



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AKUI KAMALABALA WOMEN'S COLLEGE

VILL- AKUI, P.O - AKUI, P.S- INDAS, DIST- BANKURA
722201

www.akuiwomenscollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Embraced by lush greenery and scenic beauty, Akui Kamalabala Women's College is a treasured place for aspiring female students to leave their imprints towards success. Akui Kamalabala Women's College is a newly established undergraduate women's college. The institution is located at Akui, Indas in the district of Bankura West Bengal and is affiliated to Bankura University. The college has completed 7 years of existence in 10th August 2023. Since its beginning the institution has been catering to the needs of the stakeholders, locality and providing quality education to female students with pride and success. From the very beginning the college has been trying to provide excellent education to improve the standard of women education and pave the way of women empowerment in such remote place where most of the families are financially lagging behind. The college has been trying its best to provide quality education and proper guidance to female students in order to foster gender equity in the locality for the greater welfare of society. Within its limited infrastructure, the college is striving to provide education with qualified teachers and dedicated staff who are rendering their service with their utmost abilities in order to achieve its objective of upholding the institution as an example in the locality.

Our institution has been carefully designed to accommodate the needs of the female students. Libraries are moderately equipped with books. Our smart classroom is well ventilated, spacious, and equipped with modern teaching learning tools for imparting experiential learning to the students.

We are obliged to equip our students with all the necessary skill sets in terms of subject knowledge, interpersonal skills, communication, and leadership skills to get placed in various sectors of society. The faculty members are helping students with their subject competency, communication skills along with career guidance and counselling.

We welcome all aspirant female students to create an incredible legacy in the field of women education.

Vision

- To inculcate a sense of confidence and dedication in the female students for better understanding their position vis-a vis the society at large and thereby enhance academic excellence.
- To boost up the interest and curiosity in the minds of the students not only in their subjects but also general awareness.
- To alter their outlook regarding the necessity of higher education and bright career in future.
- Encourage them to develop interest in vocational skills so that they can establish themselves as economically independent individuals in the society.
- To create worthy citizens who can prove themselves to provide better service to society at large

Inculcate positivity among learners through value-based education to create better human beings for future

Mission

- To synergize the energy and creative potentials of the stakeholders and member of Governing Body to improve the infrastructure of the institution, enhance the intake capacity, incorporate more disciplines for the benefit of the students and encourage a creative ambience for students and faculty members
- To encourage extracurricular activities in order to foster tolerance, moral and ethical behaviour and all-round development of the students.
- Enhance ICT teaching-learning process.
- To preserve and promote the knowledge of Indian language and culture.
- To enhance career counselling programmes to guide the students towards better carrer and future.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Congenial ambience for female students
- Incorporation of modern technologies both in administration and academic activities.
- Satisfactory percentage of student attendance in every class
- Career counseling provided to students on regular basis
- Successful introduction of certified spoken English Course to enhance proficiency of English-speaking capability
- Continuous internal assessment, class tests and tutorial classes are held to ensure academic excellence.
- Feedbacks and advices of parents are often taken to develop teaching-learning process and foster awareness in parents as well regarding female education
- Establishment of several cells viz. anti-ragging, anti-sexual harassment and others to ensure security of the students.
- Establishment of several committees ie. Building committee, purchase committee, PF committee and others to ensure smooth administrative functioning of the college.
- A small library comprised of books from every discipline available in college.
- Installation of solar energy panel saving energy and contributing to the National grid
- A ground for organizing various sports.
- Annual publication of college magazine
- Student centric learning activities such as student seminars, PowerPoint presentation through smart classroom to enhance technical skill of the students.
- An organized society to observe over-all development of the college.

Institutional Weakness

Institutional Weakness

- Absence of sufficient number of classrooms

- Absence of sufficient number of disciplines and faculty members
- Lack of research infrastructure in college
- Library facilities are not yet satisfactory due to infrastructural and financial shortcomings
- Yet to take initiative in publication of research journals by the institution.
- Placement services are not yet organized.
- Yet to establish healthcare unit in college
- Insufficient number of female toilets
- Boundary wall not yet completed due to fund deficiency
- Alumni association is yet to be registered.
- No proper playground owing to absence of fund

Institutional Opportunity

Institutional opportunity

- Sufficient funds from external sources (Government support) might be beneficial for improving infrastructure
- The institution has potential for introducing science-based disciplines, and courses on skill-management.
- More career-oriented courses for empowering female students.
- Financial support from local authority can be expected.

Institutional Challenge

Institution Challenges

- Raising funds to expand the infrastructure
- Motivating the locality to send their daughters to college as most of the families face financial challenges.
- Since many students are first generation learners, sometimes it is difficult to get the students to complete their graduation courses and pursue higher education.
- Motivating the students to be self-employed in order to reach the goal of women empowerment.
- A significant distance between Bankura University and the college which sometimes makes proper connection hazardous.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria I-Curricular Aspects

1. Being a constituent college of the University of Bankura, Akui Kamalabala Women's College strictly implements the syllabus as is notified by the Bankura University.

2. Every semester, timetables are prepared according to the workload specified in the UGC Regulations .Each department distributes the classes to the teachers, keeping in mind their specializations and expertise.
3. Within the broad framework of the University's Annual Academic Calendar, the College designs its individual detailed Academic Calendar and timetables before the commencement of the session for smooth and effective functioning.
4. The seamless execution of curriculum delivery is ensured through departmental meetings where detailed Curricular plans are chalked out and appropriate pedagogy for each paper is identified.
5. A system of mentor-mentee allocation and identification of advanced and slow learners has been designed by the College for promoting peer learning and developing a more personalised teacher student collaboration.
6. Continuous Internal Evaluation of students is done by the faculty members through innovative teaching pedagogies and techniques including project works and written exams.
7. Some teachers of the College takes part in the paper setting process of the University of Bankura. The College departments regularly communicate to the University regarding the curriculum.
8. Issues of professional ethics, gender, human values, environment and sustainability are weaved into the pedagogy.
9. The IQAC has designed and maintained a Continuous Feedback System for the stakeholders.
10. During the times of Covid-19, all the classes are held in the online mode via the Google meet and Google classroom
11. As a measure to improve curriculum planning and implementation, teachers participate in faculty enrichment programmes/workshops.
12. Keeping the tenets and recommendations about the NEP2020 from the UGC, along with adhering to the directives from the Department of Higher Education, West Bengal and Bankura University curriculum, the college prepared a comprehensive undergraduate curricular structure. This new structure shall also adhere to the key values of Innovation, Integration, and Inclusion.

Teaching-learning and Evaluation

Criteria-2 Teaching-learning and Evaluation

1. At Akui Kamalabala Women's College, an interactive teaching-learning process has been a constant motivation that leads to academic enrichment. It is evident through the increasingly better performances of the students in the University exams, and enrolment for the higher studies in the last five years.
2. The College enrolls students as per the approved sanctioned strength and reservation policies of the Government of India pertaining to SC/ST/OBC/EWS and PWD applicants.
3. The teachers experiment and employ varied inclusive approaches to cater to diverse learners. These

approaches include mentor-mentee programmes, counselling sessions, classroom activities/interactions, tutorial sessions.

4. The College has a basic ICT infrastructure for the benefit of the students

5. The teachers augment the conventional teaching method with ICT-based techniques. They are also integrated with innovative pedagogies like blended learning, role plays, projects.

6. Special talks, conferences/seminars, workshops, projects are parallelly organized to provide experiential learning, exposure to practical aspects and advances in research.

7. Continuous Internal Evaluation of students is done through innovative techniques like presentations, written examinations, role play, projects.

8. extra-curricular activities facilitated by college to hone their organizational and leadership skills.

9. The College has a satisfactory percentage of full-time teachers out of the total sanctioned posts. The faculty is young and dedicated, full of potential to achieve higher academic growth.

10. The academic faculty are well qualified with commendable teaching and research experience.

11. The students provide feedback in every semester for curricular aspects and infrastructural facilities.

Research, Innovations and Extension

Criteria-3 Research, Innovations and Extension

1. The College supports the teachers to undertake doctoral/post-doctoral studies and quality research publications.

2. Most of the departments of the College engage in conducting discipline specific and interdisciplinary seminars/conferences and workshops.

3. Some teachers have completed Ph.D and other higher qualifications. Some teachers are supervising doctoral scholars.

4. The College signed Memorandum of Understanding (MoU) with various colleges for conducting faculty exchange programmes and collaborative research activities.

5. In the light of the College's vision, outreach and extension activities are conducted. The faculty members have taken initiatives to promote educational and gender awareness among underprivileged in the locality.

6. The College supports the departments to undertake educational outreach programmes.

Infrastructure and Learning Resources

Criteria-4 Infrastructure and Learning Resources

1. Akui Kamalabala Women's College campus is approximately 5 acres of area. The built-up area is approximately 6417 sq meter (existing 1500 sq meter).
2. The College has a newly constructed building, and a partially constructed boundary wall with an entrance.
3. Akui Kamalabala Women's College has been constantly trying to augment its infrastructure and physical facilities to enhance the quality of teaching-learning process despite severe financial crunch
4. As it is a newly established institution there are three classrooms, Principal's room, Staff room, Student's common room and office spaces. One Classroom is ITC-enabled with projectors and screens.
 1. There are available sports equipment such as Football, skipping ropes, chessboard, ludo board, discus ring, shot put ball.
 2. In order to organize cultural activities a space has been allotted within the campus to practice and conduct various cultural programmes
 3. The College constitutes a number of committees and subcommittees that oversee and supervise the utilization and maintenance of the support facilities.
 4. The college installed solar project set up for reducing the electricity consumption.
 5. The college installed a water cooler at the college premise for supply of pure and cold drinking water
 6. The internet connectivity in all the classrooms, Principal's chamber and office is available.

Student Support and Progression

Criteria 5- Student Support and Progression

1. The Grievance committee addresses various grievances of students. Anti Ragging Committee ensures adequate awareness and immediate redressal of grievances, if any.
2. The Internal Complaints Committee is vigilant regarding prevention of sexual harassment and provides a safe interface to the complainants.
3. The college facilitates financial assistance to economically weaker students by providing fees concession.
4. Students receive financial assistance in form of scholarships from the government and non-governmental agencies. The college ensures that the students receive these scholarships timely.
5. Teachers support students in their academic endeavours through regular tutorials, and doubt sessions, conducted in small groups (slow/advanced learners).
6. Students are counselled and mentored regarding any personal issues and career choices (mentor-mentee programme and career counselling programme for competitive exams).
7. An active Alumni Association organise alumni meets.
8. In the last five years, the total number of courses have increased along with the number of students passing with higher CGPA.
9. Cultural programmes are organized by the college where co/extra curricular activities like music, dance, are held.

Governance, Leadership and Management

1. The Governing Body has three teacher representatives as its members as per the University statute, who voice staff and student perspectives on the agenda of discussion.
2. All quality control measures of IQAC are initiated and implemented by the teacher members. They are instrumental in conducting Academic, Administrative and other Audits
3. The College took part in the NIRF ranking process in 2023.
4. The IQAC, established in 25.7.2021 which is a statutory body of the College, constitutes a number of committees and subcommittees dedicatedly working towards realising the vision and mission of the College.
5. The academic policies are resolved on consultation with the Teachers' council with due approval of the Governing Body of the college. Respective Heads of the Department co-ordinate with the teachers and students and consult with the Principal as and when required. Students feedback is used in execution of the strategic plans. The different committees as formed by the Governing Body meet off and on as per requirement to take decision on respective matters in view of smooth running of the college.
6. The teachers take decisions individually or collectively as a department/committee regarding academic programmes, research and extra-curricular activities.
7. The broad policies of the College are based on the University of Bankura policies. However, the institution has its own policies in place, wherever required.
8. The College follows the Roster sanctioned by the Government of West Bengal. The recruitment process is guided by the rules of College Service Commission, WB
9. The promotion of the teachers takes place as per CAS scheme.
10. Academic leave are provided to teachers for attending workshops/ conferences/seminars.
11. Due to the challenging circumstances created by Covid-induced lockdown, the institution strategically shifted all the academic and administrative activities to online mode. The blended mode of education has been successfully implemented since.
12. Some welfare measures are adopted by the institution for its staff like Provident fund, Earned Leave, Child Care Leave, Maternity Leave, Leave for OP/RC etc as per the Government guidelines.
13. Financial audits are clear upto 2022-2023.

Institutional Values and Best Practices

1. The college derives its character and strength from its institutional values and best practices.
2. The College makes conscious efforts to establish an inclusive and cohesive environment.
3. The thrust area of the College is to ensure barrier -free higher education to the deserving female students
4. The methodology & pedagogy of teaching is maintained at a very high standard with the latest techniques used to deliver.
5. Regular Human Value advices are provided by faculty members to the students in a structured way to remind students of the values that are important in life
6. The college provides opportunities for every single student to participate in a social outreach programme.
7. The College is committed to an eco-friendly campus .The College also has solar panels for low consumption of electricity.
8. The College has conducted Gender, Energy and Environment and Quality Audits.
9. The Institution ensures a barrier free environment through ramps, wheelchair and trying to build a disabled-friendly washroom in future

8. Best Practice 1:

Competitive Examination Study and Career Guidance

2) Objectives of the practice

- To create awareness among the students about competitive examinations.
- To create studious and healthy atmosphere regarding competitive examination.
- To motivate the rural students for prospective career in government and corporate sectors.
- To develop competency and positive approach towards competitive examination among the rural students.
- To guide student intensively for competitive examination like UPSC, WBCS, Banking sectors, SSC and other competitive and entrance examination.
- To conduct career development seminars and workshops on competitive examination.

1. 10. Best Practice 2: Title of the practice

Prevention of Dropouts

1. Objectives of the practice

- To support and motivate the students coming from disadvantaged environments towards the achievement of their educational potential, through experiential learning
- Dropout prevention is pivotal in all educational institutions, as it's important to ensure students are successful and are able to move toward their dream career or academic program, and, if dropout rates increase, the institution's revenue will decrease.

- to promote girls' education and address gender disparity. Scholarships, safe transportation, and a gender-sensitive curriculum can be instrumental in encouraging more girls to attend college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AKUI KAMALABALA WOMEN'S COLLEGE
Address	Vill- Akui, P.O - Akui, P.S- Indas, Dist- Bankura
City	BANKURA
State	West Bengal
Pin	722201
Website	www.akuiwomenscollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pitambar Paul	03244-265066	9474918607	-	akw.college@gmail.com
IQAC / CIQA coordinator	Nandini Maity	-	6291119360	-	maitynandini@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minority 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	Vill- Akui, P.O - Akui, P.S- Indas, Dist- Bankura	Rural	4.57	2203.32

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,	48	Higher Secondary	Bengali	80	40
UG	BA,English,	48	Higher Secondary	English,Bengali	28	6
UG	BA,Philosophy,	48	Higher Secondary	Bengali	49	13
UG	BA,History,	48	Higher Secondary	Bengali	48	7
UG	BA,Sanskrit,	48	Higher Secondary	Bengali,Sanskrit	30	0
UG	BA,Political Science,	48	Higher Secondary	English,Bengali	15	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				10			
Recruited	1	0	0	1	0	1	0	1	6	4	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	0	0	0	0
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	7	5	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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

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

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

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	0	0	0	0	0
	Female	151	0	0	0	151
	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	0	0	0	0
	Female	17	13	15	17
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	4	0	2	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	19	21	14	20
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	30	39	44	38
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		70	73	75	78

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As per the NEP guidelines, curriculum structure has been designed by the affiliating University (Bankura University) incorporating multidisciplinary education, optimal learning environment and learner centric approach which the college will adhere to. To this effect, wider consultations were held through a number of workshops and conferences both in the Higher Education Department and Bankura University in which our teachers participated to create awareness and sensitization about NEP-2020 implementation. The NEP syllabus has been introduced in the college from the session 2023-2024. Institution offers flexible and innovative curricula in UG courses in the new session. Social outreach is</p>
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	<p>performed by newly admitted students in guidance of subject teachers. with all these efforts we try to inculcate the value based multi-disciplinary and Holistic education. All UG programmes have been restructured for multidisciplinary options and the Curriculum have been revised to incorporate outcome-based Program Objectives (POs), Program Specific Objectives (PSOs) and Curriculum Objectives (COs) by the University. As an affiliated college, the college follows the curriculum prescribed by the University. It is mandatory for every UG student to study at least one interdisciplinary / Multidisciplinary course to complete their degree. The college promotes interdisciplinary subjects among its students through various departments. Value-added courses and Environmental education for UG programs are offered as per syllabus prescribed by University and adopted by us accordingly. Teaching learning process is transformed in blended mode with emphasis on e-teaching-learning. Nevertheless, in order to be prepared and fulfill the objectives of NEP, our college has started preparing the roadmap for NEP. Appropriate instructional approach in classroom has been implemented such as seminar, assignment, problem solving, encouragement for peer learning as well as tutorial classes are provided to slow learners. Best practice performed by our institution is Career Counseling for competitive exams in which we guide students about the profession that they can opt or field in which they can go after completion of specific courses.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The flexibility in the curricular structure requires the establishment of an Academic Bank of Credit, the road map of which would be given by the affiliating University. The National Education Policy being implemented this academic session, the university is preparing the norms and protocols of an Academic Bank of credit (ABC) to ensure a flexible teaching learning curriculum. The norms and protocols for ABC was shared with affiliating institutions like our college that has implemented this formal system of credit accumulation and transfer. We took initiative to aware students about ABC ID verbally during classroom teaching and using WhatsApp Group and step by step instructions on “How to create ABC ID” with a video link. We have helped students individually to install the Digilocker APP in order to</p>

	<p>create the ABC ID conveniently and till now most of the students have created ABC ID for themselves. The total number of students enrolled in this academic session is 163 and the percentage of students successfully managed to create their ABC id is 100%.</p>
<p>3. Skill development:</p>	<p>The vision of the college is promoting Value-Based Quality Education, hence the college takes efforts to inculcate positivity among the learners. In the syllabus of Philosophy, the humanistic and ethical values are incorporated which are taught to the students to imbibe good values. The college celebrates National festivals like Independence Day and Republic Day. Observing various programmes like Death and Birth Anniversary of our National leaders which help in imbibing the good qualities in the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies. Since it is a digital world right now the institution has primarily focused on acquisition of digital skills of the students for their economic empowerment by inculcating in the students an efficient use of ICT mode of teaching learning process viz use of Google meet, Google Classrooms, zoom etc</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our college lays extra care on teaching students both in English and the vernacular. Bengali cultural ethos, popular icons of the Bengal Renaissance are introduced, discussed both as part of curriculum as well as in certain extra-curricular aspects. Bankura University Curriculum offers one of the ancient Indian languages like Sanskrit in degree courses which has been taken by some of our students. Preservation and promoting of languages is one of the target of the College in future. the History syllabus as prescribed by our affiliating university covers various periods and civilizations, including the Indus Valley Civilization, Vedic Period, Mauryan Empire, Gupta Empire, and more. It explores social structures, governance, cultural achievements, and significant historical events which enlightens the students about the ancient Indian cultures. The Department of History will take the initiative to promote the knowledge regarding Indian art and culture in every three months</p>

<p>5. Focus on Outcome based education (OBE):</p>	<p>The college ensures teaching and learning strategies, and assessment tools are improved continuously. The OBE learning process can be stated into four steps: • Planning of Syllabus - Every Department has a well-planned syllabus which is executed thoroughly. • Implementation of the syllabus - The program is implemented and executed in a routine way by the teachers. Every teacher designed a curricular plan at the beginning of every academic session. • Assessment- Teachers carry routine assessment to evaluate the progress of every student. • Respond / Improve (Continuous Quality Improvement) – Determine what needs to be changed to make improvements. These changes are the basis of new or revised outcomes and objectives for the next cycle of the process. The link between assessments and learning outcomes also enables educators to provide timely and constructive feedback to students. This feedback serves as a valuable tool for both students and teachers, facilitating a deeper understanding of strengths and areas for improvement.</p>
<p>6. Distance education/online education:</p>	<p>After the outbreak of the corona virus pandemic, the world was put into a standstill with people locked into their houses. However, education was flowing on courtesy online education where knowledge is carried through various platforms such as Google Meet/ Zoom etc. Our college too aimed at maximizing classes and hence students regularly attended online classes. Online Webinars were organized during that time. Students benefitted greatly from such program outcomes. Google Class rooms, WhatsApp etc. the whole college campus is Wi-Fi enabled with ICT based classroom and hence no hindrance /obstacle in online education. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. These efforts can be considered as the new normal, which is envisaged in New Education Policy as well.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>As Akui Kamalabala Women's College is a new institution established in 2016 Electoral Literacy</p>
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	Club has not been set yet. However, we have plans for establishing Electoral Literacy Club very soon.
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?	As our college does not have ELC yet, coordinator and Coordinating faculty members are not yet appointed by the college. As soon as the ELC is set up, we will appoint coordinator and Coordinating faculty members to perform their assigned duties
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Though we do not have ELC yet, we still take initiatives to organize awareness programmes. The programmes organized by the college are as follows: Our college organized awareness camp in the sessions 2022-2023 and 2023-2024 in which the BDO and other officials visited the college and delivered speeches in order to create awareness in the newly admitted students who are also new voters. They set banners, posters and handed leaflets to the students. The objects of their discussion are: <ul style="list-style-type: none"> • To help the target audience understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner; • To educate the targeted populations, in the college and the locality, about voter registration, electoral process and related matters through hands on experience; • To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs; • To harness the potential of ELC members for carrying the electoral literacy in communities; • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. • To identify students of the 18+ age-group who have not registered for inclusion of their names in the electoral rolls, and encourage and assist them, in the process of voter
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.	Our college organized awareness camp in the sessions 2022-2023 and 2023-2024 in which the BDO and other officials visited the college and delivered speeches in order to create awareness in the newly admitted students who are also new voters. They set banners, posters and handed leaflets to the students.
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	Approximately 5% of the students are yet to be enrolled as voters in the electoral roll and the college takes initiative to register eligible students as voters.

institutionalize mechanisms to register eligible students as voters.	
----------------------------------------------------------------------	--

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
180	185	173	158	106

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: 13

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
11	11	12	12	4

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
3.40	2.95	5.07	23.18	40.92

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 Institution ensures effective curriculum delivery through a well-planned and documented process. Being a constituent college of the University of Bankura, Akui Kamalabala Women's College strictly implements the syllabus as is notified by the Bankura University. To ensure the efficacy of curriculum development, proper emphasis on delivery, listing of topic, clarity, accuracy, completing in proper frequency with depth and pace are ensured by this institution. Integrity, interdisciplinary nature of the curriculum as well as focus on conceptual ideas are also given emphasis by the faculty. A time table, indicating rooms, allotted teachers for classes is framed for all departments showing Honours and General classes including core courses, generic elective (GE) and ability enhancement compulsory courses (AECC) for CBCS system. Syllabus organization in concise form and presentation for clear communication are made by teachers and completed in time by them. ICT tools are also used in teaching-learning process. For sending the study materials and assessing the assignments as given to the students, common e-mail ids and Whatsapp groups are used. Internal assessments are held with a view to make the students familiar with the MCQ patterns as well as short questions for final examinations. The assessments are conducted in various modes viz. written exam, viva-voce, project works, home assignments etc. Surprise class tests are organised to judge the understanding of individual students. Students' Seminars are also organized department wise on various topics as included in their curriculum to enhance interactive powers, communication skill and sharpen their knowledge. A system of mentor-mentee allocation and identification of advanced and slow learners has been designed by the College for promoting peer learning and developing a more personalised teacher student collaboration.

The institution adheres to the academic calendar. The Teachers' Council of the college under the guidance of the Principal prepares an academic calendar at the beginning of each session following schedule of University examination and list of holidays as prepared by Bankura University. This calendar becomes very useful to the teachers to successfully complete the modules of syllabi prepared by the departments concerned. The modules are distributed to the students, so that, they became acquainted with the assignments of the departmental teachers who try their best to complete them within the stipulated time frame. The internal assessments are also strictly conducted following that calendar. Sufficient freedom is left to the departmental teachers to accommodate tutorial classes for weaker students, Surprise tests, Unit tests, spoken English classes and any other academic events organised by the college, not hampering the academic calendar schedule. Owing to taking the surprise tests, students' attendance in the class has been improved. Keeping the tenets and recommendations about the NEP2020 from the UGC, along with adhering to the directives from the Department of Higher Education, West Bengal and Bankura University curriculum, the college follows comprehensive undergraduate curricular structure as prescribed by Bankura University.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 1

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 1.87

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
15	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The values of honesty, integrity, probity, objectivity and the virtues like compassion, empathy, tolerance etc. are the part and parcel for a man in the profession of teaching. With this objective in view every faculty in this institution tries to infuse in the students some moral values along with imparting the routine teaching. Teachings on human values, gender equity are imparted to our students through arrangements by following the Bankura University syllabus. The issues related to gender equity are incorporated in the syllabi of History and Philosophy and English which are taught to the students. Focus on gender sensitivity is one of the important curricula of different departments. In Philosophy, the concept of gender discrimination and caste discrimination in the Indian context have been studied elaborately. The matters related to Ethics are present in the syllabus of Philosophy which proves to be useful for students in their every-day lives. The teachings on environmental issues and sustainability are imparted in accordance with the Bankura University syllabus on Environmental studies. Although we have no major role in curriculum development of the university, our teachers give suggestions for modifications of the curriculum from time to time. Teachers try to disseminate their knowledge of high morals, sense of discipline, ethics of life through different activities both academic and extension, wherever possible to the students. Some project works, awareness programmes, seminars/webinars are also organised as prescribed in the syllabi for the said purpose. Those faculties who are involved in research works are well aware of the bad impact of plagiarism which they convey to the students so that they can be aware of research ethics.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 40.56

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

Response: 73

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 32.11

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
70	73	75	78	62

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
205	205	265	240	200

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 35.94

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
40	34	31	40	34

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
92	92	118	107	89

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.36

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:

Converting the conventional Chalk and Talk method of imparting knowledge into a student-centric method of teaching is a challenge to teachers of all institutions. The teachers of our college have been successful in switching to more useful student-centric methods of teaching in the following ways in which student centrism is cultivated in our college to convert teaching into learning.

Experiential Learning: Experiential learning is promoted through:

- Seminar Presentation by students
- Discussing a video clip/ movies after watching it
- Evaluating films shown for the purpose of classroom teaching
- Drama presentation

Participative learning: This is done in the following ways:

- Preparation of Departmental Wall Magazines and their presentation
- Preparation of College magazine
- Participating in Quiz
- Educational Tour

Problem-solving methodologies:

- Completing Assignments/ Projects

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

Audio-visual mode of learning: The majority of teachers resort to audio-visual aids like use of Smart Classroom and projector in teaching. This is decidedly more student-centric, for it ensures active participation of students in the learning process, it minimizes the gap in communication. Sustained cultivation of these student-centric modes of teaching, suitably adopted by individual teachers for curriculum transaction, have on the one hand transformed the role of students from passive listeners to eager explorers and on the other transformed the role of the teacher from instructor to facilitators in this process of self-learning. Since student-centrism has proved to have positive impact on the students, the college takes the challenge of gradually institutionalizing this method of teaching.

At Akui Kamalabala Women's College, the teachers make conscious efforts to use ICT tools to enhance the teaching-learning process and thus maximise the learning outcomes of the curriculum.

- One classroom with ICT tools and LCD Projector to facilitate effective teaching.
- Students also use these tools to deliver their classroom seminars.
- Teachers supplement traditional teaching with lectures using power point, videos, slides etc. Whatsapp groups are formed for every class for better communication and accessibility of teachers and the students. During the Covid-19 Lockdown period, students were kept in constant

contact through these Whatsapp groups and emails; lecture recordings and soft copies of class notes were distributed through these media. Online classes are conducted through online platforms like Google Meet, Google Classroom, Whatsapp lecture recordings of some teachers are also available on Youtube.

- The college campus is Wi-Fi-enabled so that teachers and students can freely access the internet.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.29

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
12	12	13	13	6

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

2.4.2

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

Response: 30

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
3	3	3	3	3

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college takes up initiatives to make internal assessments transparent and effective:

- The university norms relating to Program-wise/course-wise examination pattern are communicated to the students through the Academic Calendar.
- A staff meeting is called to discuss the frequency and timeline of internal assessments to be conducted.
- The timeline of the internal assessment dates of respective departments are displayed well in advance on the notice boards so that students are aware of the evaluation process.
- Minimum of one or two internal assessment tests are held per semester. Continuous assessment reports (class tests/seminars/assignments) for all courses are displayed on the notice board.
- Evaluation of internal assessment tests is done by the teachers of respective departments.
- For University practical examinations, an external examiner evaluates the practical record books, the practical examination answer sheet and conduct a viva voce as well.
- Several internal assessments are performed throughout the semester. They are in the form of class tests/assignments/classroom seminars / project work evaluations etc.
- Short Answer type questions are preferred in Internal Assessment to eliminate subjectivity of evaluation.
- Evaluated scripts are shown to students to make them aware them of their lapses. Teacher

examiners discuss the errors and justify the score in the class to ensure that the students find the evaluation unbiased and transparent.

- Retest may be conducted for a student absentee if the reason for her absence is valid and credible upon verification.
- The college has a Grievance and Redressal Committee which looks after any grievances or problems of the students by consistently checking and forwarding the grievances dropped in the grievance box installed in the college premises for immediate redressal and proper disposal of the same, to the concerned committee. The committee conducts its meeting to discuss and deal with various grievances registered by the students. The mechanism adopted is transparent, time-bound and efficient.

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:

Program outcomes, program specific outcomes and course outcomes for all programs, as offered by the college are well communicated to the teachers and students and displayed on the college website.

Following are the academic programmes as run by the college:

The Undergraduate:- 1) B.A in Bengali, 2) B.A in English, 3) B.A in History, 4) B.A in Philosophy, 5) B.A in Sanskrit

Preparation of course objectives and outcomes:

Course objectives and outcomes are framed/reframed by respective teaching faculty according to the Curriculum framed by the university and credits given to each paper. Based on the feedback from the students, alumni, faculty and parents, the objectives are reframed for each programme on respective papers. Such framed Programme Outcomes, Programme Specific Outcomes and Course Outcomes are mentioned in syllabus of Bankura University, thus communicated to all.

In the beginning of every semester, Department meetings are conducted to discuss and decide about the modes of teaching such as Classroom teaching, ICT methods of teaching, etc according to the

Programme Specific Outcomes and Course Outcomes of respective programmes. Furthermore through various other activities such as Guest lectures, Seminars, Conferences and Workshops, are ensured. Then, the level of attainment of COs is evaluated through formative and summative exams, Student Seminar, Assignments.

In Bankura University syllabus, the Programme Outcomes, Programme Specific Outcomes and Course Outcomes of all disciplines are stated under the respective department details that enable the students to be much clear about their level of attainment and let the teachers be alert about their responsibility of giving input to the students related to the defined POs, PSOs and COs of syllabus. Here, a few examples are given for POs, PSOs and COs that are in University syllabus.

Communication mechanism:

- Bankura University provides with the hard and soft copies of syllabi and learning outcomes are available in the departments for ready reference to the teachers and students.
- Soft copies of the curriculum and learning outcomes are uploaded in the college website.
- In the departmental meeting the importance of the learning outcomes are communicated.
- Departmental meeting are other means through which learning outcomes are communicated.

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:

2.6.2 Attainment of POs and COs are evaluated.

- Methods for attainment of Course Outcomes (COs)

1. Direct Attainment –

2.

- Written/class tests are conducted based on COs.
- Class performance activities consisting of assignments/tutorials /quiz/other activities related to COs.
- External examinations marks are considered.

1. Indirect Attainment –

o

- Feedbacks of the students, Parents and alumni on the framed questionnaire.
- Results in Competitive and other entrance exams.

The college has a systematic process of collecting and evaluating data related to course outcomes and programme outcomes and other specific measures to improve the learning eco system for the students. The assessment of each course are done through internal continuous assessment by concerned course faculty and End Semester (ES) written examination conducted by Bankura University. The internal assessment of a course for theory component includes MCQ test, presentation, written assignment whereas the external assessments is done through written exam where the type of questions are defined and aligned to meet specific COs.

The Programme Specific outcomes is assessed considering the attainment of course outcomes and additionally supported by course feedback taken from students. Apart from this the programme outcome is judged from the students appearing in and sometimes qualifying competitive examinations such as WBTEt, GMAT and various University entrance exams for pursuing PG courses etc.

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: 90.42

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
35	53	43	10	10

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
51	53	43	10	10

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.51

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:

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

- In order to foster awareness regarding Indian Knowledge System (IKS) our college takes care on teaching students both in English and the vernacular as per NEP syllabus 2020. Bengali cultural ethos, popular icons of the Bengal Renaissance are introduced, discussed both as part of curriculum as well as in certain extra-curricular aspects. Bankura University Curriculum offers one of the ancient Indian languages like Sanskrit in degree courses which has been taken by some of our students. Preservation and promoting of languages is one of the target of the College in future. The History syllabus as prescribed by our affiliating university covers various periods and civilizations, including the Indus Valley Civilization, Vedic Period, Mauryan Empire, Gupta Empire, and more. It explores social structures, governance, cultural achievements, and significant historical events which enlightens the students about the ancient Indian cultures. The

Department of History is taking initiative to promote the knowledge regarding Indian art and culture in every three months through special classes both in online and offline mode and publishing wall magazine for promoting various aspects of Indian culture.

- Research constitutes the backbone of every institution of higher education. It not only promotes the culture of research-oriented learning but in the process tremendously enhances the academic quality of the institution concerned. A research-based environment in a college works in favour of the faculty members as well as the students. While it positively contributes towards the development of the individual faculty members of respective departments, it also inculcates research interest among the students of the institution
- Quality research works are being nurtured and encouraged by the college in various ways. Some of our faculty members continue to undertake high quality research work as Anusree Mondal (Assistant Professor, Department of History)
- Other Faculty members who have been acting as Ph.D supervisors are Dr. Sk Nazrul Islam (Assistant Professor, Department of Bengali) and Dr Nandini Maity (Department of English)
- Conferences/ workshops have been attended by the faculty members of the college on regular basis.
-
- Due to paucity of fund, the college cannot afford financial support to the faculty members from its own fund but encourages all kinds of research and publication for promotion, creation and transfer of knowledge by providing flexibility to faculty members in pursuing research as and when required.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 6

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
4	0	2	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	3	0	2

File Description

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: 0.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	2	2

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

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:

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.

Akui Kamalabala Women's College believes that the life of a college and that of the community are inextricably interlinked. Though we still don't have NSS units of the college we are dedicated to improving the quality of life within and outside the campus, by creating socially sensitive students. The college organizes extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. They are vigilant about the community needs.

- **Tree Plantation:**
- Tree plantation is done not only to beautify the campus but also in the surrounding area of the college to promote awareness regarding the usefulness of trees
- **Dengue awareness:**
- An awareness programme on Dengue was conducted by the college with IQAC of this college on 23.11.2022 and 19.12.2023 in the neighboring villages to promote awareness
- **Safe Drive Save Life awareness programme:**

The students along with the faculty members of the college organizes other extension activity Road safety awareness

- **Save Girl Child awareness programme:**

The college is taking initiatives in the locality to conduct gender sensitization in the locality. Students along with faculty members took initiative to conduct an outreach programme "Save the girl child, educate the girl child" which is a campaign of the Government of India that aims to generate awareness

and improve the efficiency of welfare services intended for girls in India. Anusree Mondal, Assistant Professor, Department of History and Choden Bhutia, Assistant Professor, Political Science took initiative For -“Beti Bachao- Beti Padhao” Campaign and Organized a campaign on 03.04.2024 and 04.04.2024.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

No awards or recognition are received during the last five years from any Government/ Government recognized bodies. It is a new institution established in the year 2015 in a remote area of Bankura district and the building is still under construction.

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
Institutional data in the prescribed format	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: 12

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructural facilities for teaching- learning

Akui Kamalabala Women's College is well moderately with buildings and classrooms-the building of the college is still under construction. There is a partially constructed boundary wall with a main entrance. As it is a newly established institution there are four classrooms, Principal's room, Staff room, and office spaces. One Classroom is ICT-enabled with projectors and smart board.

The teachers utilize the ICT facilities i.e projectors to deliver their lecture-cum-power point presentation to the students. Classrooms are also used for tutorials after regular classes for weaker students. The college library is moderately equipped with desktop with internet for the use of students as well as teachers. It is partially automated consisting of more than volumes of books.

Other facilities:

The college has five acres of land which is good for developing playground. Our college students practice games and sports there. There are 3 Desktops, 1 projector, 1 seminar room in the college. students' common room cum reading room is also there in the college with water purifier, solar light facility, wi-fi facilities in college campus are provided by the college. The college installed solar project set up for reducing the electricity consumption. The college installed a water cooler at the college premise for supply of pure and cold drinking water. The internet connectivity in all the classrooms, Principal's chamber and office is available.

Cultural activities-

It is the Akui Kamalabala Women's College, Bankura that provides the students with a number of facilities for cultural activities, games and sports. Cultural activities – Cultural activities like drama, recitation, singing, dancing are performed by the students of the college on different occasions like celebration of Independence day, Republic day, birthday observations of renowned personalities, Freshers Welcome, Farewell of senior students. Cultural competitions are held every year.

Games and Sports (Indoor and Outdoor) –

Akui Kamalabala Women's College with a campus area of approximately 5 acres has ample space to arrange sports and cultural programmes. There are available sports equipment such as Football, skipping ropes, chessboard, ludo board, discus ring, shot put ball. In order to organize cultural activities a space has been allotted within the campus to practice and conduct various cultural programmes

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 89.8

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
1.11	3.97	4.94	19.31	38.49

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:

As this is a new relatively new institution without 2F or 12 B, the library is still not automated. We have

a small number of books used by the students and faculties as well. Our college library has a collection of 215 books and reference books on December 2023. We are taking initiative to purchase more number of books for each department every year to enhance the collection of library. The library housekeeping operations include cataloguing, circulations, serial control which are done manually by Anusree Mondal (Assistant Professor, History) and Nemai Pal (SACT, Sanskrit).

As we have limited number of books in the library, the teachers of all departments take initiative to download the PDF forms of books, study material from various universities along with e-journal, YouTube links based on lectures by eminent Professors etc which are collected and stored in the desktop used by students. These books and other study materials are shared with the students when needed.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

All kinds of office work of the college including accounts, auditing, students' admission, sending their data to the university for registration-cum-enrolment, on-line classes, examination, evaluation of answer scripts and sending of marks to the university are conducted digitally using desktop. Salary billing of the staff is done through HRMS (Govt. of West Bengal) portal etc. At present the college has a wi-fi connections which can be used by teachers as well as students. There is one internet line (BSNL) with total 512 kbps bandwidth speed. Previously we had other internet lines provided by various private companies but eventually we shifted to BSNL to get better bandwidth speed and connectivity. There is one router. We have 3 desktops, 1 projector and two printers so that, teachers can take their classes at the ICT enabled rooms. The internet connectivity in all the classrooms, Principal's chamber and office is available.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 180**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 1

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	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: 17.19**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
2.85	2.47	2.15	2.93	2.58

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: 78.18

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
151	185	153	86	52

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 44.76

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
70	148	0	141	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 24.5

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
19	12	6	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	53	43	10	10

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

5.2.2

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

Response: 1.75

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
2	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 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
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: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	1	0	2	2

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:

Akui Kamalabala Women's College recognises the need for Alumni engagement in the overall development of the college. The institution as a whole and the Departments in particular try to keep in touch with its alumni. A separate WhatsApp group has been opened to maintain regular contact with the former students of the institution. Data, regarding the ex-students' progress to higher education, job

employment, or any other achievement, are diligently collected. However, there is no registered alumni in the institution. That said, the institution gives immense priority to its Alumni and an Alumni Feedback system has been introduced from Session-2022-2023. All efforts are being made to register our Alumni Association. The Governing Body of the college is taking initiative to register the existing Alumni at its earliest. The alumni share their valuable experiences regarding the academic and allied matters with the existing students on various occasions of the college.

Alumni Activities

- 1.Regular meetings are conducted
- 2.Feedback regarding curricular, extra-curricular, and overall ambience of the institution has been taken.
- 3.Feedback of the alumni has been analysed and action taken wherever applicable.

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 journey towards excellence started under the leadership of the founding members of the institution in the year 2015 who nurtured the vision of enlightening the locality with knowledge that led to the introduction of various Arts /Humanities Departments in the college and altered the outlook of the locality regarding the importance of women education.
- The institution has created a well-structured administrative system which operates in a decentralized manner through various statutory and non-statutory committees consisting of teaching staff, students and various other members functioning under the guidance of the Principal and the GB. The meetings are conducted in a timely manner and all decisions are taken after consultation with members of respective committees.
- The baton of leadership has been passed on to the Teachers-in-charge and then to Dr Pitambar Paul (Principal) to keep the focus intact and not to deviate from achieving the vision to provide quality education to all female students.
- The IQAC has played a vital role in academic and administrative endeavors ever since its inception.
- To ensure the enhancement process of the quality of the education, the authority has striven in the last five years to implement various policies regarding teaching-learning outcome, students' overall development, sports and games, cultural activities, extension programmes, fostering tolerance and moral and ethical behaviour within them.
- To further inculcate a sense of responsibility and an inclusive knowledge of culture, the college often hosts important social events like, Career Counselling Programmes, Awareness Programme, Social outreach programmes etc.
- With the introduction of the NEP-2020 syllabus, the college endeavors to ensure quality education through ICT-based classes and address the need of the students through feedback and mentoring system.

Nature of Governance:

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the President and Principal who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Conveners of various committees and cells along with the staff representatives and finally the decision-making body of the college, i.e, the Governing Body play an important role in determining the institutional policies and implementing the same.

Perspective Plan:

The institution has a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

1. Application for grants from government and non-government sources.
2. Extension of infrastructure through expansion to accommodate more classrooms, library, toilet, cycle stand, staffroom etc.
3. Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and other innovative means and introducing Indian Knowledge system.
4. Introduction of new subjects at the under-graduate level in college.
5. Application for more substantive posts from the State Government.
6. Partnering with Universities and other educational institutions to promote teaching and research.
7. Mobilization of funds and projects that will be received in future.
8. Automation of library and other aspects related to administration.
9. Introducing job-oriented courses, other skill development programmes and vocational training programmes.

File Description	Document
Upload 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:

Perspective Plan functioning

The institution has a Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

1. Renovations of infrastructure.

- 2.Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and innovative means especially after the introduction of NEP 2020 syllabus
3. Academic Collaborations with different educational institutions of repute.
- 4.An Academic calendar is prepared at the beginning of each session according which various activities are conducted throughout the year. The IQAC facilitate to implement workshops, awareness programmes, extracurricular activities, sports and cultural events.
- 5.Introduction of new subjects at the under-graduate level.
- 6.Application for more substantive posts from the State Government.
- 7.Mobilization of funds through the Governing Body.

The Functions of Institutional Bodies:

Akui Kamalabala Women's College is administered by the Governing Body (GB).The President and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal is vested with the day-to-day running of the college. He has his team of Departmental Heads, the IQAC Coordinator, the Teachers' Council Secretary and others to assist him in the discharge of his administrative and academic works.

- The appointing authority for all posts of the college is the Governing Body.
- All the major administrative decisions regarding the implementation of new policies, appointment of Bursar, IQAC coordinator and members, convenor and members of various Statutory bodies and other sub-committees are proposed in respective meetings and sent to the Governing Body for final approval, in consultation with the Principal following the rule of the Government of West Bengal and statute of the affiliating university.
- The Governing Body along with the Principal form the statutory committees like Finance Committee, IQAC and others for the smooth functioning of the college. All committees function under the chairmanship of the Principal and regulate the rules and functioning of the college.
- The administrative and accounts sections function under the guidance of the

Principal and Bursar of the college with the help of the various subcommittees.

- Financial, Academic, Administrative and other audits are conducted by the Governing Body from time to time.
- Being the highest authority of the institution, the Governing Body monitors the functioning of the administrative and academic setup, and performance of the various bodies regarding policy making, implementation, and maintenance of the college.

Service Rules, Procedures, Recruitment and Promotion Policies:

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

Service rules related to leave, promotion, and retirement benefits are guided by the Govt. of West Bengal. Regarding procedure of payments of salaries of staff, the grant-in-aid pay-packet system as sanctioned by the DPI, West Bengal is mediated through the respective treasuries and deposited to

individual bank account through HRMS portal of the Govt. of West Bengal.

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: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The welfare measures and avenues for career development/ Progression implemented by the institution

for teaching and non-teaching staff are as follows:

- 1.General Provident fund facility is ensured for all staff appointed against substantive posts and loans from Provident Fund is sanctioned by the institution to the staff as necessary.
- 2.All staff members enjoy allotted leave as per Government norms.
- 3.College administration effectively tries to ensure timely promotion of all staff members(CAS benefits).
- 4.The teachers are encouraged and approved duty leave to attend academic and development Programmes including participation in Orientation Programme/Faculty Induction Programme, Faculty Development Programme, Refresher Course or any other such activities.
- 5.Teachers are motivated to continue their research work through participation in conferences, seminars, short term courses, workshops, and publications. All non-doctoral staff members are encouraged to get enrolled for part time Ph.D programme
6. The casual Non-teaching staff are provided Festive bonus every year.

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: 8

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
1	1	1	1	0

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

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

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

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:

Strategies for Mobilization of Resource

- The institution recognises the need to mobilize government and non-government grants for the improvement of college resources and infrastructure. For this purpose, proposals are prepared,

vetted and submitted to the concerned authorities such as the Higher Education Department (W.B), BEUP Fund, MPLAD, Youth Welfare Department (W.B), Zilla Parishad etc.

- This college received grant for first phase of building construction from Higher Education Department in the year 2017 and the construction work was completed in March 2020.
- This college has received approval of grant for second phase of building construction from Higher Education Department in the year 2022 and the construction work is still in progress.
- This college has received grant for purchase of furniture from Higher Education Department in the year 2019 and is fully utilized.
- This college has received grant for setting up virtual classroom, purchase of computer, purchase of vending machine from Higher Education Department and is fully utilized in the year 2019.
- This college has received fund for building construction from MPLADS and it was fully utilized in the year 2019.
- A donation was received from a local social worker in the year 2019 for development of college.
- A donation was received from a stake holder in the year 2023 for purchase of desktop.
- A pond within the college premises is leased to a local person and the finance received is used for college developmental purposes.

Procedure of Mobilization & Utilisation of Resources

Proposals for which fund is to be utilised are submitted to the Governing Body for approval. The main source of the college is the collection of tuition fees from the students. Expenditure or Utilisation is divided into recurring and non-recurring categories.

A major part of the income is spent for the welfare of the students for providing financial support to economically backwards students, enhancement of sports facilities for the students, students seminar, students cultural programme etc. The day-to-day expenditure constitute the recurring part of expenditure.

On the other hand, long-term facilities including infrastructural augmentation and maintenance, purchase of furniture, instruments, electrical items comprise the non -recurring part of the expenditure. The received grants are mobilized by abiding with the Government norms and is approved by the concerning committees and the Governing Body of the college. In addition, college takes initiative to apply for Government's grants as and when applicable and eligible. The college conducts external audits for each financial year. The accounts of the College are audited regularly as per the Government rules. The External Audit of the College is conducted by the Finance Department, Govt. of West Bengal. All the financial details are minutely observed by the auditors and recommendations are provided. The college takes special care to implement the recommendation from the next financial year. The external audit has been completed till 2022-2023. The auditor's suggestions, advices are welcome to bring improvement in financial activities.

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:

The IQAC of Akui Kamalabala Women's College has been working incessantly for the development of the institution ever since its inception. It is dedicated towards fulfilling the institutional vision and mission, that is to provide quality education to the poor and meritorious students of the local rural community. The IQAC is an active cell of the institution that constantly strive to improve and enhance the overall quality and ambience of the college. Some of the major initiatives taken by the IQAC are as follows:

1. Purchase of books to improve the number of reading materials in the library.
2. Conduction of various Seminars, Special Lectures, awareness programmes, career counselling programmes, health and fitness activities among many others.
3. The IQAC ensures the smooth conduction of continuous Internal Assessment and reviews the progress of students.
4. Ensures the smooth conduction of the teaching-learning process and monitors both curricular and extra-curricular activities of the departments.
5. The IQAC encourages each Department to prepare lecture plan and the course outcomes that are then displayed on the institutional website. It also ensures that the routine, syllabus, study-materials, notices etc. are shared with the students through various offline and online modes
6. The IQAC ascertains setting up of wi-fi facilities for staff and students in the most frequented areas.
7. The IQAC also ensures basic facilities for all, such as clean drinking water, clean toilets, basic medical aid etc. Water filter have been installed students' common room
8. The IQAC ensures timely promotion and career advancement of teaching staff.
9. The committee ascertains that the ICT-based classes and tutorial classes / tutorial classes are conducted as per routine.
10. From the last academic session, the IQAC, in collaboration with the Teachers' Council, has introduced the Mentor-Mentee system for the students. Feedbacks from all stakeholder viz. students, teachers, parents and alumni for the last academic year have been also been collected and analysed.

11. The IQAC also monitors the requirements of the departments and the institution in general a list of which is then send to the GB for final approval.

12. The teachers of all departments are encouraged by IQAC to assist in the conduction of NAAC assessment and monitors the progress regarding the submission of SSR

13. The IQAC encourages the library-in-charge to maintain library records in order.

14. The IQAC suggests college authority to update college Website.

15. The IQAC tries to introduce add-on or certificate courses on various topics for all-round development of the students.

16. The IQAC suggests the Departments to review the course outcome of the prescribed syllabus at regular intervals.

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: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender inequality is a global issue. The patriarchal society always has treated women as the weaker sex which has caused major discord in the societies worldwide. Though this college is a women's college where problems pertaining to gender inequity hardly arise, still the teachers try to foster within female students the need of gender equity so that they can go ahead in every step of life at par with men.

Internal complaints committee as formed by the college Governing Body in accordance with the Vishaka Guidelines keeps a constant watch over the gender issues, so that, girl students and teachers are not harassed at any cost inside or outside the college premises thus maintaining a balanced, stable, healthy relationship towards conferring all opportunities to female students of the college.

The college has taken various initiatives to sensitize the students and teachers over the past few years regarding gender equity

The issues related to gender equity are incorporated in the syllabi of History and Philosophy and English which are taught to the students. Focus on gender sensitivity is one of the important curricula of different departments. In Philosophy, the concept of gender discrimination in the Indian context have been studied elaborately. Though all of them are women still the students do not lag behind in arranging the co-curricular activities all by themselves with enthusiasm and successfully accomplish them.

The college has taken initiative and conducted gender audit for the last five years till 2022-2023 to promote gender equity.

FACILITIES FOR WOMEN

- Identity Cards are issued to the students and teaching staff to restrict the entry of outsiders.
- A "Grievance Redressal Box" has been installed for all students as well as staff to register their respective grievances.
- Akui Kamalabala Women's College aims at zero tolerance against eve-teasing/ragging with wide publicity which is maintained by the Anti-Ragging committee & Grievance Cell.
- On the college campus, there is a separate washroom for male & female Teaching Staff respectively.
- Code of conduct is displayed on college website and intimated to the students. It is communicated through the college notice board and other noticeable places within the premises as well.
- Several Awareness programmes are conducted in the locality to increase awareness regarding

gender equity

COUNSELLING

- Various career counseling workshops are organized by the IQAC of the college to promote women education and prospects of bright career
- Student Credit Card Awareness Programme has been held to enable female students to progress with their career
- A seminar was organized by the Bengali Department on “Women in Bengali Literature and Culture” to enlighten with new ideas regarding the struggle of women through ages and the need of women empowerment in society

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. Green audit / Environment audit

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

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:

Our college registers cohesion of diverse group of students and teachers like Hindu, Muslim, Buddhist etc. Approximately 15% of students belong to SC/ST communities. Persistent and cordial initiatives in providing an inclusive environment is always taken by the college since its very inception. The college never allows any kind of communal feelings among the students coming from different socioeconomic groups. The teaching staff of the college are equally cordial to students of all communities, linguistic and regional categories.

- The college follows strictly the government guidelines in facilitating the financial help in respect of scholarship for different communities and castes. During the festive occasions like 'Durga Puja', 'Saraswati Puja', 'Muharram', 'Eid-ud-joha' the students and staff of all communities exchange good wishes, thus showing communal harmony within the college campus.
- The college undertakes a number of initiatives to provide an inclusive environment for the students and staff from different backgrounds through programmes like Fresher's welcome, Annual Sports and other cultural programmes etc.
- The institution declares holiday on several auspicious occasions like the Durga Puja, Chatt Puja, Buddha Purnima, Muharram, Eid-ul-zuha, Christmas, Good Friday, and the local ethnic festivals like Gajan, Manasha Puja, Sahela festival, Dol Utsav etc. The college extends financial support as well as encourages these local festivals to promote harmony within the society. In addition, the institution ensure fair treatment and unbiased treatment of all students coming from various cultural and ethnic backgrounds .
- An active Grievance Redressal committee is in place for swift redressal of any / all grievance. There is a Code of Conduct for both staff and student that is communicated through various

events and are displayed on the college website as well.

- College celebrates various commemorative days like the Republic Day, Independence Day with great enthusiasm and active participation of both staff and students. During some cultural programmes viz Basanta Utsav the staff, students, alumni as well as the people of locality belonging to all caste and creed unite to make it a grand success.
- Students and staff of the college are encouraged to join in performing several social services viz Swachh Bharat Abhiyan, plantation programmes, and extension activities among others. Students' study tour was arranged to make them aware of the importance of protecting the rich, cultural heritage of our country. Sensitivity programmes to ensure cultural harmony and tolerance among the students are conducted including one on the Gender Discrimination in India.
- Special Electoral camps are organized from time to time in collaboration with the Development office from time to time to enlighten the students about their rights and duties as responsible citizens of India. The Election campaign officer usually brings an Electronic Voting Machine (EVM) to give the eligible voters first-hand experience to cast vote.
- During Covid 19 pandemic, a vaccination camp was arranged for the students as well as staff irrespective of their background for the prevention of being affected by covid 19.

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:

Best Practice I:

1. Title of the practice

Aatmavishvaas: Cultivating girls' confidence and leadership

2. Objectives of the practice:

- To organize seminars, workshops to impart knowledge of opportunities available.
- To prepare the female students for competitive examinations both on state and national levels
- Identification of strong leadership qualities in their capacity.
- To enhance public speaking and interaction skill
- Creating opportunities for girl students to participate actively in curricular and co-curricular activities.

3. The context

From a young age, girls and women are less outdoor activities compared to boys and men. The exclusion of girls and women from outdoor activities may be due to multiple factors, such as embedded sociocultural gender norms and expectations, a lack of physical spaces for girls, lack of self-esteem and self-confidence and caregiving responsibilities that fall on female household members.

We wanted to continue the legacy of external support for the female students to believe that they belong to the outside world as much as any male member. We also wanted to strongly support the enthusiasm of students who are interested in various fields, even though they were average achievers in the classroom. Our aim is to break barriers and step outside their comfort zone.

4. Practice

As students work on building self-confidence, one way that educators can assist with this is to have students create obtainable goals. Monitoring their goal and giving them ownership in the goal may actually encourage them to try harder to obtain the goal that they have set.

Something so simple as giving students positive feedback can truly go a long way. The more positivity that a student may hear, the more likely they are to begin to believe it, as well as feel better about themselves.

Developing Skills have been a predominant venture of our college as they have to live up to the expectations of the industry and society. We impart skills through

- Inter – disciplinary course
- Training programmes
- Workshops
- Seminars
- Preparation for competitive examinations
- Motivation for public speaking

Evidence of success

- Capability to face intellectual challenges.
- Increased number students interested to appear in competitive exams.
- Through various activities viz. students' seminar, role play etc the students are being able to speak in front of public with admirable self-confidence
- Students came up with leadership qualities and began to work as a team.

- The students are inspired to participate in different activities like Quiz Competition, Debate, Group Discussion etc.
- The students developed their interpersonal qualities through this centre as Self Awareness, Empathy, Critical Thinking, Equanimity, Creative thinking, Decision Making, Problem solving, Effective Communication and Interpersonal Relationships.

Problems Encountered

- Parental illiteracy
- First generation learners.
- The problems encountered are related to financial assistance to certain extent. The College provided financial support for these activities.
- There is a need of special computer system with high speed internet/ Wi-Fi connectivity.
- Advanced competitive examination books, software and e-resources should be purchased every year for which fund is required
- As this is a women's college in a rural area, it takes time to create awareness and enthusiasm among the students and their families regarding career.

Best Practice:2

1. Title of the Practice

Promoting Women Health and Hygiene: The Benefits of using Sanitary Pads

2. Objectives of the Practice

- i. Creating awareness on menstruation-menstrual hygiene and management
- ii. Access to sanitary napkins to girl students and women of locality
- iii. Ensuring safe and environment friendly disposal of sanitary pads
- iv. To reduce absenteeism from classes during menstruation which leads to poor performance

3. The Context

Most women in the rural areas face prejudiced attitudes on menstruation, due to social and cultural restrictions. In general, girls lack awareness or have inadequate information about menstruation.

All the students of our college are from rural background and hail from economically weaker section. Many a time due to financial constraints girls are deprived of access to sanitary napkins. The women of surrounding areas of the college where the awareness programme was conducted (Jamai para, Akui, Bankura) are also deprived of access to sanitary napkins and use other means of protection which are mainly the reasons for problems like UTI and others.

4. The Practice

The inconvenience and health risks faced by our girl students and women of locality for not having access to sanitary napkins during periods was discussed in our college. It was decided to conduct awareness program for the girl students and local women and provide sanitary pads. The initial amount was contributed by the fund raised by the members of Teachers' Council. Lady staff volunteered to maintain the distribution of sanitary pad.

Awareness program, 'Promoting Women Health & Hygiene: The Benefits of using Sanitary Pads' is conducted in the locality. Detailed information on management of hygiene associated with the menstrual process was given. We also arranged a movie show (Pad Man, a 2018 biographical comedy-drama film written and directed by R. Balki) to spread awareness regarding women's menstrual hygiene.

5. Evidence of Success

The awareness program helped to understand that menstruation is a normal biological process.

Some of the feelings expressed by the girl students and local women are :

- i. They feel safe in case of unexpected menstruation.
- ii. Help them to manage periods, they need not carry the pads in their bags.
- iii. Helped to maintain healthy menstruation and concentrate on studies. Reduced the risk of urinary tract infections because of using damp menstrual clothes, using the sanitary pads for longer time.
- vii. The percentage of Sanitary napkins use among Akui jamai para village women has increased.

6. Problems Encountered:

Long term plan: Due to financial constrains at present the plan is executed by the college in a small way. A sanitary pad vending machine has to be installed in the college premises.

Proper disposal of sanitary napkin: At present used pads are disposed in dustbins, which is an unhygienic method. Hence incinerators have to be installed for the proper disposal.

The women of the locality cannot overcome their reservedness to contact with college and ask about their needs during their menstruation.

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:

Akui Kamalabala Women's College plays a vital role in the expansion of higher education among the Indian women following the philosophy of Swamiji. The thrust area of the College is to ensure barrier-free higher education to the deserving girl students. Our initiatives are guided mainly by goal of equitable access which includes Equality, Quality and Excellence, Relevance and Value-based education. The college aims at the academic, intellectual, moral and economic upliftment of students. Mental alertness, cultural exposure, physical fitness, secular outlook, crisis management and intellectual resourcefulness are some of the qualities it seeks to imbue in students.

The college focuses on the following thrust-areas to empower women and uplift women education.

Intellectual competence: No stone is left unturned in order to ensure that students are provided with the very best of academic excellence. The curriculum is vetted at various levels with inputs from academic experts. The methodology & pedagogy of teaching is maintained at a very high standard with the latest techniques used to deliver. Faculty are encouraged to constantly upgrade themselves to ensure that the students are provided with the latest and current information. Students who are not coping are helped with tutorial courses. Every opportunity and resource available in college are made available for the students to update their knowledge and ensure that they are well prepared with all that they need to know.

Moral uprightness: The liberal academic environment coupled with the discipline of timelines and general rules of conduct reinforce to the students a sense of responsibility. At every occasion, they are reminded of the moral choices they need to make in order to be successful in an ethical manner. Regular Human Value advices are provided by faculty members provide a structured way of reminding students of the values that are important in life. Faculty also continue to reinforce this message through real life examples as they complete the curriculum.

Social Commitment: The college provides opportunities for every single student to participate in a social outreach programme. The college regularly involves the neighbourhood in its outreach as a means of giving back.

Emotional stability: Students of the college are treated as the adults they are in all interactions with them. A safe and familial environment pervades the entire campus, providing a haven from all the cares that they have. Faculty members are extremely approachable and follow an open door system in interacting with students, discussing not only academic issues but personal issues as well. Mentorship is established with the class teacher system that ensures that the teachers are aware of the students and keep track of their progress and growth. Guidance and counselling are provided to them which helps them to decide their career choices.

Patriotism: Apart from the commemoration of National Festivals, a number of occasions are celebrated of national significance. Students are encouraged to participate . The aim in all the activities is not to foster symbolism but to help the students understand their true responsibilities as citizens of this country.

All-round development: Another distinctive character of the college is its continuous efforts to provide Women empowerment through innovation, diversity to enable to meet the educational, national and global needs which is in tandem with the Mission and Vision statements of the college. The curricular aspects of the college which follows the syllabi of Bankura University has distinctive characters offering a wide range of diversified, flexible and inter-disciplinary courses which are relevant to the socioeconomic needs at the regional, national and global standard. As the college is set in a rural part of the state, it encourages students to pursue skill development and vocational courses and imbibe diversified values from them needed for their future development. Our college also plans to introduce some vocational courses in near future to prepare the students for future. We are planning to introduce a vocational training programme on Mushroom Cultivation not only to train the students but also the people of the locality. It aims at creating far-sighted and responsible citizens who will certainly be the real human resource asset of future India.

All of the activities are carefully curated in advance through a system of strategic planning at the departmental & institutional level. Feedback is constantly solicited and compiled for future decision making. The 3 years of Undergraduate study thus ensures that in addition to knowledge of the programme that the student has graduated from she is also an intellectually competent, morally upright, emotionally stable, socially committed, spiritual & patriotic woman citizen of India who is ready to chart her course and take her place in contributing to the good of society.

Our college conducted a survey in the locality regarding their opinion of our college and the feedback obtained from them is summarized as follows:

- Most of the local people consider themselves fortunate to have a women's college in their locality as their daughters do not have to travel far to receive higher education.
- The cultural programmes conducted by the college are entertaining and inspiring.
- The nearby school is benefitted as the female students can opt for various subjects provided by the college to pursue higher education.

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

5. CONCLUSION

Additional Information :

This college is registered as the second women's college under Bankura University. Located in the remote area of Akui, Bankura, this college pledges to educate women of the locality and make sure that the women of this village can strive in the bigger world at par with men and receive respect in all fields that they truly deserve.

Concluding Remarks :

Over all conclusion

The college comprises of newly constructed one-storey building, having moderate academic, administrative infrastructure manned by an efficient staff. The premise eloquently supports the quality of its undergraduate programmes in Arts. This college takes pride in being a place where students come from economically backward families. Despite several infrastructural, financial and other challengers, the college has made sincere efforts in quality measures in all aspects of its functioning. It is a matter of pride to mention that our students were continuously maintaining satisfactory positions in merit list of Arts in University examinations. There is increase in number of Ph.D. holders and research publications within the faculty members. Achievements in Sports, improvement in e-governance, collaborations and MoUs, conduct of Green Audit and Academic and Administrative Audit, use of ICT in teaching and learning, enhancement of IT facilities, activities of Alumni Association, etc are showing significant progress.

By fulfilling our vision mission, our college has been on the path to improve the quality of education since its inception by leveraging small and collective effort. The entire IQAC under the leadership of the Principal has taken various initiatives to try to implement the various important aspects of the new National Education Policy as far as possible within our small and limited capacity. With the unremitting efforts of the team, students and other teaching staff, the college is moving towards the future with the determination to provide quality education. The firm support provided by our proactive, progressive and visionary Governing Body has helped us to become an institution that fosters academic, professional, emotional and social development of our students.

The future plans of the college to enhance women education in this remote area of Bankura District are as follows:

- To develop the college building with more infrastructural facilities
- To introduce science-based subjects
- To introduce few new departments with new courses
- To introduce new courses along with some certificate job-oriented courses
- To further collaborative activities with other colleges, institutes, NGOs and foreign institutions.
- To introduce more academic and extra-curricular programmes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.2	<p>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)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>7</td> <td>7</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : DVV has only considered the teachers for which the degree certificated has been provided by the HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	7	6	7	7	3	2022-23	2021-22	2020-21	2019-20	2018-19	3	3	3	3	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	6	7	7	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	3	3	3	3																	
5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>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.)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	2	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	0	0	0	0																	

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
4.2	6.6	7.29	22.72	41.07

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.40	2.95	5.07	23.18	40.92