pedagogical methodologies like projects, field trips, student seminars, and workshops.
- The IQAC has been instrumental in Industry-Academia collaboration like Smart Management Consultancy, S.D.Industries, Ardent Computech Pvt Ltd, Despinasoft Technologies, TNS Consultancy Service, Ancifab, Vedant Agro Bio-Tech Ltd., Perfectice Eduventure and others wherein students have the opportunity to get job oriented skill, Internship and jobs after completion of their education.
- The IQAC has successfully coordinated the CAS promotional process for 4 teachers and one librarian.
- The IQAC has monitored the academic progress of students through class tests and semester-end internal assessments.
- The IQAC has been instrumental in the signing of MOUs for collaborative academic exchange with ten colleges.
- IQAC encourages supplementary enrichment programmes beyond the main course of study, such as cultural competitions, quizzes, NCC, Yoga and several Add-On courses under the supervision of different departments.

| File Description | Document |
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6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

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:

Saheed Anurup Chandra Mahavidyalaya has a strong ethical work culture that is based on **inclusivity**. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its unique work culture, healthy traditions and ethos have led to enrolment of **59.46 % Girls students**. **Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to the college.**

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighbouring community, as is evident by the following facilities –

(a) Safety and Security

- **Security checkpoints** at campus entries and exits.
- Extensive **CCTV surveillance network** for 24x7 monitoring.
- Rotational duty by all faculty members for discipline and security.
- Strict implementation of policy guidelines regarding anti sexual harrasment, **Anti-Ragging, Smoking Free Campus**.
- **Awareness campaigns** on women safety and gender sensitivity through regular awareness sessions.
- **Regular programmes and Special Camps** by NSS volunteers.
- The College is the **preferred destination of parents** for education of their female wards as evidenced by the Stakeholder Feedback.

(b) Counseling

- **Formal and informal avenues for counseling** male and female students and staff for academic and other issues/problems.
- **Faculty members and staff are always available for counseling** of both male and female students.
- **Grievance Redressal Committees** for staff and students
- **Gender sensitization camps** in the college campus that include the following aspects:
 - Women's rights
 - Human rights
 - Child rights

- Gender justice
- Gender equality
- Gender sensitization workshops
- Campaigns against female foeticide

(c) Common Rooms:

Common rooms have been allocated for men and women, which also facilitate meetings and discussions.

(d) Other Measures

Other measures of Gender Sensitization include –

- **Curriculum and Coursework** – Gender issues are seriously analyzed in the classes and assignments are given by faculty members as per cross cutting issues incorporated in their respective curriculum.
- **Co-curricular activities**- Seminars, workshops are organized and magazines are published on women issues.
- **Gender Audit**- The College undertook initiatives for Gender Audit to effectively address the gender related issues in the campus.

Saheed Anurup Chandra Mahavidyalaya has been successful in caring for its diverse students and staff population harmoniously in its efforts to steadily achieve its vision and mission. This is also evident from regular feedback from all its stakeholders. Additional initiatives ensure active participation of students in co-curricular activities including sports at inter-class and inter-university levels. Community outreach programme organized by NSS Unit of the College provides opportunity to girl students and women staff to get trained in social service and communication skills. As part of NSS activities, free medical camps are organized in neighboring villages, which help transform rural women in building awareness about health, hygiene, importance of child education.

| File Description | Document |
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| Upload Additional information | View Document |

7.1.2

The Institution has facilities and initiatives for

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

5.Disabled-friendly, barrier free environment**Response:** A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |

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:

Saheed Anurup Chandra Mahavidyalaya tries to provide an inclusive environment from the very beginning of its inception. The college authority is always making it sure that the campus is as comfortable and accommodating as possible for everyone who is going there. It also tries to make sure that everyone on campus not only has the ability to get a good education but also feels as comfortable as possible pursuing every opportunity that is available to them.

As the college is situated in a mixed cultural milieu with a considerable number of minority students and with more than 60 percent of girl students the college authority always takes various steps to promote inclusive environment. Some of its initiatives are:

1. **Equal Opportunity Center:** EQC is a campus-wide committee that promotes diversity and inclusion at the College. And the committee would include undergraduate students, graduate students, administrators, faculty members, staff members, and alumni. This committee dedicated to diversity provides resources to students on and off campus. It also educates them in areas of gender equity, safe space, racial justice, etc. The EQC actually helps students to create these safe spaces by holding all people on campus to these high standards.
2. **Sensitization programme:** The IQAC and NSS unit conducts frequently awareness programmes to sensitize its students on religious tolerance and social harmony. Every year “Raksha Bandhan”, “Basanta Utsab” International Mother Language Day” and National Commemorative Days are celebrated to induce sense of nationalism and social harmony among its students.
3. **Promote inclusivity and diversity through curriculum teaching:** The Institution organizes Orientation Programmes and information sessions so that students can see their future represented on campus and this diversity continues as a learning experience through the teaching of their syllabi. When professors create courses that contain inclusive language, gender-neutral pronouns, and multiple examples, they advocate for diversity. And they show students that subject matter is more significant than their gender, race, or sexual orientation.
4. **Seminars and Workshops by External resource persons:** The College also promotes inclusion through workshops and seminars that focus on cultural awareness, critical thinking, and understanding how privilege works in different contexts. Through these participatory programmes students are encouraged to explore different cultures and become more knowledgeable about the world around them and it also help reduce stereotypes, prejudice, and racism.
5. **On-campus dialogue and Students Seminar:** On-campus dialogue is key to create a more diverse and inclusive environment. These programmes encourage students to talk about their differences in a respectful manner, instead of shying away from them. The college also makes it sure that everyone has the chance to voice their opinion without fear of backlash. The conversations should be based on understanding and respect, rather than disagreements between different groups of students.

| File Description | Document |
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| Upload 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-01:

1. Title of the Practice: Beyond Curriculum Training on Value Added Courses

2. Objectives of the Practice:

- To bridge the gap between industry and academia
- To enhance soft skills to groom the students to make them smart and presentable in the job market
- To prepare students with some distinct skill set as per market demand for better employability.
- To prepare students with some distinct skill to show the avenues for interested students toward entrepreneurship.
- To prepare students for higher education and research in future

3.The Context:

This Best Practice is included for making students industry ready and empowering them for employability, higher education and self-entrepreneurship.

Since the college is a general degree college and no professional courses are included in the college academic structures, it is really challenging for its students to get employed in the cut-throat competitive industry-oriented corporate world! On the other hand, in the modern era of industrialization, there is a great demand for skill based and/or domain-specific knowledge. With the advent of these beyond curriculum training on value-added courses, the college provides training for every student in specialized courses with certification to give them added employability potential.

4.The Practice:

Such courses are run in every department and available for all students of all Streams from the 1st year onwards. The enrollment is usually done after due registration. Since the majority of the students belong

to Arts streams, there is a common tendency to get enrolled into Arts based BCT courses. But the college always emphasizes on Computer related courses for all students.

It is to be noted that among all value-added courses, Basic Computer Courses have been made mandatory for all students of all streams. This is because of the current trends in the market on computerization.

The formulation and execution of these training programs are usually done by respective departments with consultation with alumni, industry experts and other domain experts and sometimes with the discussion of the current students.

These courses are approved by the Academic Committee and thereafter by the HOI.

Minimum 30 hours of training for each course are provided.

Certification is provided to all successful students.

6. Evidence of Success :

More than 25 value-added courses were run in **the last 5 years** and most of the students enrolled in different value-added courses and completed them successfully.

Being a general degree college dominated by Arts students, 11 Arts students got job in TCS after successful execution of a BCT by TCS experts in the college. This instance has motivated not only the fellow students but also the faculty fraternity. With the implementation of BCT as one of the best and popular practices of the campus, well executed by faculty and professionals are gradually bringing good results towards recruitment, higher studies and start-up culture.

6. Problems encountered and Resources Required:

Being located in a remote village, it is very challenging to hire industry experts to college for addressing students and to make them motivated by citing and showing the real-life industry scenarios and the market demands. It has been observed that external industry people can influence much better than the internal faculty but bringing them for such issues is challenging.

Best Practice 02:

1.Title of the Practice: Community Development Initiatives

2. Objectives of the Practice:

- To actively assist in the development of the economically and socially backward community of the remote villages in surrounding areas of the institute
- To encourage faculty, staff and students to be empathetic with the economically and socially weaker sections of the society by providing direct and indirect support and aids
- To encourage gender equity activities and issues in women and education.
- To promote and participate in sustainable environment and energy conservation activities.
- To develop the spirit of selflessness, sacrifice and dedication to social justice and social empowerment.

3. The Context:

The college believes that alongwith the academic growth of the young learners it is equally important to educate them to become a good citizen with good moral characters and stand with the weaker sections of the society.

For years, the Institute has been fostering donations or funding activities, aiding organizations providing humanitarian relief and encouraging students to contribute to the community support services. Inspired by the spirit of selflessness inculcated through social welfare programs, students and alumni have emerged as role models in promoting community improvement.

4.The Practice:

SACM has a long tradition of diverse community service through its potential NSS Unit, which has been in operation since 2009. Students regularly participate in campus cleanliness drives like **“Swachh Pakhwada”**, rallies on **“Save Water”**, **Donations to charitable organizations** like Orphanage, Oldage Home etc. are regularly made by students and staff. The Institute maintains a plastic-free campus, with special bins and collection points.

Blood donation camps: For last 20 years the Institute has been a lifeline in organizing **blood donation camps**. More than 100 students donate blood every year in this blood donation camp.

5. Evidence of Success:

A Student Alumnus, Debasree Pramanik, has devoted her career and life to look after underprivileged students in an Orphanage. Like her, there are many Alumni and students have voluntarily engaged themselves in doing community services.

Towards, women empowerment, the current ratio between boy and girl students in the college is 40:60, which shows that the women empowerment culture in the college is very prominent and gradually in rise for last 5 years.

Apart from NSS, the college has different clubs like Nature club, Eco Club run by students who looks after such philanthropic task including awareness of alternative and sustainable energy, disposal of bio and non-biodegradable wastes, water conservation and recycling initiatives.

6. Problems encountered and Resources Required:

Getting the right funding and sponsors for the student welfare organizations and projects is really challenging. The number of socially disadvantaged people in the community is large, so catering to all becomes problematic. People in need are sometimes based in distant areas, so in order to reach out to them, resources and costs for travel are involved.

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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:

Academic development is not possible without **extra-academic and co-academic/co-curricular development** of a student because these are the tools which help to shape a student towards a mature and responsible citizen of the country which is very vital for nation building. SACM since its inception in 1991, emphasizes on such extra-academic activities due to the principles and ideologies of its founder - Martyr Anurup Chandra Sen, who was a freedom fighter. Since then, the college has focus on the holistic development of its students.

Distinctiveness is a unique identification and recognition of any Institution or Organization, usually for the betterment of the mass, which is built years long continuous focus and concentration on this particular identification of an institute/organization. In SACM, Holistic Development, which is essential and necessary for the overall growth of a student, has got a unique identification and recognition in the surrounding area of the district of South 24 Parganas. This is aligned with the mission and vision of the institute. Some of the major tools towards the holistic development of the students are through Institution's best practices, BCT, NSS, NCC, Co-Curricular activities, Industry alliances, sports, standard curriculum community services and alike. It is to be proudly mentioned in this context that SACM is known to be an Institution in the region of Burul as **"Gurukul of Knowledge"**.

SACM believes in nurturing holistic learning. While curriculum changes have broadened the scope of learning to include project based learning, Internship, seminar presentation, learning modules have also incorporated Human Values and Ethics in Profession, Universal Human Values, Human Resource Development, Constitution of India, Gender Culture, courses on Environment and Sustainability issues like non-conventional energy sources, waste management, environmental protection have been introduced by the affiliating university. Focusing on issues like gender equity, climate change and professional ethics, the new CBCS and thereafter the NEP curriculum prepares students to be industry-ready professionals and gender-sensitive citizens.

SACM encourages sports, including yoga and physical fitness activities. Sporting events like Kho Kho, volleyball, cricket, football and athletics are encouraged and conducted frequently for both boys and girls. In Kho Kho, the college students have emerged as a University Champion. Students have achieved a distinctive track record of involvement in different sports, cultural activities, events at the local, regional, national levels.

SACM also provides regular free health check-up facilities in association with premier health care providers for all students. Students have benefitted notably from different Scholarship Schemes.

Various Student Clubs have been set up to encourage holistic learning. These include a Debating Club, Nature Club, Eco Club, NSS Unit, NCC, Media Club, Sports Committee etc. which provide the students forums for expressing their talents, skills and future specialization-building opportunities.

SACM is noted for its community development and outreach activities. Student initiatives under the **National Service Scheme (NSS) contributed to regular activities of community services, donations to Orphanage, Old age Home, underprivileged children, energy conservation, water conservation through recycling, reuse and charging to the ground.** Student involvement in various eco-friendly initiatives has been consistent. Students have worked to ban and recycle plastics, making the Institute campus a “**plastic-free**” zone.

The SACM faculty, staff also well realizes the need of such holistic development and hence they actively participate in such events to motivate students and assist them as and when necessary. The local Gram Panchyat, Panchyata Samitee also provides support to the college when asked for any assistance. Some of the Alumni of the college because of such holistic culture of the college have grown up so matured that some of them are now serving the State of West Bengal as Member of **Gram Panchyat, Panchyata Samitee and also District administration** as elected members. Some Alumni have become Governing Body Member of other colleges and schools in and outside the region. Notable, one Alumnus **Mr.**

Rajkumar Pramanik has been elected as Member of Panchyat Samiti and he has been nominated as a Governing Body Member by the Department of Higher Education, government of West Bengal, for his own college i.e SACM which is a matter of pride for the college itself. Another student **Mr. Mehedi Hassan** who in turn has joined as a staff of the college has been nominated by the Department of Higher Education, Government of West Bengal to become Governing Body Member of a nearby degree college Sadhan Chandra Mahavidyalaya.

Many students are bearing the legacy of the college to do philanthropic work of community service and serving the region of south 24 parganas in different social works. Many students are doing their own business which has also become possible because of their all-round development which were inserted to them while studying in the college. It is also to be mentioned that currently **seven (7) employees – 3 Faculty members and 4 Staff members are working in the college as regular employees who are the Alumni of the college** and got graduated some years back in different years.

SACM has a long tradition of diverse community service through its potential NSS Unit, which has been in operation since 2009. Students regularly participate in campus cleanliness drives like **“Swachh Pakhwada”**, rallies on **“Save Water”**, **save energy**, **visit to Orphanage**, **Oldage Home** and other charity missions to nurture values of compassion and social justice. The faculty members always motivate and encourage students to come forward and actively participate in such activities.

In most of the co-curricular and extra-academic activities, students are grossly involved in different relevant committees and cells which help them to inculcate teamwork and to develop leadership skills.

Regarding Women empowerment also, the college had been working since long to bring the poor village girls into mainstream education. Where the college was witnessed to have only 10%-20% girl students around 2 decades back, but now this percentage has overwhelmingly crossed the no. of boys and currently there is **60% girl students where 80% out of this 60% girl students belong to socially backward community**. This had been possible because of wider visionary thoughts and all-round development of the college and its stakeholder.

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5. CONCLUSION

Additional Information :

The College continuously strives to realize its objective of providing quality higher education at an affordable cost to the students. Efforts have been made to meet the needs of students' facilities by upgradation of classrooms into smart classrooms, constructing new toilets, vehicle parking shade and separate boys and girls common rooms. Efforts have also been made for extension of administrative and academic infrastructure by constructing IQAC Room, renovating Principal's Room, offices and staff room with RUSA funds. To extend the infrastructure of using Solar energy the college submitted proposal for introducing Solar Energy Generation project to West Bengal Renewable Energy Development Agency. The project has been approved by the said authority and it will be executed very soon. Initiatives have been taken to digitization of library. The entire accounting system has been computerized which will help significantly in terms of transparency and data preservation. The college also collects online feedback from different stakeholders: Students, Faculties, Alumnus and Employers regarding teaching learning process and other areas of governance and takes appropriate action based on it. Digital transformation is a major noteworthy achievement of the college in line with the 21st century alongwith 5G Wi-Fi campus, 1:1 Internet leased line, ICT based smart classrooms and fully online admission and students fee collection system.

The college has got 2 patents and one copyright in its name through interdisciplinary work cultures among faculty members and students. The college has become a central hub in the region of Burul for outside students and readers as well for our Visual empowered library section, religious section alongwith the potential collection of books, journals and magazines being member of American library, British council library and NDLI.

The lush green site with technologically empowered campus having different types of sensors, timers and solar street lights, this college has been acknowledged in several Bengali and English newspapers.

It is a strange fact for strangers when they find such a technologically empowered lush green campus in the remote village of Burul whose vision is for community development for the village of Burul.

Concluding Remarks :

In fulfilling our vision mission, the college since its inception has been on the path of human values with quality based inclusive education. For that purpose, our college was the first among all colleges in South 24 Parganas district to be accredited by NAAC in 2004. It was more about identifying our weaknesses and finding ways to overcome them as possible. Based on the college recommendations given by the NAAC peer team, we prepared perspective plan went for the 2nd cycle of NAAC accreditation in 2026 and performed better and consequently secured higher grade. NAAC assessment helped the college to progress and grow in quality measures in all aspects of its functioning.

The College takes pride in being a placed where students and faculty can pursue knowledge without boundaries. Apart from teaching-learning process, the college has always keen emphasis on holistic development of students. Our efforts enhance the success rate of students university and state level sports and culture and they have shown remarkable achievements particularly in Kho Kho game, Yoga, etc to win champion and runner-up trophies multiple times. There is increase in number of Ph.D. holders and research

publications. Achievements in NSS, NCC; improvement in e-governance, collaborations and MoUs, Career Guidance initiatives, conduct of Green Audit and Academic and Administrative Audit, use of ICT in teaching and learning, enhancement of IT and internet facilities, activities of Alumni Association, etc.

The entire IQAC under the leadership of the Principal has taken various initiatives to try to implement the various important aspects of the CBCS and presently the CCF under NEP as far as possible within our limited capacity. The IQAC has been actively involved in leading and assisting the quality initiatives in academics, research, extension activities and industry-academia collaborations. Teachers are encouraged to stay abreast with the latest developments in their fields. Many professional development/administrative training programmes have been organized for teaching and administrative staff. With the unremitting efforts of the team, students and other teaching staff, the college is moving towards the future with the determination to provide quality education.