



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SUBHAS CHANDRA BOSE CENTENARY COLLEGE

LALBAGH, P.O AND DIST-MURSHIDABAD

742149

www.sbcc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Subhas Chandra Bose Centenary College, Lalbagh , Murshidabad was established in 1998 as a co-educational institution with a view to catering to the academic needs of higher education for the students of the sub divisional town, Murshidabad and its surrounding region. Though the vast area has a long historical heritage, unfortunately this area is educationally backward. Most of the students from this area hail from lower income backgrounds below poverty line (BPL), i.e., marginal cultivators, landless labourers, bidi workers, masons and so on. The need of higher education for them and holistic development of this area drove some eminent educationists, administrators and personalities from different wings and the local populace to take initiative in promoting a centre of higher education at Lalbagh i.e., Murshidabd town. After the meeting at administrative level a plot of land measuring 1.9 acres primarily was allotted from the Murshidabad Estate for the proposed college building on the basis of 30 years' lease and on 5th September 1997 the foundation stone was laid for the proposed college building. The official inaugural ceremony was held on 12th August 1998.

Primarily this college, affiliated to Calcutta University, started functioning in Lalbagh Singhi High School building. Soon under the leadership of the D.M. of Murshidabad, who is the ex-officio President of our governing body, SCBC College had its own building in the midst of a sprawling area of 4.16 acres at a prime location in the town. Our College started teaching with five general subjects and three more general subjects were included in 2002 under the affiliation of Kalyani University. The first two Honours subjects were introduced in 2004. Now SCBCcollege runs with nine honours and general humanities subjects and the students' strength is more than 3000. Besides Post Graduate Course under Distance Education affiliated by the University of Klayani the college is a study centre and Under Graduate course (Urdu Medium) under Maulana Azad National Urdu University is another scope in this college.Undoubtedly this college has added a new dimension to the scenario of higher education in Murshidabad.

Vision

To carry the light of higher education within the reach of all and to empower the learners from the marginal background to be the part of national development.

Mission

In order to accomplish the vision the institution has promulgated the Mission Statements as –

- To impart sound and meaningful higher education to the learners.
- To expand the facility of higher education to all eligible students of the society.
- To facilitate them achieve successful professional career.
- To expand the horizon of education through introduction of new pedagogical praxis.
- To empower the student to be self reliant and to achieve excellence so that they can derive the benefit of national development.
- To support them to become ideal and responsible citizens of the country.
- To produce intellectually sound, morally upright socially concerned students to be of service to the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Major strength of Subhas Chandra Bose Centenary College:

- **Young and efficient faculty members** try their level best to perform efficiently and most friendly manner with the students. This young and efficient group of teachers is the major strength of the Institution.
- **Combination of experienced and well skilled faculties** helps to identify the real needs of the students and do accordingly.
- Our **student resources** that are always ready to conquer any hurdle are the most important strength. It is true that a major number of them are first generation learners and from low income group, but their determination to quench the thirst of education always help even the teachers to guide them in the target of success.
- **Student friendly attitude of the administration** is strength for the college. The administration following its hierarchy concentrate on demands from each level of employers and students, analyse the demands and take decision accordingly to support the best teaching-learning environment.
- In spite of several limitations the college tries its level best to facilitate the students with **ICT enabled class rooms, seminar halls, language lab and well equipped Geography laboratory**.
- A considerable **stock of library books** helps the students in their study.
- In pandemic situation the initiatives for online classes taken by academic departments and students' eagerness to attend the classes opened a new **virtual world of exchanging knowledge** even for the students of remote villages.
- The initiative of the Career Counselling and Development Cell provides the students an opportunity to be familiar with the **World of competition for seeking the job**.
- **Extended activities** like participation of students in **NSS** and **Eco-club** inspire them to be active part of society reminding their duties as the citizen of the nation and part of the environment.
- Other important cells like Anti-ragging Cell, Grievance Redressal Cell, Gender Sensitization Cell, and Minority Cell open the **scope of equity** among students and a **smooth teaching-learning environment**.

Institutional Weakness

The College with all its efforts try to reach the level of excellence, but can't avoid the following weaknesses:

- It is true that we have efficient, skilled and experienced teachers but for several academic departments **the number of teachers is not sufficient** especially for smooth running of CBCS.
- We couldn't start **any science subject** which causes the college to be of minimum scope in CBCS and least attractive in comparison to well infrastructure nearby colleges.
- Major number of our students is **first generation learner** and of **poor economic background** which often cause them in trouble to perform their best.
- Number of ICT enabled class rooms; number of computers per student for academic purpose is not of satisfactory level, it causes **limitation of facility** for all the students.
- In spite of a good stock of books, due to lack of a Librarian and adequate number of staff, complete digitization of the College library and giving the students digital access has not yet been possible.
- Still now the college couldn't provide sufficient facilities to the physically challenged students, we still need more ramps with proper facilities, lift facility to reach 1st and 2nd floor to provide the differently able people an equal opportunity.
- The college could not provide the facilities of a proper playground, hostel and canteen which are of long demand among the students and still have to be fulfilled.

Institutional Opportunity

In spite of several challenges and weakness the future of the college can be viewed in an optimistic way. The Institution could easily use the following opportunities:

- Location of the college in the sub-division head quarter and in close vicinity to the Railway station and bus-stand is a real opportunity to be easily accessible to a large number of students from the surroundings, even from remote areas.
- Raising the college fund and utilizing it intensively in proper way (in most useful heads) the college could provide more modernize technique before the efficient teachers and facilitate the students.
- In this Institution four different languages are taught, which could be a real scope for interdisciplinary research work in future.
- The college has a sufficient land area to make arrangements for practice ground for games. The pond within the college boundary is an ecological asset in one sense and provides a proper scope for field based practical works through which the students could experience conservation and storage measures for useful resources.

Institutional Challenge

All the members of the college dream for an ideal Institution with proper teaching-learning facility but they have to face the following challenges:

- The college is within a distance of 15km from two adjoining important urban centres with five old and esteemed degree colleges. Compared to them our College is younger and therefore lacks the strength of faculty, infrastructure and funds. So, often meritorious students become least interested to take admission to a younger college like ours instead of the nearby bigger colleges.

- Our college is of a new infrastructure and to improve the conditions. As fees collected from the students is our major source of income, often we cannot reduce the fees to an amount considerable for students of all economic background. It often compels the meritorious but poor students to take admission to other colleges.
- Facilitating the students from lower income group to achieve best educational facility is really a challenge for this institution. Concession in fees and reduction in fees structure cannot always cope with the real need.
- In pandemic situation when online study and online teaching-learning is becoming more and more important, a huge number of our students who are from lower income group and in poor network coverage area cannot attend the classes regularly.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Regarding curricular planning and implementation, SCBC College can boast for implementing the Choice Based Credit System (CBCS) in the entire 3-year curriculum (including the Programme Course) in accordance with the affiliating university. The academic schedules are meticulously planned as per UGC and University guidelines and monitored closely by concerned sub-committees and IQAC. Nearly every teacher is involved in research works, their in-depth study is reflected in their classroom teaching, from which the students benefit. They also take part in curriculum development and evaluation procedures of the affiliating university. And the college makes not only a student's academic development, but also the overall development of a student as a competent, socially responsible human being a priority. On the other hand, in spite of having good intentions of starting add-on/certificate courses on subjects that would aid the students to move ahead towards becoming responsible citizens, SCBC College has not been able to offer any due to lack of resources. However, proposals of such certificate programmes have been accepted from various departments and the College is giving a priority to materialization of these proposals. Like every sphere of life on earth, the Covid-19 pandemic period proved to be a difficult time for the college as well. The transition from physical classroom teaching to absolute online teaching was not at all easy. The period hampered the smooth execution of a pre-planned academic schedule/calendar. Still, SCBC College coped with the adverse situation as best as possible with commendable alacrity and cooperation from all quarters of the administration, the teaching and non-teaching staff and students.

Teaching-learning and Evaluation

SCBC College pays careful attention to the aspect of teaching-learning and evaluation. Members of the teaching faculty regularly publishes research articles in reputed journals and book chapters. They are keen on academic and research oriented exchange programmes and regularly participates in state/national/international seminars and conferences. SCBC College has hosted a few of such seminars and conferences too. In order to provide the students with better academic environment, the College has two fully equipped ICT classroom and a smart Seminar Hall. The entire college is free wi-fi zone to the students. The college library has a digital cataloguing system (OPAC). The Career Development and Counselling Cell has been working tirelessly to

bring the students up to the mark for professional life. Student participation in community outreach programmes and students' initiatives in placement and entrepreneurial activities have amplified the scope for building linkage with non-government organisations and corporate sectors. On the other hand, the new government guidelines emphasize an increase in student intake; but capping in sanctioned strength of the teaching faculty and lack of infrastructure has resulted in constraints in offering multiple options for discipline papers in the undergraduate CBCS curriculum in spite of the College's best intentions and efforts. Owing to the dependence on approval from external authority, introduction of new programmes of study remains a challenge, as does establishing collaborative programmes with institutions at national and international level.

Research, Innovations and Extension

In spite of having started its journey only in 1998, SCBC College has already become a prominent name as far as development of an innovative ecosystem connecting teaching-learning with social responsibility is concerned. SCBC College put a significant footprint in the field of extensive activities and outreach programme in the vicinity of Murshidabad town through NSS and Eco Club. Both bodies set an example in planning and execution of their projects with impeccable smoothness and effectiveness. Thus, the college has established a strong environment within and outside the institution simultaneously through various academic as well as non-academic programmes. Notwithstanding the facts that the College is located in the small town of Murshidabad and its students come mainly from remote areas, the performance of the NSS unit has been consistently remarkable. This led to Dr. Supam Mukherjee receiving the award of the Best Programme Officer in the academic session 2015-16. But this goes without saying that despite the College's exhaustive extension and outreach program, a lot of tasks (like awareness programmes in association with the fire brigade, for instance, and likewise) remain yet to be executed. But this is a cause of regret that though the NSS tried to involve each and every student in its outreach programmes, student involvement in NSS has not met the College's expectation. The teachers of different departments of our college are enthusiastic in publishing research articles, book chapter and book editing, which is a very active aspect of our college in the area of research. This aspect reflects directly in their teaching as well. However, the College acknowledges that the number of projects funded by Government and non-Government agencies undertaken by them should increase.

Infrastructure and Learning Resources

Within its limited means SCBC College is tirelessly making efforts to develop its infrastructure and learning resources. The sprawling campus includes the well-constructed three-storied college building, a fairly large open area, a well-maintained garden with medicinal plants and flower and fruit trees, a playground with volleyball net and open space for outdoor games and a well-equipped gymnasium with multi gym, motorized trade mill, magnetic bike, multi beach and a yoga centre with yoga mat for regular practice. There are facilities for indoor games, like table-tennis, carom and chess. We have a well-equipped seminar hall, a modern geography lab with projector facility and two ICT classrooms. The well-managed college library has a digital cataloguing system through KOHA. Besides, the college has fully functional auxiliary bodies run by enthusiastic faculty members, like Eco-club, NSS unit, Women's Cell, Career Development and Counselling cell. A sanitary pad vending machine has been installed in the girls' common room. The entire college is free wi-fi zone and the digital office system serves as an indispensable component of the institutional administration.

Still infrastructural development in various aspects remain unfulfilled due to a number of reasons (lack of funds

being one of them), which the College, with best intentions in mind, is striving hard to achieve as soon as possible. It has not been possible to implement wi-fi facility all over the entire College premise (regrettably, the college library also falls in this category). The college library has subscription to no noteworthy international journals as of yet due to lack of funds. The ongoing digitization process of the library is not yet complete, but would be complete soon as we believe. The institution feels the necessity of but is unable to provide enough number of computers for student use. Also, the institution has no facilities for a canteen and a boys' common room. The large open area of the campus is not enough for a proper playground, which compels the institution to arrange the annual sports outside the College premise. The institution's vision of building a proper sports complex still remains incomplete. There is limited facilities for the physically challenged persons.

Student Support and Progression

SCBC College is committed to provide the students with academic and co-curricular supports in best possible ways which would aid their overall development. As the majority of our students hail from lower income background, special care is taken to monitor the benefits of outcome smooth management of various scholarships provided by the Govt. of West Bengal to the students. Concessions in fees are allowed from time to time. Capacity building, development and skill enhancement programmes are often arranged for students. The guidance sessions for competitive examinations arranged by our Career Development and Counselling Cell have proven remarkably successful and a number of our students have been appointed by TCS through placement programmes. The alumni members, an integral part of the college, help the institution develop with their feedback on regular interval. They are encouraged to mentor the current students through educational activities and participatory support. The institution is focused upon the career opportunities for the Alumni members too. Our students are keen on sports and some have earned recognition at university, state and national levels. The NSS unit of SCBC College has earned a good reputation at state level and in the locality for outstanding social service. No cases of ragging and sexual harassment have taken place in our College. Due to lack of resource and infrastructural strength, it is impossible for the Career Development and Counselling Cell to cater to the need of the entire student body of the College. Unfortunately, most of our students being 1st generation learners, they lack communicative skills necessary for recruitment through campus placement. And a majority of them have difficulty in self-improvement even in skill enhancement programmes due to same reason. As for the alumni, the lack of consistency among the students in terms of higher studies makes them complacent and ignores the need to remain connected to their alma-mater. As a result, we have a lack of sufficient participation and financial support from the alumni members, which in turn leads to the lack of a strong database to keep a track of the alumni members.

Governance, Leadership and Management

The Institution practices well structured governance in every sector of planning, implementation of decisions and further monitoring of planned works. In every step of governance the effort to support the vision of creating true teaching-learning environment is evident. All the cells run as the part of administrative and academic unit, they do their jobs maintaining a hierarchy. Online admission process for students, make them skilled through career counselling cell, performance based appraisal system for teaching staffs, true maintenance of Government rules in appointment and promotion procedure, welfare measures for all the employees are important sides of well governance within the Institution.

In financial part regular external audit by State Government nominated auditor is other evidence of systematic governance, utilization of funds following proper steps support the infrastructural progress in one end and true

financial management on the other.

The IQAC as the key communicator among all the units reviews teaching-learning process at regular interval, proposes strategies for betterment of academic environment. Regular meeting of IQAC, Annual Internal Academic Audit like initiatives, collaborative quality initiatives with other institutions prove the active role of IQAC. The cell always inspires the faculties for betterment of their career and experience through attending FDP like programmes.

There are several remarkable sectors where the Governance should be more effective, for instance except in student admission sector e-governance is not in full fledged form. Implementation of e-governance in administration, accounts and examination like sectors can provide satisfactory modernized governance, which the college still has to achieve.

Well maintained internal financial audit and proper maintenance of academic and administrative information is another demand for good governance where till we have to reach.

The remarkable drawback of IQAC is their failure in arranging professional development and administrative training programme at institutional level. Arrangement for professional development programme specially in present situation for modernized online classes is still under the plan of IQAC and has to implement. Promoting more teaching faculties in research work and to facilitate them with proper scope is another responsibility of IQAC, all these goals still have to achieve.

Institutional Values and Best Practices

Institutional values and best practices is the ultimate outcome for which people enters in an educational institution, it is beyond the degree, the ultimate target an educated person should achieve.

For Subhas Chandra Bose centenary College the thrust area for institutional values include measures for gender equity, environmental awareness programme and application of skills for best use of resources to lessen the pollution level. After the introduction of women cell and its joint activity with gender sensitization cell made initiatives like spreading awareness on women trafficking, domestic violence on women and health related issues which made the scope of awareness both for the boys and girls students. The Eco-club and NSS unit of the college played significant role in spreading awareness among locality to raise the greenery, maintaining quality of drinking water, cleaning programme in river Bhagirathi and places of crowd like in Murshidabad Railway Station and surroundings.

Initiatives to raise the feelings of cultural harmony celebration of events like 'World Mother Language Day' play an important role. Participation of students in all the important days like Independence Day, Republic Day and remembering the great patriots on their birth centenaries are the culture of this college.

Involving the students in programme on voters' day, participation by them for youth parliament are some of the initiatives to make the students aware about the right of citizens.

College disciplinary committee has to maintain the discipline within the college maintaining the issues like anti-ragging, steps against sexual harassment and any kind of misconduct which may adversely affect the academic environment.

Performance by our NSS unit during pandemic situation to serve foods among needed ones, organising annual blood donation camp, waste management programme on behalf of eco club to maintain the greenery of the famous historical spot are among the best practices in which our students are involved.

Proper management for rain water harvesting, more utilization of alternate energy source, make the environment of equity beyond gender, cast, religion, language among all the students are still the goals which the college has to achieve.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SUBHAS CHANDRA BOSE CENTENARY COLLEGE
Address	LALBAGH, P.O AND DIST-MURSHIDABAD
City	MURSHIDABAD
State	West Bengal
Pin	742149
Website	www.sbcc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Supam Mukherjee	03482-270643	9434222716	03482-270543	supammukherjee@gmail.com
IQAC / CIQA coordinator	Subarna Band yopadhyay	03482-295501	9732564404	03474-268262	subarna.am81@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	12-08-1998

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-08-2007	View Document
12B of UGC	23-07-2012	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	LALBAGH, P.O AND DIST-MURSHIDABAD	Semi-urban	4.16	16834.92

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	Higher Secondary and equivalent	Bengali	1500	748
UG	BA,Bengali	36	Higher secondary and equivalent	Bengali	100	99
UG	BA,Education	36	Higher Secondary and equivalent	English,Bengali	1500	617
UG	BA,Education	36	Higher Secondary and equivalent	English,Bengali	82	76
UG	BA,English	36	Higher Secondary and equivalent	English	1500	12
UG	BA,English	36	Higher Secondary and equivalent	English	85	52
UG	BA,History	36	Higher Secondary and equivalent	English,Bengali	85	84
UG	BA,History	36	Higher Secondary and equivalent	English,Bengali	1500	525
UG	BA,Geography	36	Higher Secondary and equivalent	English,Bengali	50	5

UG	BA,Geography	36	Higher Secondary and equivalent	English,Bengali	65	55
UG	BA,Philosophy	36	Higher Secondary and equivalent	English,Bengali	1500	43
UG	BA,Philosophy	36	Higher Secondary and equivalent	English,Bengali	65	32
UG	BA,Sanskrit	36	Higher Secondary and equivalent	Bengali,Sanskrit	1500	39
UG	BA,Sanskrit	36	Higher Secondary and equivalent	Bengali,Sanskrit	65	22
UG	BA,Political Science	36	Higher Secondary and equivalent	English,Bengali	65	51
UG	BA,Political Science	36	Higher Secondary equivalent	English,Bengali	1500	205
UG	BA,Urdu	36	Higher Secondary and equivalent	Urdu	1500	1
UG	BA,Urdu	36	Higher Secondary and equivalent	Urdu	20	2
UG	BA,Physical Education	36	Higher Secondary and equivalent	English,Bengali	100	65

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				20			
Recruited	0	0	0	0	0	0	0	0	11	7	0	18
Yet to Recruit	0				0				2			
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				11
Recruited	9	1	0	10
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	5	2	0	8
M.Phil.	0	0	0	0	0	0	4	2	0	6
PG	0	0	0	0	0	0	1	3	0	4

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	5	1	0	6
PG	0	0	0	0	0	0	18	5	0	23

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1354	0	0	0	1354
	Female	1727	0	0	0	1727
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	104	120	136	139
	Female	119	124	132	167
	Others	0	0	0	0
ST	Male	7	9	19	13
	Female	5	10	17	18
	Others	0	0	0	0
OBC	Male	183	215	241	249
	Female	280	289	269	291
	Others	0	0	0	0
General	Male	588	534	614	596
	Female	639	680	508	708
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1925	1981	1936	2181

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
452	452	428	428	428
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	19	18	18	8

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3051	3688	3505	3907	4027
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1004	1004	954	954	954

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
474	459	420	547	512

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	17	07	06

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
20	20	20	20	20

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
41	42	48	60	36

4.3

Number of Computers

Response: 37

4.4

Total number of computers in the campus for academic purpose

Response: 16

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Subhas Chandra Bose Centenary College, affiliated to Kalyani University, follows the university curriculum. The current syllabi for every Honours & General subject are recommended by the UG Council of the affiliating University. Through teaching the prescribed syllabi, the college takes a holistic approach towards the overall development of the students as human individuals. In order for the curriculum to become more useful in real life, the students are introduced to hands-on experience through various educational excursions, workshops and community services. In accordance with Choice Based Credit System (CBCS), various interdisciplinary classes and lectures are organized.

TEACHING PLAN: Every department devises tentative teaching plans at the beginning of each academic session. For the annual system prevailing before the CBCS (implemented from 2018-19) the whole teaching days were divided into three modules of approx. 60 teaching days. In CBCS each semester is divided into three (3) segments, each having about 8 weeks. The syllabi of every discipline are divided among the departmental teachers according to their specialization. In case of non-completion of syllabus as per teaching plan, a teacher takes extra classes. The teachers focus on target learning, i.e., teaching most important topic of the syllabus first, then other topics. They make use of various diagrams and charts in classrooms and online lectures. Seating arrangement in classroom is made keeping in mind to motivate students to take part in discussion.

Academic Calendar : The IQAC of the college prepares an academic calendar before the commencement of the academic session in accordance with the academic calendar of the affiliating University.

Academic Routine : The routine sub-committee of the college frames the routine for Hons. and General programmes and the routine is displayed on the Central Notice Board as well as the Departmental notice boards.

Evaluation Blueprint: For the previously prevailing annual system, after completion of first and second modules class tests/unit tests were taken by the departmental teachers. On completion of the third module, pre-examination mock test was conducted on the entire syllabus, following the university question pattern under guidance of Examination Sub-committee.

In CBCS, the evaluation of students is based on continuous assessment. The students are informed about the modalities of continuous assessment activities well in advance. The Departments are given autonomy in choosing the form of evaluation. Attendance of minimum 75% carries 5 marks according to University norms. After every assessment the student performance is evaluated at Departmental level and after each University examination, by the academic sub-committee. Students are encouraged to adapt to innovative ways of assessment, like group discussion, presentation, creative writing, etc.

The Covid-19 pandemic has compelled the college to conduct evaluations online. Amidst the educational jeopardization during this period, due to infrastructural shortfalls conducting internal assessments at scheduled intervals has not always been possible for the college. In cases when conducting only one internal assessment was possible, evaluation was done on the basis of the ratio of the scores of the conducted assessment.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The academic calendar is prepared by the University at the beginning of Session/ Semester and the college follows accordingly. All faculties give preference to completion of the prescribed syllabus in the specified time. Semester end tests are compulsory for every student to appear and their progress is closely monitored. All the teaching and evaluation activities follow an academic calendar.

The institution strictly adheres to the academic calendar for the conduction of CIE. Unit tests, class tests, and pre-final test exams were conducted in the annual system prevailing before the CBCS was implemented in 2018-2019. In CBCS, the evaluation of students is based on continuous assessment. Each semester assessment is divided into three (3) components, viz. C1, C2 and C3. After completion of C1 and C2 internal assessments are held.

The Covid-19 pandemic has compelled the college to conduct evaluations online. Amidst the educational jeopardization during this period, due to infrastructural shortfalls conducting internal assessments at scheduled intervals has not always been possible for the college. In cases when conducting only one internal assessment was possible, evaluation was done on the basis of the ratio of the scores of the conducted assessment.

At the beginning of the session, the academic sub-committee prepares the academic plans, which the Teacher-in-Charge ratifies. The plans are implemented passionately and properly. Results are prepared by

the Departments and are displayed on the Departmental noticeboards. After each test, internal assessment or end-semester examination, the Departments hold review meetings with concerned candidates. Instructions are given by the Teachers discuss the examination related problems with students and give instructions accordingly to improve their writing skills. Departments are given autonomy in choosing the form of evaluation. Departments organize classroom seminars, workshops and paper presentation activities to evaluate the students' attainment. These evaluations make the students improve themselves before the CIE and final exams.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 19

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 0**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 0**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

SCBC College incorporates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum within the University prescribed framework. The compulsory undergraduate courses include “Environmental Science” of 4 credit under the Ability Enhancement Compulsory Course (AECC) (Taught in Semester I in the CBCS; taught as a compulsory paper of 50 marks in the curriculum of the previous 3-year degree course system). In Environmental Science, students learn about ecology, natural resources, conservation, biodiversity, management of the environment, human population, social issues, etc. In 2017, under the guidance of the IQAC, the Eco-Club named ‘Arcadia’ was founded with the principal objectives of creating awareness about environment among students and conservation of natural resources, motivating students to keep their surroundings clean, imparting knowledge about proper waste management and segregation of waste, creating awareness

among students about environment, bio-diversity and climate change, teaching skills to the students to identify and solve environmental problems. S.C.B.C College has established a Women Empowerment Cell named “Pratyayee” to focus on a vision of gender equity. “Pratyayee” strives to inform the Students about various movements, gender rights, legal rights of women, gender and society, gender and the nation and women’s representation in the decision making process, gender, and economy. They also learn about contemporary issues like dowry problem, female feticide and infanticide, domestic violence. To make the learning more effective gender sensitization programmes are conducted by the college. International Women’s Day is celebrated every year in college. Students of Philosophy study about Indian and Western ethics especially in Semester III. Here they study the concepts related with Karma, *dharma* and *purusartha*, *pañca??la* and *brahmavih?rabh?van?* from Buddhist ethics, *anuvrata*, *mahavrata* and *triratna* from Jaina ethics and Joga ethics. In Western Ethics they study nature and scope of moral philosophy, Teleological Ethics, Deontological Ethics, Practical Ethics, Virtue Ethics. Students of Sanskrit study Essentials of Indian Philosophy and teachings of the Gita in Semester VI and the theories of yoga and meditation as aids to healthy existence in Semester V. The introduction of such courses has developed and deepened the students’ moral value system.

Organizing Seminars, Workshops, Lectures and awareness programmes in connection of values through various departments is always encouraged. A list of selected events is given below.

Department	Event Topic	Date and time	Resource Person
Philosophy Department	Buddhist Ethics	04.01.2017	Sumana Pal Bhikku
Sanskrit Department	Interdisciplinary class about concept of Nyaya Darshan	09.10.2018	BasundharaGanguly
English Department	Interdisciplinary class about concept of Dharma in Indian philosophy	10.10.2018	BasundharaGanguly
English, History, Philosophy, Sanskrit	Interdisciplinary one day seminar on the Culture of the Vedic Age	07.12.2017	Faculties History, Sanskrit, Philosophy and English Department

The College has an extensively active NSS unit. Through exhaustive NSS activities like tree plantation, blood donation, thalassemia checking, cleanliness, AIDS awareness, residential campsite students get to know the society and its environment well for a proactive social role for environment and sustainability. As a result, students develop professional and ethical attitudes. They grow up to be responsible citizens of the nation.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 0.5

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	2	2

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 3.28

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

Response: 100

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.64

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1921	1982	1892	2179	2042

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2232	2232	2120	2120	2120

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 79.9

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
698	766	813	877	730

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The department organizes an orientation program for the parents and the students at the commencement of the new batch every year. The program would help students and parents to get familiarized with the institution, curricular and co-curricular activities, facilities, rules, and regulations, etc. Before the commencement of classes, the differential requirements of students are identified and addressed at the earliest by way of a strategic approach.

Every year students are given personality development programs that involve bridge programs like, communication skills, personality development, time management, and motivational sessions.

Special Programs for Advanced Learner:

- High-performing students are identified on the basis of internal assessment, university examination, involvement in the classroom.
- Advising to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills.
- Provide opportunities to develop their creativity by participating and organizing intercollegiate as well as national-level symposiums.
- Encourage them with extra care to obtain University ranks.
- Take up competitive exams like WBCS, RAIL, and training for TCS other MNCs, etc.
- Semester Toppers and University rank holders are motivated by the department and college authority.
- They are given additional academic assignments and suggested to read more reference books and related materials outside the syllabus.
- The advanced learners participate in seminars, workshops, literary competitions at District and State levels.
- The college is under free Wi-Fi for students.

Special Programs for Slow learners:

- The Institute practices a robust student academic counseling process. The counselors of different departments monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impeding their academic success.
- Department-specific activities like heritage walks, museum visits, one-day field trips, study tours, long excursions which are part of the curriculum are organized.
- The department has a system to communicate the performance and attendance of students regularly. Faculty takes care in monitoring the performance of slow learners. Faculty members do periodic interaction with parents about the performance of slow learners.
- Departments conduct remedial classes for students who are slow.
- Those students are given regular class tests in order to improve their performance in the university exam, Further faculty members revise the tough topics as per the student's requisition and provide

- university question bank and discuss the way of presenting the answers in the exam to score marks.
- Extra classes are organized to clarify doubts, re-explaining the critical topics for improving performance. Appropriate counseling with additional teaching eventually helps to attend classes regularly.
 - Slow learners are motivated to join NSS and other extension activities to develop Life skills and self-confidence as well as personality.
 - A Parent-teacher meeting is organized in different departments to clarify the student's present academic conditions.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 179.47

File Description	Document
Any additional information	View Document

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

Response:

The institution endeavors to involve the students directly in all the phases of their studies to make learning student-centric as far as practicable.

Experiential Learning& Problem-solving methodologies

- **Learning through Experiments& Observations:** The College has two well-equipped(language labs & geography labs) laboratories for students to do experiments as a part of their curriculum. Outdoor experiments and observations are also regularly arranged for the students of Geography.
- **Study tour/ Field tour:** Departments like Geography arrange educational/field tours for landscape studies and socio-economic study. Students of History, Political Science visit historical places and conduct cross-cultural and multicultural studies. The students remain eagerly waiting for such trips as learning through direct experience is a great pleasure to them.
- **Geo-informatics Laboratory:** Provide information about spatial analysis of both physical and social features of the earth in micro, meso, and macro scales. It helps the students become more

efficient in the field of Geospatial Mapping and analysis the Geographical Facts.

- **Career-oriented courses (COP):** Training programs such as TCS, RAIL, BANK, WBCS are arranged at different times to extend self-employed opportunity to students.
- **Skill development:** The language laboratory aims to develop the language skills of all students and to promote experimental learning. Training programs on Computer languages and software is arranged to develop IT-based skill.

Participative Learning

- **Mock-Teaching, Seminar, Debates & Quizzes:** Students deliver lectures and seminars department-wise, take part in seminars, workshops, etc. organized by other colleges and universities, NGOs, etc. Participation in debates, extempore, power-point presentation, speeches, enables the students to learn new things.
- **Exhibition:** Academic Exhibitions are annually arranged to promote innovations, participative learning, and the ability to accept challenges.
- **Mock Parliament:** The students in the last few years have regularly participated in mock-parliament competitions (sponsored by the Govt. of West Bengal), and have achieved great success.
- **Cultural competition:** Various cultural and academic competitions (recitation, song, debate essay writing, etc.) are also organized by which the students get the scope of participative learning.
- **Extension/ Outreach activity:** NSS inculcates the spirit of nationalism and helps students to learn how to serve the nation and how to improve the leadership quality.
- **Sports Activity:** The students regularly participate in different inter-college sports competitions (arranged by the University) and achieve success every year. Participation in such programs gives the scope to the students to interact in wider academic as well as cultural circles.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- The traditional method of classroom lectures (chalk and talk) has undergone a sea change in the last five years. The lecture method is presently supplemented by audio-visual aids. 2 ICT classrooms at present in our college are equipped with projectors, and many of the teachers present their topics of discussion in the classroom through power-point presentations and slide shows.
- The geography department has its own well-equipped classroom with projectors.
- The college has a seminar room with well equipped.
- The college has a language lab and geography lab with the proper software.
- For the large classrooms, particularly for the social science and language classes, sound systems and microphones have been provided so that the teacher becomes perfectly audible to even the students sitting in the rear part of the room away from the lecture dais.
- Recently the college has developed 2 large rooms into two different e-classrooms (Virtual classroom) with different types of modern teaching aids such as smart-board, audio-visual system, etc. to provide the students of the college with a better teaching-learning atmosphere.
- All the students and teachers at present are internet and computer literate. This changed perspective

has made the teaching-learning scenario more innovative. The teacher-student interaction at present is not time-bound or space-bound. A student comes in touch with the teacher anytime and from anywhere through Whatsapp, Facebook, email, etc. The students enjoy the help of the teacher as and when required. Necessary articles, books, teaching materials, etc. are uploaded and downloaded by the teachers concerned as well as students.

- Students are encouraged to use e-resources such as e-books, e-journals, and other related e-materials.

File Description	Document
Upload any additional information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 179.47

2.3.3.1 Number of mentors

Response: 17

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 64

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 8.24**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 5.53**2.4.3.1 Total experience of full-time teachers**

Response: 94

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

- Presently at the U.G. level, two types of systems (CBCS and non-CBCS) are running in the college. In the old system (non-CBCS) the students have to appear in the University Examinations as Part-I Examination at the end of 1st year, Part-II Examination at the end of 2nd year, and Part-II Examination at the end of 3rd or final year.
- The choice-based credit system (CBCS) was introduced in the U.G. section from the 2018-2019 academic session. The University Examinations are now held at the end of each semester.
- The college has a transparent and continuous internal assessment system. 20% marks in each paper are awarded through internal assessment while the remaining 80% are awarded by University

appointed examiners on the basis of the performance of students in semester-end examinations.

- The internal assessment is carried out through a mechanism specified by the University of Kalyani. 5% of the marks are awarded on the basis of attendance and are calculated as per university rules.
- The ratio of weightage between the semester-end examination and internal assessment shall be 80:20. This should be highlighted in the Course/Syllabus outline of each program. The College authority shall formulate its own method of Internal Assessment as per UGC guidelines, which shall be communicated to the students at the beginning of the Course. Generally, there should be two examinations in the 9th week and 16th week of the course.
- University guidelines are strictly adhered to with respect to the evaluation process. There are internal tests conducted. The schedules of internal assessments are communicated to students and faculty at the beginning of the semester through the institute academic calendar which is prepared based on the university academic calendar. Before a week internal exam timetable is displayed on the notice board. Questions are framed, such that they adhere to the University of Kalyani standards.
- Question papers are given to the internal exam coordinators of the department on the day of the test, after approval from the Principal. The internal exam coordinator ensures smooth conduction of tests and proper valuation of the internal tests.
- Here are 15 marks for internals and 5 marks for assignments/class tests/seminars, In total 20 marks for Internals and 80 marks for externals.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The college has an in-built mechanism to deal with examination-related grievances that are transparent, time-bound, and efficient.

Transparency:

- Grievances related to the internal evaluation are sorted out departmentally. Answer scripts are given back to the students with necessary comments either by the Head of the department or by the

respective teachers. After checking their scripts the students understand their drawbacks if any. In case of grievance, they report the same to the respective teachers if they so desire or to the Head of the department for necessary redressal.

- If a student is dissatisfied with the department or the steps taken / not taken by the Head of the concerned department then the college Principal can be approached who addresses such grievance.
- Anyone who is not satisfied with his / her performance in a university examination can avail of the mechanism to check or ask for a re-evaluation. This is an inherent feature of the system of examination currently in vogue.
- The students can ask for photocopies of their answer sheets by depositing the required fees with the university under the provision of the RTI (Right to Information) act. Also, a student aggrieved with his / her result can ask for an entire review of the answer script.
- In the case of University examinations, most of the issues are addressed by the Controller of Examination of the University of Kalyani.

Time-bound grievance redressal:

- Grievances regarding any incident in the examination hall in any examination – be it an internal evaluation or a university examination – are promptly addressed by the Head of the concerned department and/or the Principal of the institution.
- If an examinee, after the declaration of university result is not satisfied with the marks awarded he/she can apply either for review or for RTI within a stipulated period of time as set by the university—generally within a month from the declaration of the result of the concerned examination.

Efficient grievance redressal:

- Assessing the performance of the students in examinations each semester consists of a continuous evaluation process through class performance, seminar (PowerPoint presentation), extra-curricular activities as well as semester-end examination. During grievance redressal, the weak points of examinees are also pointed out by the concerned teachers so that they can improve their performance in the future. In case, a student fails to appear at any of the internal tests the concerned head of the department conducts his/ her test separately.
- The grievance redressal mechanism involves the aggrieved as well as his / her mentor. Always efforts are taken so that the process is impartial and as per currently existing rules.
- In the case of university examination if the Review / Scrutiny results show the change (decrease/increase) of the marks, then such marks are conveyed to the students promptly and a fresh mark sheet is issued within a reasonable period of time.
- A grievance redressal cell is also running in our college.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Program outcomes encompass a broad spectrum of knowledge, skills, abilities, and attitudes that students acquire during the pursuit of graduate courses. SCBC College offers a number of programs in Social Science, Humanities, each of them with unique and well-defined outcomes. The specific learning outcomes of various courses are built into the curriculum of each discipline and are available on the University website.

- Program outcomes and course outcomes for all programs offered by the institution are stated and displayed on the college website.
- The primary objective of a specific course is communicated and explained to the students by the faculty members at the beginning of the session.
- The website of the college is comprehensive and is maintained by IT professionals. The courses taught in the college, the facilities provided to the students, and the teaching faculties available are given on the website. Regular updates are also provided to all concerned in relation to the courses.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**Response:**

- The college evaluates the POs and COs in every academic session/semester. Attention is given to the proper completion of the syllabus of each and every programme and course.
- The teachers of the respective departments are given their academic assignments at the beginning of the session/semester. The total number of teaching days in a semester/session is calculated and the classes are allotted in the routine in such a way that the courses may be taught to the students conforming to the time frame.
- Each department takes different initiatives (both curricular and co-curricular) so that the learning objectives of each course (paper-wise) be achieved.
- The class tests taken periodically are there to evaluate the outcomes of the courses. By studying the results of the students (percentage of successful and unsuccessful students) in the Mid-Term Tests and End-Term/semester, the institution evaluates the outcomes of different programmes and courses. Course wise performance of students are discussed, analyzed and recorded in the meeting of the Academic Affairs Committee and IQAC.
- The students of the college also take regular part in co-curricular and extra-curricular activities

throughout the year through the departmental activities, NSS and games and sports. The Students' Council also organizes various programmes such as Fresher's Welcome, Annual Exhibition, Blood Donation Camp, Farewell function, Cultural Competition, etc.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 82.38

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
543	500	426	569	512

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

2019-20	2018-19	2017-18	2016-17	2015-16
546	585	571	697	724

File Description	Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

NAAC

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: 0.8

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)

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0.16	00	0.64

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 2.13

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	01

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	09	09	09

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 36

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
09	03	03	13	08

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.31

3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2.2 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:** 0.16**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
02	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Subhas Chandra Bose Centenary College had a glorious history in terms of Extension activities by different segments of the institution. The NSS and Eco Club unit of the institution made a great contribution regarding this matter. The NSS unit of the institution started its journey in the year of 2005. Since its year of establishment, it maintains a close interaction with the people of the surrounding area throughout the year. Indeed, the NSS unit of SCBC College adopted a village named Dighi Para. Apart from this, the members of NSS are truly involved in various programs that are arranged by the college. For the excellent performance, Dr. Supam Mukherjee achieved the best Program Officer Award in the 2015-16 sessions. The NSS unit of the institution also does not pause their activities in COVID-19 pandemic situation. Indeed they maintain a significant relation cum interaction with the local people of college surroundings with providing some necessary goods in pandemic situations. On the other hand, Eco- Club also plays a vital role in increasing consciousness about different environmental issues not within the students but also within the local people also. Two major programs were conducted by the unit in the year 2018 and 2000 respectively. In the year 2018, a field program was conducted by Eco club, entitled "Field Measurement and Best Management practices for the Environmental Hazards". The fundamental objectives of this workshop are: 1. Building an orientation on techniques of arsenic and iron measurement and removal in the household tube wells installed around our institute. 2. Setting up a best management practice for the household waste at our college premises. This kind of field based program busted morality and enhanced the responsibility towards the environment to both students and local people. Apart from this, the Eco club unit of the institution was very active in the Pandemic condition also. They celebrate World Environment Day with association to NSS on 5th June in 2020 in virtual mode by conducting drawing exhibitions and some other cultural programs. But still they have lots of work to do to bring social sustainability not only within the institution but also the surrounding environment.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 96

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	18	19	23	17

File Description	Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 36.49

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with

industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1226	1211	1323	1700	1135

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 25

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	6	5	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 2

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution has a total campus area of 177587.09 Sq feet. in which an area of 15139.30 sq feet has an well-constructed college building. We have 31 clean classrooms; out of which exclusively 2 rooms are equipped with ICT facility for convenient screening of PowerPoint presentations, short films and documentaries to improve and boost the classroom experience. Faculty members are provided with adequate assistance for convenient use of the LCD facility for teaching .There is a dedicated ICT enabled digitalized seminar hall room available in the Institute for better teaching-learning and conducting academic as well as cultural programme. We have a language laboratory to cater the need of language group students as well as to enhance better understanding. There is also a Geography laboratory for the use of the students of the said discipline.

1. Seminar Room: We have 1 well-equipped seminar room.
2. Tutorial Spaces: Our classrooms are the main tutorial spaces.
3. Our institute has an exquisite garden with a variety of flower and fruit plants. The garden is maintained by the NSS unit of the college.
4. Animal House: Nil
5. Specialized facilities and equipment for teaching, learning and research etc.-

Black-board-25

White-board- 2

LCD projectors:3

Smart classroom

Digital camera:2

Black & White printer: 6

Printer-Scanner: 4

Desktops: 20

ICT rooms with internet facility: 2

Photocopier: 4

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Yes, the institution provides facilities for sports, games (indoor, outdoor, etc.,) and cultural activities.

- The institution has a playground dedicated to games like football, volleyball and indigenous games like kabaddi etc.
- We have a table-tennis board set, a Carom board and Chess board to engage our students to indoor games.
- A well-equipped gymnasium with 4 Station Multi Gym, Motorized Trade Mill, Multi Bench, Sit Up Bench, Exercise Magnetic Bike, Preacher Curl Machine etc is inside the college campus.
- We also have an well-equipped Yoga-centre with a 10 yoga mats.
- The institution holds annual sports every year in order to promote physical health and health awareness among students. The institution has students who have represented the institution to the national level.
- Our institution has an well- functioned Cultural Committee who regularly organize cultural programmes on International Language Day, Rabindra Jayanti, Independence Day and other cultural activities like recitation, drama, dance-drama etc.
- Extempore, debates and quiz competitions are organized on regular basis to develop the skill of public speaking and communication skill among students.
- Department of Sanskrit has organized workshops on Spoken Sanskrit.
- A part of cultural committee looks after the publication of College Magazine every year and all the departments regularly publish their departmental wall-magazine.
- There is a primary health kit (First Aid Box) in college to meet minor emergency situations. There is provision for filtered drinking water for students and staff.
- The institution has a Vending machine to provide free sanitary napkins to students and sanitary napkin destroyer.
- The Eco-club and NSS Units of the college play an active part in spreading awareness regarding health and hygiene.
- The Womens' Cell 'Pratyae' regularly organize awareness programmes on menstrual hygiene,

cervical and breast cancer etc.

- We have a Counseling Cell too in our institution to take care of the mental health of our students.

File Description	Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 8

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 15.15

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
4.9	6.3	6.4	9.6	7

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)**Response:**

The library is equipped with ILMS. The institutional library is well-managed through KOHA version: 19.11.11.000. Though the process of full digitization is not completed yet but we are steadily in the process of making it fully digitized. Our library has a vast collection of books which are necessary for UG syllabus of the affiliated university and also we have vast number of books which can be used for reference purpose. our students and teachers can borrow books and journals as per their need from the library. Though the library staffs used to maintain those transactions manually but after the installation of KOHA the process is now going to maintained in automated way.

Our membership in NLIST will certainly provide the scope of e-resources before our teachers and students.

Lack of staffs in library hampers the integrated library management to run smoothly.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.09

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.06	1.72	0.03	2.11	1.53

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.2

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 6

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

There is an annual budget allocation for procurement, upgradation, deployment and maintenance of the computers and their accessories. Maintenance of computers and their accessories are done from the funds available in the college.

- The administrative works and admission system is thoroughly done online. There is a digital office management system which is used.
- There are 2 classrooms and 1 seminar hall which is ICT enabled for better upgradation of the education process of the institution. It has a number of computers with wifi facility In order to emphasize on the ICT enabled teaching-learning process and to make it more effective and student-centric the Institute is aiming at making all the rooms digitalized where the teaching-learning method can make more interactive.
- The library management system is also being digitalized with the help of KOHA.
- Our language lab is also equipped with desktops and Wi-Fi connection.
-

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 190.69

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 65.83

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)

2019-20	2018-19	2017-18	2016-17	2015-16
27.32	29.7	28.76	35.36	26.26

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institution has ways of maintaining and utilizing physical, academic and support facilities – laboratory ,library, sports complex, computers, classrooms etc which are as follows:

- **Academic Facilities:** The college has a building with 31 classrooms, 1 seminar room, 1 student common room ,Principal’s Chamber, Staff room, Offices, Library and a play ground for sports and cultural activities. The building has separate toilet facilities for staff and students . For smooth functioning of the institution under the guidance of the head of the institution various committees have been formed to look after the various academic and literary activities. Also student welfare schemes such as scholarships facility offered by state government are also notified to students.
- **Building infrastructure:** The Institution is fully government aided. A constant effort is made to provide a dedicated and secure space for types of equipment and tools. There is a maintenance committee to look after the maintenance, repair and constructional work related to the building. Construction, repair and maintenance of the main building and physical infrastructures like water, power supply is looked after by this committee. All work is done through web tender& e-tender system as per standard norms. During all maintenance and up gradation work related to civil and electrical a supervisor is assigned by the college authority to verify the work done by the contractors. All minor faults are attended and repaired by hired technicians, carpenters etc
- **Common Room:** The College has common rooms for girl students. The institution provides sanitary napkins free of cost to girls’ and those are available in the girls' common room. The girls' common room has a wash zone.
- **Computer & IT infrastructure-**The admission process is done in online mode. The institution is moving towards complete digitalization. Maintenance and up gradation is looked after by a maintenance committee from time to time. Annual Maintenance Contracts (AMC) for computers used in different departments as well as those used as a central facility like the Wide Area Network (WAN), Close Circuit TV (CCTV) etc. are renewed regularly to ensure their good service.
- **Furniture related items-** There is staff to look after the maintenance and repair work of furniture and fixtures and other physical infrastructure. He brings into the notice of the authority the needs of repair work and certifies after the work has been completed.
- **Play Ground:** The institution has a playground for outdoor games like volleyball, Kabaddi etc. Sports are also organized in this playground nearby. Students play there. It plays a crucial role in preparing the students to be psychologically strong. It helps to impart a spirit of cooperation and coordination among the students. We also have a gymnasium, a yoga-centre and an indoor-play room within college compound.
- **Library:** The college has a well-stocked and digitalized library with around 21000 books in hard-copy. Students can borrow books as per their need.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 11.88

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
403	471	511	456	289

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 1.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	104	84	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 0.49				
5.2.1.1 Number of outgoing students placed year - wise during the last five years.				
2019-20	2018-19	2017-18	2016-17	2015-16
3	4	4	0	0
File Description	Document			
Upload any additional information	View Document			
Self attested list of students placed	View Document			
Institutional data in prescribed format	View Document			

5.2.2 Average percentage of students progressing to higher education during the last five years				
Response: 25.53				
5.2.2.1 Number of outgoing student progressing to higher education.				
Response: 121				
File Description	Document			
Upload supporting data for student/alumni	View Document			
Institutional data in prescribed format	View Document			

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)				
Response: 80				

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	5	6	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	5	6	0

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 9

5.3.1.1 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) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	6	3	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Subhas Chandra Bose Centenary College has a very active and dynamic Student's Union. It maintains a good relationship between students and administration. It incorporates all provisions, objectives, functions, organization, election process, fund and budget etc. of the Students' Union. It serves as a unifying force that honors each individual and values.

Aims & Objectives of the Students' Union:

- 1.To promote discipline and decorum in the college
- 2.To develop social harmony among all students and to work towards their cultural and academic development.
- 3.To help in organizing various cultural programme, sports and game.
- 4.To help close and cordial relations between students and teachers of the college.
- 5.To meet, discuss and make representation to the college authorities on matters concerning the common interest of the students.

Constitution:

The Students' Union constitutes the following office bearers with a teacher as the President of respective sub-committees:

- President
- General Secretary
- Assistant General Secretary
- Cultural Secretary
- Game Secretary
- Students Welfare Secretary

But there is no student election in the colleges of West Bengal since five years. So students are not holding these posts in our college now. But the students play their role as a student coordinator. The Union plays a vital role to encourage the common students to express themselves.

Funding:

Funding of the council are collected from the students subscription and our college also helps them.

Our college has some student representatives from different subjects in *Sports & Cultural Committee*. In *Government Body* our institution had also student representative. General Secretary was the representative of the Government Body. Due to no election there is also no student representative in GB.

Activities:

The Students Union is supposed to college administration in inter acting the students. They try to find the problems of students. They look after the welfare of the students. They also organize cultural events of the college. They also participate in various games and tournaments and Annual Athletic Meet under the guidance of the Director of Games & Sports.

File Description	Document
Upload any additional information	View Document

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

Response: 1.6

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	2	2

File Description	Document
Upload any additional information	View Document
Institutional data in 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:

Recently an Alumni Association has been formed to formally connect with the former students centrally. Although alumni meet is being arranged every session since 2017 on departmental level to foster a sense of

community among the ex-students and current students. In a meeting of Academic Council and IQAC on 15th December, 2015 it was being decided that initially the students would organize Alumni meet at departmental level and the members would work as a contact point for alumni or prospective students who had no knowledge of the association and its activities. The participation of these students throughout these sessions encouraged the institution to work on central alumni association. Teaching and non teaching staff maintains a good relationship with the former students. The Alumni contribute to the growth and development of the institution through their intellectual and participatory support. Occasional seminars, Lecture-demonstrations, theatre workshops are conducted by the Alumni under the supervision of College authority. This engaged Alumni community enriches the institution and curriculum by providing valuable feedback and also guide the current students through interaction. The institution acknowledges achievements of the Alumni and they stand as a role model for the current students. Finally a central meet was organized virtually on 30th May 2021 with more than 100 registered members. The institution is working on the process of getting the association officially registered so that it can create opportunities for the students.

File Description	Document
Upload any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The Institution within a developing district of West Bengal started its journey with several challenges, but its aim and performance so far with best practicing initiatives may be discussed as follows:

Vision

To carry the light of higher education within the reach of all to empower the learners from the marginal background to be the part of national development as embedded in logo of the college.

Mission

In order to accomplish the vision the institution has promulgated the Mission Statements as –

- To impart sound and meaningful higher education to the learners.
- To expand the facility of higher education to all eligible students of the society.
- To facilitate them achieve successful professional career.
- To expand the horizon of education through introduction of new pedagogical praxis.
- To produce intellectually sound, morally upright socially concerned students to be of service to the nation.

To make the mission and vision true the Institution extends its activity in each and every sector with proper planning and systematic programme. From the very process of students' admission, their interaction with the teachers, preparation of their lessons, facilities for future professional world ----- the college continues a systematic approach which may be summarised as follows:

Governance:It follows a hierarchy which is shown through the organogram in mentioned link. The total process runs with the scope of two way verification. Firstly the Governing body takes plans and under the guidance of IQAC the plans are implemented at grass route level, secondly as per the demands placed by the academic departments, cells and all the sub-committees proposals are placed before the Governing Body through the IQAC and implementation of new strategies are done after the approval of the Governing Body.

Perspective plans:to make the vision of the college true the perspective plans cover issues like

- Systematic and fair admission.
- Orientation programmes for newly admitted students, discussion of scope of the courses they choose at the very beginning classes to motivate them with some aims.
- Make them aware about ill effects of ragging.

- Innovative learning with the aid of technologies and students' direct involvement.
- Scope for both fast and slow learners by making the groups and remedial class like measures.
- Inspire the students in extended work participation through NSS, Eco Club, and Women cell like units.
- Make them eligible for future competition through Career Development Cell.
- Scope of grievance redresses and RTI.
- Reveal the students' eligibility in sports by continuous support and facility providence.
- Provide the students the environment to be a human being with eligibility in academic sector as well as to be the true part of a good society.

Participation of the teachers:

In all the above mentioned perspective plans the teachers work as the planner, the implementer and the true partner of the students in their journey of three years course and beyond.

They have the scope to place students' demands before the authority.

They being part of Governing Body, IQAC and different committees also play the role in decision making.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The Institution practices a systematic hierarchy to manage the tasks. Governing Body is the topmost body within the Institution, it looks after all the needs and tries to satisfy the grievance occurred within the students and employees with its best efficiency. Under the leadership of the Teacher-in-Charge the IQAC as the core planner of the Institution observes all the needs, makes proposals and tries its level best to convey the message before the Governing Body to make the proposals, plans and demands feasible. The demands and needs from the very grass root level is placed before the IQAC by the students' union from the end of the students, from teachers' council in cases of demands placed by the teachers, by staff council for the needs placed by the employees for both teaching and nonteaching members, academic needs placed by the departments through academic heads. In case of financial decision it is both the Governing Body and the Finance sub-committee who depends on each other's decision.

We may consider the implementation of new Choice Based Credit System that is running within the college from the Academic Session 2018-19 like any other colleges within the University of Kalyani, and may show the systematic implementation of the process in a successful manner as a result of decentralized and participatory management.

With the due information from the end of the University the IQAC and under its leadership the Academic sub-committee prepared their strategies to facilitate the students at maximum level. The decisions taken by IQAC and implemented by the Academic sub-committee includes

- Proper library facility for the newly induced syllabus
- Time table management
- Internal examination under the guidance of department level coordinators.
- Remedial classes for the slow learners.
- Proper lesson planning.

All the above mentioned issues were truly maintained by the Academic Departments under the guidance of Academic Sub-committee.

Time table was properly managed as per the demands under the routine sub-committee under the guidance of IQAC.

The examination committee following the rule of Internal examination as mentioned by the University of Kalyani inspire the departments to continue the internal examinations in different methods including class tests, seminar presentations, assignments and at department level the whole process is maintained by a coordinator who monitors examination process, result and after the analysis the departments prepare list of the students who need remedial classes and it is done.

Under the true supervision of Library committee the demands of books as placed and recommended by the Teacher-in-Charge is purchased maintaining purchasing committee's decision.

Students' feedback is also analyzed by the IQAC and considering their demands for books or laboratory equipments further renovation is done.

The complete process is monitored by the IQAC under the true leadership of the Teacher-in-Charge and the permission of Governing Body when needed.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

We may here consider the case study of the ICT rooms which were of a long demand within the Institution. Due to lack of facility of Projector and facilities of well-equipped class room innovative practices for teaching-learning process getting hampered.

In the discussion of Academic sub-committee all the academic departments raised the need of ICT rooms. The absence of ICT facility also caused problems in organizing even department level seminars in a smart way. It was during February 2015 demands for ICT were raised from various academic departments before the Teacher-in-charge through the IQAC. In the IQAC meeting on 30.03.2015 the issue of ICT room was discussed. Then the demand was placed before the Governing Body and considering the financial condition of the College fund the demand was accepted on 23.05.2015 in the GB Meeting. The Body in its decision supported the issue.

Next the process of ICT rooms started. Two of the class rooms in the 2nd floor of the college were selected for ICT. We choose The complete process ran through the steps of tendering, selection of quotation, work order, progress of work and completion of work. In March 2017 the dream of ICT for the Institution became true. Initial level training for using the ICT was done by the installer agency next among the faculties who are quite familiar with the process of using ICT demonstrated the others about the use of ICT.

Now it is a real resource of our college, the facility became in use at its full-fledged form from the Academic session 2017-18.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Institutional administrative setup is already been represented through the Organogram. Here we may mention the strategies followed in admission, examination, appointment procedure for casual staffs and the service rules those are followed and reflects the administrative process.

In students' admission procedure the college strictly maintains the rules as per the Higher Education Department, Government of West Bengal and the rules of the University of Kalyani. In cases of cut off mark for honors subjects, the seat capacity as per reservation policy

We strictly follow the guideline of the Higher Education department, Government of West Bengal. The admission schedule, process of registration is followed as per the instructions provided by the University of Kalyani. All the internal decisions in issues related to admission process and schedule is strictly monitored by the Admission sub-committee as a sub-committee under Academic sub-committee.

Issues related to Examination procedure is strictly followed by the instructions provided by the University of Kalyani. The examination sub-committee within the institution selects at least two coordinators for each examination, they prepare the invigilators' list, on the spot decisions if any uneven incidence occurs. The Internal Examinations are monitored by the department level coordinators who decide the process and strategy. Internal Examination schedule normally follows the academic calendar of each academic year.

Appointment of full time faculties is controlled by the West Bengal College Service Commission. Till 2019 the College had the opportunity to select the guest faculties (now the SACT). During this period after the decision of the Governing Body the College could demand application from the eligible ones through open advertisement in newspapers and college website following UGC criteria and in the pre-scheduled date of interview the applicants had to face the board of interview and it was the board which had the only authority to select the suitable one. In case of non-teaching staffs for permanent post first of all the post has to be sanctioned by the DPI as per the recommendation placed by the Governing Body and in the next step open advertisement, written and/or viva examination before the selection committee will finalize the appointment. For casual posts of non-teaching staffs Governing Body provides the permission, then after advertisement, interview the selection committee recommends the Governing Body to accept the candidate for the post against temporary approval.

In case of service rules for the permanent staffs the employees have to follow Government Orders and the

Governing Body is the highest authority within the Institution to sanction leaves, promotions, and permission for participation in faculty induction programmes as recommended by the IQAC through the TIC. For casual staffs the Governing Body is the only authority to allow their annual pay increment.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Major welfare measures taken for the teaching and non-teaching staffs may be discussed under following heads:

- **Employees Cooperative Credit society:**

Present number of members in SCBC College Lalbagh ECCS Ltd is 23 including the teaching and non-teaching staffs. It was formed on 02.05.2013 under the registration number 19/MSD of 2013-14, date: 20.03.2014. So far the number of members availed loan facility may be summarized as follows:

Financial Year	Number of members availed loan	
	Short Term	Middle Term
2015-16	3	2
2016-17	3	1
2017-18	5	2
2018-19	12	6
2019-20	0	2

This ECCS which is running under the Murshidabad District Central Cooperative bank is really the place of assurance for the employees of the college during financial need. Inclusion of the State Aided College Teachers is under procedure which will make the ECCS as the scope of dependence and assurance for a larger number of employees.

◦ **Provision of Maternity leaves and Child Care leaves for the female faculties as per their need:**

The female faculties as per their need are provided permission to avail maternity leave and child care leave as per Government Order, considering their need as well as maintaining the academic demands of the students during their leave period the leaves are sanctioned.

◦ **Timely initiative for financial benefits as per Government Order:**

In spite of the lack of office staffs and in few cases late initiative by the candidate himself/herself several claims for financial benefits delay, but the Institution at its best level tries to submit all the required documents to the particular authority and to provide the staffs their right of financial benefit as and when they become eligible. The scenario for last five years is as follows:

Faculties benefited under CAS	Faculties benefitted for greater academic qualification	Non- teaching staffs/availed promotional benefits	Pension procedure completed	Financial demand fulfilled by retired Part time teacher
3	4	4	1	1

- The permanent teaching and non-teaching members could make their savings in GPF as per the rule of the finance department, Government of West Bengal.
- Salary increment for casual non-teaching staffs as per Governing Body resolution, facilities of advance payment in their need, festival bonus are other steps taken from the end of the Institution.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by

the institution for teaching and non teaching staff during the last five years**Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 27.87**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	2	4	2	1

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

Performance Appraisal System is the analysis to make performance at better level. The teaching faculties have to pass through self appraisal system at annual basis for their promotional work under Career Advancement Scheme. As per UGC prescribed norms the teaching faculties have to prepare their self appraisal report with proper evidence under the supervision of IQAC and then they could proceed for promotion. Annual Internal Academic Audit which is submitted by each of the Academic departments before the IQAC is the department level appraisal monitored by the IQAC.

Feedback collected from the students is a significant part of appraisal, where students share their views on participation of teaching faculties in academic fields and beyond.

We could not yet started appraisal from the end of students for individual teachers, but the authority will surely introduce the process such that the teaching faculties could share their knowledge with best initiative to the students and concentrate on students' demands.

For the non-teaching staffs no such appraisal system yet has been started, their promotional process is dependent upon their work experience. As per the service rule of the Government of West Bengal after completion of scheduled periods of 10 years or 20 years based on their work experience the promotional papers are preceded. In 2019-20 Academic Session when an online feedback was collected from the final year students they shared their views on the non-teaching staffs also. In future like that of the teaching faculties for the non-teaching faculties also individual appraisal given by the students and guardians may be introduced to make the teaching-learning environment friendly and transparent.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Financial Audit:

Any systematic internal financial audit is not done, but record keeping by the accountant and bursar is separately maintained and in regular interval tally of the accounts from both end is done. Before any Governing Body meeting the accountant has to show so far income-expenditure amount and finance committee and purchase committee are the other steps to tally the income with expenditure and prepare budgets.

External Financial Audit:

The Institution continues external financial audits regularly. Under the guidance of the Department of Higher Education and Department of Finance, Government of West Bengal the external audit is done by the Government recognized auditors. To make the audit process smooth all the relevant documents are preserved time to time and are placed before the auditor, the documents include tender, quotation, work order, receipt, documents as per in case of online or offline transaction.

Audit report for last five years is as follows:

Financial year	Income	Expenditure	Excess of income over expenditure transfers to capital fund
	Amount in INR		
2019-20	3,30,73,173	2,80,02,371	28,55,275
2018-19	25,986,662	29,678,206	11,95,240
2017-18	30,413,081	26,842,305	7,42,492
2016-17	20,487,837	24,890,413	13,19,340
2015-16	20,379,357	15,446,481	8,43,981

Major sources of income are:

- Salary of the employees from Government of West Bengal, Department of Finance
- Admission fees collected from students
- If any Government grant is received
- Centre fees for different examinations under the Government of West Bengal.

Major expenditure includes:

- A percentage of tuition fees collected from the students have to return back to the Government.
- Release of salary
- Examination and registration fees.
- Infrastructural activities
- Maintenance of existing resources.

File Description	Document
Upload any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

For mobilization of fund and optimum utilization of resources the following steps are taken:

- **Decision taken under IQAC:**The IQAC as the representative all the academic departments, cells and committees prepares the plan to cope with the demands from every section of the Institution including the students, teachers, non-teaching staffs and places the appeal before the Governing Body through the Teacher-in-Charge on required issues.
- **Recommendation by Governing Body:**Demands as placed by the IQAC through the Teacher-In-Charge before Governing Body is discussed and decisions are taken whether the demands are legitimate or not and in case of approving any demand or project the existing fund condition is judged and if it is possible with existing fund to complete the scheme the finance committee is referred for further steps under the leadership of bursar.

In cases where internal fund is not enough to complete any project or scheme procedures are taken to apply for Government grants under particular schemes.

- **Approval by finance and purchase committee:**The finance and purchase committee under the leadership of bursar and advice of the accountant makes further strategies like tender in cases required, work order and purchasing of goods or permanent infrastructural works.
- **Implementation of the project:**A number of teaching and non-teaching staffs preferably expert in particular issue are engaged to complete any project with full efficiency.

Covering the above mentioned phases

- List of priority works are prepared
- Permanent infrastructural works like up gradation of building, seminar hall or ICT like permanent infrastructural works, renovation of Geography Laboratory, starting of language lab, renovation of library, wi- fi facilities under campus, facilities of ramp like events become feasible.
- Maintenance of existing resources under Annual maintenance scheme or repairing is done.
- Other important infrastructural needs like facility of gym, renovation of the field area under college campus are considered.
- Cultural events under the Annual social proramme, , publication of magazines as part of innovative practice by the students, organizing seminars or lecture series, participation of students in creative works are also inspired by the Institution under financial support.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC as the key planner and with the role of an effective connector is involved in several academic initiatives including:

◦ **Effective teaching-learning process:**

Teaching-learning is the centre event of any academic institution, to make it effective in our Institution the IQAC inspires in:

- Proper utilization of the faculty resources through the effective time-table and its adjustment or changes whenever required.
- Framing an effective academic calendar with assistance from the academic sub-committee and its true implementation.
- Direct the departments in using modern teaching facilities like use of ICT and open resources.
- Structured process of internal assessment and its review.
- Analysis of University results at department level.
- Initiative for remedial and tutorial classes.
- Innovative practices like students' interaction through quiz competition, department level topic wise seminar presentation, extempore.
- To reveal the innovative power within the students through model competition, creative presentation in photo gallery, wall magazine.
- Mobilize the students in practical oriented study through field survey, educational tour, interviewing the community.
- Inspire direct student participation in activities like forestation, cleaning the campus, making awareness on environmental issues.

◦ **Workshop/ seminar/webinar:**

In fact these are the inevitable part of teaching-learning process, to make such attempts fruitful the IQAC inspires in following manner:

- Inspire the departments in quality programmes to provide the students an opportunity to be familiar with the academic environment beyond the Institution.
- Discuss with the organizing department or the cell about the frame work of the programme and make suggestions.
- Analyze the financial demands placed by individual academic departments/cells and recommend the finance sub-committee to do the needful whenever required.



File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Institutional reviews and reforms in teaching-learning process are among the topmost priority jobs of the IQAC, which may be reflected in following events:

◦ **Feedback collection and its analysis:**

Students are the lifeline of an educational institution. Success of an academic unit depends on the fulfillment of students' needs, level of satisfaction, facilities provided to the pupils. With the progress of time demands raised by the students or the facilities they really need vary and time to time feedback collection is the only process to satisfy their needs. To make it systematized annual students' feedback collection is a regular process within the Institution from 2017-18. Analysis of the collected feedback, taking necessary steps to combat the demand or satisfy the needs is the following steps which run under the supervision of the IQAC. If we highlight on academic demands we had observed that a moderate level of satisfaction was found among students in issues like completion of syllabus, understanding the lessons. The IQAC successfully identified the root of dissatisfaction and steps like

- Moderation of time table
- Lesson plan by the academic departments and its implementation
- Remedial classes
- Importance on ICT based classes
- Field trip/ educational tour
- Students' seminar presentation

Could solve the problems at maximum level as per the direction by the IQAC after analysis of students' demands.

The second important unit of teaching-learning process is the teachers, so collection of feedbacks from the faculties is another important step maintained by the IQAC from 2018-19 especially after the implementation of CBCS. Though the Institution has to follow the syllabus followed by the University of Kalyani, but view of the faculties on syllabus, its implement in real life were viewed from the stand point of the faculties and few initiatives like

- Select the specialized teachers for specialized portion
- For Skill Enhanced Courses (SEC) to prioritize the portions with scope of application in real world
- Use of innovative techniques to make the teaching interesting

Are some of the strategies proposed by the IQAC.

◦ **Inspire and facilitate improved teaching-learning process:**

Here also in fact a review is done under the supervision of IQAC and it is the Internal Annual Academic Audit for each of the academic departments. The process is continuing from 2015-16 and based on the strength or weakness proposed by each department necessary steps like

- Recommendation before Governing Body for the demand of faculties.
- Need of equipments specially laboratory based departments like Geography

Are done.

In academic issues specially during pandemic situation from March'2020 analyzing the real situation and as per the demands from students the academic departments are trying to continue the classes in online mode using zoom, Google Meet, Teach mint like applications under the guidance of IQAC, though such methods could reach a limited number of students (about 30-40%), the methods need improvement. Already the IQAC in its meeting with academic sub-committee has decided to display the teaching resources in college website, such that maximum number of students whenever possible could access those resources.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

7.1.1.a. 'Pratayee' - A Gender Sensitization Cell

Preface of Pratayee Gender Sensitization Cell

The Subhas Chandra Bose Centenary College has established a Women Empowerment Cell named "Pratayee" to focus on a vision of "gender equity" and to sensitize all issues related to women. The cell has been working since 2016 to empower girl students and also equipping them with skills and tools that will enable them to succeed and prove themselves as a worthy and contributing member of the society.

- **Year of establishment (with month) 2016**
- **Event Highlight**

Sl. No.	Event Title	Date	Resource person	Venue	Aims	Outcomes
1	Women Empowerment -Voices from the margins	11TH MAY,2017	Anuradha Mondal (advocate)	S.C.B.C College	To give them a basic idea about different existing laws and legal actions that can prevent crime against women	Students were given legal help. Many asked for help. We gave legal
2	One day Workshop on Fabric on Cloth and Different Types of Stitches	14TH JUNE,2017	College Faculties	S.C.B.C College	Teach them some handicrafts skill and give them some ideas about entrepreneurship	They learned some skills like t
3	One day Cancer Awareness Programme	20th Jan 2018	Dr. R Chaterjee	S.C.B.C College	Give awareness about cancer and Spread awareness about cancer in our adopted village.	The project was well received. awareness about cancer among students
4	Tribute to Netaji	25thJan 2018	College faculties	S.C.B.C College	Celebrate Netaji's 121st birthday	The students celebrated Netaji's birthday with a cultural

5	Celebration of Gender Equality	9TH MARCH,2018	College faculties	S.C.B.C College	<p>Main theme of the programme was –“Happy to bleed”.</p> <p>Our aim was to give awareness to the students about health and hygiene issues of menstruation.</p> <p>Also organised a karate demonstration</p> <p>To encourage them in self defence.</p>	from The partici stude
6	One day awareness programme on International Women’s Day	8th march 2019	College Faculties	S.C.B.C College	<p>Celebration of international women’s day with handicraft exhibition, poster presentation, rally and cultural programme</p>	W saware comm morn Stude departic exhib progr progr chanc our s was motiv progr every
7	One day awareness programme on cancer and aids	6th dec 2019	Dr.Manju Banerjee principal of medical college and her team including six junior doctors	S.C.B.C COLLEGE	<p>To give awareness about cancer and aids to students</p> <p>Built a team to spread awareness to near by villages</p>	The successe stude on the

7.1.1.b. Girls Common Room

A well-furnished common waiting room with rest room is made available for girls.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

7.1.3 Management of the degradable and non-degradable waste

7.1.3.a. Solid waste management

1) Solid degradable waste management by Rotary Drum Composting

The disposal of solid waste is a big challenge both in the rural and the urban areas. The waste generation in India is 400–600 gram/capita/day. Due to the huge production of waste, the availability of land for landfilling is increasing. When these wastes, with huge organic content, are disposed of in open dumps or in landfills, they pose a significant environmental problem by emitting greenhouse gases, and also lead to leachate production. Moreover, this open dumping is becoming impractical due to public consciousness, and also expensive due to transportation and unavailability of lands.

Why Rotary drum?

Rotary drum composting is an efficient and promising technology compared to conventional outdoor technologies such as windrows and static piles, as it provides adequate agitation, aeration and proper compost mixing to produce consistent and uniform end product without any nuisance odor or leachate-related problems.

The Institution has taken up some crucial initiatives to maintain an environment friendly campus and critical thinking skills of the students in environmental education. Appropriate management of waste is crucial for the sustainable and eco-friendly college campus and environment responsible next generation.

The Institution implements effective waste management through waste segregation and recycling of the waste. Students and faculties were also actively involved by knowing their perspective about the waste management techniques in the campus.

Objectives

1. Lessens the amount of solid waste propel to landfills.
2. Help to enhance the income of the trash collectors (*HAWKER*),
3. Improvement and maintaining an environment friendly college campus.

Degradable Waste Management through Vermicomposting

After collecting and segregating all the wet and dry waste into separate pot, the degradable waste has undergone into some process to become bio-fertilizer. For this purpose our college implemented Drum Composting Practice in the year 2019. The degradable waste from the campus like food waste, flower and bookey from Seminar, and Various programme are given away to bio fertilizer plants for making eco-friendly fertilizers and finally utilized for our horticulture garden.

The Drum Composting processes is accomplished by one large rotatory drum (Capacity of 100 Ltr.) with good aerobic environment.

2) Solid non-degradable waste management by Proper Segregation Steps

The Institution implements solid waste management by enforcing the waste segregation rules. Dustbins are placed in every floor, in front of laboratory, staff room, and at different locations in the campus. Sweepers are allotted to each floor who manages all the waste generated in the campus. All waste/garbage from college campus are segregated at source and disposed of in the following manner.

7.1.3.b. Recycling Steps

Wastes like broken glass, metals, papers and stationary is sold to proper recycling agencies/vendors.

7.1.3.c. E-waste management

The Institution has undertaken a number of e-waste management initiatives with the objective of creating an eco-friendly environment. E-waste such as LED Bulbs, CFL Bulbs, Tube Light, Computers and its components are upgraded regularly to continue usage and to avoid its wastage and sold to proper recycling

agencies/vendors.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Subhas Chandra Bose Centenary College has executed numerous actions to make the college an inclusive environment, which promotes tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities in the institution. Many students get admitted to the college, who belong to a different religion, linguistic community, and socio-economic background

Measures for equal opportunities

- The Subhas Chandra Bose Centenary College has established a Women Empowerment Cell named “Pratyayee” to focus on a vision of “gender equity” and to sensitize all issues related to women. The cell has been working since 2016 to empower girl students and also equipping them with skills and tools that will enable them to succeed and prove themselves as a worthy and contributing member of the society.
- Students from low socio-economic spectrum are granted fee concessions in every academic session. The college also promotes several financial assistance/scholarships provided by the Government of India, state governments and non-governmental organisations to facilitate access to financial assistance among students.
- Teachers take remedial classes, wherever required, to assist weak students. This helps students enhance their academic performance.
- Mentor-mentee meetings are held regularly and students are encouraged to share their problems –academic or personal – with their mentors. Dedicated teacher-mentor are assigned for outstation

students.

- The college has an Equal Opportunity Cell (EOC) which looks after the welfare of differently abled students. Equal Opportunity Cell (EOC), established in Subhas Chandra Bose Centenary College in 2010 under the merged scheme(memo no- FMSWK-034/09-10) to aid and advise the students belonging to marginalized sections including Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Communities (OBCs), minority communities, disabled students etc. The EOC is dedicated towards ensuring that students from different communal, regional and religious spectrums are able to access our resources and infrastructures with safety and dignity irrespective of their caste, creed and physical obstacles.
- **Financial assistance by College Fund**
- For Economically weaker students of College By proper verification and selection
- This is to inform all Students that the following Govt./Non-Govt. Scholarship and Tuition Fee Waiver Schemes are available for applying.
- Students may select the suitable options for them and contact the Students' Support Cell of the College and the college concerned non-teaching staff room.

Promotion of diversity and inclusivity

Subhas Chandra Bose Centenary College promotes cultural plurality and inclusivity on campus. In an effort to unite all cultures, many events are organised to promote cultural diversity. While organizing cultural programs in the college, we provide equal space to all students in showcasing the cultural activities of their respective communities. As a result, it strengthens cultural harmony in the institution.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

1. Democratic values

- **National Voters Day**

Every year “National Voters Day” is also celebrated on 25 January to encourage youth to participate in the electoral process. To spread awareness among the youths so that they can cast their votes to a responsible person and participate in the development of the country.

- Voter Awareness Programme

A bicycle rally with new voters was held on Tuesday morning at the initiative of the block administrator and the college to encourage voting. After doing the rally in multiple areas of the city, everyone attends the college seminar at the length. The seminar was attended by several administrative persons including Block Development Officers, Joint BDO and so many administrative personalities. The importance of voting as an Indian citizen is encouraged in many ways so that voters are not influenced by another person.

- **Participation in Youth Parliament competition**

1. It was the pleasure for the College and specially for the Department of Political Science that they got the opportunity to organize the district level Youth Parliament Programme. It was organized on 4th and 5th January, 2016. Eleven colleges within the district participated in the programme, in Youth Parliament competition the colleges ranked within top three were Jangipur College, Kandi Raja Birendra Chandra College and K.N College respectively
2. Our students participated in Youth Parliament programme in January 2020; it was organized by Berhampore Girls' College.

1. **Programmes instilling citizens' responsibilities**

- **Responsibility as citizens during COVID situation**

NSS Unit and teachers were encouraged to undertake Janta Curfew pledge during lockdown 2020 to show their responsibility as citizens. They gave messages to local peoples and citizens from all background to stay at home and fight against pandemic situation.

- **Blood Donation**

- The most important humanitarian activity performed by the unit is annual organising blood donation camp. In this activity of the NSS unit we are supervised by Lalbagh Sub-division Hospital. Involvement of students and teachers make the activity successful.
- Another most important humanitarian activity performed by the NSS unit is last year publication of enthusiastic volunteers name as blood donor. We provide 30 blood donors every year to meet the requirement of blood bank at Lalbagh Sadar Hospital especially at a time when blood banks in the district are struggling to maintain sufficient stock during Covid pandemic situation.
- The college with its NSS Units renders national service by organising 'Safe Drive Save Life' programmes as road-safety awareness programmes. Students are informed about traffic rules and regulations and instil the importance of safeguarding human life.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Subhas Chandra Bose Centenary College celebrates national and international commemorative days to inculcate constitutional responsibilities, to instil patriotic spirit and to foster unity among fellow citizens

- Independence Day and Republic Day are celebrated in the college by hoisting the Indian flag and by organising kite-flying events particularly on 15th August every year.
- International Mother Language Day is observed on 21st February to promote the preservation and protection of our mother language.
- International Women's Day is celebrated on 8th March. On this occasion, the faculty members of our institution celebrated to bring awareness about the significance of the day among the students. The programme started with a morning rally, followed by cultural events, handicrafts exhibition and poster presentation. '*Pratayayee*' the Women Empowerment Cell addresses issues related to gender disparity and promote gender equity in our society.
- The Sanskrit Department of S.C.B.C. College had celebrated Sanskrit Day with a great success on the honour of Guru-disciple relationship on the full moon day in Sravan mash (Sravana purnima). According to the Central Government, since 1969, the "*Rakhipurnima Thithi*" is being celebrated as Sanskrit Day. The department of Sanskrit is no exception. The students participated in this programme actively. The programme was started with Vedic manglacaranam according to the Vedic tradition. Many of the students sung Sanskrit songs. They listened intently the significance of the day. Sanskrit was spoken throughout the day out of respect for the Sanskrit language.
- National Youth Day is celebrated every year on 12th January to commemorate the birth of Swami Vivekananda. The programme has been organised by NSS Unit of our college.
- International Yoga Day is celebrated every year on 21st June to mark the practice of self-discipline and tradition of well-being continuing for thousands of years in India.

- The Eco-club (*Arcadia*), NSS and all the faculty members of our college, gathered on Online Platform to share their message on World Environment Day is observed every year on 5th June. Various competitions like drawing competition on environmental theme, poem and essay writing, etc. are organised on this occasion.
- The college actively participates in the Swachh Bharat Abhiyaan by ensuring proper sanitation facilities, dustbins on the campus, and hygiene in the toilets.

Some other important national and international commemorative days that are celebrated by NSS Unit of our college are:

- 1st July National Doctors' Day
- 11th July World Population Day & Awareness Camping Programme
- 20th August Sadbhavana Diwas
- 31st October National Unity
- 1st December World Aids Day
- 10th December Human Rights Day
- 24th March World TB Day.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	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:

1st Institutional best practice

BEST PRACTICE - 1

1. Title: Recycle of Single Use Plastic in vicinity of College Campus

2. Objectives:

a) Try to make a plastic free heritage campus

- b) Grow awareness among domestic tourist as well as local people
- c) Institutional accountability toward society
- d) Try to keep hygienic environment at Government as well as Railway station at Lalbagh, Murshidabad.

3. The Context

Geographically, the college is located in the city of Murshidabad with a number of historical monuments and tourist sites. Tourists from all over the world flock this attraction every year to escape the present and get a glimpse of the Nawabi cultural heritage. As we know environmental degradation associated with tourism in any area is haphazard and uncontrolled growth of mass form of tourism. Most of the visitors come to Murshidabad town for the attraction of Hazarduari Palace Museum, its architecture and the historical preservations heaps of garbage here and there; misuse of polythene and plastics, tea cups, plates and dishes used for foods etc creating the land pollution. Heaps of garbage of used goods also create environmental problem and aesthetic beauty is totally lost.

A student survey was accomplished on 6th January, 2020 to examine the role of plastic pollution. When questions were kept to the local respondents that who is/are responsible for making the place pollution as well as the heaps of garbage here and there, they says that visitors, local residents as well as small retailers equally responsible. Therefore college has decided to create Recycling of Single Use Plastic model for some important tourist site along with Murshidabad Rail station and Lalbagh Sadar Hospital etc. So the innovative concept was come into existence i.e. 'Recycle your plastic bottle'. The "Swachh Bharat Abhiyan" was created to tackle these very issues related to waste management, cleanliness and sanitation on a national level. If our initiative is too small but it is one of the unique practices at some heritage as well as govt. campus vicinity of our college.

Our initiative has been called differently in different places

1. **Recycle Plastic to make Hazarduari Fantastic!-At Hazarduari Campuss**
2. **Recycle Plastic to make Station Fantastic!—At Murshidabad Railway Sation**
3. **Recycle Plastic to make Hospital Fantastic!—At Lalbagh sadar Hospital**
4. **Recycle Plastic to make Motijhil Fantastic!—At Lalbagh Motijhil Park**
5. **Recycle Plastic to make College Fantastic!—At Our college premises**

Waste management Steps Include

The Institution has taken up various initiatives to maintain an environment friendly campus. The campus is full of greenery and is kept clean and tidy. The gardens, lawns and plantations inside the campus are maintained by a dedicated group of caretakers, sweepers and housekeeping staff.

Steps in Waste management System:

Waste management is a collective activity involving segregation, collection, transportation, re-processing, recycle and disposal of various types of waste. The Institution implements solid waste management by enforcing the waste segregation rules. Dustbins are placed in every heritage sites, at different locations in

the Lalbagh Municipality.

- **Point Source Collection:** At every heritage site located proximity to our college. In every mentioned site college installed some dustbin. In the first stage garbage's are segregated, the bio-degradable material is used for *Vermicompost* or landfill and other non-biodegradable materials (e.g. -Plastic) collect for recycle by the waste collector.
- **Waste Collector:** Collectors are allotted to each heritage sites who manages all the waste generated in the said campuses.
- **Collaboration with vendors:** Wastes like single use plastic bottles, containers etc. are sold to proper recycling agencies/vendors by the waste collector. Through recycling the transport of large quantities of garbage to far-off dumps has been reduced.

BEST PRACTICE - 2

1. Title: Promotion of Sustainable Environment

2. Objectives of the Practice

Environment sustainability is of utmost importance in the light of increasing environmental degradation; and the same can be accomplished with the implementation of eco-friendly facilities and practices. The objectives of promoting environment sustainability are:

- To reduce overall carbon and ecological footprints, to find innovative ways to reduce pollution, to promote the sustainable use of natural resources by implementing simple everyday practices to larger, innovative ones.
- To nurture generations of students who are sensitive to environmental concerns. The need of the present times is to educate the youth and the public about sustainability. The efforts of each of us can bring about significant positive changes in the pollution levels and ensure healthier lives for all of us.
- To maintain a waste-free, pollution-free, healthy, and eco-friendly green campus

3. The Context:

India produces 277.1 million tons of solid waste every year, which is likely to touch 387.8 million tons in 2030 and 543.3 million tons by 2050 due to 'rapid urbanization, population growth and economic development.

In this circumstance we need to take some action to sustainable development its our duties as an education community.

Waste management can be done in two ways:

- One is through waste reduction
- Two through recycling

The institute is planning to implement Solar Energy Project to become a part of Green Audit Energy Initiatives as a part of Green Audit. Efforts are being made to minimise carbon by planting trees which are added in the various year in the college campus and its surrounding locality. Our main focus behind this green campus program is to ensure the sustainability of sufficient water, materials and other resources for our future generation.

- **Promote Jute Bag and Cloth Bag**

In our locality main source of plastic is market. A huge amount of plastic bag came from market that's why we promote jute bag or cloth bag instead of plastic in the surrounding area and we awareness about the negative impact of plastic and gives idea about reuse of plastic.

Workshop was organized to grow the interest of the students regarding this widely used biodegradable golden crop called "jute". Jute is produced in India in large quantity and has got much wider opportunities because of its eco-friendly nature. The sessions helped the students to learn team-work, creative thinking, coordination, organization and leadership. The department believes in the holistic development of the students and encourages them to develop skill and merit in all directions with the help of fellow students and dedicated faculty members.

- **Tree planting**

We undertake plantations on regular basis. Our college organizes world environment every year at the campus and the neighbor's area, the faculty, the staff members and the students participate in this 'Vanamahotsav' programme.

We also provide some tree every year among the local peoples because we believe that they will grow the trees with care and responsibility.

- **Energy conservation:** Energy conservation is a prerequisite for eco-friendly practices. The concern for energy conservation prevails among both the staff and the students. Special attention is given so that by the end of regular College hours, all electronic and electrical installations are immediately switched off and the devices are unplugged. Use of AC machines is regulated through awareness programme. The use of generators at the time of power cut and that of the emergency power supply is kept at an optimal level. We have started replacing old bulbs with LED bulbs for the sake of energy conservation. The college uses environment friendly and Bureau of Energy Efficiency (BEE) star rated instruments for moderate consumption of energy.

- **Use of renewable energy**

Subhas Chandra Bose Centenary College started its solar initializing by installing 1kW off-grid solar plant. The Solar Photovoltaic (SPV) system installed at the roof-top of our college. The prime objective is minimizing the use of conventional energy by generating energy through unconventional energy source. It also saves the money spent on electricity in our college. Uses of renewable energy in the form of installation of solar panel photovoltaic system result in the reduction of carbon footprint within the college premises and simultaneously reduce grid energy conservation. This solar system generates average 120 units per month which is not sufficient to run the institution. The solar based energy is used in mainly ITC room, when the ITC classroom remains off the energy is used for staff room.

- **E-waste management:** The different departments of the college take the responsibility to identify all unusable/irreparable, rejected/discarded electrical and electronic products as e-waste products. These are kept in a separate, isolated, unexposed area, to prevent accidental breakage. In order to minimize such waste and to save resources, we always encourage recycling of all end-of-life useful products and valuable material from e-waste. Vendors are appointed to recycle usable parts of discarded computer sets. Buy-back policy is also employed to manage the waste caused by appliances. An eco-friendly care is taken so that toxic material present in e-waste, like batteries, old UPS, and damaged monitors do not come in contact with the natural elements. The Eco-club committee of the college organizes measures so that the waste-material may be handed over to authorized recyclers for proper disposal of e-waste as further insurance of minimum environment pollution. Awareness is generated among the students, teachers and the non-teaching staff to dump their personal e-waste into the bin.
- **Sensor based energy conservation**

Lights and/ or fan in the classroom are not turned off in many times after using them that's why a huge amount of electricity is consumed or getting into waste. In order to overcome this malpractice a sensor based classroom system has been mounted. Presently we installed PIR Motion sensor, Microwave sensor and Time-based switches to automatically Control them. PIR detects the human presence inside the classroom and switches ON only if there is any human inside the class.

- **Sanitary Napkin Vending Machine**

The National Commission for Women (NCW) has written to HRD Minister to consider the installation of sanitary napkin vending machines and incinerators within the premises of educational institutions across the country. Adhere to that guideline; our college has decided to set up the Sanitary Napkin Vending Machine at Girls Common room.

- **Vermicomposting:** Non-hazardous wastes, like dead plants and other bio-degradable waste, are collected in a chamber for pre-decomposition and the partially decomposed material is underwent through vermicomposting in the vats and re-cycled as fertilizers for the garden. The College maintains a system of segregating the bio-degradable waste from the non-biodegradable one by installing separate dustbins in several strategic locations.
- **Awareness toward the sustainable environment**

The Eco Club has played a crucial role in empowering and educating students about the insistent desires to protect the environment through sustainable practices. Multiple approaches to addressing environmental issues like arsenic measurement in tube-well in the vicinity of college campus and solid waste management measures and locality cleaning drive have become a model of sorts for green initiatives in the area.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Inclusivity on campus and beyond is the priority and thrust area in which the college has been making strides. S.C. Bose Centenary College, therefore, not only promotes inclusivity in principle but also implements inclusive education on the campus through various practices in teaching learning processes and co/extra-curricular activities. Inclusive education entails ease of access to the teaching-learning ecosystem, regardless of cognitive or disability challenges, and equal opportunities for holistic development among students of diverse capacities and different backgrounds.

Practices that promote inclusivity in campus and beyond are:

- Educational Practices
- Community Involvement
- Collaborative Practices
- Supplementary Aids and Services
- Education for Sustainable Development (ESD)

Furthermore, the college also works for strengthening the environment of inclusivity in college at all levels viz. ecology, economic and social, as the inclusivity should be practised in various dimensions.

Educational Practices

- **Departmental seminars** have been organized in each department during the mid of semester. Speakers include departmental faculties and semester students, and speakers from outside the department but inter to the college. These seminars generally cover a formal syllabus oriented demonstration which is followed by a question-and-answer round that can significantly assists to lively discussion.
- **GIS Laboratory** has been established in 2018 in the department of geography. The GIS Lab is the first of its kind to be established at a small college. It is the practical hub for mapping, analysis using some open source GIS software like QGIS, Google Earth.
- Our college is known for transforming and empowering students who come from diverse backgrounds of Murshidabad district ranging from underprivileged sections to affluent ones. The college is committed not only to cultivating ethical thought among students; it also believes in pursuing, preserving, and promoting environment-friendly practices in every significant way.

- **Mentor-mentee meetings** are held regularly and students are encouraged to share their problems –academic or personal – with their mentors. Dedicated teacher-mentor are assigned for outstation student.
- **Mock-Teaching, Seminar, Debates & Quizzes:** Students deliver lectures and seminars department wise, take part in seminars, workshops, etc. organized by other colleges and universities, NGOs, etc. Participation in debates, extempore, power-point presentation, speeches, enables the students to learn new things.
- **Exhibition:** Academic Exhibitions are annually arranged to promote innovations, participative learning, and the ability to accept challenges.
- **Cultural competition:** Various cultural and academic competitions (recitation, song, debate essay writing, etc.) are also organized by which the students get the scope of participative learning.
- **Sports Activity:** The students regularly participate in different inter-college sports competitions (arranged by the University) and achieve success every year. Participation in such programs gives the scope to the students to interact in wider academic as well as cultural circles.

Community Involvement

- Adoption of a village and area is an identical noteworthy agenda in NSS. It is far better to focus helpfulness on one village and take up the commission for holistic development viewpoint, than to fritter away energy in many locations involving too many activities which may not be completed at all or where the follow up action may not be possible. From this point of view, The NSS unit at S.C. Bose Centenary College take ***Dighipara as an adopted village during 2015-2019 and recently Toyebbagh has been taken as second adopted village after 2020.*** The volunteers of NSS unit train students for community outreach. Student volunteers work towards facilitating access to education for children in neighbouring ***Toyebbagh*** village. The volunteers also make change the rural road conation to maintain smooth and easy communication for better living conditions.
- The Subhas Chandra Bose Centenary College has established a Women Empowerment Cell named “Pratyayee” to focus on a vision of “gender equity” and to sensitize all issues related to women. The cell has been working since 2016 to empower girl students and also equipping them with skills and tools that will enable them to succeed and prove themselves as a worthy and contributing member of the society. The Women Development Cell at S.C. Bose Centenary College spearheads the campaign for gender justice. Through various programmes and activities, students are apprised of conceptual, theoretical and analytical interpretation of gender (identities) from a cross-cultural perspective.

Collaborative Learning/Practices

S.C. Bose Centenary College has signed MOU with Sripath Singh College a neighbour college as collaborative practices with educators and organisations and in turn students

Supplementary Aids and Services

The students from diverse backgrounds are given access to educational and personal growth opportunities. Minority students are entitled to relaxation in the admissions cut-off. Due benefits are given to students from reserved categories to enable them to take admissions in the college. Scholarships and fee concessions are provided to students from economically underprivileged families.

- Enabling differently-abled students – The Equal Opportunity Cell at S.C. Bose Centenary College acts as an enabling unit in registering and addressing the concerns of the differently-abled students. Differently-abled students are supported in their academic endeavours to bring them on a par with other students in matters of academic competence and otherwise. The well-managed digital cataloguing system through KOHA facilities is available in the library, including provision of the reader and students for examination.
- Physical facilities and infrastructures like ramps/rails and wheelchairs are also provided for exclusive restrooms are there too. Classes with PWD students are allotted on the ground floor.
- College has established a special multi-lingual laboratory to provide an interactive space to acquire the basic languages and to enhance the communication skill among the students. As of now college have built resources for three languages: English, Sanskrit and Urdu.

Education for Sustainable Development (ESD)

The basic aims of ESD is to empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality. In this context, S.C. Bose Centenary College involves prepare students to find solution for the challenges of modern era and finally collective actions toward the sustainable and better future. The team members from Eco-club and NSS unit mutually work various challenging issues in this regard.

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

5. CONCLUSION

Additional Information :

In spite of several challenges the college is progressing with the steps:

- Introducing innovative teaching-learning technique like use of ICT, seminar presentation by students, field trip, workshop like events reveal a new horizon before our students.
- Encouraging the students in participating inter-college competitions to make them efficient.
- The college is with the plan of introducing value added courses, already department of Geography and department of Sanskrit have prepared curriculum of value added courses.
- Fully run OPAC in library, facilities of e-resource are our future plans to improve library facility.
- The college is within a historical tourist spot of Bengal, here the college has the opportunity to frame a sustainable tourism frame work with innovative research, and it is also within our future plan.
- Still it has not been possible for the college to start Post-Graduation Programme, but the students could avail the facility of Masters in distance education under DODL, University of Kalyani, where our college is also a study centre, here is also the facility of graduation in Urdu medium and Masters in Urdu through distance education under Moulana Azad National Urdu University study centre.

Concluding Remarks :

The college started its journey with a great challenge to establish a real academic environment for a large number of people of Lalbagh and its surroundings. For the newly established college it was really difficult to prove its efficiency for providing a good teaching-learning facility, though with the passage of time the institution could prove its potentiality before the locality. It is the dedication of each and every teaching and non-teaching members of the college, potentiality of our students to prove them efficient within and beyond the curriculum that could conquer the faith of the locality. The college is really a place of dependence for a large number of students even from the remote villages. A long journey still the college has to go to facilitate the students with improved teaching-learning method, fulfill their demands, making the institution as a research centre for the historical spot of Bengal.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3	2	2	2	2	2019-20	2018-19	2017-18	2016-17	2015-16	3	2	2	2	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	2	2	2	2																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	2	2	2	2																	
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: C. Feedback collected and analysed Remark : No action taken on syllabus is noted</p>																				
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1925</td> <td>1981</td> <td>1936</td> <td>2181</td> <td>2083</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1921</td> <td>1982</td> <td>1892</td> <td>2179</td> <td>2042</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1925	1981	1936	2181	2083	2019-20	2018-19	2017-18	2016-17	2015-16	1921	1982	1892	2179	2042
2019-20	2018-19	2017-18	2016-17	2015-16																	
1925	1981	1936	2181	2083																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1921	1982	1892	2179	2042																	

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2232	2232	2132	2132	2132

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2232	2232	2120	2120	2120

Remark : Metric 2.1.1.2 is edited based on clarification document (letter from University of Kalyani, signed by registrar) provided by HEI.

2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
698	767	814	877	730

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
698	766	813	877	730

Remark : Edited based on certificate of Principal.

2.4.2 **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	1	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	0	0

Remark : Considered full time teachers whose PhD degree certificate is provided. Provisional certificate and letter of completion not considered.

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 107.5

Answer after DVV Verification: 94

Remark : Considered the full year of experience of the full time teachers

2.6.3 Average pass percentage of Students during last five years

2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
474	459	420	547	512

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
543	500	426	569	512

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
553	523	475	599	578

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
546	585	571	697	724

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)

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	.16	00	.64

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0.16	00	0.64

Remark : HEI input accepted.

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
09	03	03	13	09

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
09	03	03	13	08

Remark : Not considered seminars/conferences/workshops conducted before the assessment period.

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
05	12	08	04	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	0	0	1

Remark : Considered research papers published in the Journals notified on UGC CARE / SCOPUS / ScienceDirect/ Web of Science portals

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
05	12	08	04	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	00	00	00	00

Remark : Considered books and chapters in edited volumes published with ISBN numbers.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

Remark : Considered based on clarification documents.

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
27	18	19	26	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

19	18	19	23	17
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3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1586	1211	1323	1700	1135

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1226	1211	1323	1700	1135

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	6	5	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	6	5	0

Remark : Edited based on supporting clarification documents.

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	0

Remark : Considered supporting clarification documents.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 3

Answer after DVV Verification: 2

Remark : No geotagged photographs provided. Considering the photographs and Principal certified documents, answer edited to 2.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.98	1.7	1.3	2.1	1.5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.06	1.72	0.03	2.11	1.53

Remark : Edited from the audited financial statements, cost of library books & cost of subscription for N-list

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 466

Answer after DVV Verification: 6

Remark : Answer edited based on the students library transactions provided by the HEI for 6 days of July,2019.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
27.32	29.7	28.76	35.36	26.26

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
27.32	29.7	28.76	35.36	26.26

Remark : HEI input accepted based on the audited statements.

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1223	1907	2292	2509	2981

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
403	471	511	456	289

Remark : Considered list of students received Kanyashri scholarship certified by Teacher-in-charge of Principal. Other claims of HEI not considered in the absence of certified list of beneficiaries and other requested supporting documents. Weblink provided is not leading to the answers of clarification request.

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Considered sl.no2, programs conducted for language and technology and communicative skills.

5.1.5 The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Considered sl.no 1 and 3 based on supporting clarification documents.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	4	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	4	0	0

Remark : Edited based on clarification documents.

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	5	6	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

3	8	5	6	0
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5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	9	5	6	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	5	6	0

Remark : Edited based on supporting documents.

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	7	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	6	3	0	0

Remark : Considered only University and state sports and games championships.

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	08	08	08	08

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	2	2

Remark : Activities under the same event, considered as one.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	2	4	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	2	4	2	1

6.5.3 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Considered sl.no 1 and 5.

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1238 986 1350"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>351</td> <td>318</td> <td>140</td> <td>140</td> <td>140</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1429 986 1541"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>452</td> <td>452</td> <td>428</td> <td>428</td> <td>428</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	351	318	140	140	140	2019-20	2018-19	2017-18	2016-17	2015-16	452	452	428	428	428
2019-20	2018-19	2017-18	2016-17	2015-16																	
351	318	140	140	140																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
452	452	428	428	428																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1700 986 1812"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>18</td> <td>18</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1890 986 2002"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>18</td> <td>18</td> <td>8</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	19	19	18	18	18	2019-20	2018-19	2017-18	2016-17	2015-16	19	19	18	18	8
2019-20	2018-19	2017-18	2016-17	2015-16																	
19	19	18	18	18																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
19	19	18	18	8																	
2.1	<p>Number of students year-wise during last five years</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3051	3681	3492	3872	4023

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3051	3688	3505	3907	4027

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1116	1116	1066	1066	1066

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1004	1004	954	954	954

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	17	17	07

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	17	07	06

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 31

Answer after DVV Verification : 25

4.3 **Number of Computers**

Answer before DVV Verification : 25

Answer after DVV Verification : 37