SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BANGABASI MORNING COLLEGE

BANGABASI MORNING COLLEGE 19, RAJKUMAR CHAKRABORTY SARANI, KOLKATA, WEST BENGAL, 700009 (19 SCOTT LANE, CALCUTTA-9, DISTRICT CALCUTTA, WEST BENGAL) AND BANGABASI MORNING COLLEGE (2ND CAMPUS) 34, SURYA SEN STREET, KOLKATA 700009.
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https://www.bangabasimorning.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bangabasi Morning College owes its inception to the rich and cultural heritage of the hallowed institution of Bangabasi College which has completed its hundred years of glorious existence more than three decades ago. Historically speaking Bangabasi College had its genesis in the prophetic vision and sacrificial dedication of the Late Acharya Girish Chandra Bose. Founded under private management in 1887, it had been blessed with the guiding inspiration of the genius of Pandit Ishwar Chandra Vidyasagar. The aim of the institution was two-fold. First, to cater to the growing demand for higher education and second, to nurture the spirit of Nationalism. Significantly, it marked as an indirect protest challenging the narrow education policy of the Hunter Commission.

Bangabasi Morning College started its career as a unit of Bangabasi College that seminally emerged from Bangabasi School founded by Acharya Girish Chandra Bose in 1855 at Bow Bazar Street. The college moved to 19, Scott Lane (now Rajkumar Chakraborty Sarani) in 1903. Principal Prasanta Kumar Bose, the soft-spoken, oxford -educated illustrious son of Acharya Girish Chandra Bose, an eminent educationist of Bengal, founded the Morning Section of the Bangabasi College for the needy employed students in 1940 to teach Commerce. In 1944 Principal Bose introduced the Arts and Science faculties in the college. Finally employed women were also enrolled as students with the patronisation of Professor Bose.

Through the introduction of phase reduction scheme of the University Grants Commission, Bangabasi Morning College came into a separate existence on 12th January,1965.

- Since inception, Bangabasi Morning College has embarked on the task of instilling a value-based nationalistic education along with scientific understanding. Disseminating knowledge in the society by this holistic and futuristic model of education has been the primary mission of this institution. Throughout its history the institution has dedicated itself to the cause of the poor and underprivileged students. The college has wide- ranging courses from almost all the major streams to offer to its students. Keeping in mind the local, regional and national needs, the college has, from time to time, introduced new courses and upgraded the existing courses.

Vision

The motto inscribed in the emblem of the college upholds the ideals of the institution. It is taken from the Bhagavad Gita:

Pranipatena, Pariprashnena, Sevaya

(By relevance by Questioning, and by Service can one pursue the true end of knowledge)''upholds the ideals of the institution.

- It is through reverential questioning that one learns, and that knowledge ultimately helps render service to the cause of humanity.

- Maintaining its glorious tradition in teaching and scholarship, the college is continuing its task of disseminating higher and progressive education relentlessly.

- Provide a sound education in basic Science, Humanities and Commerce.
- Include high values through liberal education.

- Provide educational and social services (N.S.S & N.C.C) to the inclusive society and reinvent itself in response to the changing demands of the society.

- Develop awareness among the girl students for a future led by the Women leadership.

- Arranging Career counselling programme for the outgoing students to boost up their confidence in facing interviews in different jobs and increase their employability.
- Green Campus initiatives have been taken in the second campus by the NSS Volunteers.

Mission

The college, with its glorious tradition in teaching and scholarship, follows the mission of disseminating higher and progressive education. The basic tenet of the institution is : Pay homage to your Institution, Learn through Questioning, Render Service to Humanity. Being a morning college, this institution is serving another social need, that is extending opportunities to the students who are engaged in different jobs during daytime i.e to provide educational opportunities and financial support in the form fees concession to the poor and needy students, a substantial proportion of whom are first-generation learners.

- To become a centre of excellence in education with an innovative teaching, learning system to cater to the academic needs of the students by providing qualitative education making responsible and committed citizens delivering value added services to the society at large following the path of the founder Late Acharya Girish Chandra Bose.

- To follow a holistic approach towards the growth of the interpersonal and intra personal skills which are essential to build a creative, enlightened and productive civil society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A multicultural, multilingual ambience upholding its glorious tradition of imparting quality higher education to the deprived, economically underprivileged, needy and in-service students, many of whom happen to be first generation learners
- Sincere and dedicated faculty members who are highly qualified and committed to uplift the academic standards of the college
- Sensitization of the departments to quality control, maintenance of records, utilization of funds, academic expansion, outreach and collaborations
- Participation in academic programmes, like seminars, workshops, debates, etc. on a regular basis equip and motivate students to continue further with higher studies and research
- Facilitation of a wide-ranging community network through the college and regular involvement of students in social work amongst the socio-economically weaker sections of society to instil in them the values of altruism and fellow-feeling with co-citizens
- Well-maintained college campus and laboratories, satisfying required norms of safety and other environmental parameters
- Extensive use of e-resources and a well-stocked computerized library with reading room facility enabling students to explore vast areas of knowledge both within and outside the curriculum
- Computerization of administrative and academic activities facilitated by enhanced, efficient, high-speed, campus-wide, secure internet accessibility for users, enabling

- Completely transparent online admission procedure
- Easier, error-free and fast compilation of academic and administrative data

Institutional Weakness

- Insufficient classrooms for holding tutorial and remedial classes
- Lack of space and infrastructural facilities combined with time constraints and a heavy class load become obstacles to quality research work by faculty members
- Insufficient funds from the government and that too not disbursed uniformly over a financial year become a stumbling block as far as scheduling and implementation of pre-planned activities of the college are concerned

Institutional Opportunity

- Value education and health awareness programmes – particularly through the wide range of activities conducted in slum areas by the NSS – inculcate a sense of social responsibility amongst students
- Add on Course/Certificate courses conducted by different departments to improve their employability skills
- Collaborative Career-oriented courses by different institutes with an eye on student-placement opportunities
- Special attention to "fast learners" through tutorial classes and to "slow learners" through remedial classes
- The Women's Cell, the Anti-Ragging Cell and the Grievance Redressal Cell address the difficulties

faced by the students

Institutional Challenge

- Introduction of innovative teaching-learning techniques despite the pressure of covering the syllabi and the annual academic schedule designed by the affiliating university which limits the number of teaching days
- Upgradation of infrastructure commensurate with the annual increase in student-intake as directed by the affiliating university

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In undergraduate colleges, curricular aspects play a pivotal role in shaping students' educational journey. These aspects encompass the structure, content, and delivery of the academic program.

Firstly, the structure of the curriculum as defined by University of Calcutta outlines the framework within which students pursue their studies. This includes the distribution of credits across different subjects, the sequence of courses, and the overall duration of the program. Our engagement with curricular aspects is mainly in the implementation of the same though some of our teachers who participate in Boards of Studies.

Secondly, the content of the curriculum encompasses the subjects, topics, and learning objectives covered in each course. It is essential for the curriculum to be relevant, and aligned with the latest advancements and trends in the respective field. Academic flexibility for an affiliated College like ours exists in designing the Certificate courses which have a certain inter-disciplinary and skill enhancement thrust.

Lastly, the delivery of the curriculum refers to the methods and approaches used by educators to impart knowledge and facilitate learning. This may include lectures, seminars, practical exercises, internships, and other experiential learning opportunities.

Overall, curricular aspects aim to provide students with a well-rounded education that equips them with the necessary knowledge, skills, and competencies to succeed academically and professionally.

There is an active process of collecting feedback from our stakeholders. The feedback from all stakeholders like Students, Teachers, Employers and Alumni are collected in terms of academic relevance and appropriateness. All the feedback from different stakeholders are analysed and discussed in the respective committees and accordingly action taken reports are generated.

Teaching-learning and Evaluation

Bangabasi Morning College puts in serious and sustained efforts to serve students coming from diverse cultures, religions, languages and provinces, retaining a peaceful and secular ambience congenial to harmonious co-education and co-curricular activities. Thus, it has drawn students from distant places with a high enrolment percentage during the last five years. We admit our students through a transparent online process in entire

compliance with the guidelines given by the Govt. of West Bengal and the University of Calcutta wherein the Reservation guidelines are strictly adhered to.

An orientation programme is conducted at the commencement of the academic session to sensitize the students to their prospects, codes of conduct, examination process, etc.

The advanced and the slow learners are taken care of equally and both contribute in their own respective ways to the outcome of different academic programmes. The college takes the initiative in identifying the slow learners at the beginning of the academic session and provides them with remedial coaching, personal counselling, and other coping mechanisms.

Participative learning methods are popular among students where they take part in departmental seminars, group discussions, and Field visits/ Industrial visits. Students are oriented to community outreach programmes through NSS activities.

The average Pass percentage in our College is moderate but most students clear all 6 semesters within the CBCS-stipulated time frame of 5 years from the year of admission and registration. However, a clear majority of our students are first-generation learners and in order to make education INCLUSIVE we offer seats to all who obtain the minimum qualifying marks in the 10+2 Examinations as set by the University. Therefore, many students do find the speedy process of the semester system a bit difficult to cope with. But our dedicated teachers are working continuously to make sure that we are able to have more of our students become graduates in the minimum stipulated time-span of 3 years.

We have a devoted group of teachers, many of whom either have already been awarded the Ph.D. and/ or M.Phil, or are in the process of completing their Doctoral research. The simultaneous use of ICT tools and equipment by teachers and students alike has widened the scope of teaching-learning over the last few years.

The Programme Outcome and Course Outcome are clearly displayed in the institutional website and teachers make the students aware of them at the beginning of each Semester. The attainment of PO and CO has been tested.

Research, Innovations and Extension

The institution received research grants from many Government agencies in the last five years in the form of major and minor projects. Faculty members are encouraged to complete PhDs by remitting their teaching load and providing duty leaves from time to time during their doctoral programme. The college regularly organises webinars/ seminars/ workshops/ lectures and renowned subject experts are invited as speakers. Students and faculties are encouraged to participate and present papers in seminars outside the college. The interdisciplinary research undertaken by the faculty members are reflected in their publications in UGC Care Listed as well as non-listed but blind peer-reviewed national, international journals and books, and the awards and recognition received by them.

Our NCC and NSS units ceaselessly carry out various extension activities with help of teachers and students that aid in developing sensitivities towards community issues, gender disparities and social inequity. Blood donation, health check –up camps are organised regularly. Environmental awareness and sanitation initiatives

are regularly conducted. The college also encourages the students and teachers to provide aid and support to people in need through some NGOs, inculcating values and commitment to society. Some of our faculty members and students have even won awards for extension activities. Our college had established Academic Linkages with more than 24 academic institutions through the signing of MoUs. These collaborations ranging from Student Exchange, Faculty Exchange, mentoring on quality issues to organizing talks and conferences together has led us to share and enrich each other for the academic betterment of students of all the institutions.

Infrastructure and Learning Resources

Bangabasi Morning College, nested within a century-old building and a newly erected second campus at the prime city location, stands as a beacon of education, particularly to the first-generation learners. The premises feature spacious classrooms with adequate seating arrangements, ventilation, and instructional aids. Its safety is ensured by security personnels and CCTV surveillance. Laboratories, equipped with state-of-the-art instruments provide appropriate environment for practical sessions and research activities.

The college possesses one dedicated ICT-enabled seminar room, with a conference hall and a large auditorium. Several classrooms feature audiovisual presentation capabilities, while Whole Campus is equipped with Wi – Fi, computers, printers, scanners, and other peripherals.

A continually-updated website serves as an institutional database and repository of learning materials, complemented by diverse collection of books, journals, periodicals, e-resources in the library, traceable through KOHA software.

Positioned opposite the Eden Gardens stadium, the college's personal tent stands as a unique feature to host all sporting events. Facilities of indoor games in tandem with a well-equipped unisex gymnasium foster students' physical well-being, while enthusiastic organization of various cultural and social activities promote their holistic development.

Girls have an access to designated rest-room with attached toilet and sanitary napkin vending machine. Special lavatories with ramps cater to the need of transgender and differently-abled individuals, who will be further benefited from the upcoming installation of lifts financed by MP grant. There exists a hygienic canteen offering nutritious food at reasonable price. Power resilience is guaranteed by three diesel-generators and rooftop solar panels in the second campus.

Student Support and Progression

Bangabasi Morning College provides a supportive ambience for students for their academic and co-curricular pursuits. The facility of student support services comprising of personal and financial counselling, career guidance and support for students is available in our college.

The college provides a number of concession benefits in addition to the government freeships available to the students to support marginalized students in continuation of education and for an uninterrupted academic tenure. The college facilitates mechanisms like placement cell, welfare measures to support the students and also organises multiple capacity-building schemes to develop the soft skills, language and communication skills, life skills to prepare the students in pursuing their professional goals. Sessions are also held to instil healthy lifestyle through the Awareness Programs, World Yoga Day etc.

Career counselling is organized under the aegis of Placement Cell to give direction to their career prospects. Various facilities, like student seminar, workshop are provided to the students. The faculty members always guide the students in career development. Many leading companies like Bandhan Bank, TCS, HDB Financial services, Department of Income Tax, West Bengal Police etc. recruit a number of students from the college.

The College has active students Grievance Redresssal Cell for adressing all student related issues as and when required.

The College organises the Annual Social through which the students display their talents in various cultural activities. Apart from that round the year cultural events are organised within the college to boost the rich culture of India among the students. Students in Bangabasi Morning College have representation in various co-curricular and extracurricular committees and they are actively engaged in the different activities like Sports Committee, Cultural Committee, Magazine Committee etc. They regularly participate in inter-college competitions on eloctions, debates, quizzes etc and win prizes.

The College has a well-formed Alumni Association that takes an active interest in the welfare of the college and its students. The Alumni members organize social outreach programs like the Dengue and Malaria Awareness Programme in which students from all streams and semesters take part. The Alumni also provide valuable feedback and suggestions.

In summary, Bangabasi Morning College provides holistic support for students' academic and personal growth, offering counseling, career guidance, and concessions to marginalized students. It fosters skill development through various initiatives and promotes a healthy lifestyle. The institution's Placement Cell assists students in career planning, leading to successful placements in reputed companies. Grievance redressal mechanisms ensure a conducive learning environment, while vibrant cultural events and active alumni engagement enrich the college experience.

Governance, Leadership and Management

Bangabasi Morning College (BMC) has a good governance structure and management system. The vision of BMC is as inscribed in the emblame of the college, "Pranipatena Pariprasnena Sevaya": It is through reverential questioning that one learns, and that knowledge ultimately helps render service to the cause of humanity. And the mission of the BMC is to disseminating higher and progressive education, particularly to those who suffer from the curse of poverty.

To implement and materialize the vision and mission, BMC has a very good administrative and academic governing system, which comprises the Governing Body, Academic Sub-committee, Finance Sub-committee, Teachers' Council and other such committees and Cells as declared by the Governing Body of the College. The President is an ex-officio chairperson of the Governing Body. The Principal is the Secretary of the Governing Body as well as the Head of the Institution.

All these bodies and committees mostly have a large number of college teachers' representation, in addition to the expert members appointed by the Governing Body wherever required. Every decision that BMC makes in respect of academic and financial, furthering its cause, honouring its vision or materializing its mission involve teaching and non-teaching staff. Additionally, BMC conducts most of its academic and administrative works and make decisions through the system of constitution of the Governing Body and other Committees, which demonstrates clearly its practice of decentralization and participative management.

Bangabasi Morning College has a very strong Internal Quality Assurance Cell in place; some of the post accreditation measures that the College initiated are:

1. Reconstitution of IQAC in line with NAAC Guidelines
2. Nomination of Coordinators for IQAC/RUSA from all the teaching staff of the college.
3. Developing of online feedback system for all the regular students of the College.
4. Display of, and discussion on the answer scripts after evaluation with the students by the faculty etc.
5. e-governance on admission, administration, employee salary, pension, e-library.

Institutional Values and Best Practices

Since its establishment, Bangabasi Morning College has undertaken the endeavour of imbuing a value-based nationalistic education along with scientific understanding. NCC, NSS, Women's Cell, ICC and some committees actively engage in gender-focused activities aimed at empowering women. The college prioritizes the safety and well-being of its students, offering comprehensive counselling services and ensuring a conducive learning environment. Bangabasi Morning College demonstrates its commitment to environmental sustainability through annual Green, Energy, and Environment Audits, fostering an eco-friendly campus environment. Waste management systems are efficiently implemented, utilizing colour-coded bins for waste segregation. Moreover, infrastructure enhancements such as disabled-friendly ramps and facilities for individuals with disabilities signify the college's dedication to inclusivity. Construction of an elevator and disabled-friendly washrooms is underway.

In fostering inclusivity, the college organizes events that celebrate diversity and welcomes students from diverse cultural, linguistic, and socioeconomic backgrounds. A comprehensive Code of Conduct for both faculty and staff members is prominently featured on the college website, ensuring accountability and professionalism. The college actively engages in commemorative events and ongoing activities, facilitated by organizations such as NSS, NCC, Women's Cell, Students' Union, and others, to serve the community, particularly during times of crisis such as the COVID-19 pandemic. Ongoing extension programs, including food and essential item donations, further underscore the college's dedication to community outreach and social responsibility.

The college's noteworthy practices include the "Equitable Access Initiative: Empowering Economically Weaker Students through Quality Education" and "Holistic Development". The institution prides itself on its institutional distinctiveness in "Navigating Spatio-Temporal Challenges".

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BANGABASI MORNING COLLEGE
Address	Bangabasi Morning College 19, Rajkumar Chakraborty Sarani, Kolkata, West Bengal, 700009 (19 Scott Lane, Calcutta-9, District Calcutta, West Bengal) and Bangabasi Morning College (2nd Campus) 34, Surya Sen Street, Kolkata 700009.
City	Kolkata
State	West Bengal
Pin	700009
Website	https://www.bangabasimorning.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Amitava Dutta	033-23500187	8697224288	-	bangabasimorning @gmail.com
IQAC / CIQA coordinator	Radharaman Bar	033-23609210	9231968954	-	rramanbar@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-04-2015	View Document
12B of UGC	28-04-2015	View Document

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

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

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Bangabasi Morning College 19, Rajkumar Chakraborty Sarani, Kolkata, West Bengal, 700009 (19 Scott Lane, Calcutta-9, District Calcutta, West Bengal) and Bangabasi Morning College (2nd Campus) 34, Surya Sen Street, Kolkata 700009.	Urban	0.66342	2739.131

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Anthropology,General	36	XII	English + Bengali	300	6
UG	BA,Bengali, HONOURS AND GENERAL	36	XII	Bengali	580	81
UG	BSc,Botany, HONOURS AND GENERAL	36	XII	English + Bengali	360	27
UG	BSc,Chemistry,HONOURS AND GENERAL	36	XII	English + Bengali	360	8
UG	BCom,Commerce,HONOURS AND GENERAL	36	XII	English + Bengali	960	679
UG	BA,Economics,GENERAL	36	XII	English + Bengali	460	4
UG	BA,English, HONOURS AND GENERAL	36	XII	English	580	135
UG	BA,Geography,GENERAL	36	XII	English + Bengali	460	10
UG	BSc,Computer Science,HONOURS AND GENERAL	36	XII	English + Bengali	350	18
UG	BA,Hindi,HONOURS	36	XII	Hindi	552	113

	AND GENERAL					
UG	BA,History, HONOURS AND GENERAL	36	XII	English + Bengali	518	67
UG	BSc,Mathem atics,HONO URS AND GENERAL	36	XII	English + Bengali	420	23
UG	BA,Philosop hy,GENERA L	36	XII	English + Bengali	460	13
UG	BSc,Physics, HONOURS AND GENERAL	36	XII	English + Bengali	360	17
UG	BA,Political Science,HO NOURS AND GENERAL	36	XII	English + Bengali	520	61
UG	BA,Urdu,GE NERAL	36	XII	Urdu	460	18
UG	BSc,Zoology ,HONOURS and GENERAL	36	XII	English + Bengali	365	55

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				13				62			
Recruited	0	0	0	0	6	7	0	13	35	24	0	59
Yet to Recruit	0				0				3			
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				33
Recruited	15	3	0	18
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				40
Recruited	33	7	0	40
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	4	0	13	10	0	32
M.Phil.	0	0	0	1	0	0	2	2	0	5
PG	0	0	0	0	3	0	20	12	0	35
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

06-09-2024 10:38:08

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	840	11	0	0	851
	Female	477	7	0	0	484
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	65	64	60	89
	Female	29	36	40	53
	Others	0	0	0	0
ST	Male	2	6	3	2
	Female	2	2	4	3
	Others	0	0	0	0
OBC	Male	55	47	133	109
	Female	16	22	80	72
	Others	0	0	0	0
General	Male	729	1004	920	983
	Female	437	622	506	579
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1335	1803	1746	1890

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The foundation for the multidisciplinary/ interdisciplinary approach has already been laid by some of the courses within the CBCS, from which we try our level best to adapt to the characteristic

	features of multidisciplinarity/ interdisciplinarity. In a world where there is increasing overlapping of ideas between various spheres of activity, we try to mingle the academic with the social, the social with the cultural with everything supported by economics and a philosophical vision. Not only are we in a position to offer multidisciplinary courses, we organize intra-college inter-departmental seminars where the organizing department invites a resource person from another department of our college to enlighten the students on interesting recent studies that draw upon various areas from the material sciences or the social sciences and/ or languages/ literatures. Students, thus, are already conditioned to expand their domain knowledge beyond the conventional boundaries; we reckon that it is an ideal platform from where multidisciplinary/ interdisciplinary studies can take off.
2. Academic bank of credits (ABC):	Bangabasi Morning College is one that is affiliated to the University of Calcutta, which, in its turn, is under the administrative control of the Govt. of West Bengal. We will take steps to implement the Academic Bank of Credits as per guidelines and framework from the appropriate authority. The Academic Bank of Credit (ABC), as outlined in the National Education Policy, seems like a significant step towards enhancing flexibility and reducing dropout rates in higher education. This system offers students the opportunity for multiple entries and exits in their academic journey, providing them with the flexibility to exit and re-enter undergraduate programs within a specified timeframe. Such flexibility allows students to pursue employment opportunities after achieving a certain level of qualification while also providing them with the option to return and upgrade their skills. Moreover, by promoting a blended learning approach, wherein students can earn credits from various Higher Education Institutions (HEIs) registered under the scheme through platforms like SWAYAM, the ABC regulation is likely to democratize access to education and enhance the quality of learning experiences. Overall, this initiative holds the potential to revolutionize the higher education landscape by making it more inclusive, adaptable, and responsive to the diverse needs of learners.
3. Skill development:	The Skill Enhancement Course (SEC) under the

CBCS, along with the Ability Enhancement Compulsory Course (AECC) and the Language Core Course (LCC) has already built on the innate learning skills of the students. The inclusion of Choice Based Credit Courses (CVAC) in the New Education Policy (NEP) reflects a commitment to providing students with a well-rounded education that encompasses not only academic subjects but also essential values and skills. Overall, these courses aim to equip students with not only academic knowledge but also values and principles essential for promoting environmental sustainability, civic engagement, and responsible citizenship. By integrating such courses into the curriculum, the NEP seeks to foster holistic development and prepare students to contribute positively to society. In addition to these, we develop social skills and community feeling through a plethora of philanthropic activities, particularly those undertaken by the NSS of our college. Learning skills are further developed through awareness programmes on various current-day and even conventional topics, overcoming the stigma surrounding some of them. Thus, in a holistic sense, the students acquire the skills necessary to face the challenges of the 21st century. Under NEP students are allowed to opt for one internship which may or may not be related to the student's mother subject with the primary aim of preparing students for the job market and locally relevant aspects of society. Our college is offering internships to students as per CU Guidelines.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Given the background of most of the students of Bangabasi Morning College – many of whom are first generation learners – it becomes imperative to communicate in Bengali (or in Hindi or Urdu as the case may be) in the classroom. Except for a language-specific subject like English, the students are taught in a grammar that is mostly Bengali (and with a bit of Hindi and Urdu according to the needs of the students and the capacity of the teacher concerned). The language departments like Bengali, Hindi and Urdu enlighten the students on India's rich cultural heritage. The Philosophy department acquaints our students with the enormous wealth of Indian philosophical thought. The History department teaches our students to respect our glorious past with such an ancient civilization. Days commemorating the birth/ death anniversaries of several luminaries of

	literature, language and freedom struggle are observed to imbibe a spirit of veneration and fellow-feeling as Indians. The wide range of social work brings students in touch with the Indian reality of poverty, illiteracy and social deprivation and motivates them to contribute meaningfully to their cause. Where such efforts cannot be accommodated in the college hours, we take recourse to the online mode.
5. Focus on Outcome based education (OBE):	In order to prepare students to face group discussions and interviews confidently (as they apply for jobs in various areas across the country and even abroad if they aspire to) it becomes absolutely essential to develop their communication skills. With this in view, the English department has been conducting a "Certificate Course on Communication Skills" which covers not only the four main aspects of language learning (i.e. Reading, Writing, Speaking and Listening), but also lays importance on non-verbal communication, such as facial expression, body language, gesture, posture, etc. all of which point to one's confidence-level while communicating. Besides, students' seminars infuse self-belief amongst students – they acquire the conviction that they can communicate, analyze, synthesize and explain what they have learnt and are not just passive recipients of the subject matter taught in class. The questions asked in such seminars prepare students to argue and defend their point of view in the face of challenges and counter-discourses. This is what, we believe, they can carry forward fruitfully to their workplace in future.
6. Distance education/online education:	Our college happened to be the study centre for Distance Education courses under Vidyasagar University for quite some time. Online education became indispensable once the educational institutions were closed down following the COVID-19 pandemic. It has been observed that despite the situation returning to normal with no further restrictions regarding masks, sanitizing and physical distancing, the virtual classroom has come to stay. Whether to cover portions of the syllabi not possible within the college hours due to time constraints and other activities in the college calendar or, for scheduling some of the tutorial and / or remedial classes or covering portions of add-on courses, the online platform is the most readily

available solution. However, we are wary about the overuse and limitations of virtual classes; we adopt a blended method that will never undermine the importance of face-to-face teaching-learning and evaluation process and yet retain an element of flexibility, reminding ourselves of what can no longer be shunned completely in the present scenario. Moreover, given the digital divide that may become prominent in our college with hundreds of students coming from the economically weaker sections of society who may not be able to afford devices and data packs over long periods, our use of the virtual classroom is not maximized but largely optimized through the year.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club (ELC) was established in the college on February 25, 2023, as a proactive step toward promoting civic and electoral awareness among individuals aged 18 to 21.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Bangabasi Morning College emphasizes the critical importance of electoral literacy in cultivating an informed and responsible electorate, fostering neutrality and non-partisanship essential for upholding the integrity of the electoral process. The Electoral Literacy Club (ELC) operates on a representative basis, with designated teachers and students serving as members to address broader socio-political issues and instil democratic values in students' lives. While all students are members of the ELC, its composition includes the Principal & Secretary: Dr. Amitava Dutta, Coordinator: Atul Ch Biswas, Joint Coordinator: Dr. Tulika Chakravorty, Advisory Member: Dr. Radharaman Bar, Governing Body Member Dr. Malabika Bhowmick, Teachers' Representative: Amrita Chowdhury, Non-Teaching Representative: Swapan Bhaduri Students' Representative: Amit Dey, NSS Representative: Shahriar Masud, and NCC Representative: Abhijit Mondal.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	To enhance awareness about the electoral process, promote ethical voting practices, and elucidate the duties and responsibilities of citizens, Bangabasi

processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Morning College organized an extensive Orientation cum inaugural Programme after its establishment on February 27, 2023, Voter Awareness Campaign by performing a drama on mock voting by the students on April 29, 2023 and an "Awareness Programme on Electoral Literacy" on September 19, 2023. This initiative was conducted under the guidance of the Electoral Literacy Club (ELC) in collaboration with the Internal Quality Assurance Cell (IQAC). The program aimed to sensitise individuals about the significance of participating in elections with integrity, understanding their rights and obligations as voters, and fostering a deeper comprehension of democratic principles. Through interactive sessions and informative discussions, attendees were empowered to become more informed and conscientious members of the electorate, thereby contributing to the strengthening of democratic processes within the community.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Department of Political Science at Bangabasi Morning College took proactive measures to educate students on constitutional rights and duties by organizing a 30-hour Add-on Certificate Course titled "Constitutional Rights and Duties." This course provided students with insights into voting rights and various other aspects of citizenship responsibilities. Additionally, the department conducted a student seminar on "Democratic Awareness Through Legal Literacy," offering further understanding of democratic processes and empowering students to advocate for democratic rights. Moreover, students from our college actively participated in the "District Level Youth Parliament Competition," offering them practical exposure to democratic and parliamentary procedures. The department also observed "Constitution Day". These initiatives collectively enriched students' understanding of democracy and their roles as active participants in the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college office has made a database specifically for first-time voters, demonstrating a commitment to facilitating their engagement in the electoral process. In collaboration with the Electoral Literacy Club (ELC), efforts are made to sensitize these individuals about voting procedures and their accompanying responsibilities. This initiative aims to empower first-time voters with the necessary knowledge and

	understanding to participate actively and responsibly in the democratic process.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4046	4381	4066	3713	3299

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

2 Teachers

2.1

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

Response: 75

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	73	70	46

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
71.94	66.74	59.07	126.73	41.01

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

At the tertiary level, curricular aspects encompass a broad array of elements designed to provide students with a comprehensive and specialized education that prepares them for their future careers and fosters intellectual growth. These aspects include the structure and organization of courses, the content and objectives of the curriculum, teaching methodologies, assessment strategies, and the integration of technology and interdisciplinary approaches. Here's a detailed summary of these aspects:

Curricular Structure: As per the guidelines of NEP, the curricula typically consist of a combination of required core courses and elective courses within a chosen major or field of study. The structure may also include general education requirements aimed at providing students with a well-rounded education across various disciplines.

Curricular Content and Objectives: The content of curricula is developed based on the latest research, industry trends, and academic standards. Objectives are clearly defined to ensure that students acquire the necessary knowledge, skills, and competencies for success in their chosen fields.

Teaching Methodologies: A variety of teaching methodologies like lectures, seminars, workshops, laboratory sessions, group projects, case studies, and experiential learning opportunities such as internships or fieldwork are used to facilitate learning.

Assessment Strategies: Assessment methods are to evaluate students' understanding, critical thinking abilities, problem-solving skills, and practical application of knowledge. These may include exams, essays, research papers, presentations, portfolios, and practical demonstrations.

Integration of Technology: Technology plays a crucial role in facilitating access to information, enhancing learning experiences, and promoting collaboration and communication. The college often integrates technology into the curriculum through online learning platforms & multimedia resources.

Interdisciplinary Approaches: With the implementation of NEP since 2023, the curricula embrace interdisciplinary approaches that encourage students to explore connections between different fields of study. This interdisciplinary perspective fosters creativity, innovation, and holistic problem-solving skills, preparing students to tackle complex real-world challenges.

Professional Development and Career Preparation: The curricula emphasizes not only academic knowledge but also the development of professional skills and attributes essential for career success. This may include opportunities for internships & career counselling.

Flexibility and Customization: The curricula offer flexibility options to accommodate students' diverse interests, learning styles, and career goals. This may involve the choice of electives, specialized tracks or concentrations within majors.

Continuous Improvement and Adaptation: The University regularly review and revise their curricula to stay current with advancements in knowledge, technology, and industry practices.

In summary, curricular aspects encompass a multifaceted approach to education that prioritizes academic rigor, practical skill development, interdisciplinary thinking, and career readiness. By incorporating diverse teaching methodologies, assessment strategies, technology integration, and opportunities for customization and professional development, this college aims to equip students with the knowledge, skills, and competencies needed to succeed in their chosen fields and make meaningful contributions to society.

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

1.2 Academic Flexibility

1.2.1

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

Response: 26

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 46.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
1701	1266	2082	1728	2204

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Bangabasi Morning College is affiliated to the University of Calcutta. Our college follows the curriculum designed by the university which integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. Curriculum enrichment programs are designed to supplement the syllabus and enhance students' academic experience. The focus is given to overall development of students and they are taught skills relevant to real-life situations. Our college maintains professional ethics to ensure integrity, honesty, responsibility in professional relationship and activities. To develop the sense of human values and to be aware of environmental sustainability many departments emphasize on field work, project work, one day excursions. Our various departments have done some course work that examines human and environmental values as well. For example, the departments of Economics, Commerce, Bengali, Zoology, Anthropology and Geography have been involved in this. These departments typically include subjects such as economy, taxation, economic policies, accounting, business studies, finance, marketing and their sustainability. On the other hand, departments like geography and anthropology have given focus on understanding the world and its

people. Geography focuses on the physical aspects of the earth such as landforms, climates ecosystems while anthropology explores the social and cultural aspects of human societies including their origins, developments and diversity. The departments of Zoology and Botany are both the branches of biology that focus on different aspects of the natural world. Zoology deals with the study of animals, including their behaviour, physiology, evolution and ecology. Whereas Botany includes the structure, growth, reproduction, interactions of plants with the environment. The college offers video lectures as these tools keeps them engaged throughout their learning process, many value addition classes enrich students morally and ethically. Case studies, group discussion, laboratory-based learning, research-based learning are the different tools which are being used by our college departments for curriculum enrichment. College conducts various programmes on human rights, health awareness, pollution etc for the benefits of students. The gender issues are taken care of by the Women Cell. so, we can say that our college has been successful in the aspects of curriculum enrichment.

The institution prepares students to meet the regular challenges of gender inequity and environmental crisis. Celebrations on Human Rights Day, World Environment Day, Earth Day, Women's Day sensitise students on these issues. These are also related to components in their syllabus. During the pandemic, the NSS unit engaged with local communities in distributing sanitisers and food. Webinars were arranged to raise awareness on cyclonic storms. Teachers and students are encouraged to use recyclable materials. The college has conducted gender audit for the students and staff across all committees and groups and courses.

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

1.3.2

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

Response: 51.51

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

Response: 2084

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.14

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1335	1803	1746	1890	1872

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

2022-23	2021-22	2020-21	2019-20	2018-19
2585	2585	2445	2445	2445

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 23.24

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
169	177	320	328	405

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

2022-23	2021-22	2020-21	2019-20	2018-19
1244	1244	1177	1177	1177

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 56.19

2.3 Teaching- Learning Process

2.3.1

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

Response:

Bangabasi Morning College believes in the motto of **"Pranipatena, Pariprashnena, Sevaya"** "Pay homage to your Institution, Learn through Questioning, Render Service to Humanity". To this end, all efforts are taken to involve students in active participatory learning. All departments engage their students in experiential learning most appropriate for their courses. The institution adopts student-centric methods to enhance their learning experiences. Some of the endeavours undertaken are:

As part of the curriculum, excursions were arranged to Mirik-Lamahata-Darjeeling (Departments of Botany) to study different phytogeographical regions of India and local excursions for the students to the Saltlake area and A.J.C Bose Botanic Garden, Shibpur and Baruipur, West Bengal.

The Department of Zoology arranges trips as a mandatory component of their curriculum. They conduct field trips to Chadipur, National Parks, Research field sites and institutes. These help students put into practice what they have learnt in the class and also familiarize them with the challenges of field work.

Field trips were arranged for students by the Department of Geography as a part of their curriculum.

A number of departments supplement their classroom teaching with other participative and experiential methods. Visits and field trips were arranged to museums, and places of historical interest archaeological sites (Department of History); and Birla Industrial & Technological Museum (BITM) in Kolkata (Departments of Physics, Chemistry, Mathematics and Computer Science).

The Department of Physics organised a Science fair and students of different departments actively participated in science exhibitions and poster competitions.

Students regularly participate in various co-curricular and outreach programmes.

Teachers motivate students to participate in inter-college festivals and encourage them to volunteer in various seminars. Films based on texts of language subject are screened by the language departments. The learning experience is enriched by extensive use of ICT tools - PPTs, quizzes and online testing. Projects, excursions, and conferences also added to the learning experience.

Bangabasi Morning College has a dedicated Cultural Committee and Sports Committee which ensure that participation of students in co-curricular, extra-curricular and outreach programs is a regular feature. Students are encouraged to contribute to Students' Magazine to exhibit and nourish their writing skills.

ICT tools are increasingly integrated into the teaching-learning process at the College. The campus facilitates improved information dissemination among students, faculty members as well as non-teaching staff. The college features an ICT-enabled classroom with laptops, and projectors contributing to the e-learning process.

The library offers e-books and e-resource accessibility through INFLIBNET for teachers and students.

Well-equipped computer laboratories are available in various departments such as Commerce, Physics, Chemistry, Mathematics for practical classes.

Students are motivated to master different ICT tools and software e.g Microsoft, Word, PowerPoint,

Excel etc and to prepare their presentations, assignments, projects, and field reports by using them.

During the COVID-19 pandemic period, various ICT tools and platforms like WhatsApp, Google Meet, Google Classroom, Zoom etc were widely employed to conduct classes. Reading materials, and notes are regularly uploaded on the College website and shared through WhatsApp and email.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.54

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	75	75	56

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 67.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	48	49	45	34

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Bangabasi Morning College is affiliated with the University of Calcutta and is guided by the regulations framed by the University regarding examination and evaluation. Bangabasi Morning College strives to ensure transparent and fair continuous internal assessment.

The University introduced CBCS in 2018-19 for B.A and B.Sc. In this system, 35% of marks are awarded through internal evaluation and the rest 65% is awarded by external examiners in the end semester examination. For practical-based subjects, the distribution is 50% each for internal and external evaluation.

But in this system, in the case of B.com 20% of marks are awarded through internal evaluation (out of which 10% marks is allotted for attendance, 10% for internal assessment) and the rest 80% is awarded by external examiners in the end-semester examination. For practical-based subjects, the distribution is 50% each for internal and external evaluation. After commencement of the CBCS, all internal examinations are conducted as per the instructions of the affiliating University.

For non-practical subjects, in the case of B.A out of the 35% marks awarded for internal evaluation, 10% marks is allotted for attendance, 10% for internal assessment (IA) and 15% is allotted for tutorial examination. For practical-based subjects, apart from marks allotted for attendance (10%) and IA (10%), 30% marks are allotted for practical examination. All Departments are actively participated in conducting

internal assessment examinations following the routine provided by the examination committee, aligning with the academic calendar and notifications issued by the University. The internal assessment is arranged centrally, tutorial examinations are taken following the guidelines of the University, comprising term papers, projects, written tests, group discussions, presentations, etc which differ across departments. The acquired marks are then promptly uploaded onto the University portal within a defined timeframe in accordance with university notifications that specify the commencement and closure dates.

For external or University examinations, there is a provision for the review of answer scripts as per the norms of the University of Calcutta. The application for review/RTI to the University is forwarded by the institution. The review results are also published within a stipulated time. Facility for Self-Inspection (FSI) by the University is also a mechanism to address the grievances of students regarding their performance.

Monthly attendance is calculated by the departments and intimated to the students. Mentors discuss the issue with students with low attendance, suggestions are provided and appropriate steps are taken, wherever required. In addition, the departments also arrange remedial classes for slow learners.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The College website states and displays the Programme Outcomes (POs) and Course Outcomes (COs) of all disciplines and subjects. Program outcomes describe what students at their entry level are expected to know and what they will be able to do by the time of graduation. Course outcomes include evaluation and the level of attainment of knowledge and skill that students acquire in their subject and their capacity for critical thinking is evaluated through continuous internal evaluation, end-semester examinations and personal interaction.

The Principal, at the onset of the academic session, explains to the first-semester students the overall objective of each course. This is trailed by the orientations from the respective departments where the students are progressively introduced to their respective courses and made to learn more about the academic features of the core courses. Each faculty adopts innovative, interactive, and blended modes for the teaching and learning process. Student-centric learning methods are incorporated which encourages participative learning. Teachers use presentations, group discussions, projects, assignments, tutorials etc. to enhance the learning experience. For poor-performing students, mentors conduct meetings in regular

intervals for their counselling thus addressing the non-academic and personality issues of the students if any. Additionally, expert lectures, seminars, workshops, and competitions are conducted to supplement classroom teaching for better execution of the curriculum. The growth of the students is continuously evaluated through various methods of internal assessments. Attainment of POs and COs remains the main objective of every department. A well-formulated plan for teaching-learning helps the departments to reach their respective goals. This is particularly evident since the departments maintain the records of syllabus distribution and completion of the course is continuously monitored. For every semester, all the possible plans of action (academic calendar and programme syllabus)for individual faculty members are discussed in the departmental meetings and the minutes of the same are submitted to the principal. For every course, a lesson plan is prepared by the department and communicated to the students. The level of attainment of POs and COs in respective courses is reflected in the performance of the students in the university examinations. The results are analysed in the departmental meetings and the rank holders across all programmes speak in favour of the attainment of COs. Further, the students' placements to higher studies in premier institutions of the country and abroad indicate the satisfactory attainment of POs. Not only this but also students venture into several start-ups which is also an important marker of attainment of POs.The department collects and analyses feedback from the students, teachers, parents, alumni, and all other stakeholders which also reflects the evaluation for the attainment of the POs. The students for their remarkable performances in the university examinations and the illustrious alumni for their noteworthy input in their respective fields are recognised and felicitated by the college which in a way assesses the accomplishment of POs and lingers to motivate the present students of the institution.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college offers programme-specific outcomes and course outcomes in a synchronized order which is very effective for collecting and evaluating data on programme and course learning outcomes. This systematic process helps them to overcome the barriers to learning.

Some of the key indicators of measuring attainment are:

- End Semester University Examination.

- Internal Assessment.

- Practical Assessment/External Assessment.

- Result Analysis.

- Internships and Placements.

1. The Institution monitors the attainment levels for program outcome, course outcome, and program-specific outcome.

2. The faculties involved in different assessments. Internal assessments and each parameter of the assessments are monitored. The other assessments operate in the following way: Class assessments and tutorial class assessments are done by some departments. The program outcomes and course outcomes are collected for different courses.

3. The result and performance data of every student are analyzed and accordingly remedial classes are arranged.

4. The IQAC regularly monitors the attainment level for every course. Remedial classes, tutorial classes, additional assignments etc are conducted in case attainment level are below the threshold level.

5. The evaluation of the attainment of PO and CO is primarily made on the basis of the performances of the students in summative assessments in the courses. The summative and formative assessment is made through the semester examination of the affiliating university and counts 2/3rd of the assessment in a course. The other 1/3rd of the weightage for internal assessment is used not only for the formative assessment of the student but also for assessment of the course outcome.

6. Learning outcomes of the students are regularly monitored by the departments and appropriate remedial measures are taken for desired course outcomes. Moreover, departments assess the program-specific outcomes after semester results and chalk out desirable interventions to achieve better outcomes.

Moreover, the institution specifically assesses the attainment of Program Outcomes (POs) and Course Outcomes (COs) by conducting Students' Satisfaction Surveys (SSS). Feedbacks from all stakeholders (parents, alumni, etc) are also collected institutionally. Analyzing the SSS and other feedback reports thoroughly and addressing the grievances or concerns raised in such surveys allows the College to pinpoint the areas that need immediate attention. Additionally, the institution benefits from a robust Alumni Association, which actively gathers feedback from former students regarding their academic and professional experiences.

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

2.6.3

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

Response: 60.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
448	640	1093	767	286

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

2022-23	2021-22	2020-21	2019-20	2018-19
1266	1425	1188	896	607

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 19.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.3	0	0	0	1.54

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

A sustainable ecosystem of this college aims to develop entrepreneurial ecosystem so that entrepreneurship and facilitates venture development take place, leading to value creation in the community. Science Fairs are organised by the science departments of the college where our students and teachers display scientific experiments and innovative models. These fairs are open to visit for all students from different schools, colleges and general public as we believe that transfer of knowledge/technology has no boundaries. We also opted for Entrepreneurship Development paper under National Education Policy for our commerce students so they can prepare themselves well for the competitive entrepreneurship world. Interested students are also provided with different books on competitive exams from the institution for their preparations. Prominent organisation and companies are invited to conduct Career counselling workshops or seminars for the students from time to time as well. Tutorial and remedial classes are also held for weaker students to catch up with others. As our students come from Bengali, Hindi and English Medium Schools, most of the lectures are delivered in the

Vernacular (Bengali and Hindi) with English as a supporting Language. We teach Bengali, Hindi, Urdu, Indian Philosophy as well as many English Translations of texts originally written in Indian Languages (In the Eng Lit syllabus). Celebrations of customs and traditions that reflect the vibrant Indian Culture as well as commemoration of the Birth Anniversaries of poets and thinkers were organised. These occasions become opportunities for students to be aware of the beautiful and vibrant culture and traditions of India. Our library is automated with digital facilities using Integrated Library Management System and has created a digital archive for rare books and journals for the students and teachers. It also organises orientation programs and special talk/lecture on various topics related to Intellectual Property Rights from time to time. Our faculty members participate in Courses on Indian Knowledge systems as well as Workshops on reviewing Computer Applications in Education Sector. This helps the teachers to make our students aware of the vast repositories of ancient traditional knowledge in India and clearly map this knowledge with modern scientific advancements and technologies. We have opted for papers on Indian Heritage and Culture under National Education Policy so that our students can get a grasp of our history, heritage and culture as we value our past and care for it.

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

3.2.2

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

Response: 53

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	6	10	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	15	20	12

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

3.3.2

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

Response: 0.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	7	5	6

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

3.4 Extension Activities

3.4.1

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

Response:

Education is not restricted to the confines of the classroom only. After all the education should be aimed to make a student a better human being who is sensitive, both to the needs of society and aware of his/her own duties as a responsible young citizen. With the current scenario where the world is facing wars, natural calamities and even pandemics there is a need to develop the correct values, attitudes and confidence among younger generation that can lead to acting responsibly and being committed to a just and sustainable world. Our college help students to extend hands of assistance and support to the needy. Giving happiness to others especially those who are less fortunate economically/ socially/ medically is the least one can do. Our students came up willingly and sincerely participated in all the extension activities. Celebrating days that are very important and close to the hearts and souls of every Indian was also done as they remind us of our identity and heritage. Our students were enthusiastic about their participation in the various activities on these occasions. The college has a dedicated National Service Scheme and National Cadet Corps Units. Extension services are made available to children from nearby slums and free schools. Through these units, the college undertakes various extension activities like cloth and utility distribution, cleanliness drive, awareness programme against social and medical issues etc., in the neighbourhood community. Other than NSS and NCC units, various departments, clubs and sub committees of the college are conscious about these responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various activities like tree plantation, blood donation camps etc. Our college also organises Health Check Up camps to administer the health issues of students, teachers and needy people residing near our college area. Some of students from different departments of our college have formed an NGO named 'Smile Makers Foundation' with an aim of bringing smiles to all faces and have done commendable social service since the pandemic times. Their food distribution to not only the needy people but animals too was remarkable during COVID period. The college also contributed whole heartedly in the West Bengal State relief funds to assist the state government in preventive control of situations arising out of unforeseen emergencies due to COVID-19 pandemic. The staff of the college also actively participated in the relief programme during

natural calamities like in cyclone affected areas. The interventions through extension activities of this college have resulted in improved cultural bonds, Eco friendliness, gender equity, improved health and cleanliness.

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

3.4.2

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

Response:

The college has received a number of awards and recognitions from government and government-recognized bodies for extension activities. The NSS unit of Bangabasi Morning College won several awards for their extended service to society at large. Our NSS unit registered its name in the Limca Book of Records in 2021 for organising an online quiz with the greatest number of participants for multiple days. Our NSS officer Dr. Tulika Chakravorty was given the title of Grandmaster by the Asia Book of Records in 2020 for organizing an Online Quiz Competition on World Environment Day. Dr Tulika Chakravorty was also awarded the prestigious Programme Officer Award (NSS) by the Department Of Higher Education, Government of West Bengal for the year 2021-2022. In the same year, our NSS volunteer Imroz Mallick was awarded with "NSS Volunteer Award". During the pandemic, the NSS unit of this college worked selflessly which earned them recognition from Mahatma Gandhi National Council for Rural Education, Department of Education, Government of India in 2021 for rendering services during the COVID-19 pandemic. The NSS unit of this college also got the Social Excellence Award for the year 2022-2023 from Love Without Boundaries Foundation, India. The NSS unit also got much appreciation for organizing a cleanup drive on plastic waste, swachhata awareness programme, a vigilance awareness programme, volunteering for women's empowerment, efforts to make a gender-biased free society, contributing towards plastic-free India and environment and many more.

The NCC unit of Bangabasi Morning College also won many awards and recognitions for their skill. NCC Cadet of our college Lance Corporal Suraj Singh Achieved the first position in the Tent Pitching Competition held at CATC (Combined Annual Training Camp) of 2022, KC-IV. NCC cadet Abhijit Mondal has secured second position in the Firing Shooting Competition held at CATC KC-I Camp, 2022 NCC Cadet of Bangabasi Morning College Kaushik Kumar Singh secured Gold medal in Boys Kumite in W.B. State Karate Championship organized by Bengal Martial Arts Organisation (2023) and Shreya Das also secured Gold medal in girls Kata at All Bengal State Karate Championship organized by All Bengal Sports Karate-Do Association (2023).

Our teaching faculties also won highly regarded awards for their contribution as teachers, academicians and researchers, for example, Dr Sreejata Biswas was awarded the Best Teacher Award by the Institute of Scholars in 2020, Dr Saptarsi Goswami was declared to be the person of the week by National Digital

Library of India, Dr Tulika Chakravorty was awarded National Teacher Award by Bhagidari Jan Sahayog Samity (NGO), New Delhi. Dr. Madan Chandra Karan of the Bengali department got the Best Poet and Novelist award from the Indian Organisation for Commerce and Industry in 2018. Aniruddha Pal of Bangabasi Morning College won a number of national and state awards for his excellent skill in photography including the News India Press Photo Contest award (2018), and the National India Post Award (2019).

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

3.4.3

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

Response: 233

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	71	48	20	6

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

3.5 Collaboration

3.5.1

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

Response: 55

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Bangabasi Morning College, nested within a century-old building (Campus area: 0.60 acre) and a newly erected second campus (Campus area: 0.06 acre) at the prime city location, stands as a beacon of education, particularly to the first-generation learners. The extension and infrastructural developmental work of the second campus done with the combined support from RUSA 2.0 and college fund, is nearly 500 meters away from the old campus. This new campus has alleviated the problem of space constraint in the old campus, due to its sharing with two other colleges, Bangabasi day and evening. The premises feature spacious classrooms (number: 28) with adequate seating arrangements, and instructional aids including LCD projectors in some rooms. Safety of the college campus is ensured by security personnel and CCTV - surveillances. Laboratories (number: 17), equipped with state-of-the-art instruments provide an appropriate environment for practical sessions and research activities. The college possesses dedicated ICT-enabled seminar rooms, a conference room, and a large auditorium. Poster campaigns, exhibitions, etc. are generally arranged in students' common rooms. The Department of Computer Science and Geography has exclusive laboratories on the second campus, while the Department of Chemistry has arranged a new set-up for computational research with support from the grant funded by the Science and Engineering Research Board, Govt. of India. Several classrooms feature audio-visual presentation capabilities, which help students to get a lucid idea of the topics being discussed. The departments and offices are equipped with internet facilities, computers, printers, and related peripherals. The library, managed through KOHA Software, houses a substantial collection of texts, references, and journals. The college library has subscribed to INFLIBNET and has become a registered user of the N-LIST consortium, an initiative of the Ministry of Human Resource Development (MHRD). Some of the departments maintain their Departmental library in coherence with the central library. Along with the compulsory course curriculum, the institute encourages students to participate in sports and other extracurricular activities as well. Positioned opposite the Eden Gardens stadium, the college's personal tent stands as a unique feature to host all sporting events, including the annual sports meet. Facilities of indoor games, which include table tennis, chess, carom, billiards, etc. in tandem with a well-equipped unisex gymnasium foster students' physical well-being. Students' union with support from the college administration organizes various cultural and social activities to promote students' holistic development. Every year, the best-performing students from each department are felicitated through a centrally organised prize distribution ceremony. Girls have access to designated restrooms with attached toilets and sanitary napkin vending machines. Special lavatories with ramps cater to the needs of transgender and differently-abled individuals, who will further benefit from the upcoming installation of lifts financed by the MPLAD grant. There exists a hygienic canteen offering nutritious food at a reasonable

price. The college has its website, which is updated regularly and acts as a repository of learning materials and staff data as well.?The power resilience of the college premise is guaranteed by three diesel-run generators.

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

4.1.2

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

Response: 27.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.3	6.88	7.14	70.72	4.66

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library is an integral part of any educational and research Institution. A good and vibrant Library can keep the spirit of education alive. A library is the powerhouse of any institution and also the heart of the institution, the development of which equalizes the development of the institution. The library of the college has been in effect since the establishment of the college and has been the source of knowledge from the very inception of this college. The library has access to more than 16000 books, 14 Journals, e-books, and journal subscriptions to N-list which permits the college to access more than six thousand journals and thirty-one lac thirty-five thousand (31,35,000) books in the college library. The college accommodates reading room facilities and reference services. Reprographic facilities for students are also available. The library provides UGC INFLIBNET- NLIST membership for online journals and books. The library is automated with digital facilities using an integrated library management system (ILMS), Koha- an open source software, which is being used for digitization of the library resource. The college has a WEB OPAC facility and NLIST for all ensuring accessibility to e-resources. As per the OPAC facilities available in the Bangabasi Morning College library, students can access the catalogue from their homes and can borrow a book for a period of one week. The college has introduced a Library and Information Science as an Inter-Disciplinary Course (IDC) compliant to NEP. Preservation of books is done regularly. The library organizes orientation programs and seminars for students.

Besides these facilities, students can also access free internet and reprographic facilities in the library. Current awareness services (CAS) and reference & referral services are also provided by the library staff. According to the 5th law of library science every academic session new books are purchased and outdated books are weeded out regularly. The CCTV surveillance keeps the library secure and house-keeping services maintain the cleanliness of the library. The library is optimally used by the faculties and students. The number of total visits during the last five years (2018-2023) includes 8548 students and 182 teachers.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Bangabasi Morning College boasts comprehensive IT facilities across both campuses, undergoing regular

maintenance and upgrades to ensure optimal functionality. Each department is equipped with multiple laptops, while lab-based departments such as Botany, Chemistry, Mathematics, Physics, Computer Science, Zoology, and Commerce are furnished with printers, scanners, and projectors, alongside 151 computers to support their academic activities.

Across both campuses, internet connectivity is extended to teachers, non-teaching staff, and students via multiple Internet connections facilitated by Wi-Fi routers, facilitating seamless access to online resources for both educational and infrastructural purposes. Router connections are provided in all the essential areas to enable uninterrupted internet access throughout the college premises.

The college's computer labs are intricately integrated with the internet, serving as invaluable resources for students and faculty alike in carrying out academic and research activities, with dedicated lab assistants on hand to provide necessary support and guidance.

Moreover, the institution offers a sophisticated Learning Management System (LMS) accessible through the college website, enabling teachers to upload study materials and students to access them using unique login credentials, thereby facilitating a streamlined learning experience.

Furthermore, Bangabasi Morning College features two (2) well-equipped smart classrooms (one on each campus) conducive to departmental seminars and workshops, while the administrative office leverages cutting-edge technology for efficient management of administrative tasks.

Stringent monitoring and regular updates of all computer systems are diligently undertaken by the college staff, ensuring optimal performance and security. Continuous feedback from stakeholders is solicited and integrated into ongoing improvements, with the college website undergoing regular maintenance and upgrades under an annual maintenance contract.

The college has transitioned to a fully online admission system, streamlining the admissions process, while the introduction of online submission of marks, result declarations, etc. has significantly enhanced administrative efficiency.

To bolster safety and security, CCTV cameras are strategically installed across the entire campus, providing an additional layer of protection for both students and staff, underscoring Bangabasi Morning College's commitment to ensuring a safe and conducive learning environment.

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

4.3.2

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

Response: 27.9

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

Response: 145

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 71.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
58.60	59.25	51.58	55.46	36.07

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
2226	4748	4360	2262	1550

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 50.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
376	2219	2485	2500	2217

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 11.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
256	84	18	13	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
448	640	1093	767	286

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

5.2.2

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

Response: 0.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	02	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	3	5	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Bangabasi Morning College serves as a vibrant and active nexus between former students and their alma mater, fostering enduring connections that transcend time and distance. Notably, individual departments maintain their own respective alumni groups, reinforcing the close bonds between faculty and former students. This enduring relationship extends beyond graduation, with Alumni often seeking guidance and mentorship from their alma mater and former teachers, reflecting the college's enduring influence as a center of both academic and personal development.

Crucially, the college has historically served as a beacon of hope and opportunity for "First Generation Learners" from marginalized backgrounds, facilitating upward social mobility for countless individuals and families. The Alumni Association stands as a testament to this legacy, reflecting the deep sense of love and belonging that former students hold for their alma mater. Indeed, the association mirrors more than just a formal organization; it embodies a familial bond and pride in the college, with Alumni cherishing their association as much as they do their fond memories of their time at College.

The Association actively engages in social welfare initiatives, ranging from educational outreach projects to healthcare assistance for the underprivileged. Notably, initiatives such as the Dengue Awareness Programme and relief efforts during the COVID-19 crisis underscore the association's commitment to community service and public health.

Moreover, the Association serves as a vital link between past and present, with Alumni reunions providing opportunities for Alumni to share experiences, offer guidance, and inspire current students. These events not only serve as occasions for reminiscing but also as platforms for mentorship and networking, with Alumni serving as role models for the next generation of leaders and innovators.

Beyond Alumni gatherings, the Association maintains ongoing engagement with the college community, supporting current students in various ways. Notably, the Association's diverse membership, comprising esteemed professionals from various sectors, enhances its capacity to provide valuable guidance and support to students seeking employment opportunities.

In sum, the Alumni Association of Bangabasi Morning College embodies the enduring spirit of community and service that defines the college's ethos. Through its myriad initiatives and ongoing engagement with both past and present members of the college community, the Association continues to uphold Bangabasi Morning College's legacy of excellence and social responsibility, enriching the lives of

students, Alumni, and the broader community alike.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Bangabasi Morning College is a co-educational institution with a rich cultural tradition.

Vision: The motto inscribed in the emblem of the college upholds the ideals of the institution. It is taken from the Bhagavad Gita: "Pranipatena Pariprasnena Sevaya": It is through reverential questioning that one learns, and that knowledge ultimately helps render service to the cause of humanity.

Mission: The College follows the mission of disseminating higher and progressive education, particularly to the poor and needy students.

The Principal as Head of the Institution leads the College in all activities. The Governing Body is the College's apex decision-making body. The Governing body is headed by the Chairman. Together, the Principal and the Governing Body draft and implement the institutional quality policy. The IQAC, Teachers' Council, and other committees efficiently oversee the college's various academic and administrative areas in order to maintain the college's mission and vision. The vision and mission are conveyed to all stakeholders through the institutional website. These are also conveyed to every new batch of students during the orientation program and introductory lectures. The Institution, inspired by its vision and in accordance with the mission, prepares the prospective plan and effectively implements it. The other major decision-making bodies are the Teachers' Council, Finance Sub-committee, and Academic Sub-committee. The IQAC plays a leading role in proposing quality sustenance and quality enhancement policies. For the benefit of all stakeholders including students, instructors, parents, alumni, and employers, the institution has created an online feedback platform where they may provide feedback on the college's general curriculum, teaching and learning methods, administrative support, facilities, academic atmosphere, and student assistance, among other things. Concurrently, the college has created an online platform to gather grievances and recommendations from students, specifically concerning the curriculum, instruction, and assessments. The Head of the Institution then takes appropriate action after debating their suggestions and feedback in the relevant Sub Committees. The college arranges faculty and student exchange programs through Memorandum of Understanding (MoU) and Collaboration Agreements with other colleges/Schools to create a holistic development of students. The physical library has been extensively updated, and a wide range of digital resources are also available. Coherence, consistency, and a strategic focus are encouraged in line with the vision and goal within the organization. It helps stakeholders to have a common goal, facilitates efficient decision-making, and strengthens the institution's capacity to pursue its goals with direction and clarity.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our college is steadfast in its purpose to democratize higher education, reaching every corner of society regardless of caste, creed, or socio-economic status, as it pursues a lofty goal. We work to narrow the learning accessibility gap because we think that knowledge has no boundaries.

The college is an affiliated grant-in-aid college, following rules and regulations set by the university (University of Calcutta), the State Government, and UGC. The Principal governs academic and administrative activities. Financial decisions are taken by the Finance Committee comprised of the Governing Body's internal and external members. The college has various committees for academic, administrative, co-curricular, sports, and extension activities. The Governing Body adopts policies of existing government statutes/regulations, government orders and Memos, and the University's rules and regulations. The college follows the latest rules for tender and quotations for purchases including e-tendering and regularly holds IQAC meetings for quality parameters. Rules and Regulations are formed for efficient management of administrative work and proper functioning of the Institution. Guidelines for service rules and procedures are provided by the most recent version of the Calcutta University First Statutes, the College's Constitution, and the State Government's regulations, which are subject to periodic amendments. In addition to the UGC-mandated qualifying requirements, the hiring policies for teaching personnel adhere to the most recent government regulations. The college's policies govern the appointment of full-time teachers and non-teaching staff members as per the recommendations of the West Bengal College Service Commission. The college has also created a portal on the college website where students may file complaints and offer comments, particularly regarding the curriculum, instruction, and assessments. The Head of the Institution then takes appropriate action after debating their suggestions and feedback in the Grievance Redressal Sub Committee, the same is reflected in the Action Taken Report on the college website.

Online learning unfolds as a dynamic thread in the vast tapestry of contemporary education, tying itself into the very foundation of our academic environment. We successfully implemented a cutting-edge Learning Management System (LMS) to bring life to our digital world by embracing this disruptive wave. This web-based technology, which is effortlessly incorporated into our college's website, is a shining example of innovation and promotes a lively and engaging learning environment.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance appraisal of the teaching staff takes place through self-appraisals and peer evaluation. The Institution has adopted the UGC CAS framework and faculty members are asked to fill in the Academic Performance Indicator (API) format. The IQAC analyzes feedback it receives from parents, alumni, teachers, and students regarding the academic and infrastructure facilities, then relays its findings

to the relevant authorities. Teachers maintain Work Diary in the departments. The Non-teaching staff keeps a record of their work. The Principal directly monitors their activities.

The college's teaching and non-teaching members are essential to its operation, and the management takes numerous steps to safeguard their well-being. The college offers Puja Holidays for teaching and non-teaching staff, Group Insurance and Employees' Cooperative Credit Society for permanent staff, Maternity and Paternity leave, Childcare Leave for female employees, provident fund, medical insurance, casual and medical leave, compensatory leave, duty leave for faculty, study leave for advanced study and research, and opportunities for national and international exposure. The college has Wi-Fi and canteen facilities to enhance the productivity of the workforce. Professional development programs for skill up-gradation and training are organized for both teaching and non-teaching staff. The college supports academic research by providing infrastructure in the chemistry and physics labs. Most of the teachers appointed on a substantive basis have received laptops from the college through RUSA 2.0 procurements. For recreational purposes, an annual picnic is planned for both teaching and non-teaching staff.

The welfare schemes available for teaching and non-teaching staff are as follows:

·   GPF

·   Benevolent Fund for the non-teaching staff

·   Assistance to avail of loan

·   Group insurance

·   Housing facilities for selected non-teaching staff

·   Ex-gratia to College Appointed Staff

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

6.3.2

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

Response: 6.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	5	6

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

6.3.3

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

Response: 41.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	27	15	55	58

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college's financial management system is open, well-thought-out, and focused on attaining the college's long-term goals. The Principal, the IQAC, and the Governing Body supervise and direct the best use of the finances to support the development of an ecosystem that is learner-centric. Sources of mobilization of funds are as follows:

1. Fees: Fees are charged as per the university and government norms of students.

2. Salary Grant: The College receives a salary grant from the State Government. This grant includes salaries of the Full-Time Permanent teachers, non-teaching staff, and State Aided College Teachers (SACT).

3. UGC Grants: Grants received from UGC for the development and maintenance of Infrastructure, and upgrade of the Learning Resources and Research (including grants for Minor and Major Research Projects).

4. Financial assistance is received from the State Government for infrastructural developments.

5. Funds were also received under RUSA 2.0 for Component-9, which is related with the procurement of Laboratory equipment, books for the library, computers and peripheries, renovations, and new

construction.

6. The Academic Sub-committee looks after the proper utilization of classrooms and laboratories.

7. The Library Department takes care that the resources in library are utilized optimally.

The Governing Body as well as the Finance Committee with the IQAC takes a review of the utilization of funds. The Bursar of the college takes the responsibility of audits and accounts to ensure the maintenance of annual accounts and audits. The Finance Committee, in close coordination with the IQAC, monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated. While the Purchase Committee and Tender Committee takes care that purchases are done properly and in accordance with the rules. Regular internal audits from the Chartered Accountant and external audits from the government make sure that the mobilization of the resources is being done properly.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Bangabasi Morning College has established an Internal Quality Assurance Cell. The IQAC was formed in 2014. Efficiently AQAR for the last seven years has been published by the IQAC in the college Website and sent to NAAC within a short period.

The College is dedicated to ensuring quality in all its activities. Quality assurance is integral to institutional policy. The IQAC has played a key role in monitoring the measures for sustaining and enhancing quality adopted by the institution.

Before the start of the academic session, the IQAC collects the departmental activities plan and the performance record from all departments for the previous session. The departments aim to meet their set

targets for curricular and co-curricular activities, faculty development initiatives, etc. during the academic session.

IQAC is working hard throughout the year for the advancement in the field of teaching and learning. It also emphasizes research and development. The IQAC has also set up a UGC Sub-committee that records the developments of research if any in the College. The IQAC encourages faculty and staff to attend Orientation and Refresher Course Programmes conducted by the UGC and also take initiative by arranging/attending seminars/ conferences/ workshops. There is also a provision of leave for faculty who want to involve themselves in research activities.

The IQAC expects that the faculty will adhere to the academic calendar set at the beginning of the session. If there are any deviations from the schedule outlined in the academic calendar, the faculty are advised to conduct extra classes to make up for the missed time and ensure that students do not miss out on learning.

IQAC has taken continuous improvement initiatives such as,

Add-on courses were introduced.

Extra and remedial tutorial classes were offered to students.

CAS of the substantive teaching staff were done on a regular basis.

Regular meetings of the IQAC were held.

FEEDBACK SYSTEM

Collection of Feedback from Parents, Students, Teachers, Alumni, and Employers: The institution collects feedback from all stakeholders through the college website's online structured feedback system. IQAC does periodic analysis of the feedback received.

ENRICHMENT OF ICT INFRASTRUCTURE

The whole Campus has been brought under a Wi-Fi facility. · In the academic year 2019-20 there was a huge technological upgrade by adding more computers. The educational use of social media has also been utilized to establish communication with the students and staff. · With the advent of the online learning concept in education, it has become essential to introduce a Learning Management System (LMS). The LMS package is being maintained on the college website. Training Programmes for Teaching and Non-Teaching Faculty members have been organized.

The institutional policy is aimed at empowering and supporting the IQAC Cell to become a dynamic, inspiring, and effective internal mechanism for maintaining and enhancing the quality of both academic and administrative aspects of our college.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Bangabasi Morning College has taken pride in providing adequate facilities and enabling consciousness and sensitisation towards gender equality through several activities each year. The Institute ensures the safety and security of everyone on the campus through well-defined guidelines. Being a co-educational Institution where gender equity is a way of life, it encourages girls and boys to participate together in academic, cultural, sports and social activities. Various activities are organised to sensitise and promote gender equity among students and staff by the Women Cell, NSS team and different departments. Gender Equity has been stressed upon by our institution in its extension activities. The college tries to provide equitable educational opportunities to girls, regardless of their socioeconomic or cultural roots. All girls, regardless of their caste, religion, or any other aspect, have equitable access to educational resources and equipment. Identity cards are mandated for everyone on campus. Well-trained security guards are deployed at key locations. All visitors are carefully screened and permitted to enter the campus only after a strict entry procedure. Our college ensures social security through the Anti-Ragging Committee, Grievance Cell and Internal Complaint Committee. Suggestion boxes are also placed and grievances are addressed. Our college has a strong ethical work culture that is based on inclusivity. Between lectures, students may relax and recreate in the common room. Our college has two big common rooms one for all students and the other exclusively for girls. Our Women's Cell plans to focus on programmes to promote women's empowerment and gender equality. Women's Cell and our NSS unit contribute to the sensitisation of individuals about gender equality. The gender sensitisation programs include students, staff members, administrative staff and all the people involved in the campus. The institution organises different gender sensitisation programmes with the following objectives:

- To maintain a good workplace free from gender-based discrimination
- To prevent and respond to gender-based violence.
- To foster gender equality in teaching and education systems.
- To conduct gender equity programs for the students to understand the fact that equality is the essence of democracy.
- To arrange counselling sessions on mental health and women's health and hygiene.
- To provide all the students with an equal opportunity in academics as well as in co-curricular activities.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

To build a Nation of youth who are noble in their attitude and morally responsible, the

college organizes and conducts several activities to create and promote an inclusive environment for tolerance and harmony towards cultural, regional and linguistic among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its teachers and staff jointly celebrate cultural and regional festivals like Ravindra Jayanti, Vivekanand Jayant, Premchand Jayanti, Saraswati puja, Raksha Bandhan, Fresher's welcome, Annual Fest, Creative writing, Photography exhibition, Teacher's Day, Orientation and Farewell program, Plantation, Women's Day, Yoga day, Vijiya Sammilan, Basant Utsav etc. Language-related programmes like Bhasha Divas, and Hindi Divas organised by the College to break Linguistic barriers and create bridges among them. Motivational lectures of eminent persons in the field are arranged for the all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we organise a variety of sports activities for the Physical and Mental development of the students. Indoor games are started at Student's Common room in the College. We also conduct Blood donation camps, Health check-up camps, and Road Safety First-aid in every year. Many Social welfare activities are organised by NSS Unit of the College.

Sensitisation to constitutional obligations is crucial in shaping responsible citizens who are aware of their rights, duties, and responsibilities. Our college plays a pivotal role in this process by integrating these

values into their curriculum and extracurricular activities. To reinforce the significance of constitutional awareness our college celebrates constitutional and national importance days, such as Netaji Jayanti, Republic Day, Independence Day, and Gandhi Jayanti. The Electoral Literary Club of our college organised a Voters' Awareness Programme to encourage first-time voters to know about the election process and our duties. Besides that, the Department of Political Science has several honours and general courses that help the students to know about the Constitution, democratic values, civil liberties, social justice right to information, gender equity, sexual harassment and other aspects of the Constitution which further empower students to exercise their rights and fulfil their duties with an understanding of their impact on society. Additionally, the Department of Political Science organised an Add-on Certificate course and Quiz Competition on Constitutional Rights and Duties to promote a culture of respect, inclusivity, and active citizenship. Moreover, students from our college actively participated in the "District Level Youth Parliament Competition," offering them practical exposure to democratic and parliamentary procedures. The department and NSS Unit also observe "Constitution Day". All these active and engaging activities help the institution in nurturing a community that upholds the constitutional ethos of the nation.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice- 1

Title of the Practice: INCLUSIVENESS THE WATCHWORD, QUALITY THE PRINCIPLE

Objectives of the Practice: This practice works on the principle that maintaining quality is imperative in higher education; the objective is to extend its opportunity to all socio-economic sections of society with the intended outcome that potential- academic or otherwise- among the youth should be realised.

The Context: In a metropolitan ambience, the toughest challenge is cut-throat competition, in the face of which, the needy students are deprived and thus, eliminated. Creating an atmosphere of belongingness for all aspirants of higher education is thus, extremely crucial.

The Practice: Students seeking concession towards Tuition Fees are given the facility subject to fulfilment of the eligibility criteria for the same; they are provided with books and study materials from the Students'-Aid Fund. This ensures that students whose parents/ guardians cannot afford to pay the

required fees for higher education and are unable to purchase expensive books are not left out of the system. The challenge often is to ascertain that the distribution of such resources is in the right places where they will be properly utilised.

Evidence of Success: Through nearly six decades of its journey, Bangabasi Morning College has consistently admitted and nurtured the potential of students from economically weak strata; not only has it opened the doors for academic progress, but in its turn has reciprocated the gesture of inclusiveness through responsible social work in myriads of ways.

Problems Encountered and Resources Required: Our country has millions of people who are deprived of their basic necessities for survival. To cater to their survival and upliftment needs, a larger participation is required, i.e. more students need to be included. The students, themselves, are vital resources and if such living resources remain indifferent towards social causes, it is indeed a problem.

Best Practice- 2

Title of the practice: HOLISTIC DEVELOPMENT

Objectives of the Practice: The practice ensures that students are not just one-dimensionally academic in their approach and outlook but look to contribute to larger social causes by getting collectively involved in activities that serve our community at the grassroot level. Their extra-curricular activities and hobbies are also facilitated and encouraged.

The Context: In a rapidly changing world, one has to learn consistently to adapt and grow and this growth cannot be restricted to the ivory tower of mere academics. There is a lot of social learning that contributes to the collective health of the community in particular and of the nation in general. Social awareness and large-scale dissemination of knowledge on various relevant present-day topics are the need of the hour.

The Practice: The NSS wing of our college has played a pivotal role in this regard. It has organised a tree plantation programme over a week-long period from 24th to 30th March 2023. A youth survey on 'Youth not in Formal Education or Regular Employment' was conducted at different places like the adopted village Tapuriaghata, Sealdah area and slums near the Noapara dumping site. The Cleanliness Drive Programme in collaboration with Mittika Earthy Talks, Yoga Session at Dhapa, Blood Donation Camp and adult literacy programme were organised. NSS Volunteers visited Lady Dufferin Victoria Hospital for a survey on immunisation. A felicitation programme along with a session on E-waste in collaboration with Hulladek was organised. Week-long National Youth Day was observed from 12th January to 19th January through tree plantation, blood donation camp, cleanliness drive programme, drawing competition, a talk show on Empowering Youth through NSS, a session on eco-bricks, cultural programme and felicitation. NSS volunteers organised different awareness programmes like Nukkad Natak on human trafficking and Cleanliness. Door-to-door awareness and rallies on blood donation camps, Poshan Abhiyaan, child immunisation, climate change and mission life, and saving energy were conducted. NSS volunteers made digital posters on drug abuse, thalassemia, dengue and malaria; they provide free education sessions in the Sealdah area and also in the adopted villages (Tapuriaghata, Makaltala and Notun Pally). The NSS unit of Bangabasi Morning College was invited to a workshop on Anti-Tobacco Day organised by Education Society College. NSS volunteers participated in the felicitation programme of the toppers of Madhyamik, H.S., CBSE, ICSE, ISC and AISSE exams. NSS Volunteer Mr Sahil Ansary took part and represented West Bengal in the National Conference held at

IIC, Delhi. NSS volunteers along with the Programme Officer were invited to the Neighbourhood Youth Parliament at the District Level organised by NYKS.

Evidence of Success: The feather in the cap for our NSS unit was the opportunity to send Ms Rashida Khatun to the Republic Day Parade Camp at Kartavya Path, Delhi from 1st January to 31st January. Our Two NSS Volunteers Mr Chandan Roy & Mr Imroz Mallick received the Best Volunteer Award from the Department of Higher Education, Govt. Of West Bengal for two consecutive years 2020-21 & 2021-22. Our NSS Programme Officer Dr Tulika Chakravorty received the Best Programme Officer award from Department of Higher Education, Govt of West Bengal for the year 2021-22. NSS Volunteer Ms Smarita Majumdar was selected to participate in the Republic Day Parade Camp 01-31 January 2021 for marching on Kartavyapath, New Delhi. NSS volunteer Subhadeep Ghosh was selected to attend the National Youth Festival held on 26th January. Our NSS Programme Officer (PO) attended an exchange programme between India and Japan organised by Lee Collins High School. On National Unity Day, our PO was invited as a Resource Person in a National Seminar to deliver a talk show on the "Role of Sardar Vallabhai Patel in National Integration" organised by IQAC in collaboration with the NSS unit and Dept of Political Science, SSSVS Government PG College, Chunar, Mirzapur, UP.

Problems Encountered and Resources Required: There is an acute shortage of confident speakers among students; thus, to spread awareness regarding some current, burning social issue or public event, aspects of physical and mental health, environment, etc, either faculty members of our college or invited resource persons with specialised knowledge and expertise in their respective areas have to step forward and contribute.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

One distinctive feature, rather a challenge faced by our college is the dual constraints of space and time; being a morning college in a building that belongs as much to Bangabasi College and Bangabasi Evening College, the time span available, i.e. the scheduled working hours happen to be considerably less than any college with a non-sharing campus. Moreover, part of even its own stipulated hours overlap with Bangabasi College creating problems of classroom space as well. Given this situation, it becomes quite a challenge to set a master routine that will not only ensure adequate coverage of the syllabi of so many departments and courses under the CBCS and CCF patterns, but also enable faculty members to get

enough contact hours with students. The shared base location amongst three colleges also presents numerous obstacles and challenges for conducting seminars, workshops, and cultural programmes. Coordination among the three colleges becomes crucial to managing conflicting schedules and resources effectively, ensuring a smooth flow of events. The Coordination Committee comprises of the Principals, the President, one Teaching representative and one Non-Teaching representative of the Governing Bodies of three colleges and is there to resolve any discrepancy amicably. Room allocation and logistic arrangements require careful planning to accommodate the diverse activities. Communication problems may arise, necessitating clear protocols to address issues promptly and ensure the success of cultural exchanges. Despite these hurdles, collaborative efforts lead to innovative solutions and enriched learning experiences for students of all three colleges. Thus Bangabasi Morning College can boast of making a concerted and resilient effort to overcome the above-mentioned obstacles and persist in making the best use of the limited resources available. In addition, the considerably large extent of social work and outreach activities undertaken commendably supplement the sphere of academics. It is this track-record of standing above such spatio-temporal limitations that distinguishes Bangabasi Morning College as was borne out during the last accreditation process in 2016.

Communication is the lifeline of any teamwork; here we can refer to the role of the NSS team of our college. The NSS Team of our college played a very important role during the time of Covid 19. The team had been engaged in relief work of various kinds in slums and helped the poor and needy people a lot. They distributed dry food items, fruits, commodities of daily use, masks, sanitisers, etc. They also organised international webinars on the COVID-19 pandemic and emerging issues of women, children and elderly people during that time. They organised programmes that pledged to fight Covid 19.

They also organised blood donation camps, observed Constitution Day, and International Mother Language Day and conducted an online Quiz competition on World Environment Day. They created awareness videos and posters for observing International Day against Drug Abuse and Illicit Trafficking.

The NSS team of our college had performed commendably campaigning from door to door to create awareness among people for avoiding the use of plastics. They organised workshops, where people learnt how to make eco-friendly homemade 'Rakhis from natural resources at Makaltala.

They have observed Van-Mahotsab by planting trees in different places like Carmichael Hostel, Ramakrishna Mission Institute, Golpark, Tapuria Ghata, Park Street Cemetery, Prinsep Ghat, etc.

Establishing clear protocols and channels for communication becomes imperative to address emergent issues promptly and facilitate swift decision-making. Moreover, fostering a culture of mutual respect and understanding among stakeholders fosters an atmosphere conducive to collaboration, where divergent perspectives converge to yield innovative solutions and enriching experiences.

Amidst the myriad challenges lie opportunities for synergy and collective growth. Collaborative efforts not only amplify the impact of individual initiatives but also cultivate a sense of unity and camaraderie among students and faculty across the three colleges. The amalgamation of diverse talents, ideas, and perspectives ignites a creative spark that propels the collective endeavour forward, transcending boundaries and unlocking new realms of possibility.

In the realm of cultural programmes, the intersection of traditions, art forms, and expressions offers a fertile ground for exploration and celebration. By showcasing a diverse array of cultural events, ranging from music and dance performances to art exhibitions and culinary showcases, the colleges foster cross-

cultural understanding and appreciation. Embracing diversity as a source of strength, rather than a source of division, cultivates an ethos of inclusivity and mutual respect, nurturing a vibrant tapestry of cultural exchange within the shared ecosystem.

While the journey may be fraught with challenges, the rewards of collaborative synergy and cultural enrichment are immeasurable. By leveraging collective resources, expertise, and enthusiasm, the colleges transcend individual limitations to create a dynamic hub of intellectual inquiry, artistic expression, and cultural vibrancy. The teachers of all departments encourage the students to take part in quizzes, debates, seminars, cultural programmes, wall magazines and sports, as they enhance their self-confidence for the future. All the Science Faculty members regularly organise educational tours, excursions, and training programmes while all departments organise seminars with subject experts from other Academic Institutions as resource persons.

 Through unwavering dedication, adaptive resilience, and a shared vision of excellence, the three colleges forge ahead, navigating the complexities of shared space with grace and ingenuity, leaving an indelible mark on the landscape of higher education.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

To meet the growing number of students not only from Kolkata but also from adjoining areas, the college authorities were granted a lease by Kolkata Municipal Corporations for the construction of a second campus at 34 Surya Sen Street, Kolkata-700009 on 29th March 2005 which will serve as a centre for UG courses and PG Distance courses. The total covered area of the Second Campus is about 529.548 sq. mt. Extension and infrastructural developmental work of the campus was done out of RUSA 2.0 and College fund. This campus will go hand-in-hand with the main building at 19, Raj Kumar Chakraborty Sarani, Kolkata-700009 to restore old and new traditions and welcome new courses under NEP. The second campus is surrounded by a high boundary wall. Moreover, the provision of facilities for various activities such as meetings, seminars, and value-added courses, along with initiatives like NSS and NCC activities, indicates a holistic approach towards student development beyond academics. It's commendable that departments like Computer Science, Geography, Bengali, Economics, and Mathematics are actively engaged in both theoretical and practical aspects, ensuring a well-rounded educational experience for students.

Concluding Remarks :

Bangabasi Morning College is whole-heartedly dedicated to the all-round development of the students by imparting value-based, liberal, modern and self-reliant education. Affiliated to the University of Calcutta in accordance with the 2(f) and 12(b) clauses of the University Grant Commission, Bangabasi Morning College is still a great example of a co-educational Institution during the morning time offering three-year Honours courses in different subjects.

- The Institution boasts of a number of multicultural, multilingual environment upholding its glorious tradition of providing educational opportunities to all the students that includes poor, underprivileged and in-service students, a substantial proportion of whom, are first-generation learners.
- Extremely dedicated, motivated and highly qualified faculties maintain the high academic standards of the College.
- The promotion of institution-neighbourhood community network and involvement of college students in diverse activities with socially and economically challenged section of the society instil among them a sense of moral, social and civic responsibility leading to their holistic development as responsible citizens.
- Career oriented courses have been initiated keeping in mind the student placement opportunities.
- Special attention is provided for students who are "fast learners" in the form of tutorial classes and "slow learners" through remedial classes.
- Extensive use of e-resources and well stocked computerized library and reading room facilities allows students to explore aspects within and beyond curriculum.
- The College has moved forward towards computerization that is facilitated by an enhanced, efficient high – speed, campus – wide, secure internet accessibility for users enabling
  - Online admission procedure ensuring complete transparency
  - Compilation of academic and administrative data handling easier, error free and fast.
- The Women's Cell, Anti Ragging Cell and Grievance Redressal Cell addresses the difficulties faced by the students.
- Internal Complaint Committee (As Per POSH ACT, 2013) has been formed on 22.09.2021

- Kanyasree Scheme for the benefit of the girl students exclusively initiated by the West Bengal Government.
- Student Health Home facilities can be availed by the college students where they get treatment free of cost and Lab test at subsidised rate.
- Measures are adopted to maintain the college campus and especially the laboratories so that they satisfy safety norms and other environmental parameters.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :26 Remark : DVV has reverified the data shared by HEI, Courses which are already in syllabus are excluded and made changes accordingly.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2694	1266	2503	2779	2204 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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1701	1266	2082	1728	2204	 Remark : DVV has reverified the data shared by HEI, Courses which are already in syllabus are excluded and made changes accordingly.
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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52	52	51	44	35 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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49	48	49	45	34	

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
18.3	0	0	0	108.50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18.3	0	0	0	1.54

Remark : DVV has reverified the data shared by HEI and not consider grants received for equipment's and before the audit period made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	21	08	07	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	6	10	4

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	17	17	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	15	20	12

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	15	7	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	7	5	6

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
94	114	127	23	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
88	71	48	20	6

Remark : DVV has reverified the data shared by HEI and made changes accordingly.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :55
	Remark : DVV has reverified the data shared by HEI, MOU without activity or not during assessment period are excluded hence value changed accordingly.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	4.3.2.1. Number of computers available for students usage during the latest completed academic year:
	Answer before DVV Verification : 151
	Answer after DVV Verification: 145
	Remark : DVV has reverified the data shared by HEI and made changes accordingly.

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*
	1. **Implementation of guidelines of statutory/regulatory bodies**
	2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	3. **Mechanisms for submission of online/offline students' grievances**
	4. **Timely redressal of the grievances through appropriate committees**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : DVV has reverified the data shared by HEI and made changes accordingly.

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**
	5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	02	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	02	0	0

	Remark : DVV has reverified the data shared by HEI, exclude district level activity hence value change accordingly.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	26	21	24	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	3	5	6

Remark : DVV has reverified the data shared by HEI, activities conducted under an event on the same date or nearly closure dates are to be considered as one only hence value change accordingly.

6.2.2	*Institution implements e-governance in its operations*
	
	    1. **Administration**
	    2. **Finance and Accounts**
	    3. **Student Admission and Support**
	    4. **Examination**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. 3 of the above
	  Remark : DVV has reverified the data shared by HEI and made changes accordingly.

6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 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** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	5	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	5	6

| | Remark : DVV found some duplicate names hence value is downgraded. |

| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	36	20	63	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	27	15	55	58

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	17	37

Answer After DVV Verification :

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

Remark : DVV has reverified the data shared by HEI, multiple participation of the faculty in the same academic year are considered as one hence value change accordingly.

| 6.5.2 | **Quality assurance initiatives of the institution include:** |

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has reverified the data shared by HEI and made changes accordingly.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**
	Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4398</td><td>4748</td><td>4358</td><td>4012</td><td>3473</td></tr></table>
	Answer After DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4046</td><td>4381</td><td>4066</td><td>3713</td><td>3299</td></tr></table>
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 73 Answer after DVV Verification : 75