SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CHHATNA CHANDIDAS MAHAVIDYALAYA

GHORAMULI, PO. CHHATNA, DISTRICT. BANKURA, PIN 722132
722132
ccmv.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chhatna Chandidas Mahavidyalaya, located at Ghoramuli village in Chhatna Block of Bankura Sadar subdivision, is a co-educational institution of higher education, established 0n 28th May 2007, as per College Establishment Memo No:511Edn(CS)/4C-11/07. From 2007, the college was under the permanent affiliation of the University of Burdwan and since 1st of January 2017 the college has come under the permanent affiliation of Bankura University. This institute was established as an answer to the long -standing demand for an easily accessible institute of higher education within the Chhatna Block. The institution aspires to provide higher education to students belonging to the weaker sections of the society to widen their career pathways keeping this objective in mind; the college provides Undergraduate Programme in seven subjects, namely, Bengali, Education, English, History, Political Science, Sanskrit, and Sociology. The college provides quality education to all irrespective of gender, sex, caste, religion or class; yet, the college is happy to state that throughout all the academic sessions including the current one, the percentage of admitted girl students has been greater than that of the male students. The college is run by earnest co-operation between the teachers and the students, including the past ones, as for our college, our students are never past students, they become a part of the ever-burgeoning CCMV family.

The college believes that not only intelligent Quotient, but also a person's Emotional Quotient has significant influence in his overall development. The college has complete faith in that education as Swami Vivekananda explained:

We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet.

This is the impetus that motivates and stimulates the college which is guided in its work as it functions through its teachers, students and other staff members. The college's final aim is not only to promote student's career growth but also to make them develop their awareness of their self-worth and self-esteem. This is to make them enable contributors to the Nation-building Process.

Vision

The College's students mostly belong to impoverished as well as backward sections of the community. More than eighty percent of our students are first- or second-generation learners. The local community, despite belonging to the backward section of society was generous enough to provide a large amount of land for the establishment of the college. The vision of the college is oriented towards these factual details. So, the primary aim is to impart a holistic education through which they would not only gain employability but will also be aware of their own personal value as well as have a greater confidence in themselves. A person without self-esteem is like a rudderless ship. To fulfil this every department of the college not only strives to instruct them according to their syllabi, but also aligns the content of instruction to that of the vision of the institution. The Departments of Sociology and Education, for instance, carry out field trips and surveys on a regular basis. Departments of Bengali, English and Sanskrit arranges for lectures, class presentations and student

presentations, on a regular basis to enhance the presentation skills as well as the overall demeanour of the students while interacting in the public spheres. The Department of Political Science carries out programmes like orientation of the electoral process, short term initiation programmes on relevant topics like Fundamental Rights and Duties, etc. In case of History students are taken on tours to historical places, documentaries related to history are shown. In short, the vision of the college is to develop at once the Intelligent Quotient as well as the Emotional Quotient of the students, so, they can increase their employability percentage; and keeping that in mind, the college arranges regularly Annual Sports and Annual Fest as well as their cultural programmes and sports event on a regular basis. The vision is to prepare the students for their future by helping them to be a better version of themselves in all aspects. The vision is to create students 'strong in will/ To strive, to seek, to find, and not to yield' ("Ulysses" by Tennyson).

Mission

The mission of the college entirely revolves around the idea of holistic development of a student. The goal of the college is to impart training in the chosen discipline as well as essential life skills, as per the NEP 2020 Document's Vision. The mission's major components are as follows:

- Encourage and motivate the teachers to provide the best of quality education that they can provide.
- For providing the education requisite for overall development of the student, to encourage the teachers in research and additional certification.
- As academic prowess not only defines one's overall value to society the college also aims to make full utilization of its resources to provide quality infrastructure for sports and other co-curricular activities.
- The college aims to provide each of the disciplines taught in college with a smart classroom, equipped to instruct through various modes, as the college passionately believes the following quote by William S. Burroughs, the eminent writer:

"The aim of education is the knowledge is the knowledge, not of facts, but of values"

- So, the aim of all the people associated with this college is to create an atmosphere that will be conducive to this aim.
- Swami Vivekananda had said:

"Be strong, my young friends; that is my advice to you. You will be nearer to Heaven through football than through the study of Gita."

The college, being conscious of the essential need of sports for the growth and development of the human soul, has the objective of utilizing its natural as well as economic resources optimally for the overall development of the student.

- To build students as responsible citizens, the college aims to provide additional academic and infrastructural support by entering into MOUs with various institutes of higher education as well as other concerns from allied fields
- To build a library well-suited to the purpose of overall development of the college.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college teaching staff provide full support to keep the college operational despite the college having no permanent non-teaching staff since inception.
- Expansive land area about 3.84 acres, providing ample scope for future infrastructure development.
- Airy and spacious classrooms that can be be turned into smart classrooms.
- Located adjacent to State Highway 8, communication by road is convenient for all.
- A fully functioning canteen available to provide students with healthy meal options.
- A huge green campus with many trees as well as a football and cricket field, a badminton court and a volleyball field. The campus, as per the college's proud declaration, is entirely plastic free.
- Have a dedicated fruit orchard, vegetable growing patch, and a herbs garden.
- All the trees have been labelled for students' awareness of the local fauna.
- Have a computer room, small yet well–equipped.
- Have teachers who are actively involved in research.
- Teachers are available 24/7 for students' academic as well as official needs through WhatsApp groups.
- Access to all permissible scholarship schemes, stipends, as well as freeship in fewer cases provided to impoverished students
- The college maintains regular contact with their alumni. Some of the alumni also help the college in many official works.
- Hygienic Boys and Girls Toilet are available for students as well as separate toilets for teaching staff and Principal.
- Clean drinking water available for the students.
- Completely electrified campus as well as generator back up for sudden load shedding.
- College entrances are specially-abled student friendly.
- The entire college campus has boundary walls with two gates, one main gate and another gate for emergency purposes.
- Space for open-air classrooms as well as open stage for cultural functions available.
- To encourage 'unity in diversity' as well as their unique cultural heritage, students are encouraged to showcase both their unity as well as their unique cultural traditions through various events held throughout the year.
- The college has a functioning Seminar Hall where the Invited Lectures, Seminars as well as Virtual Classes are held.
- Have an active NSS Unit which is relentlessly carrying out student outreach as well as community outreach.

Institutional Weakness

- Lack of funds is hindering the college from providing enough infrastructure for providing ICT enabled education to all the students as per the NEP 2020 recommendation.
- Most of the students, being the first-generation learners in the higher education system, aren't able to maintain the result, despite all the support provided to them.
- Lack of funds is an obstacle in creating a well-stocked, computerized library, which has further

hindered having a permanent librarian.
- The geographical location of the college has resulted in college facing extreme weather conditions.
- The poverty of most of the students makes them sit for job-related exams whose eligibility levels are either 12 pass or below. As a result, some students become drop-out in the middle of the sessions.
- Since no new posts have been provided by the government, the load of college duties is extremely heavy for each of the existing staff. All the teachers are forced to take classes more than the prescribed hours by UGC.
- The college has received extremely few grants from any of the governments or non-government agencies. Therefore, many required infrastructures cannot be built or planned for the unknown future.
- Due to lack of more teaching staff and consequent enhanced professional load, the teachers are not able to engage in research as much as it is recommended to upscale themselves for the sake of the students.
- Lack of funds often hinders the students from poor backgrounds to opt for various certification courses.
- As internet infrastructure is not working smoothly everywhere, the shared e-resources are often not accessible to the students outside the classroom.

Institutional Opportunity

Chhatna Chandidas Mahavidyalaya, located by the side West Bengal State Highway 8 in Chhatna Block of Bankura District in West Bengal, is a small yet always dedicated to the needs of the students, institute of Higher Education. Since its inception the college has faced great difficulties. Yet, none had ever surrendered to any despondence. The students' needs have been prioritised by the existing staff members. The teachers, despite their personal liabilities, are ever-present to answer to every kind of queries of the students.

Being cognizant of the backward socio-economic status of the students the college gives access to all scholarships and stipends to them for which they are eligible.

The college has a green campus. The college authority encourages the students to not only spend their time in studies, but also engage in sports during their off periods. The teachers also participate with them in various indoor as well as outdoor games.

Students are taught social responsibility through the NSS unit. Since 2022-23, discussions and talk on socially relevant issues are being held to make students more socially responsible.

The departments of Sociology and Education take students regularly on field surveys as well as different field projects.

Every department head maintains a dedicated WhatsApp group to keep in touch with the students and share with them relevant information as well as e-resources.

The teachers, despite personal duties, are ever vigilant to the need of the college as well as their students. This co-operation is quite exemplary in the field of higher education in the state of West Bengal.

The college, slowly, yet steadily. Is trying to fill up the lacunae. Under the leadership of a dynamic Principal the college is steadily progressing in its sojourn to become an institute of excellence.

Institutional Challenge

- To provide all of the students with continuous support to enable them to complete their choice of academic course in its entirety. Their impoverished background as well their socially backward status often forces them to dropout midway of their academic programmes.

- To carry out administrative work due to the lack of permanent non-teaching staff (no permanent office staff and no casual office workers). The teachers, in addition to their academic duties, co-operate by carrying out various administrative duties to keep the college completely operational
- To provide all the students, throughout their entire academic session, with complete access to ICT enabled infrastructure, limited due to the lack of an adequate number of teaching and non-teaching staff.
- To enhance the poor communication skill of the students

- To provide opportunities for internship as the remote location has almost non-existing any industrial or start-ups in the area for providing internship opportunities
- To provide more green initiatives, an aim remains unfulfilled due to lack of Government or private funding

- Despite having ICT-enabled teaching staff, the college, lacks in adequately ICT-trained non-teaching staffs.
- The lack of funds and non-teaching staff has limited the complete utilization of ERP Software for the daily administrative processes of the college. The college has been able to utilize the software only for admission process. The other aspects of administration are done through MS Office software.
- To provide better specially abled friendly infrastructure like providing access to more ramps, elevators, braille documents, as well as employing specially-abled student education methodology trained personnel as well braille-resources.
- Funding from private entities cannot be realized as mentioned earlier the demographic and the socio-economic environment does not provide the college with access to any financially capable concern, on individual as well as on institutional level, for allowing grant of private funding.
- To have permanent UGC affiliation at the earliest, the lack of which hindered the college to apply for NAAC Accreditation
- To provide better research opportunities to the staff as well as students
- To increase learning resources for students' benefit.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Chhatna Chandidas Mahavidyalaya, a co-educational college affiliated to the Bankura University, West Bengal follows a well-planned, well-defined, revised and updated curriculum prescribed by the University, which contains content, objectives, process and methodology of the course and program. The college makes use of the established academic methodology innovatively to provide holistic development for the students. After the curriculum is prepared and planned, the college executes its responsibility by effectively discharging it through a systematic, defined and documented process by preparing master routine, Departmental routine (bi annually/semester wise), distribution of syllabus and individual work load , activity calendar, holiday list, list of college working days, academic calendar and also by adopting other pedagogical methods such as

extra/remedial classes, distribution of e-resources, student projects, field trips, and classroom seminars. In order to effectively implement the curriculum, the Academic Sub-committee, with consent of college governing body, takes initiative to expedite and implement the curricular aspects(bi-annually). Field Work and Project Work are part of the curriculum of several departments. Besides, the departments arrange educational tours and collaborative learning through projects and Wall Magazines. Survey and fieldwork are executed to enrich the students in subjects like Sociology, Education, History, and Political Science.

The college offers programmes based on the Choice Based Credit System, thus providing students with the option of choosing courses in accordance to their interests. The faculty members from the running seven departments of the college (Bengali, Sanskrit, English, Sociology, History, Education, Political Science) maintain daily diary according to their daily academic performance.The college conducts academic audit in every academic session and incorporate the said audit report in the prescribed format of the concerned university. The feedback from all stakeholders like Students Teachers Employers and Alumni are collected in terms of academic relevance and appropriateness. The college maintains an active process of collecting feedback from all stakeholders to analyse, identify and address issues which help to better the learning effectiveness.

Time-to-Time requisitions are submitted to the West Bengal College Service Commission for filling up of vacant sanctioned posts. Teachers are always encouraged for refresher, orientation, and different faculty development programmes.

Teaching-learning and Evaluation

Chhatna Chandidas Mahavidyalaya follows a methodical and transparent procedure from admission to examination. Student admissions are held as per the reservation policy of the Government. The academic process of teaching, learning and the evaluation system constitute the core activity of the college. The vibrant interaction between teachers and learners creates an academic atmosphere conducive to enhanced scholarly pursuit. The routines prepared by HOD of all departments try to follow the master routine. The academic administration encourages the teachers for regular class teaching and effective board works. Teachers use smart class rooms. There are several WhatsApp groups where the teachers provide study materials and deliver various information/ notice regarding online class and examination related matters. Moreover, study materials and class notes are uploaded on YouTube and on web page of the college. The teachers make use of PPT for effective delivery of lectures. Photographs of lectures and power point presentations were uploaded on YouTube.

The college maintains an organized internal assessment technique to the conduct the process and monitor the progress of students. The Teachers had used Google Meet app to manage online classes and email and WhatsApp group to conduct online examination and online submission of examination papers particularly during the pandemic.

The Programme Outcomes and Course Outcomes are clearly displayed in the institutional website and teachers make the students aware of these at the beginning of each Semester. Various academic activities like educational excursions and project works are organised by such departments of the College as Education, Sociology and Bengali and various community services and environment specific programmes are organized like plantation programmes, cleaning of the College campus etc. to make the students aware of their responsibility. The students are encouraged to participate in cultural programmes, games and sports, Students'

Seminar and Debate Competitions like mock parliament to introspect and discuss on the contemporary issues. The College invites eminent professors as invitee lecturers to act as resource persons in Students' Dissemination Lecture or enrichment programmes.

Research, Innovations and Extension

The Principal and IQAC play an active role in encouraging and promoting research culture in the college. Faculty members have published their research papers in peer reviewed journals of national and international importance, and among them 11 peer reviewed journals are published in UGC Care list, and there are16 chapters published in edited books and there is one book publication.The faculty members have been presenting papers in state level, national and international level seminars.

The college authority encourages students to organise and participate in different student seminars on current topics so that they may get acquainted with the research culture; and feel interested in undertaking research in near future. The college has organised two Dissemination Lectures on recent issues

Opportunities are created to support holistic development of students through community outreach programmes organised by NSS, Cultural committee and Womens' Cell. There is active participation of students in the outreach programmes that mainly contribute to environmental sustainability, awareness regarding gender inequality, and human values. The institution is also actively involved in extension activities to help society by its services. A few of the programs include College campus cleaning and plantation programme, Awareness of AIDS, participation in the Immunization Programs, etc. The college has adopted a village, named Pinasgoria and continuously work towards the development of the village.

Project works and fieldtrips are encouraged to strengthen experiential learning. Several MoUs have been facilitated so that the collaborations provide opportunities for academic exchange, extension and innovation, research and development.

Future plan:

- Establishment of an active research cell.
- Publication of research journal from the college
- Undertaking Major/minor research projects
- To organize Workshops, Seminars, Training programmes, Sensitization programmes
- Subscribe INFLIBNET for accessing e-books and e-journals
- To set up Institutional Incubation Centre (IIC)

Infrastructure and Learning Resources

Chhatna Chandidas Mahavidyalaya takes pride in its panoramic view and green campus surrounded by tall green trees. Just beside the principal's chamber there is a floral garden which spreads soothing perfumes. The college campus extends over 3.84 acres with a built up area of 4087.325 sq.m.

There are 11 classrooms out of which one is ICT enabled. The virtual classroom is also used for the purpose of

seminar. Sufficient benches are there in every room for the comfortable seating of the students. There are about 2000 books in the central library, the library has poor infrastructure. The enrichment and upgradation of the library along with digitization is an ongoing process. The college has 5 computers in working condition used for both academic and administrative purposes. High speed internet connectivity through Jio wi-fi is available throughout the campus with a maximum speed of 200 MBPS. There is a large playground with arena for volleyball, football, cricket, etc. Every year games and sports take place in this playground. Regarding indoor games facility the college manages to keep carrom boards, chess etc. There are separate toilets for male and female students, as well as gender specific toilets for teaching staff. The college is equipped with 24x7 supply of filtered drinking water, generator and fire extinguishers.

There is a cheap canteen in the campus which is student friendly. Fresh food and safe drinking water are supplied in the canteen. It serves snacks and meals to both students and staff. The canteen offers a limited dishes menu of delicious and nutritious meals at pocket-friendly prices, ensuring that every student can enjoy a satisfying meal without worrying about the cost.

The college is trying to challenge and overcome the barrier and obstacle of limited resources and funding.

Future Plan:

- providing Ramp, Lift, Wheel-Chair, Special Toilet for the physically challenged students
- To open health unit for providing health services to all .
- To set up Gymnasium and Auditorium for the recreation of all stakeholders.
- To possess an Integrated Library Management System: 'KOHA' which provides a user friendly interface for searching documents

Student Support and Progression

Chhatna Chandidas Mahavidyalaya has a well-established student support system. Separate and sincere attention is given to such students who are slow learners. Remedial coaching is offered to the slow learners so that they can improve. First generation learners are always inspired for moving ahead. The advanced learners are always motivated so that they can retain their ability and efficiency. Attendance of students is strictly maintained (minimum 75% is must). College results are always scrutinized to find out the shortcomings. Detection of Slow and Advanced Learners, Remedial Class, special coaching classes, tutorials are some of the academic mechanisms adopted in this regard.

As the majority of students are from economically backward sections of society, Scholarships Free-ships or fees concessions are provided to students, who are meritorious but economically weak and do not receive any other stipend from the government. Unmarried students of college from economically weaker sections receive Rs. 25,000/- from the Government of West Bengal, under *'Kanyashree Prakalpa'*. This one-time grant under social welfare scheme is provided to support women education, to check early marriage, and to reduce drop-out rate of girl students. Poor but Meritorious students have received National Scholarship of Rs. 10000/-. Students securing more than 60% of marks in H.S. are entitled to receive Rs. 12000/- from *Swami Vivekananda Merit cum means* (*SVMCM*) Scholarship. Students can also avail *Nabanna* scholarship, *Oasis* scholarship for SC, ST and OBC students and *Aikyashree* scholarship for the minority students. A total number of 591 students(53.09%) in 2018-19, 561 students (62.54%) in 2019-20, 885 students (89.21%) in 2020-21, 992

students (83.64%) in 2021-22, 957 students (83.58%) in 2022-23 session have received scholarship from this college. The college organized student credit card campaigning programme on 01.09.2022 to help the students in their financial expenditure.

The authority meets the students to understand and address their views, opinions and problems. Student participation in co-curricular activities is encouraged Republic Day, Independence Day, Saraswati Puja, Rabindra jayanti, Teachers' Day, Freshers' Welcome, College annual function etc. are organized by the students. The college maintains a cordial rapport with its Alumni Association.

Governance, Leadership and Management

The governance of Chhatna Chandidas Mahavidyalaya is decentralized, diaphanous and democratic. All stakeholders are motivated to participate actively and voice their opinions for effective decision making and policy formulation. The leadership endeavours to maintain interactive environment and participative management and executes decentralization through the organization and collaboration of different Committees.

The Governing Body is the highest decision-making body with paramount supremacy in the administration of the college. The Principal of the college works in close coordination with the college Governing Body and IQAC. The cells/bodies/committees function by maintaining meticulous records of their activities and minutes of their meetings, emphasizing an effective execution of their resolutions. The resolutions of various committees are placed to the Governing Body and IQAC for approval and action. The Principal takes necessary steps for implementation.

The college has been striving for sustainable growth through quality education, awareness programs on environment friendly activities and extension programs. Faculty are encouraged to attend professional development programmes such as Orientation Programmes, Refresher Courses, Short Term Courses, Faculty Development Programmes, and so on. The IQAC supervises the task of orienting the faculty by encouraging the faculty members to participate in workshops on a wide variety of topics, and ensures that career advancement is carried out successfully according to the Performance Based Appraisal Scheme.

All academic and administrative activities are accomplished in agreement with the perspective plan of the college. The effective functioning of the institutional bodies is evidently comprehensible from the organogram and cell structures. Transparency is maintained in faculty appointment, reservation policy and service rules. Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. The college has started implementing e-governance in almost all areas of operation.

The IQAC coordinates all the quality-based activities by implementing an organized strategy of documentation and internal communication, integrating the various activities of the college and ensuring the adoption and dissemination of good practices. IQAC invites feedback regarding the effectiveness of the teaching-learning process. Various quality initiatives for improvement and upgradation are approved and adopted by the Institute under the guidelines of IQAC.

Institutional Values and Best Practices

Best Practices:

1. Minimum electricity Consumption (use of Day light)

2. Paper Less approaches

3. Inculcate the Local art, craft and Local Resources

Chhatna Chandidas Mahavidyalaya attaches great importance to human values and professional ethics. To serve this purpose a Code of Conduct which has been prepared for teachers, non teaching staff as well as students can be located on the institutional website. Transparency is maintained in all aspects of the college's functioning for a healthy academic and administrative ambience.

The college feels extremely proud of its NSS unit. Right from the admission, students are encouraged to take membership in NSS. The college NSS-unit undertakes community outreach programmes. The unit takes initiative to observe or celebrate National and international commemorative days like Parakram Divas(Birth Anniversary of Netaji Subhas Chandra Bose), Republic Day, International Womens' Day, International Day of Yoga, Environment Day, Independence Day , Aids Day, etc.

The Electoral Literacy Club of Chhatna Chandidas Mahavidyalaya is established on 01.09.2019 to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of voting. Through ELC, activities and games are designed to stimulate and motivate students. The student-members of this club participated in quiz competitions organized by the Election cell of Chhatna block on 03.09.2019, 01.09.2021, 01.09.2022 and on 05.01.2023.

As environmental sustainability is becoming an increasingly important global issue, it becomes imperative to adopt the system of the Green Campus for our Institute which will lead to sustainable development. it is part of social responsibility of the Higher Educational Institutions to ensure that they contribute towards the reduction of global warming through Carbon Footprint reduction measures. In this regard, the Clean and Green Initiative committee decided to initiate plastic free campus, set up a herbal garden, select indigenous species for plantation programmes, arrange QR code for detecting plants and check the college sewage disposal for ladies' and gents' toilet. Actions were taken to repair the sewage disposal pit and to prepare people's bio-diversity Register for identifying and documenting each and every plant and reptile species. Moreover, since pandemic, the college introduced the method of e-communication, e-notice, e- learning for paper less study materials.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHHATNA CHANDIDAS MAHAVIDYALAYA
Address	GHORAMULI, PO. CHHATNA, DISTRICT. BANKURA, PIN 722132
City	BANKURA
State	West Bengal
Pin	722132
Website	ccmv.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Malavika Sinha	03242-201125	9434521209	-	ccmahavidyalaya@gmail.com
IQAC / CIQA coordinator	PRASANTA KUMBHAKAR	-	7797715251	-	kumbhakarprasanta@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Bankura University	[View Document](#)

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GHORAMULI, PO. CHHATNA, DISTRICT. BANKURA, PIN 722132	Rural	3.84	0.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, MINOR	48	HS	Bengali	240	233
UG	BA,Bengali, MAJOR	48	HS	Bengali	140	91
UG	BA,English, MAJOR	48	HS	Bengali	40	30
UG	BA,English, MINOR	48	HS	Bengali	140	3
UG	BA,History, MINOR	48	HS	Bengali	140	45
UG	BA,History, MAJOR	48	HS	Bengali	140	91
UG	BA,Sociology,MAJOR	48	HS	Bengali	140	75
UG	BA,Sociology,MINOR	48	HS	Bengali	115	36
UG	BA,Education,MINOR	48	HS	Bengali	190	94
UG	BA,Education,MAJOR	48	HS	Bengali	140	114
UG	BA,Political Science,MINOR	48	HS	Bengali	51	51
UG	BA,Political Science,MAJOR	48	HS	Bengali	51	23
UG	BA,Sanskrit, MINOR	48	HS	Bengali	75	23
UG	BA,Sanskrit, MAJOR	48	HS	Bengali	100	45

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				23			
Recruited	0	0	0	0	0	0	0	0	12	11	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	0	0	0	0
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	12	11	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	209	0	0	0	209
	Female	268	0	0	0	268
	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	62	66	65	81
	Female	50	58	61	59
	Others	0	0	0	0
ST	Male	18	20	41	40
	Female	18	24	55	45
	Others	0	0	0	0
OBC	Male	5	5	12	84
	Female	71	85	100	82
	Others	0	0	0	0
General	Male	92	92	59	66
	Female	125	127	68	95
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		441	477	461	552

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A multidisciplinary approach which accommodates two or more academic disciplines collaborate for a specific purpose and which uses the skills and knowledge from more than one academic discipline,

	the use of knowledge from different disciplines remains distinct. In interdisciplinary approach the different disciplines work together to produce new knowledge and understanding. Chhatna Chandidas Mahavidyalaya, being an affiliated college, had limited scope for adjustment in the given curriculum, as well as burdened by an acute shortage of staff, and wasn't able to integrate any multi-disciplinary or inter-disciplinary in its curriculum. Since the initiation of the NEP 2020 document-based curriculum from 2023-24, the college has made great progress in this aspect. While subjects like English, Bengali, and Sanskrit integrate Environment awareness while teaching literature,all the students of every department in the forthcoming sessions are reading courses on Health and Hygiene, the Indian constitution as well as about the local art and craft traditions of the surrounding areas. The college has initiated add-on courses on contemporary technological-related areas; such as Geographical Information Systems, Preliminary Knowledge on Remote Sensing Technology, Courses on Indian Space Research, Communicating English Class, General grooming Classes for students, and the add on courses on basic Indian Musical Notation. For specific purposes college has set up the ICT classroom (for visual interpretation and explanation of Indian Space research) and musical instruments. Moreover, Chhatna is the land of weavers and the land of stone carving. Therefore, the college patronized all sorts of crafts (local handloom: Towel of Kenjakura and stone carving of Susunia), and students coming from the families of craftsman are encouraged and patronized. Keeping on the basic principle of NEP 2020 policy, which is human development, and which enables every student to develop to their maximum potential, the college patronized the art and craft of the college milieu. The stone carving and utensil preparation in brass metal and cotton weaving are strongly patronized by the teachers and encouraged the students from craftsman families to pursue and learn craftsmanship to make the craft alive in the world.
2. Academic bank of credits (ABC):	As per National Education Policy 2020, the Academic Bank of Credits has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher education

	institutions in the country with an appropriate credit transfer mechanism from one programme to another, leading to attain a Certificate/Degree/diploma etc. The Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. The college was successful in integrating students into the ABC Credit system network. The id receives academic credit from the academic institution through the National Academy Depository. It's a paperless effort and virtual mechanism. It is uniformly valid and applicable to the Higher Educational Institutions throughout India. Chhatna Chandidas Mahavidyalaya promoted 100 % enrolment to Digi Locker. Through notice and class campaigning it has become possible. College uploaded a promotional video (vernacular) to make the step easy for the student to create an ABC id. The video as a visual and virtual campaigning mode, helped the student to create ABC ID. Students realized that it's a paperless effort to maintain the academic profile of the students. It will help to prevent fraud and make the system user-friendly and transparent.
3. Skill development:	Skill development is a critical component of a student's journey toward personal and professional success. It contributes to holistic growth, employability, adaptability, entrepreneurship, problem-solving abilities, self-confidence, life skills, and academic success. In skill-based education students are prepared to develop capabilities that help them to get success in different aspects of life. Throughout the dissemination of lessons in diverse subjects, the focus has always been on the development of essential life skills like critical thinking and problem-solving. Students are often divided into groups and asked to carry out different course-associated projects to develop their teamwork as well as develop their leadership skills. The college believes in developing soft skills along with strengthening their academic prowess. Skill-based education promotes holistic development by focusing not only on intellectual capabilities but also on emotional intelligence, creativity, and interpersonal

	skills. The college has taken the initiative to provide at least one skill-based add-on course to the students and these courses are Clay Modelling, stone carving, brass utensil preparation, and cotton weaving, musical notation learning, skirt learning, and developing verbal and nonverbal communication skills via various add-on courses are the premier steps of the college toward the skill development of students. College has chosen only those skill-based activities that have already prevailed in the college milieu. The college has continuously organized a series of awareness programs to change the general perception and attitude towards skill-based education and even the college has encouraged the students to learn anything easy to learn for them and the college provides an open option to communicate that matter via email, phone or Skill learning option box. In the college corridor, college has set up a box to receive students' responses, related to their skill-based option. College received skill-based options (from student feedback) like cutting, tailoring, small repairing, computer technology, various types of cooking, earthen pottery making, etc. The college will incorporate all the options in the coming session with the help and support of the technical experts and the college will incorporate those programs as the Add-On courses or skill-based programmes.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian knowledge system has an important place in the academic life of this college. Sanskrit is one of the subjects taught in the college. History incorporates in its program objectives instruction in courses about ancient India (virtual historical tour) focusing on the knowledge system prevalent during that time. Since extracts from The Ramayana and The Mahabharata are integrated into the syllabi of undergraduate degrees in Bengali and English, students are made aware of the untranslatable concepts. Apart from the above measures the college is ever ready to integrate the vision of the NEP 2020 document's vision in its policies as well as in its course-based outcomes. The college does not want to provide to society only graduates but aims to provide abled individuals, who can play vital roles in the nation-building process. So, the main objective behind all the academic courses is capacity-building. So, the courses are planned in such a manner that the students are enabled both academically, as well as

	manifest essential life skills like critical thinking, problem-solving, team spirit, as well as leadership qualities during times of need. The college is ever-present to the needs of the students. Keeping in mind the demands of the socially backward student community of the area to which the college belongs, the teachers work tirelessly to impart quality holistic education. To do so the college has to depend on the classroom-based teacher-student learning process. The college follows a blended mode, where all teachers follow a blended mode of imparting lessons to the students. So, along with the traditional chalk-duster method, ample online classes, as well as ICT-enabled materials are provided to help the pupils develop their academic acumen as well as their emotional quotient. The main objective is to provide quality holistic education as per the NEP 2020 education policy.
5. Focus on Outcome based education (OBE):	Outcome-based education concentrates on results rather than on learning processes. Students are given clear objectives and regular evaluations of progress, and they receive personalized feedback on how well they have achieved those goals. The key to success in outcome-based education is clarity. Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. In addition to understanding what's expected, outcome-based education also encourages transparency. After the completion of school education (after the age of 18), students enter the domain of college education with a fresh mind and enthusiastic attitude. The college education promotes the gradual and steady preparation for the students to achieve information, knowledge and through class teaching, and co-curricular activities and it gradually motivates the students to have a skillful and ethical identity. Chhatna Chandidas Mahavidyalaya is the venue for the students to be economic producers to support the nation's economy as well as the person with virtue of cooperation and ethics. It's a fact that students come to the domain of college to learn something from the college and not only to achieve the degree. It's a transition phase of the students from adulthood to manwomen hood. Therefore, it is usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes, and understanding. As the Programme-

	based outcome, students of Chhatna Chandidas Mahavidyalaya learn punctuality, cooperation, and group communication; and students become the organizer of a series of small educational and curricular programs in college premises like annual cultural programs, annual sports, teachers' day, etc. Since the beginning of journey, the college never faced any report of violation of discipline, unfair means of the examination system, or any Grievances related to ragging. Therefore, through the series of curricular activities, theoretical information helps to build their informative knowledge about the subjects and assimilation of theoretical knowledge with various co-curricular activities students become good and responsible economic producers with ethical mindsets.
6. Distance education/online education:	With the advent of digitalization in the education industry, online classes have become the need of the hour for students across the globe. Online classes offer flexibility and an ample variety of academic opportunities, such as studying from any location with affordable fees, saving time and money. Online classes for any course overcome the time and space barrier. It's a virtual classroom where students can avail the teachers and experts from other institutions without extra effort and extra investment. The importance of online classes is that they are much more convenient and flexible as compared to traditional learning platforms. This flexibility allows you to balance your schoolwork, family obligations, while also excelling in studies. It also enables you to access additional courses and pursue hobbies too. Moreover, online teaching learning provides the avenue of opportunity to access various libraries as well as institutions. Our college is surviving with limited provision of books and infrastructure and therefore online classes online books, and online projects enriched them to achieve the skills. The college uploads the class notes and study materials on the college web page.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) of Chhatna Chandidas Mahavidyalaya has been set up in college

	on 1st September 2019 with the motto of spreading electoral awareness among the newly eligible student voters and to encourage their active political participation in the democratic process. The composition of the ECI in the subsequent academic years has been attached herewith: 2019-2020 Electoral Literacy Club (Sub Committee) Chair Person Dr. Sujay Sain HOI Member Santanu Khawas Student Member Rupsa Chand Student Member Sidhartha Layek SACT, Department of History Member Banashri Mondal SACT, Department of History Convenor Manas Dutta SACT, Department of Education 2020-2021 Electoral Literacy Club (Sub Committee) Chair Person Dr. Sujay Sain HOI Member Santanu Khawas Student Member Rupsa Chand Student Member Sidhartha Layek SACT, Department of History Member Banashri Mondal SACT, Department of History Convenor Manas Dutta SACT, Department of Education 2021-2022 Electoral Literacy Club (Sub Committee) Chair Person Dr. Sujay Sain HOI Member Santanu Khawas Student Member Rupsa Chand Student Member Sidhartha Layek SACT, Department of History Member Banashri Mondal SACT, Department of History Convenor Manas Dutta SACT, Department of Education 2022-2023 Electoral Literacy Club (Sub Committee) Chair Person Dr. Dolon Ray HOI Member Santanu Khawas Student Member Rupsa Chand Student Member Sidhartha Layek SACT, Department of History Member Banashri Mondal SACT, Department of History Convenor Manas Dutta SACT, Department of Education
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?	ELC of the college is very much active and functional. In every respective academic year, the ELC has conducted programmes. Even during the lockdown period, the ELCs conducted its programme through virtual platform. With the normalcy being restored the ELC started working with new vigour. As many students at this college are first generation learners, it has very much become challenging for the college to spread. electoral awareness. ELC of the college has accepted the challenge and it's conducting its activities in an uninterrupted manner.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	The main function of the ELC is to generate electoral awareness among the students and to motivate them to become politically aware and active. The basic electoral knowledge can be fostered among the

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.	students by innovative efforts like conducting interesting quiz competition. In every academic year, the ELC of our college has conducted Quiz Competition. The dates of the Quiz competition of the respective academic years are given below: 2019-2020 - 03.09.2019 2020-2021 - 01.09.2020 2021-2022 - 01.09.2021 2022-2023 - 01.09.2022
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.	ELC of our college has tried to develop awareness by innovative programmes like postering and leaflet distribution. In the lockdown period, distribution of leaflet was not possible but in the academic year 2022-2023, after the COVID crisis is over and normalcy was restored a postering and leaflet distribution was arranged on 05.01.2023. The distributed leaflets were printed both Bengali and English.
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 ELC of the college makes effort every year to distribute the copies of Form 6 among the newly eligible voters. The ELC of the college also make the students aware of the website of the Election Commission of India and how they can get access to Form 6 online.

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
1145	1186	992	897	1113

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: 20

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
20	20	20	21	10

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.17	23.63	6.32	39.54	21.97

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The curricular aspect, one of the key indicators, is considered essential and crucial in achieving the standard of excellence in higher education. The organized programmes of the curricular aspects of Chhatna Chandidas Mahavidyalaya i.e. framing of bi-annual/ semester wise College master Routine for every academic session, working out of bi-annual/ semester wise Routine of the Departments(Bengali, Sanskrit, English, Sociology, History, Education, Political Science) for every academic year, Proper syllabus distribution and individual workload, teaching plans, activity calendar, holiday list and chalking out of college open days and holidays for the undergraduate courses are accomplished ,implemented and executed at the beginning of an academic session according to the instruction and supervision of the Academic Committee, functioning since 2019. The academic committee executes and accomplishes all the academic related directions and instructions of the concerned university within the stipulated time period. This academic committee takes initiative with consent of college Governing Body to expedite and facilitate the curricular aspects bi-annually. **The** academic committee **ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment.** Students are encouraged to take part in various academic activities- including classes and examination- conducted both online and offline. **Besides continuous assessment,** field study, excursions, educational tours are organised as integral parts of the curriculum. Project or field work undertaken by different departments (Departments of Bengali, Education and Sociology) along with documentation and report writing is encouraged to make the students imbibe the spirit of community living. Being an affiliated college under the Bankura University, the college is bound by the prescribed curriculum as stated by the University; however, the institution has well-structured action plans for effective implementation of the curriculum with the assistance of the members of the Academic Committee. College has incorporated the University Academic Audit for each academic year (in Prescribed Proforma) and Teachers also maintain the daily dairy since 2019.

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: 0

File Description	Document
Institutional data in the prescribed format	[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: 0

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
0	0	0	0	0

File Description	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:

In the contemporary educational landscape, the integration of crosscutting issues into the curriculum is a strategic imperative for institutions intending to produce morally disciplined and socially responsible graduates. Hence, the curricula not only emphasize on the acquisition of knowledge, but also focuses on holistic approach which involves the process of combining and converging diverse aspects such as gender sensitivity, environment sustainability, value education and professional ethics in transacting the Curriculum.

Codes of Professional ethics in educational institutions are accepted standards of personal behaviour,

professional manners and guiding principles which lead and conduct academic fraternity to perform and execute job in agreement with sound ethical principles. Professional ethics incorporate such code of conduct as integrity, honesty, transparency, obligation, respectfulness, confidentiality, objectivity and unprejudiced approach. The teaching profession requires that the teachers should be calm, patient and communicative in temperament and amiable in disposition. The integration of professional ethics into the curriculum is a cornerstone of preparing students as responsible professional persons. Incorporating professional ethics into the curriculum not only imparts a theoretical understanding of moral principles but also facilitates the development of critical thinking skills. Our institution organizes quiz on Non-Violence and Indian Culture with special reference to Jainism and Buddhism. The teaching and preaching of Buddha are advocated to establish the foundation of professional ethics in our institution.

Integrating gender sensitivity into the curriculum involves recognition of identity, and equality across disciplines. By integrating gender sensitivity into the curriculum, institutions contribute to the creation of a more equitable society by preparing students to identify and address gender-based challenges in their future professional and personal lives. Violence against women – particularly domestic violence and physical violence – is violation of women's fundamental human rights. The college has been conducting the Seminars on Gender Values, Women Safety to faculty, students so as to establish an inclusive society. Our institute organizes various events like quiz competitions on non-violence, celebration of woman's day for gender sensitization and for creating awareness amongst the female students and women faculty members about their rights and gender values.

. Our institution conducted a project on Transgender in 2019 to get the students acquainted with the life and livelihood of those third gender people. The project is governed by the ethical principle that all human beings are eligible to receive love, care and respect.

The college has been implementing the practical initiative of creating and organizing eco-friendly and green campus. The institution took care to inculcate values related to environment and sustainability through various practices and programs under NSS. The registered students of NSS unit participate wholeheartedly in cleanliness drive and tree plantation programme. Our institution motivated students to conduct a field tour to green covered Susunia hill to draft report on the spirit of the people residing in that village, who balance between their profession of handicraft and protection of environment.

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: 31.79

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

Response: 364

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 88.16

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
545	451	470	440	552

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

2022-23	2021-22	2020-21	2019-20	2018-19
622	480	480	520	686

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: 89.18

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
275	212	215	144	275

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
280	217	217	234	309

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: 57.25

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:

College has devised a constructive system for effective learning in which the teachers/educators extensively employ interactive and participatory approach in their teaching method for enhancing students' learning. The focus is on appropriating and assimilating multiple modes of learning like experiential learning, participative learning, problem solving methodologies and online mode by means of involving different activities.

The students of the Departments of Bengali, Education, Sociology and History undertake field studies in several places for experiential learning. Departments like History and Political Science participated in Mock Parliament for gaining direct ideas of the sites and of the concepts which their students have learned from the books. They visit local places, interact with the local people, collect data and prepare their documentation. Special lectures are organized where teachers from other colleges and universities are invited to deliver lectures on topics of their specialization and this enables students to have wider exposure to knowledge and make academic connections. The surrounding areas are archaeologically rich and students are taken to the sites for making them aware of their material culture and heritage value. Students are taken for Field Visits to different places like Bishnupur and Susunia Hill which are places of historical interest. Susunia village itself is home to stone-carving craftsmen. The objective in taking the students to such places is to help them acquire first hand experiences. Students are also assigned tasks to conduct in the field for experiential learning like spreading digital awareness and health consciousness among students

The college encourages participative learning not only through normal classroom teaching but also in other fields:

- The college arrange various cultural and academic competitions (recitation, song, dance etc.) and the students get the scope of participative learning.
- Wall magazines are published by various departments to nurture creativity and participative learning.
- Departments organise quiz events .
- The NSS Units take up various participative outreach programmes with the external communities and this helps them to interact and learn directly from their field experiences.
- Students are encouraged to participate international commemorative days, events like Teachers' Day, Rabindra Jayanti, Independence Day etc. NCC unit carry out various extension activities include Plantation, Dengue Awareness camp, Health Camp, Swachh Bharat Abhiyan etc.

Conducting online classes through Google Classroom, Google Meet, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Since the pandemic time, use of ICT has increased. Initially, for students it was difficult to cope up with the online system. But gradually they adopted it. This has effectively helped us in aligning ourselves in terms of NEP 2020. Teachers and the departments also make innovative use of various social media platforms and apps like WhatsApp, YouTube etc. for providing study materials, notes etc. It includes Class notes, study materials, links of you tube videos or resources obtained at other digital sites like Academia. Even students are informed of such opportunities of e-classes / e- certificate programmes provided by SWAYAM/NPTEL etc.

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: 79.82

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
25	25	25	25	14

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: 38.46

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
7	7	7	7	7

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 awareded 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:

College has set up grievance redressal Cell and its functioning from 2019. To communicate any sort of grievance a lot of avenues are opened to the students; such as Grievance Redressal Email id: sms to report Grievance, and Grievance box in the two entry points of college. Due to the cordial and heart-to-heart relation among the student teachers and other stake holder no grievance has yet been reported. College is continuously encouraging all the stakeholders to be vocal of any type and any kind of grievance. The cordial approach, smooth and healthy relation are the main reasons behind the non-existence of grievances in college premises and There are no objectionable student-teacher related issues or teaching learning examination related anomaly etc.

The College authority checked the Grievance related mail, and open-up the grievance boxes fortnightly since 2021. The authority has not yet received any issue related to grievances.

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:

All the departments of Chhatna Chandidas Mahavidyalaya follow a well formulated plan concerning the teaching learning process.

Bengali language is very rich. The evolution of language through the ancient and the medieval ages and its present position has fully been described in the Bengali language and literature. The history of Bengali literature gives us ideas about the economic, social and political history of Bengal. The Bengali literature has given birth to a good number of drama and innumerable poems which are transformed into performing art.

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The programme of **English** Honours is designed to inculcate among students the love of literature and develop in them a critical acumen while reading works in English written by British, American, Indian and postcolonial literatures. The students are also taught classical literatures like Sanskrit, Greek and Latin in English translation. Students are taught English communication which is required for jobs in public sphere especially in the Communication media. This course aims to equip students with a basic understanding English literature, language, communicative English are innumerable:

After successful completion of the B.A. honours Course in **history**, the graduates are expected to be able to fulfil their dreams in the domain of professional work. They will able to explore their knowledge in scholarly debate relating to history. Students are expected to have acquired the skills of rational thinking, effective communications and relationship between past and present.

Sociology can be defined as a study of society or social life, of group interaction and of Social behaviour. In fact, sociology can be also conceived as a discipline that aims to connect everyday life practices or micro level interactions to the various aspects of macro level knowledge formation is to develop 'sociological insight' for understanding behaviour, social roles, interactions among and everyday life practices of human beings.

The course of **Political Science** contains papers on Legislative Process and which help the students to generate political awareness. Papers on Legal Awareness which has been recently introduced into the curriculum aims to develop basic legal awareness among the students. The papers on Public Administration provide the students knowledge of how the administration of a state is run.

Education is an interdisciplinary subject, takes nourishment from other disciplines like psychology, sociology, philosophy, technology, management, statistics and allied aspects. After completing this programme students will gain knowledge about their holistic development.

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 Attainment of programme outcomes and course outcomes is typically evaluated to assess the effectiveness of a Program or Course in achieving its intended learning objectives. This evaluation has foremost significance as it informs and indicates progress and improvement. The Attainment levels of the designed outcomes have to be evaluated in a qualitative, uninterrupted and comprehensive manner. The college has a systematic process of evaluating the attainment of Programme outcomes and course outcomes. The level of attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes by the students are measured by using the following parameters. The various methods employed for evaluation of Attainment of these POs, PSOs, COs are–

1. **End-Semester Examination results**: Detailed Analysis of End-Semester Examination results provide a vivid picture regarding the Attainment of the laid down POs, PSOs, COs. Detailed analysis of the Results are attached.

2. **Internal Examination results**: As internal evaluation in every semester is the foundation of the final University examination held at the end of every semester, teachers of Chhatna Chandidas Mahavidyalaya

attach importance and seriousness to the procedure of internal evaluation. Analysis of the Internal Examination results provides a basis for evaluation of attainment and planning for the future remaining span of the Semester.

3. **Practical Assessment/ External Assessment**: It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files. The process is applicable to practical based subjects.

4. **Assessment of Project Assignment:** There are project assignments in such disciplines as Education and Sociology. Teachers of those departments arrange a field trip or social survey. Students have to answer the questionnaire to complete the project assignment. The submitted assignment copy will be evaluated by the allotted teacher of the department.

5. **Academic Progression related Academic Committee Members' Meetings**: The Members of Academic Committee convene meetings with Head of the departments to evaluate Academic Progression of the students. These meetings are generally held after the Internal Examinations in each Semester. The Resolutions of these meetings are enclosed.

6. **Progression to Higher education**: Students' progression to Higher Education serves as an important metric for Attainment of evaluation. Progression to Higher Education acts as a marker for evaluating successful attainment of the laid down Programme and Course Objectives and Outcomes. The list of students progressing to Higher Education is attached.

7. **Placements achieved by the students**: Placements achieved by students also serve as an important metric for Attainment evaluation. The list of students who are successfully placed is attached.

8. **Students' Feedback Reports**: The Students' Feedback Reports for the last 5 completed academic years are a basis for self-evaluation of Objectives and Outcomes. The attainment levels are exercised and evaluated by the students themselves through their responses in the annual Students' Satisfaction Survey (Feedback).

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: 89.3

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
215	237	252	128	11

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
215	237	252	175	65

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.55

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

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: Chhatna Chandidas Mahavidyalaya has no recognized Incubation centres associated with business start ups. But it plays an encouraging role in promoting an ecosystem for innovation among the teachers. The College maintains a thriving research and innovation ecosystem for promotion, creation and transfer of knowledge. Faculty members regularly publish research papers in high quality indexed journals, and many of these were published in highly acclaimed international journals with high impact factors. Faculty members also participate and attend conferences regularly and make presentations and these teachers in their individual capacity pursued Ph.D. programme leading to doctoral degree.

As most of our students are from Bengali Medium Schools, most of the lectures are delivered in the Vernacular (Bengali) with English as a supporting Language. We teach Bengali, Sanskrit, as well as

many English Translations of texts originally written in Indian Languages. Celebrations of customs and traditions that reflect the vibrant Indian Culture are organised to make students aware of the vibrant Indian Culture and tradition.

The college continuously encourages students to take part in community welfare schemes. The NSS unit of college inculcates feelings of social responsibility which leads to holistic development. The activities related to ecosystem and Indian knowledge system which have been organized in Chhatna Chandidas Mahavidyalaya are Environment related programme in the academic session 2018-19 (07.08.2018) based on College cleaning and Plantation programme, Awareness and Information related programme in the academic session 2020-21 (25.5.2021) based on *Introduction to Lunar Mission*, Cultural Heritage related programme in the academic session 2021-22 based on *Know Your Locality* and Indian Culture related programme in the academic session 2022-23 (15.5.23) based on *Why Do We Need to Read the Mahabharata*. College cleaning and Plantation programme was a participatory programme in which boys and girls both actively participated in college cleaning programme. They cleaned the play ground and the class room. It created a sense of environment friendliness of the student. They become aware about threatened floral species. It's a motivation work towards group activities. The programme on *Introduction to Lunar Mission* was intended to create awareness about the Indian Space Research, to make the students familiar about ISRO and NASA and to provide the concept about the Lunar Mission of India. In the programme *Know Your Locality* students were made familiar with the cultural heritage of the college milieu. Shushunia hill which is well-known in Chhatna is famous for the rock inscription in Brahmi script, an earliest reference to the cult of Vaishnavism. To promote Indian knowledge system the college organized a teaching-learning tour on the need to read Mahabharata in which the mentor highlighted the eternal conflict between Dharma and Adharma and the relevance of the study of 'The Dicing' and 'The Temptation of Karna.'

The college organizes varied opportunities for student engagement through Dissemination lectures and educational tours. Special Lectures by eminent Professors are organized in this respect. Field visits and excursions are arranged by the departments of Bengali, Education and Sociology to make the students acquainted with the applicability of a subject.

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: 0

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
0	0	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.8

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
3	3	2	3	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 0.9

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
6	3	1	2	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:

The college organizes a number of extension activities to sensitize the students to their milieu and neighbouring community. The students of our college actively participate in social activities which contribute and lead to their holistic development. Extension Activities aim at enabling our students to develop social responsibility, learning by doing and leadership quality. For mental and psychological wellbeing social service is indispensable prerequisites. The goal of the educational institution is not only information-based but it is also service-based. Our motto of teaching learning is to …**be the service provider to the society not be the absolute consumer of services**. The slogan of our students is the '**All of us, all of us , each of us'**

Our extension activities have multifaceted dimensions such as National Service Scheme, Electoral Literacy Club, College Cleaning Day, Cleaning Programme for Adopted Villages, Digital literacy programme for Ghoramuli primary school children, Dengue, Aids Awareness Programme.

College has set five important steps to motivate the students towards the community services; Ecology and environment, Health and community services, Electoral literacy, national integrity and communal harmony and digital literacy for the primary school children. Each step has specific social goal;

ecological campaigning is intended to protect our milieu, health and community service for long and healthy life, Electoral literacy for free and fair democratic participation, National integrity for peaceful social coexistence and digital literacy towards the mission of Digital India. Our students, segmented in various groups are involved in all the five steps to implement better community services.

Every year the college followed specific time-bound or scheduled calendar to accommodate these five steps and the community development programme (including all the stakeholders and villagers at the end of February) which is the grand and prudent step that mitigates all the socio cultural and ethnic barriers to promote social integrity.

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:

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: 0

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
0	0	0	0	0

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: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College is to provide the best possible infrastructure to facilitate effective teaching and learning. Taking into account the current scenario of effective teaching and learning, the college has been introducing several changes in the existing infrastructure in recent years. The objective has always been to ensure optimum utilization of the existing opportunities and create new facilities to benefit the students. Though the college is not yet enough well-equipped with adequate infrastructure, the college authority is trying to boost up the infrastructure. Prayer for infrastructural assistance for the development of library, classroom, ICT etc. has already been placed before various organization e.g. Department of Higher Education: Government of West Bengal.

The distinctiveness of the college is its green campus, surrounded and covered with green trees and plants. The College possesses a canopy of greenery. The pleasant sound of birds and the sweet smell of aromatic flowers add charm and grace to the scenic beauty of the place. The clear sight of the majestic Susunia hill brings energy and enthusiasm in the academic atmosphere. As the College is still deficient in adequate classrooms, the social science teachers use our green ground as an open air classroom with a green board (for theoretical classes). It is an eco-friendly approach which is intended for the optimum use of day light; it minimises the use of electricity. The students attending ENVS classes in the open air find the teaching more interesting and the environment more enjoyable. The College possesses an open air semi-circular platform for cultural activities. A 62.5 KVA generator has been providing the uninterrupted electricity supply during University examination and during power failures in emergency situation. The students and teachers can access the free WI-FI network service in college campus. The college has very limited provision for computers, and there are only seven desktops to meet the need and purpose of the students. The college has placed a prayer before the Higher Education Dept., Govt of West Bengal to accommodate at least five desktops for the students.

There is a vast play-ground which is used as the very good platform for Yoga. A yoga field (on open ground) has recently been prepared with an area of 72 sq. mt. to provide the facilities for conducting theory and practical classes of Yoga. The volleyball court, football ground and badminton court are the special attraction of our college. Apart from a huge outdoor play area there are facilities for indoor games e.g. Carrom, Chess etc. The sports equipment of the college include Football, with Jersey and Pants, Volleyball, Cricket set (bat, ball, wicket, gloves, helmet, pads), Carrom board, Shot put ball, Discus,

Javelin, Measurement tapes etc. The college has a very dynamic NSS unit with 100 active members; available equipment for NSS volunteers includes Cupboard, Disposal Baskets, Spades, grass trimmer etc. Equipments available in the college for promotion of cultural activities include Harmonium, Tablas, Music System. Cultural activities take place round the year with events like Teachers' Day, Independence Day, Rabindra Jayanti etc.

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: 44.01

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
6.32	21.03	2.66	9.468	4.81

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is functioning manually with one Librarian (Casual) and one assistant (casual). Librarian manually maintains the book-lending register and the visitor's diary. To boost up the library and for the smooth functioning of library, the college GB assigned an extra charge to Mr. Nilanjan Chaki to take care of our library. To boost up the college library, the college tried to seek financial assistance, and now there is plan to convert the manual book lending process into the automated system. Due to scarcity of human resource (full time librarian), capital resource and inadequate number of books, the provision of e- search option is the only avenue to the student to explore library. Student can download the e-books and study material from the library desktop. College is providing 24hrs electric and NETsearch facilities in Library. College has planned for enrichment of library (due to NEP implementation) for the coming financial year. The College GB has approved Rs. 1,20,000/ only to purchase the NEP oriented books. Now the College is going through the initiation of e-Tendering processes. After the completion of processes, the college will enrich the library with influx of new books. NET facilities for students (through a desktop) is available in Library. Students can go for the several links to download the books and study materials and they can avail the soft version of study materials. In Library segment of college web page, lots of link related e- text book and also the links of supporting books are there. Through the links like IIT Kharagpur Digital Library, N. List (National Library and Information Services Infrastructure for Scholarly Content, UGC E pathsala) etc. student can access the e-book according to their need.

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:

The college assigned an agreement to the Reliance Jio (dated 30/11/2016) for wi -fi service at College campus (Ref 405/wifi/ Service/CCM dt 30/11/2016) and since college campus become a free hot spot zone since 2016.College abided by the terms and condition of jio (1.1 to 5.10) and Jio set a infrastructure in college premises and hence college students and all teachers, staffs availing free wi-fi services in college campus since 2016.Each student can download the information 20kv/ per day.

College also avail the BSNL service (Maghabala Broadband service) speed of 100 mbps/second

(download) for college office and library purposes.

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

4.3.2

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

Response: 127.22

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

Response: 9

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 29.91

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
4.80	1.91	7.03	7.25	9.11

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.07

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
919	867	871	555	578

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: D. 1 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](#)
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: 0

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
0	0	0	0	0

File Description	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 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: 4.7

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
10	20	08	0	2

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
235	215	262	128	11

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: 0.37

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
3	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 1.2

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
1	0	0	1	4

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 college maintains regular correspondence with its alumni. There is a working Alumni Association, which the college is in the process of getting registered, as per the GB resolution Memo No: GB/CCMV/11/2024 Dt. 24/02/2024. The Alumni Association follows the following structure:

Sl.	Name	Role
1.	Shyamal Roy	President
2.	Debobrata Chatterjee	Vice President
3.	Raju Mal	Secretary
4.	Kanchan Gorai	Assistant Secretary
5	Ishita Mukherjee	Treasurer
6.	Biswajit Paramanik	Member
7.	Swarup Pal	Member
8.	Prayosi Acharya	Member
9.	Puja Ganguli	Member
10.	Sayan Paladhi	Member
11.	Swarup Paramanik	Member
12.	Deep Mondal	Member
13.	Pankaj Hansda	Member
14.	Sumitra Pal	Member

Since, this college caters to the academic needs of the socio-economically backward communities of the local area, the college does not expect any financial support from this association. The college wants to patronize its alumni through this association so that they can progress in the career path of their choice. The alumni association helps the college in its community outreach programmes. Members of this association also helps in the daily official work of the institute as it has been conveyed that the college is inadequately staffed in the non-teaching Department. So daily jobs like data entry and other odd jobs, essential to the smooth operation of the college, are often outsourced to them.

The college on the other hand believes in the idea of 'once a student, always a student'. So, the college carries out various activities that will be helpful to the alumni in their future endeavours.

The teachers along with the college Principal maintains regular correspondence with the alumni through this association.

The institute plans to include certificate courses on various fields that will make the students armed with other necessary soft skills as well as the essential basic skills for better job prospects. The college, which wants its pupils to flourish in their lives, will also provide this certificate courses to the alumni as well. The alumni association has been established only for patronizing the alumni as well as help the graduated

students to get better job opportunities through participation in the planned certificate programmes.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college, Chhatna Chandidas Mahavidyalaya, an institute of higher education, affiliated to the Bankura University, has its vision and mission attuned to the NEP 2020 policy document.

As per the NEP 2020 vision, the college believes in decentralization of its administrative and governance related activities. So, the college has established a total of seventeen committees to decentralize the administrative functions of the college. All teachers participate in the governance by being members of the various committees as mentioned in the list below:

Sl.	Major Function	Name of the Cells or Committees
1.	ADMINISTRATION	College Governing Body
2.		Internal Quality Assurance Cell
3.		RTI Cell
4.		Teachers' Council
5.		Visakha Committee
6.		Finance Community
7.	Academic and Admission	Admission Community
8.		Academic Community
9.		Anti-Ragging Committee
10.		Library Improvement Committee
11.	Student and Employee Support	SC, ST, OBC, Minority and Student Welfare Cell
12.		Grievance Redressal Cell
13.	Extra-Curricular Activities	Cultural Activities and Games Cell
14.		Electoral Literacy Club
15.		Clean and Green Initiative Cell
16.	Other	College Office Committee
17.		Management Cell

As is evident in the table as inserted here, the various functionalities related to the college administration has been diversified for better functioning of the college leadership. Mention may be made that all the committees are well represented by the staff of the college.

All the committee members meet regularly and maintain their resolutions in minutes of those meetings.

The college authority is devoted to the welfare of the student community, the primary stake holder. So, to contribute to the setting up of a vibrant community, the college leadership team look to the fact that the pedagogy of the college emphasises upon the holistic development of the students. Therefore, the college administration looks to the fact that except Sanskrit and English, lessons in other disciplines are imparted in the local vernacular, Bengali. The college authorities have planned for detailed study materials in the local Bengali language.

Value-based education with emphasis on soft skills and other society-enhancing values like

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The vision of our institution is to encourage equality, rationality, creativity and humanity; to transform ignited minds into skilled with positive mind-set, responsive to the social needs; to prepare the young mind for active and prudent participation in nation's economic activities; and to try to prepare young and energetic mind with the philanthropic attitude of social welfare.

1. Prepare students to acquire required skills and positive attitude towards social and human values.

2. Facilitate the exchange of knowledge and ideas to provide a broad range of services to its members to develop their careers.

3. Prepare students to cater to the needs of its immediate milieu.

 4. As the institute is mostly dominated by the first-generation learner with the comparatively high percentage of girls, the institution attempts to maintain high standards and to provide qualitative and skill-based education.

5. Develop ability to provide solutions with integrity and ethical behaviour.

The Principal, the Teachers' Council Secretary and the IQAC Coordinator are ex officio members of all the committees and supervise the overall performance of these committees throughout the academic session. *The College governing body follows the democratic method in taking any decision. The first GB*

meeting of college was held on 28/11/2019.The College has set up a few sub committees for smooth functioning of the college, and the college GB approved the recommendation of those committees as proposed by the Teachers' council. The established sub-Committees are the Finance Committee, Admission committee, Academic Committee, College office management cell, library improvement cell, Anti ragging, Electoral literacy club, SC-ST-OBC Minority and Student-Support Cell, Clean and Green Initiative Cell, Cultural Activities and games cell.

There is a process which is followed in the appointment of the teachers. Appointment letters are issued to the candidates after being recommended by WBCSC. College follows the Reservation policy in case of all recruitment, maintains the RoA as authenticated from the BCW office.   All the recruitment related matters require prior approval of college Governing Body. In the recruitment of teaching staff the College follows the rules of Govt of West Bengal; and the joining or refusal of the candidate is communicated to West Bengal College Service commission. All the necessary documents are sent to the Directorate of public instruction, Bikash Bhaban, Govt. of West Bengal for the fixation and salary. College maintains the service books as per Govt. Rules of Employee of Govt of West Bengal. The college performs the CAS promotion of the staff whenever they become due. The college also maintains updated service book of all the staff as well as provide Provident Fund subscription to the staff

Institutional Perspective Plan 2018-2023

1: Teaching Learning Process

2: Leadership and Participatory Management

3: Quality Assurance System

4: Good Governance

5: Student Support and Growth

6: Build-up Physical Infrastructure

7: Human Resource Management

8: Institutional, Secondary and Tertiary Level Connection

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: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[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:

Appraisal is essential for the sake of the overall welfare of any institution. An efficiently executed appraisal system does not only provide feedback on the measures taken, but also provides a roadmap for the future developmental activities. Feedback, both online as well as physical feedback is taken from all the stakeholders of the institution regularly. The stakeholders include the students, parents, alumni, as well as the staff of the college. The feedback is not just collected, but analysed, and forthcoming semester activity calendar is planned accordingly. Indirect appraisal of the college is also done through maintaining liaisons with the old students of the college as well as other relevant stakeholders like eminent personalities from neighbouring areas, belonging to diverse academic as well as other fields of life is gathered to have ideas for further development of the college.

If appraisal system provides the roadmap for the better planning of the college developmental activities,

the concurrent activities of the institute pertaining to students as well as staff welfare activities are equally well-executed to provide a healthy atmosphere, of utmost significance to achieve holistic development of the college. At the onset of the college's academic session, the college prepares an activity calendar, keeping in mind both the welfare of the students as well as staff members. The detailed activities lists are provided to the different departments for dissemination of knowledge from various disciplines as well as other academic activities. Students are also encouraged to go for training and certification in various courses. Keeping in mind the backward socio-economic status of the student communities, the college provides softcopies of the study-texts as well as study materials for their academic needs. The college strives to provide them access to all Government approved scholarships as well as stipends, as well as arranges camps for information on Student Credit Card as well as diverse government schemes.

Despite the well-intentions of the college, other student-centred activities like providing a better library infrastructure, language labs for audio-lingual are planned the near future. The institute also believes in providing job satisfaction to its staff for the overall welfare of the institute. The college performs the CAS promotion of the staff whenever they become due. The college also maintains updated service book of all the staff as well as provide Provident Fund subscription to the staff. Despite the precarious financial condition as well constrained staff pattern, teachers are always encouraged and provided with duty leave to attend conferences, symposiums, FDPs. FIPs, Refresher courses, and career development courses. At present the college is unable to provide financial support to the teachers for attending these programs but intends to do so in the future if it receives grant for development. Finally, the college believes that a college succeeds only when both its students as well as all the staff are satisfied with the service provided and the atmosphere of work. So, the college is ever conscious of the requirement of all the constituent members of this institution.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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: 14.05

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
6	6	4	0	1

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Chhatna Chandidas Mahavidyalaya is a Government Aided Institution affiliated to the Bankura University. The college's funding is limited, as it has received very limited grant.The only grant received by college for additional construction of the First-floor classrooms had been utilised by the Bankura Zilla Parishad in constructing the aforesaid rooms as per Memo No: 3923/1(4)/ZP/23, dated 26/07/23. The college has made fresh proposal for building a conference Hall on the first floor and sent it the Higher Education Department vide Memo No: CCMV/V/1/2023, dated: 24/07/2023.The college suffers from a critical lack of adequate Government/ Non-Government funding. So, it has decided to develop strategies to mobilize and optimally utilise the sparse resource that it has.Therefore, the college gives ample emphasis on conducting both internal and external audit annually so that the college gets a good idea of the resources at hand and can plan accordingly for future development. The college is also not adequately staffed, so the finance committee comprising of college teachers and member from the Governing Body acts under the jurisdiction of the latter. This helps in optimized utilization of the resource at hand to build both the physical as well as the software infrastructure of the college in such a manner that the college can achieve its mission of imparting holistic education to the students belonging to the socio-economic communities.Despite the college's lack of adequate Government or Non-government funding, the college intends to provide access to economic support to all the students in need. So, the college strives to provide the students access to all the admissible scholarship and stipend schemes.There is a mechanism in place for executing the plan for which the grants are applied for. Since, primarily the college requires more expansive classroom infrastructure, the college has already planned for the execution of the grant for which application has already been made. The college's administration has been decentralized so that each committee or cell can lessen the load on the college GB. The utilization and mobilization of resources for development in various fields is done under the guidance of the GB. The college's further aim is to develop as a centre where the students can get access to quality education even from the comfort of their home. So, at present the challenge before the college authorities is to build a strong and sturdy digital infrastructure that will enable the college to pursue blended mode of imparting education. This will help not only to execute education for all-initiative in a better way but will also allow the optimal use of the available human resource. The challenge is not mobilizing funds, but to arrange funding. As per the NEP 2020 directive the college has well-established strategies for fund mobilization and its optimal usage. The only challenge lays in arranging Government or Non-Government funding.

File Description	Document
Upload 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:

Internal Quality Assurance Cell, or IQAC is the gist of the mechanism of maintaining the standard of an institute of Higher Education. As the college's first governing body was formed in 2019, the IQAC was formed and became fully functional after the first GB meeting was held on   November 2019. The first IQAC meeting held clarified to the present members the modus operandi of the IQAC. The IQAC has the development of the college as its primary goal. Only an institution that remains updated in relation to the time in which it operates is always beneficial for the students, as well as the local communities.

The IQAC members meet regularly to discuss and resolve issues regard the smooth operation of the college. The IQAC derelicts the duty of preparation of the master routine pf each semester as well as the activity calendar is prepared for that semester. Then each of the department are given the job of preparing the departmental routine as well as departmental activity calendar in accordance to the Master Routine and the college activity calendar, respectively.

The IQAC also decides upon the common college events like Annual College Fest, Annual College Sports, Annual Exhibition with consultation with its members as well as the other staffs of the college every year.

In furtherance to the above duties the IQAC performs other duties as well. At the onset of every academic year, the IQAC resolves upon the internal and external evaluation procedures as well as principles to be followed during evaluation, which are communicated to the other teachers by the IQAC Co-Ordinator. The IQAC also looks to the fact that at the beginning of each academic session every department have their COs and PSOs are prepared well in advance and the teaching procedure is likewise planned. The teaching plan of every subject with detailed workload distribution is also submitted before the IQAC, and the IQAC looks to the fact that the teaching-Learning process is executed accordingly. For review of the Teaching-Learning Process evaluation the IQAC meets periodically to review the college's academic as well as the extra-curricular activities. Being cognizant of the sparse number of staff, the IQAC has made the college to enter into MOU with two neighbouring colleges, Onda Thana Mahavidyalaya, Onda, Bankura,and Kabi Jagadram Roy Government General Degree College, Mejia, Bankura, to mobilise teaching resources. The IQAC has started to invite eminent academician as well as people from other professional fields to acclimatise the students with the contemporary avenues of higher education as well as employment.

The IQAC meets regularly to analyse the incremental improvement in the students' performance by analysing the Semester end Examinations results. The IQAC through its teachers also provides verbal guidance to the students regarding future career prospects.

Despite great hindrances in the form of inadequate number of staff and lack of funding, the IQAC is persistent in its mission to achieve the vision of imparting holistic education to the socio-economically backward students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Chhatna Chandidas Mahavidyalaya firmly believes in dignity and respect for all human beings irrespective of gender, race, caste or community. In the context of gender equity, Chhatna Chandidas Mahavidyalaya is committed to providing equal opportunities for all students and treats both genders with dignity and respect. We always provide an atmosphere where students study without facing any type of discrimination or harassment. Anti-ragging cell and Grievance Redressal cell take active steps for gender sensitization and gender-related grievance. A Women Cell has been formed to deal with the complaints of discrimination against girls students and sexual harassment. The college inculcates values of equality, diversity and inclusivity which are essential for creating a healthy ambience for students and employees. Gender equity and sensitization is promoted through various curricular and co-curricular activities.Chhatna Chandidas Mahavidyalaya believes in the Article 14 . It reflected in all the attributes and the college activities. Postering related to gender euality in college wall is the important step of it. The f**emale student enrolment consistently and steady higher than the male ratio since 2018 and in NSS activities,female student's participation is remarkable. Students are not only thinking about the conventionally binary gender concept; they are aware and familiar about the Tertiary gender concept rather have idea of LGBTQ+.**

A large number of students of the college are from minority category, reserved categories, lower income group and first generation learners. They are unaware and deprived of the opportunities, scopes and rights available to them. Some of the problems faced by the women in the society are - Domestic Violence, Health Hazard, Deprived of Equal opportunity in Education and Financial Insecurity. In order to raise awareness among the students- our college organizes several Sensitization Programs where they get a platform to share and discuss their experiences.

Annual Gender Sensitization Action Plan is made and implemented every year since 2018. A number of gender sensitization programs conducted and women-related themes and topics were taken up for discussion and debates by various departments and cells and is monitored by IQAC. Few practices that have been inducted are:

- Conduction of regular meetings of, Anti-ragging Cell, Grievances Redressal Cell, Women Cell for monitoring gender equality in the Institution.
- Organizing Talks/Quiz / Co-curricular Activities on gender related issues.
- Celebration of International Women's Day with seriousness and sincerity.
- Organize awareness program on sexual harassment
- Provision of maternity leave/ child care leave/ special leaves for women staff members as per the

existing State Government rules.

- Regular counselling on state Government schemes on Girl Child & other schemes.

This gender audit was conducted to assess gender equity in Chhatna Chandidas Mahavidyalaya. To promote harmony and women's empowerment, our college pays great attention towards gender equity and gender sensitization. The survey found that the institution fosters gender-equality among faculty and staff including equal pay and non-discriminating policies. No gender-based barriers are observed during the recruitment of staff at the college and it is done solely based on merit.

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](#)
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: C. Any 2 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:

The mission and vision of Chhatna Chandidas Mahavidyalaya has been holistic development of all students. With this objective, there is a merit-based selection of students from all communities with different socioeconomic backgrounds. The institution teaches students to be competent, disciplined and productively innovative while inculcating the fundamental ethics and values of a good human being. The Code of Conduct policy document for students and staff has been hosted on the college website to this effect. Through the curriculum in UG courses in subjects like History and Political Science students are taught about constitutional obligations. To make the students aware of the constitutional responsibilities, the students of the college participate in Youth Parliament programs.

The college runs continuous programs fostering inclusivity, and actively invites students from varied cultural, linguistic, and religious backgrounds to participate in observing events such as Independence Day and Republic Day, which build a sense of integrity, harmony, solidarity and respect. The NSS unit

arranges activities to provide service to underprivileged segments of society. To conserve and promote cultural and ethnic traditions, an inclusive atmosphere is maintained in the college by treating people with different cultural, social, and linguistic backgrounds alike and equally. Recognizing the importance of equal opportunity, the college offers scholarships and financial aid to students from different backgrounds. Different cultural programs are organized to promote tolerance and harmony to enhance the cultural diversity and to promote multi-cultural ambience at college. These events not only celebrate diversity but also develop a spirit of inclusivity and appreciation for diverse cultures.

In order to make the students aware of their responsibility as a Voter, the institution has established Electoral Literacy Club. For the students the Club conducts programs on Electoral Rights and voting procedure. To promote Human Values among the students, lectures on Value Education are conducted. The institution provides students concession in the mode of Half and Full free of the Tuition fee to the needy students based on merit. Student seminars are held to make the students aware of the various schemes like Student Credit card and scholarships so that financially weak students can avail these opportunities. The Anti-ragging cell, Grievance Redressal and other committees organize awareness programmes on topics related to harassment, discrimination and Women's issues. Students from different Cultural background participate in the co-curricular activities held in the college.

Every year students belonging to different religious and socio-cultural backgrounds celebrate Saraswati Puja, Basanto Utsav, Freshers' Welcome, Annual Social, Teachers' Day, World Environment Day with great enthusiasm. The college celebrates days of national importance and birthdays of great personalities to promote a sense of national unity and integration. Several commemorative days like International Women's Day, Republic Day, Independence Day, College Foundation Day are celebrated to generate feelings of cultural integrity and social harmony.

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

7.2 Best Practices

7.2.1

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

Response:

1.friendly approach : minimum electricity Consumption (use of Day light),, paper Less approaches and take care of our specious indegeneous trees (Rudrakha tree, sandal wood tree are most important)

2. Inculcate the Locality and Local Resources

Chhatna Chandidas Mahavidyalaya, a little college nestled amidst a lush green campus by the side of West Bengal State Highway No. 8, is a distinctive institution where all students come from socio-culturally diverse background. The teachers look after all the needs of the students. Their distinctive

cultural heritage as well as the social cohesion is regularly celebrated through various events. We believe that the essence of India is unity in diversity, which is well reflected in the college's student populace. We have students from diverse religious backgrounds as well as various social backgrounds. We can proudly say that we cater to a significant percentage of tribal students as well as students from scheduled castes as well as other backward communities. These students are encouraged to showcase their distinct cultural legacy through incorporating various events during the various socio-cultural events of the institute. Here mention be made that the college though caters to all the genders, the gender audit has revealed that the portion of admitted as well as graduating female students is greater than that of male students.

An individual can never grow if only he or she concentrates only on his or her academics. The nation needs really enabled individuals to help in the nation-building. A socially aware individual with adequate emotional as well as intelligence quotient can contribute truly. Keeping this motive in mind the college looks to the fact that the students are made socially as well as culturally aware. This college is surrounded by villages where local handicrafts like stone sculpting, handloom weaving, are practised. Many of these craftsmen have been recipients of National awards like President's medal and other various honours. But these artists are perishing in anonymity. The institute to make the student feel proud of the rich cultural legacy of the region believes in patronizing these artists. So, students are often taken to visit these craftsmen's villages to understand the difficult conditions in which they carry out their art practice. The students interview them, make project reports on these visits. The summative records of these visits are uploaded to the college website via PowerPoint presentations and videos, so that the greater audience can know about these unknown, yet great artists. These endeavours are taken with another ulterior objective, when the students see these artists pursuing excellence despite facing great hardships, will be encouraged further to strive harder in their academic as well as future professional lives.

The objective being to help the students to blossom into sensitive as well as socially aware individuals, the college through its NSS unit as well as through other programmes, the college helps the students initiate into social outreach programmes. To achieve this objective, the college carries out regular cleanliness drives, arranges various talks by eminent persons from different fields on the socially relevant issues like health and hygiene, the need of clean drinking water, evils of open defecation, the need for universal literacy, and others. The college arranges visits to the neighbouring villages like Ghoramuli, as well as the adoptive village of the college NSS Unit, Pinasgoria, as well as the neighbouring primary schools to carry out various outreach programmes.

Inculcating Environment Awareness:

Social awareness is also not enough. The extreme summers that we are witnessing bears ample proof that the environment has been harmed so much, that the vagaries of weather are increasing day by day. The college therefore tries to inculcate environment awareness amongst its students through certain daily habits, that will surely have a greater cumulative effect in the betterment of the surrounding environment.

The college's objective is to achieve zero-wastage. So, the teachers ensures that the students are aware of the growing scarcity of natural resources. The teachers ensures that after each class the students put off the fans and lights. In order to not increase the load on the local environment, the college teaching staff as well as the Principal's office and the administrative office rooms of the college have not installed air conditioner machines despite suffering from semi-arid hot summers. The objective behind such a measure is to encourage students to find natural solutions to counter the extreme heat of the long

summers.

The college wants to achieve zero-wastage of paper. So, the college has started to document its important data and notices as well as academic resources through weblinks as well as softcopies. The practice has been initiated, as the lack of any funding has not enabled the complete implementation of the plan of having a paperless office.

Besides these initiatives, the college utilizes its lush green campus to inculcate environment awareness. The college carries out frequent tree plantation programmes along with the students as well as the local rural community so as that all become aware of the need of the green cover for cooler environment. The students are not only encouraged to plant trees but are given responsibilities to take care of the planted trees. To make them aware of the diverse fauna, the college tries to label every tree species within the campus. The students are therefore cognizant of the variety of trees within the college campus.

To make this environment awareness deeply entrenched within the student communities the college not only restricts its environment related activities to the college premises. The students are taken to visit the local villages to educate the rural community for the need of looking after our environment. These events are accompanied by presentations as well as enactments of small skits on environment related topic. Cleanliness drives, no-plastic campaigns are carried out on regular basis. Even while delivering the curriculum the curriculum is planned in such a manner that all the students are aware of the threat of environment crisis. The college believes that clean and green environment can provide the ideal backdrop to develop students into capable soldiers of the nation building process.

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:

Chhatna Chandidas Mahavidyalaya which has been catering quality education to a diverse variety of students, many of them being first generation learners and a significant portion belonging to minority community and other weaker sections, endeavors to promote an inclusive educational system focusing on igniting young minds and fostering their holistic development. Simultaneously, the college is committed to fulfilling its duties towards the society at large. The institution prioritizes the needs and interests of the students and encourages the stakeholders to be socially responsible, cooperative and dedicated in offering service to the people.

In order to promote holistic development of its students, the college has adopted several initiatives for various extension activities including community outreach programs. This can be identified as one of the most distinctive features of our institution. The objective of the extension activities is to foster empathy among the students and make them aware of their duties towards the society as responsible citizens. Under the sincere guidance of college authority and due to active participation of NSS unit and Alumni association, a number of community development activities were executed in such villages as Ghoramuli and Pinasgaria. On 04th January 2023, the college's NSS Unit-1 arranged a visit to the unit's adopted village Pinasgoria. The student volunteers tried to spread awareness about personal hygiene to the villagers. Some personal hygiene materials like soap and sanitizers were distributed. On 5th January 2023, the college's NSS Unit-1 arranged a visit to the unit's adopted school, Ghoramuli Primary School, to spread awareness on the importance of having a balanced diet as well as maintaining healthy personal hygiene. To encourage both the unit students distributed amongst the school children apples as well as small soap bars. The teaching and non-teaching staff of the college along with the students enthusiastically participated in these initiatives.

Educational tours constitute a significant part of the teaching learning process. Making educational tours/field works an essential part of students' academics is an effective idea to motivate them to upgrade their skills in a practical and interesting manner by using the concepts they newly learn. Such a knowledge-transformation can happen only with the help of tours or field experiences which also develop qualities like self-confidence, responsibility, punctuality, self-reliance, tolerance, adjustability. The knowledge acquired and the experience earned through field tours are documented and disseminated through various students' projects and reports. The educational tours or field works which combine theory and practice are organized to make students familiar with various social and cultural phenomena. Frequent field visits by students accompanied by the teachers have also been conducted in local places of cultural, historical and geographical significance. The department of Sociology(5th semester) of Chhatna Chandidas Mahavidyalaya organized a project work with extension outreach under the supervision of Dr. Sujay Sain on the Socio-Economic Condition of Baluchari- Swarnachari Saree Makers in Bishnupur. The programme, in which a total numbers of 26 students participated, was conducted on 08/12/2022. The students delivered their project reports in their vernacular language in which they have narrated the lifestyle of the artisans of Bishnupur and the glorious manufacturing and the everlasting popularity of Baluchari and Swarnachari. The students interviewed some of the distinguished artists about their profession and the future of the handicraft. At the end of their reports they have demanded the interference of the Govt. to assist and support both the art and the artists. The department of Education (5th semester) of Chhatna Chandidas Mahavidyalaya organized a project work with extension outreach under the supervision of Mr. Manas Dutta on school activity survey in which they have visited several schools to prepare their opinions and reports. A total number of 37 students participated in this outreach programme in which they have adopted survey method, Interview and observation technique and questionnaire tool to narrate the infrastructure details, time table construction, teaching and learning pattern, teaching and non teaching faculty details, celebration and observance of significant days, cultural ambience of the institution etc.

Apart from community development work in the adopted villages, awareness campaigns are regularly carried out on socially and environmentally relevant issues. On 15th February 2023, the college's NSS Unit 1 organized *Bano Mahotsav* or tree plantation programme. While inaugurating, our Teacher-in-Charge, stressed upon the benevolent role of trees in human life and delivered the message of curbing the ill effects of global warming through planting more trees. Some trees were planted within the college premises. Some villagers from the adopted village of Pinasgoria were invited. The college presented them with tree saplings and made them a solemn promise to help the village with more tree plantation.

Students Seminars on various social issues like gender equality, women empowerment have also been conducted periodically for raising the awareness level among the stakeholders. In spite of financial constraints, the institution wishes to carry out these distinct activities in the future as well with the overwhelming participation of its stakeholders. The institution has been highly successful in sensitizing its students regarding the crucial role they can play in dealing with different social and environmental problems. The community service and social work has not only benefitted the target group immensely but also contributed towards environmental sustainability.

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

5. CONCLUSION

Additional Information :

Chhatna Chandidas Mahavidyalaya is devoted to promote holistic education in spite of restricted resources and limited Infrastructure. Chhatna Chandidas Mahavidyalaya with its distinctive history, culture, mission and vision, dreams of achieving a notable status. Though the institution was established in 2007, the first official G.B. was introduced in 2019. It was impossible for us to make a giant leap. We have been preparing for the first cycle of NAAC with our slow but steady steps. Apart from regular teaching and learning, we are committed to making preparation for NAAC Accreditation. Our sincere efforts will speak for our earnestness and struggle. We are getting accustomed to the requirements and necessities. Now we are capturing Geo-tagged photos about which we were unaware of in the past. We have been trying sincerely to shine in all the aspects; we have plans, prospects and spaces, we have energy, enthusiasm and eagerness. But, we have to accomplish our wishes and dreams.

Concluding Remarks :

"Look at the end of work, contrast

The petty done, the undone vast.." (Browning's 'The Last Ride Together')

The college faces enormous challenges in all aspects. Nevertheless, it runs and dreams to overcome all the impediments in near furure. The future plans of the college are:

- To conduct many workshops/seminars on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship
- To start more Collaborative programmes and to enter into memorandum of Understandings with other organisations.
- The college plans to introduce certificate courses to help students in skill development and enhance professional expertise.
- More Students' Exchange and Faculty Exchange Programmes to be undertaken.
- To create ICT enabled classrooms
- To encourage teachers to generate e-content.
- To put stress on experiential learning activities for students.
- To conduct seminar and conferences in the college
- Divyangjan facilities to be introduced - divyangjan toilets to be constructed.
- Online database of students and teachers to be maintained.
- Compulsory Yoga classes for students and staff, at least once in a month, to be introduced.
- Psychological Counselling facility to be strengthened with the involvement of more professional psychologists.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 411 Answer after DVV Verification: 364 Remark : DVV has made changes as per the report shared by HEI.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
552	461	477	441	558

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
545	451	470	440	552

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
622	480	480	520	686

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
622	480	480	520	686

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

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

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

| 280 | 217 | 217 | 149 | 283 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
275	212	215	144	275

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
280	217	217	234	309

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
280	217	217	234	309

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	0	0	0	12

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.17	2.79	10.33	9.01	14.11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.80	1.91	7.03	7.25	9.11

Remark : DVV has made changes as per the academic support facilities excluding salary component.

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification: <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>957</td><td>992</td><td>885</td><td>561</td><td>594</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>919</td><td>867</td><td>871</td><td>555</td><td>578</td></tr></table> Remark : DVV has made changes as per the report shared by HEI.
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 made changes as per the report shared by the HEI
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution**

participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
545	0	0	551	556

Answer After DVV Verification :

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

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

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 : D. 1 of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	4	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	4	0	1

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

6.5.2	**Quality assurance initiatives of the institution include:**
	1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
	2. **Academic and Administrative Audit (AAA) and follow-up action taken**
	3. **Collaborative quality initiatives with other institution(s)**
	4. **Participation in NIRF and other recognized rankings**
	5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : DVV has made changes as per the report shared by the HEI

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations