SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BUDGE BUDGE COLLEGE

SEVEN, DESHBANDHU CHITTARANJAN ROAD, BUDGE BUDGE, TWENTY
FOUR PARGANAS (SOUTH)
700137
www.wbbudgebudgecollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Budge Budge College, located at 7, Deshbandhu Chittaranjan Road, Budge Budge, Kolkata, West Bengal, India, was established on December 10, 1971. The college initially operated from a different location with limited facilities before moving to its current campus. It has the distinction of having the renowned writer late Narayan Ganguly as its Founder President of the Governing Body and late Prof. Prithwis Dutta as its first Principal. The institution has been dedicated to advancing education in the suburbs of Kolkata since its inception. The College strives to cultivate an environment that promotes holistic growth among its students, taking into consideration the evolving pedagogical and learning processes. By incorporating more contemporary academic disciplines and extracurricular pursuits, the college endeavours to cultivate a dynamic campus environment under the dynamic leadership of the present Principal, Dr. Debjani Datta. The primary objectives of the college are:

- To foster students' potential in all areas while providing them with a value-based education that instils fundamental moral principles in their minds.
- To ensure that students have sufficient access to relevant information and communication technology resources and to improve their access to up-to-date technologies.
- To provide a broader perspective on serving the rural student population of South 24 PGS, West Bengal, and to empower female students to contribute more effectively to society.

The college is enlisted in the UGC panel of recognised colleges under sections 2f and 12B of the UGC Act 1956. The college has a campus area of 14558.2 square meters and built-up area of 30,247.68 square meters.

Vision

The vision of the college is to make the students self-reliant and to inculcate love of knowledge and provide holistic inclusive education to the student coming from every stratum of the society so that they can establish themselves as ideal responsible citizens and ensure the development of the society they live in.

Mission

The mission of the college is to move towards excellence in higher education. In order to achieve this, the college co-ordinates the activities of the teachers, students and other staff members to ensure smooth functioning and all round development of academic as well as other curricular activities. The college ensures better dissemination of pedagogical issues and building up of progressive, dynamic, rational and analytic outlook among students who eventually become responsible citizens. The mission of the college is also to ensure gender development by emphasizing on women education and thereby empowering them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. At present, 32 undergraduate programmes are being taught (16 CBCS programmes introduced from the academic years 2017-18 and 2018-19 and 16 CCF programmes introduced from the present academic year 2023-24).
2. The college is equipped with modern ICT enabled and smart classrooms.
3. Resourceful Library with updated books, journals, newspapers and e-resources formsthe heart of this institution.
4. Well-equipped state-of-the-art laboratories for UG students are one of the key pillars of strength of the college.
5. Of all the permanent faculty positions, only one is vacant.
6. 50 % of the faculty members hold PhD degree.
7. Hon'ble principal has co-authored a book with a faculty member of the English Department.
8. The college faculty is actively involved in research and publication of articles and chapters in acclaimed journals and books respectively.
9. Efficient Management based on decentralization and co-ordination with all stakeholders is one of the hallmarks of the college.
10. An inclusive, disabled friendly and gender-neutral campus.
11. The institution provides financial support to the economically disadvantaged students to enable them to pursue higher education with dignity.
12. Excursions, field trips and internships for enhancement of knowledge as per curriculum is provided.
13. Online and offline feedbacks from students and other stakeholders help to steer the college in the path of further progress.
14. The college campus is equipped with Biometric system for staff attendance, fire extinguishers, CCTV cameras, Wi-Fi internet and high bandwidth structured LAN facility.
15. The NSS units engender sense of social responsibility through regular campus cleaning drives, AIDS and Thalassemia Awareness Programmes, tree plantation in adjoining localities, special camps on literacy, medicine, student counselling and water conservation.
16. Online classes were held during pandemic and website was updated with e-content. Faculties provided academic support to the students by making class schedules more flexible and student-friendly during the pandemic phase.
17. The institution possesses eco- friendly green campus with gardens, solar panel system and sustainable waste management system. Green and energy audit have been conducted.
18. Active NCC unit (under WB&S Directorate) won accolades at the national level.
19. The campus is adorned with a well-furnished air-conditioned smart auditorium.
20. Memoranda of Understanding with a number of colleges have been signed and Teacher- exchange programmes have been conducted.
21. Free Studentship is provided to the needy students.

Institutional Weakness

1. Access to various fields of higher education is denied to students on account of their poor economic background.
2. Satisfactory academic grades are often a misleading indicator and is contrasted with weak presentation and language skills that in turn effect the employability of students.
3. Located in the busy and crowded suburb, the college suffers from space shortage manifested through insufficient number of classrooms, laboratories, library space, etc.
4. This space constraint is also evident in the lack of a playground within the campus.
5. The institution is under-resourced as far as number of office, laboratory and library staff is concerned.

6. Many first generation learners of the student community coming from remote rural areas often lack much needed family support to pursue further education and end up dropping out before completing graduation.
7. The institution lacks interdisciplinary projects at present.
8. In spite of a significant number of scholarship programmes to ensure continuation of their education, there still remains a tendency among students of the general stream to drop out before completion of graduation in order to join vocational courses.
9. There is currently no accommodation facility for outstation students or for students coming from far within the campus.
10. The institution lacks in-campus accommodation facilities for college staff.

Institutional Opportunity

1. Due to its easy accessibility by land, rail and waterways, the future of this institution remains bright with the prospect of even greater conglomeration of students.
2. Keeping the increase in student admission with every passing year in view, there shines a bright possibility of extension of the campus in the horizon. The extended campus is envisioned as a green space with adequate space for a playground.
3. In order to ensure the security of the largest stakeholder of the institution, i.e. the students, Biometric Attendance for them can be introduced in near future.
4. Affordable higher education opportunities for students can be initiated by introducing post- graduation level in certain disciplines.
5. In the absence of any registered Alumni Association, there is room for improvement as far as the alumni input and support system is concerned.

Institutional Challenge

1. Upgradation and maintenance of infrastructural facilities is severely affected due to the dependence of the institution on financial support from government sources available at irregular intervals.
2. Lack of motivation and support for students coming from financially challenged backgrounds is one of the towering challenges facing the institution.
3. The infrastructure of the college is not upgraded enough to support CBCS and CCF modes of dissemination.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Budge Budge College is affiliated to the University of Calcutta. At present the college is implementing an effective curriculum delivery system based on the curriculum framed by the University of Calcutta in 32 undergraduate programmes across Arts, Commerce and Science streams: 16 programmes under the Choice Based Credit System (CBCS) introduced from the academic years 2017-18 and 2018-19 and 16 programmes under the Credit and Curriculum Framework (CCF) based on the New Education Policy (NEP), 2020, introduced from the current academic year 2023-24.. The academic calendar is formulated by the Academic Sub-Committee i n consultation with various departments, ensuring a comprehensive and collaborative

approach. Faculty members, assigned based on their expertise, employ a mix of traditional and innovative teaching methods, including the use of ICT tools, to focus on Outcome-Based Education. This blend of methodologies is aimed at enhancing student engagement and learning outcomes. In addition to regular classroom instruction, the college emphasizes skill development through model- based learning, seminars, and industrial visits, which are integral to holistic education. These activities are designed to bridge the gap between theoretical knowledge and practical application. Continuous internal evaluation plays a crucial role in this educational framework, helping to identify varying learning needs and abilities among students. This approach enables faculty to provide targeted support, ensuring that all students, regardless of their learning pace, receive appropriate educational nurturing. Collaborations with other colleges through Memoranda of Understanding (MoU) facilitate faculty exchange programs, enriching the diversity and quality of curriculum delivery. The curriculum also includes comprehensive coverage of important global and local issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability across a wide range of disciplines. This integration aims to foster a sense of responsibility and adaptability in students, aligning with the college's objective of shaping well-rounded individuals. Following the NAAC guidelines, feedback from students and the employer is regularly gathered and analyzed, providing valuable insights for continuous improvement in curriculum design and delivery.

Teaching-learning and Evaluation

Budge Budge College adopts a multifaceted teaching approach to enhance student learning and engagement. The college utilizes a blend of traditional lecture methods, practical experiments, audio-visual techniques, and digital platforms like Google Classroom. This diverse methodology aims to develop students' creative, cognitive, and communicative skills. Emphasis is placed on interactive learning, encouraging students to participate in group discussions, debates, and cultural programs. The college fosters an environment that discourages rote memorization, instead promoting the use of library and online resources for independent learning.

To further student engagement and competition, the college organizes quizzes, seminars, and encourages participation in inter- and intra-college competitions. Faculty members provide counselling for competitive exams and opportunities for student publications. Special attention is given to weaker students through personalized counselling and doubt-clearing sessions, both during and outside class hours, utilizing social media platforms for accessibility.

The college leverages modern ICT tools like PPTs, LCDs, and interactive smart boards to enhance the teaching-learning experience. Access to digital resources, including national and international digital libraries, supports this approach. The college is stringent in its internal assessment methods, adhering to university guidelines, with a focus on transparency and academic integrity. Course outcomes are carefully designed to balance immediate knowledge enhancement and long-term character development. Regular assessments, including quizzes, debates, and surprise tests, help in identifying both advanced and slow learners, enabling tailored educational strategies. This holistic educational approach is aimed at equipping students with both academic knowledge and essential life skills.

Research, Innovations and Extension

Faculty members of the college are encouraged to complete PhDs. While undergoing doctoral programme, teaching load is remitted and duty leaves are provided from time to time. The college regularly organises

webinars/seminars/workshops/lectures and renowned subject experts are invited as speakers. Students and faculties are encouraged to participate in seminars and present papers outside the college. The college enters into MOU with renowned institutions to encourage faculty exchange and collaboration. The college has a huge repository of resources which facilitates research. The college library has a rich collection of 22,646 books. The library is a member of INFLIBNET-NLIST project which ensures access to eBooks and journals. The interdisciplinary research undertaken by the faculty members are reflected in the publications in peer reviewed journals and books, and the awards and recognition received by them. The NCC and NSS units carry out the extension activities with help of teachers and students. Environmental awareness and sanitation initiatives are regularly conducted. Collaboration with stakeholders like government bodies and NGOs are entered into to facilitate such activities.

Infrastructure and Learning Resources

The Institution has the mission to provide the best possible infrastructure to create an effective teaching-learning environment through extensive use of ICT and the infrastructure of the institution has been upgraded over the years with this end in view. In spite of being limited within a small campus nestled in the heart of a bustling suburb, the college provides excellent infrastructural support. Most of the classrooms have been renovated on modern lines with required furniture, Wi-Fi connectivity, vitrified tiled floors, complete air conditioning, interactive projectors, white boards, power back up etc. The science laboratories are furnished with state-of-the-art equipments for teaching, learning and research purposes. Computer labs provide support for IT related subjects in Commerce. The Geography department is upgraded with GIS Lab, SPSS package for teaching and specialized instruments. Central Library has sufficient computers for surfing book catalogues, viewing e-journals and online learning resources. The college library is also equipped with printer, learning and research facilities. A dedicated seminar hall with audio- visual facilities is in place for regular use. Sufficient number of sports equipments are issued to the students as per requirement. Gymnasium established in 2012 has modern instruments for total body workout. Classrooms are available for students' society meetings. There is a dedicated space for career counselling unit. A dedicated sick room with adequate facilities is also available for students, faculty and staff. The Central Library on the first floor of the college campus is well-organized and serves as a centre of knowledge. It holds an impressive collection of books and journals and has dedicated reading areas for students as well as faculty members. The college provides adequate IT facilities which are constantly updated and well maintained from time to time for better functionality and service.

Student Support and Progression

The college facilitates learning by implementing various scholarship programs like Swami Vivekananda Merit cum Means Scholarship, Aikyashree for Minority, Post-Matric SC Scholarship, Post-Matric ST Scholarship, Post-Matric OBC Scholarship (OASIS), Kanyashree (K1 and K2). It encourages Career Counselling Sessions by various reputed organisations to help students navigate their careers following their graduation. An active Gender and Anti-Ragging Cell maintains strict vigilance empowered by constant monitoring by the teachers and a persistent CCTV surveillance. The institution has thus kept at bay any unpleasant occurrences like gender assault and ragging in the past five years. Many of the students opt for higher education and enroll in Master Degree Courses in established educational institutions like University of Calcutta, Rabindra Bharati University, Diamond Harbour Women's University, Neotia University, Dinobandhu Andrews College, IGNOU, NSOU, Brainware University etc. Students qualify in state-level competitive exams like TET as well as win accolades for presenting stellar cultural performances. Students have actively participated in the Foundation Day Celebration and Rabindra Jayanti which were organized through the collaboration of the Cultural Sub-

Committee and the General Secretary of the student body. Annual Social program was held to entertain the students, especially to provide them with some relief after the pent-up years of pandemic existence. Students also offered their veneration to Goddess Saraswati to show their respect to their institution and learning in general. Our versatile students have also participated in diverse academic and cultural activities like Youth Parliament, Poster and Dance competitions and have got recognition for their sheer spirit of participation.

Governance, Leadership and Management

The governance of the institution is reflective of and in tune with the vision and mission of the institution. The vision of the college is to make the students self-reliant and inculcate a love of knowledge and provide holistic and inclusive education to the student coming from every stratum of society so that they can establish themselves as ideal responsible citizens. Our mission is to move towards excellence in higher education by ensuring gender equality. In order to achieve this, the college coordinates the activities of the teachers, students and other staff members and ensures smooth functioning, all-round development of academic as well as other curricular activities. The management trusts in the decentralization and participative functioning of the college as evidenced in its involving all departments and sub-committees in taking vital decisions related to teaching-learning. The head of the institution working in tandem with and as a part of the Governing Body ensures the smooth running of all organs of the college. Various Faculty Empowerment Strategies like Encouragement & Motivation and General Welfare Schemes for teaching and Non-Teaching Staff are taken up to maintain a positive work environment. Career Advancement Scheme (CAS) for promotion of teachers as per UGC and State Government rules is in place. The institution conducts internal and external financial audits regularly. The college has a separate mechanism to ensure financial discipline. The institution reviews its teaching learning process, structures & methodologies of Operations and learning outcomes at periodic intervals through IQAC which has worked very efficiently even during the lockdown period in ensuring the continuity of teaching-learning process.

Institutional Values and Best Practices

In this institution, students are constantly kept abreast of gender related issues and sensitized about the complexities of gendered space through various disciplines, seminars and everyday communication. Eradication of gender inequality and asserting the importance of gender rights are few of the important focal points in the running of the institution. A stringent CCTV surveillance only reinforces this approach. Arts-Humanities, Commerce and Science disciplines deploy different modes of teaching and a variety of teaching aids. Various forms of bio-degradable and non-biodegradable wastes thus generated by the college are either recycled or systematically disposed or handed over to the local municipality. The college emphasizes on maintaining a green campus by restricting the use of plastic and automobiles and promoting the use of bicycles and landscaping of trees and plants. The college inculcates in the hearts of the students, a sense of belongingness towards the society by making new students aware of their code of conduct, celebrating Independence day, Republic day, Foundation day and by teaching students in general, the importance of constitutional duties, obligations and socio- cultural values. The campus also maintains an inclusive environment by creating a Divyangjan- friendly atmosphere. The college celebrates various national and international commemorative days to enrich educational experience and enhance cultural integrity. Various best practices like Student Welfare Incentive and Financial Assistance, Model Questions Bank, Applied Curricular and Co-Curricular Research for Students are executed to facilitate the teaching learning process of these mostly first-generation learners. It is indeed very heartening to find the faculty members fighting all-out to support their students academically by providing them with specimen or presentation copies of various books and other

academic resources.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BUDGE BUDGE COLLEGE
Address	SEVEN, DESHBANDHU CHITTARANJAN ROAD, BUDGE BUDGE, TWENTY FOUR PARGANAS (SOUTH)
City	KOLKATA
State	West Bengal
Pin	700137
Website	www.wbbudgebudgecollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	DEBJANI DATTA	033-24805168	9874224929	-	budgebudgecollege@gmail.com
IQAC / CIQA coordinator	SANDIP SINHA	033-24701454	9831673570	-	iqacbbcollege@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-12-1983	[View Document](#)
12B of UGC	16-12-1983	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SEVEN, DESHBANDHU CHITTARANJAN ROAD, BUDGE BUDGE, TWENTY FOUR PARGANAS (SOUTH)	Semi-urban	3.597	30247.68

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, Honours and Honours with Research	48	HS Qualified	Bengali	147	19
UG	BA,Education,Honours and Honours with Research	48	HS Qualified	English,Bengali	77	34
UG	BA,Geography,Honours and Honours with Research	48	HS Qualified	English,Bengali	37	8
UG	BSc,Geography,Honours and Honours with Research	48	HS Qualified	English,Bengali	40	11
UG	BA,History, Honours and Honours with Research	48	HS Qualified	English,Bengali	112	36
UG	BA,Philosophy,Honours and Honours with Research	48	HS Qualified	English,Bengali	45	2
UG	BA,Political Science,Honours and Honours with Research	48	HS Qualified	English,Bengali	112	64
UG	BA,English, Honours and Honours with Research	48	HS Qualified	English,Bengali	45	37

UG	BSc,Economics,Honours and Honours with Research	48	HS Qualified	English,Bengali	31	0
UG	BSc,Botany,Honours and Honours with Research	48	HS Qualified	English,Bengali	24	9
UG	BSc,Food And Nutrition,Honours and Honours with Research	48	HS Qualified	English,English,Bengali,Bengali	32	10
UG	BSc,Zoology,Honours and Honours with Research	48	HS Qualified	English,English,Bengali,Bengali	44	11
UG	BCom,Commerce,Honours and Honours with Research	48	HS Qualified	English,English,Bengali,Bengali	176	76
UG	BA,Multidisciplinary,Multidisciplinary	36	HS Qualified	English,English,Bengali,Bengali	895	772
UG	BSc,Multidisciplinary,Multidisciplinary	36	HS Qualified	English,English,Bengali,Bengali	42	28
UG	BCom,Multidisciplinary,Multidisciplinary	36	HS Qualified	English,English,Bengali,Bengali	72	44

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				38			
Recruited	0	0	0	0	5	2	0	7	14	23	0	37
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	10	0	0	10
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	1	0	4	12	0	22
M.Phil.	0	0	0	0	0	0	4	3	0	7
PG	0	0	0	0	1	0	6	8	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	469	0	0	0	469
	Female	692	0	0	0	692
	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	77	92	86	80
	Female	81	110	112	111
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	60	55	33	42
	Female	58	74	61	51
	Others	0	0	0	0
General	Male	367	359	380	313
	Female	520	544	617	575
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1164	1235	1290	1172

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college envisions to transform itself into a holistic, multidisciplinary institution which will impart knowledge, social and technical skills to students thereby empowering them to develop

	flexibility in career choices. In the path to achieving this milestone, it also emphasises upon women's empowerment. In a bid to imbibe and execute norms set forth by NEP, the college encourages its departments to hold seminars to sensitize students about future career options. The regular excursions held by the college help student develop essential life skills to cope up in challenging, real-life situations. Keeping in tandem with the goals put forward by NEP, the college incorporates life skills, critical thinking, problem solving and interpersonal skills as a vital part of its pedagogy. The core mottos guiding our college are equality, diversity, integrity, inclusivity and respect. Innovative curricular patterns are made available through Choice-Based Credit System of learning (CBCS). The college always tries to provide a conducive environment for all-round development of students. National Service Scheme (NSS), National Cadet Corps (NCC) help develop social awareness, inculcate social responsibilities and increase the resilience of the student community. The efforts of honourable Principal and her dedicated team of other college members in building and maintaining an eco-friendly campus is one of the outstanding features of this college. It has also gone for Green Audit to survey the existing environmental practices and to assess the significance of the features found to facilitate the development of Environment Action Plan (EAP) with clear, long-term objectives and the program for implementation. In order to conserve the environment within the campus, the college focuses on rainwater harvesting, reuse of waste water, rooftop solar panels for developing sustainable modes of power generation. By ensuring safe disposal of wet and dry waste, the college also maintains a very clean campus. In this way, the college holds itself up as a model to inspire students to undergo holistic development and become better citizens of tomorrow.
2. Academic bank of credits (ABC):	The college is awaiting further orders and instructions from UGC, Department of Higher Education and the University of Calcutta, to which itis affiliated, for implementation of academic bank of credits.
3. Skill development:	The college organises regular health camps and AIDS Awareness camps within the campus. It has also participated in a Dengue Awareness Camp organised

	by Calcutta University. Participation is such camps help enhance the life-skills of students in combating challenging health situations in future. The college observes important events such as the Earth Day by organising exhibition of write-ups and paintings by students. Every year, the month of September is observed as Nutrition Month by the Food and Nutrition department. All these events enhance skill and awareness for embracing exigent situations and inevitable changes in future.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college places a great deal of premium in executing the recommendation of National Education Policy (2020) which advises to promote Indian art and culture by integrating them in the main curriculum. The emerging importance of India in the global map, owing to its rich cultural heritage and tradition of art and literature, has been mirrored by the curricular and pedagogical approach of the college. It prioritises local knowledge rooted in Indian tradition while disseminating information in several fields. The Philosophy and Sanskrit departments of the college strongly inculcate Indian values by making students aware of various Indian knowledge systems. Sanskrit literature has the very first known reference to environmental ethics. Any scientific endeavour that is premised on sustainable development ethics, had originated in India. Indian knowledge systems rooted in Indian philosophy have been the breeding grounds for scientific terminologies. Indian philosophy encompasses various aspects of Indian and global epistemology, metaphysics, ethics and psychology. Students are made aware of the immense importance of their mother culture by showing how Indian knowledge systems have been integrated into our language, thought and action. International Mother Language Day is observed every year by the Bengali Department through a poignant and evocative wall magazine. Various cultural programmes are held in college throughout the year to celebrate the cultural diversity and uniqueness of India. All departments of the college use bi-lingual mode of teaching to make the learning process more relatable and relevant for the students. It is strongly believed by the college that the students thus educated would develop strong sense of identity and feel proud to be a part of the Indian cultural legacy.

5. Focus on Outcome based education (OBE):	5.Focus on Outcome based education (OBE): Budge Budge College focuses upon outcome-based learning. Every department has its formulated course or programme outcomes for the students to look into and have a clear idea about at the very outset of the course. Faculty and students both focus on this academic map to reach the desired goal at the completion of course. Outcomes however are not only reached through the prescribed syllabus but also through co-curricular activities like field trips and/or excursions (as permitted by the curriculum). Thus, outcome based education is adhered to in order to focus clearly and deliberately on student learning. Activities like faculty exchange programmes, hybrid mode of teaching etc. engage the students with the current industrial needs, trending and contemporary activities in academia. After graduation, our students can opt for training for jobs under Government of India, state recruitment boards, banks, retail outlets, NGOs and other reputable organisations or institutes. They can even join front office jobs directly following the completion of their college degree. Departments like Chemistry help the students in understanding present and future industrial needs whereas departments like Geography help the students in giving multidisciplinary efforts to advance the frontiers of knowledge. The literature and humanities students are supposed to acquire a healthy respect for all religions, cultures and humanity at large at the completion of their course. On the whole, all the programmes aim to achieve the outcome of instilling the spirit of tolerance, enquiry, analysis and working in the present global economy.
6. Distance education/online education:	The pandemic changed the world's notion of imparting education and Budge Budge College was no exception. It readily switched onto online/blended mode of study during the pandemic. Classes were held regularly according to the routine during lockdown period. Various virtual classrooms and chat groups were formed to facilitate the flow of information and digital study resources. Teachers and students still remain connected through these digital podiums after the resumption of physical classes. In fact, virtual classrooms are now acting as digital archives for students from where they get all necessary study materials. The college acts as a study centre of Netaji Subhas Open University which

	provides a readily available avenue for the existing students to pursue higher education. Dynamic in its approach, the college is ready to adapt and adopt according to the rising demands of NEP. The members of the academic community of the college are constantly upgrading their knowledge and skills by attending seminars, conferences and workshops on the emerging trends in Indian education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES, Electoral Literacy Club has been functional in the college since the academic session of 2023-24. It is composed of both faculty members and students from Science, Social Science and Humanities Streams. The current composition of the ELECTORAL LITERACY CLUB is as follows: 1. Dr. Dipak Mandal, Associate Professor, Dept. of History (Co-ordinating Faculty Member) 2. Dr. Sweta Dutta, Assistant Professor, Dept. of History 3. Dr. Swati Sachdev, Assistant Professor, Dept. of Geography 4. Dr. Priyanka Bose Das, Assistant Professor, Dept. of Education 5. Mr. Somenath Bose (Non-teaching Staff- Co-ordinating Non-teaching Staff Member) 6. Mr. Saroj Nag (Non-teaching Staff) 7. Mr. Nilesh Roy (Non-teaching Staff) 8. Mr. Anis Ahmed (Non-teaching Staff) 9. Mr. Nilay Malik (Student, Semester-V, History Honours- Students' Co-ordinator) 10. Ms. Selki Santra (Student, Semester-lll, B.A. -General) 11. Mr. Bidhan Chandra Ghosh (Student, Semester-lll, Education Honours) 12. Mr. Sarthak Adhikary (Student, Semester-1, History Honours) 13. Ms. Alka Yeasmin (Student, Semester-lll, Zoology Honours) 14. Mr. Debjit Mal (Student, Semester-V, Geography Honours)
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' co-ordinator and coordinating faculty members are appointed by the College and ELC is functional. Students from multiple disciplines and diverse socio-economic backgrounds are represented in ELCs. So, it is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	The college actively participates in the Youth Parliament Competition held by State Government every year. Students across all departments are trained to participate in this forum which sensitizes

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.

them about parliamentary and electoral processes. On 8th January 2024, a one-day awareness seminar titled 'Electoral Awareness and Democratic Rights' was organised by the Electoral Literacy Club at the college auditorium / Convention Centre for the students of Budge Budge College. The speaker for the occasion was the hon'ble Principal of Budge Budge College, Dr. Debjani Datta. The seminar was attended by students and faculty members of the institution. The objective was to instil in the new adults a consciousness towards their duties as Indian citizens. The speaker covered a range of topics, including the Indian electoral system and the constitutional rights and duties of Indian citizens. It covered the fundamentals of multiparty systems and the many aspects of our nation & parliamentary democracy. During the interactive discourse, topics such as the function of political parties, role of election commission, voting procedures for Indian people, and the idea of universal adult franchise were covered. The political rights of Indian citizens, the rights enshrined in the constitution, and the democratic practices of our federal system were also covered. All of these contribute to the preservation of our constitutional values and strengthen the democratic principles and the idea of India.

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.

Students very enthusiastically participate in the Youth Parliament every year. This event organised by State Government goes a long way in raising their awareness about electoral procedures and other socio-economic issues. This event provides a much-needed podium for holding healthy discussions on political reforms and activities as well as on policy making. On 8th January 2024, a one-day awareness seminar titled 'Electoral Awareness and Democratic Rights' was organised by the Electoral Literacy Club at the college auditorium / Convention Centre to cover the fundamentals of multiparty systems and the many aspects of our nation & parliamentary democracy. Topics such as the function of political parties, role of election commission, voting procedures for Indian people, the idea of universal adult franchise, the political rights of Indian citizens, the rights enshrined in the constitution, and the democratic practices of our federal system were covered. The event aimed at strengthening democratic principles and the idea of India.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Most of the students from third to sixth semesters are already enrolled as voters. About half of the first and second semester students are yet to be enlisted as voters. Posters and hoardings have been placed at strategic locations within the campus to acquaint and encourage students about the registration process. These posters inform students about web addresses of National Voters' Services Portal and Systematic Voters' Education and Electoral Participation. In order to help students register as voters and exercise their voting rights in all elections, the Voters' Pledge is displayed in prominent locations in the college throughout the year.

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
2913	3130	2919	2656	2595

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: 44

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
41	41	43	23	23

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
64.77143	42.30816	28.37202	100.80953	64.79529

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:

Budge Budge College is affiliated to the University of Calcutta and has an important role in this peri-urban neighbourhood of Kolkata, where majority of the students are first generation learners. The institution ensures empowerment of the students and their holistic growth through effective curriculum planning, adherence to academic calendar and continuous internal assessment.

At present the college is implementing an effective curriculum delivery system based on the curriculum framed by the University of Calcutta in 32 undergraduate programmes across Arts, Commerce and Science streams: 16 programmes under the Choice Based Credit System (CBCS) introduced from the academic years 2017-18 and 2018-19 and 16 programmes under the Credit and Curriculum Framework (CCF) based on the New Education Policy (NEP), 2020, introduced from the current academic year 2023-24.

The Academic Sub-committee prepares the *Academic Calendar* in conformity with the academic time-frame prepared by its affiliating University of Calcutta at the start of new session demarcating the tentative dates for the admissions, internal examinations, selection tests, field visits and extra-curricular activities like Sports. This assists in planning out the curricular, co-curricular, extra-curricular activities and formulation of master routine in consultation with various departments. In view of the special pandemic related challenges in 2019-2020 & 2020-2021 academic session, the academic calendar was modified by the University in consonance with the new guidelines provided by UGC and the college accordingly revamped its calendar as well. Towards the end of the session 2020-2021 specific measures were undertaken to revert to the original schedule as the situation progressively normalised.

Based on the master routine, for effective curriculum delivery the various departments undertake division of syllabus to enable efficient *curriculum planning* and allocate the classes from the master routine among the faculty members of the department. The departments diligently follow the academic calendar, master routine and curriculum planning to address all academic concerns and achieve optimum results.

In addition, for effective curriculum delivery regular *continuous internal assessments* are undertaken and students' feedback is taken. During the annual system, the college arranged midterm, while under the CBCS due to the tightly packed class schedule continuous evaluation has become a necessity. Hence focus is on class tests, surprise tests, oral Q & A sessions, quiz to evaluate the progress of the students on the subject. They are encouraged to participate in classroom brainstorming and group discussions. Teachers provide regular feedback to students to help them improve. During the pandemic, departments took recourse to online evaluation e.g. online MCQ-type class tests, online Google form-based evaluation, e-laboratory notebooks to assess the academic progress of the students. Thus, various

departments take recourse to different measures to assess students' comprehensive knowledge regarding the concepts on which information is imparted throughout the semester.

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

1.2.2

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our Institution is affiliated to the University of Calcutta hence it has to follow the curricula of this University for teaching Honours and General subjects in the UG stream. This curriculum covers different aspects of Professional Ethics, Gender, Human Values, Environment and Sustainability in different sections of the Subjects viz., Botany, Chemistry, Commerce, Education, Environmental Science, Food and Nutrition, Geography, History, Philosophy, Sanskrit and Zoology.

Consequently, in the Theory and Practical classes the Honours and General students of our Institution are made acquainted with relevant crosscutting issues that address the above stated socioeconomic, cultural, ethical and environmental issues and values.

Subjects like Education specifically include topics on Gender, Values and Sustainable Development. Philosophy teaches the students about the Indian Value System. The compulsory paper of Environmental Studies make them aware about the threat, we are facing related to the environmental issues. The lessons taught in Sanskrit Literature are linked towards Indian traditional values. Gender issues are dealt in both English literature and Political Science. The present trends related to these issues are being referred to while deliberating lectures of the subjects mentioned above.

Through different sub-committees viz., Anti-Sexual Harassment Cell empowered by Female Professors of this College redresses and integrates, from time to time relevant Gender issues mentioned in the Curriculum.

Gender and Ethics are the important components of the curriculum. Most courses have sections on gender analysis like differentials in mortality, morbidity, health services utilization, feminization of population ageing, female labour force, female migration, marriage, sex ratio, gender gaps in education, etc

These undergraduate students are especially trained with the present local and global sustainability and management issues of climate change, global warming, natural hazards and disasters and renewable energy resources and biodiversity which are nowadays pan-global as well as transdisciplinary themes through a mandatory course on Environmental Studies in the first year of their undergraduate program.

Students are encouraged to participate in other programmes, such as online quiz contests, essay competitions hosted by other institutions.

Human values are fostered through the NSS and activities of Srijan Centre for Community Welfare involving community outreach and other social welfare programmes.

The Annual Social, Independence Day and Republic Day celebrations, as well as other activities of the Cells contribute to upholding the values of multiculturalism, Unity in Diversity etc.

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: 39.65

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

Response: 1155

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
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: 77.76

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
1164	1235	1290	1172	1248

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

2022-23	2021-22	2020-21	2019-20	2018-19
1580	1580	1580	1580	1536

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: 40.38

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
277	332	293	284	242

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
711	711	711	711	692

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: 71.05

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:

Experiential Learning, participatory learning and problem solving are integral part of student centric learning process in our College. This successfully caters to the need of a diversified learner group. The colleges normally adopts Lecture Method and Hands-On Training on practical experiments, Audio-Visual Methodology, Field trips, Excursion, Debates etc., but during pandemic, ICT tools and e-platforms (WhasApp, G-meet, Zoom Google Classroom, Debates, Webinars, and Workshops etc.) were widely used for successful running of the classes and for giving assignments to the students. Some teachers use Google forms to evaluate students.

In view of the pandemic, all departments relied on online teaching using live video lectures / meetings, YouTube videos, recorded audio lectures etc. as the primary mode of teaching. Faculty members prepare e-resources in the form of PPTs and digital materials which are made available to students through Google classrooms and even personal .In order to have participatory learning even at the virtual level, regular Online Assignments / Quiz through google forms were undertaken on various topics.The college has prioritized use of ICT in teaching-learning process. The teachers make the classes as interactive as possible and also encourage innovative thought and novel interpretations in-sync with the latest discoveries in various fields of knowledge.

Even after pandemic, ICT continued as a boon to teaching learning process, where both students and teachers enhance their creative, cognitive and communicative skills. Students are made to participate in group discussions and cultural programmes.

They are encouraged to use the library or online resources from authorized sources as much as possible in their free time. The learning experience is upgraded by extensive use of ICT-tools- PPTs, LCD, interactive smart boards by teachers. Staff rooms, central library, college office and all the laboratories have networked internet connections through LAN or Wifi. Faculty members are enriched through online portals such as National Digital library and access to INFLIBNET consortium subscription which facilitates teaching learning, Webinars, etc .More challenging work in the form of projects and home assignments, quiz, student seminars are organized by several departments to create a healthy and competitive environment. Students are encouraged for participation in inter-college and intra college competitions, and paper presentations using ICT. Opportunities for publication in students' magazines, communicating with the weaker students regarding their areas of weakness, teachers availability beyond class hours to provide counselling to the weaker students, monitoring the progress of the students through written assignments are among the few priorities of the college.

Departmental teachers provide special doubt clearing session both inside and outside class hours through social media apps incorporating audio-visual material makes lessons visually interesting, positively impacting both the learning outcomes of students and their attendance. The college has a large seminar hall well-equipped with LCD projector cum interactive smart board.

The college has initiated a process of accessing digital archives of Harvard University and Cambridge University. The process of building up a virtual hub of rare and seminal books in all disciplines with the active assistance of teachers from various departments has just begun.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.14

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
45	45	46	29	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 76.02

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
29	29	30	21	21

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Budge Budge College is affiliated to the University of Calcutta which introduced the semester-wise Choice Based Credit System (CBCS) from the academic year 2018-19 for all programmes except for B.Com. Honours and B.Com. General (CBCS introduced from the academic year 2017-18). The internal assessment and the external assessment are conducted respectively by the college and the affiliating University. The internal assessment consists of Internal Assessments, Tutorials / Practical, Oral tests which are conducted on time under the guidelines provided by the University. As a result, the college is extremely limited in its ability to administer summative assignments. The structure and evaluation procedure of internal and external assessments are explained to the students during the Induction programme. The Academic Sub-committee of the college along with the academic departments ensure a smooth, time-bound and transparent internal assessment and evaluation process. Before the examinations, the college uploads notices and instructions on the college website, and teachers notify students in the classrooms and through the WhatsApp Groups created by departments for each semester. The examination routine prepared centrally by the college based on the University guidelines is followed by all the departments except the Commerce Department which prepares its own routine due to the difference in examination patterns. The questions are framed by the departmental teachers in strict confidentiality. The students are expected to answer both objective and subjective type answers aiming at enhancing their conceptual clarity. The examinations are conducted robustly and transparently in each department to inculcate the culture of examination hall ethics in students. It is expected that the training received from their college would help the students eventually behave decorously in the external centre of examination. The teachers counsel the students after evaluating the answer-scripts. The marks of the internal assessment are uploaded to the University portal within the stipulated time. The entire process is transparent since the marks obtained in the internal and tutorial examinations are also written on the mark-sheets received by the students after the publication of the results.

Examination-related complaints are handled with particular attention by the college which has a robust mechanism in place to address them. Any grievances regarding internal assessment are addressed by the teachers of the concerned department. Occasional delays in the registration process may occur as a result

of students entering inaccurate data or modifying their course of study subsequent to their admission to the institution. The college follows the appropriate procedures for registration, form completion, and the distribution of admit cards and marksheets. The college follows the guidelines provided by the University in case of any discrepancy in marks obtained by the students.

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:

Budge Budge College, which is affiliated to the University of Calcutta, provides numerous undergraduate courses. The College uses a variety of methods to communicate about the institution's programmes and course outcomes. Faculty members from all departments work on Programme Outcomes (POs) and Course Outcomes (COs) in accordance with the University's syllabi. The syllabi for all courses are available on the college website, and students are informed about them in the classroom. At the beginning of each semester, all departments provide an overall idea about the POs and COs through orientation programs, where information regarding curriculum, practical (if any) and project exercises of each program of each semester are provided. The COs are broken down into smaller targets for easier conception. Insightful observations regarding the applied aspects of various topics are inculcated among the students. The departments seek to adopt a balanced approach in achieving the Pos and COs through immediate enhancement of knowledge and through sustainable character development. Besides subject specific outcomes, students are also provided information regarding applicability of courses taught during the semester. They are provided with information regarding vistas of higher education after completing this course. They are also sensitized about various avenues of employment that can be explored after undertaking their respective courses. Departmental meetings are consistently organized to assess the issues arising during the process of curriculum delivery to better assess progress towards program and course outcomes.

The College Website serves as a 'face' by displaying the POs and COs.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The most effective way of evaluating whether students have attained the POs and COs is by conducting

the University Examinations where the Internal and Tutorial/Practical components of evaluation emerge as extremely potent methods of judgement. In addition, assessment is also undertaken through brainstorming sessions, interactive and conceptual question sessions, quiz, debate, group discussion and even practical assessment assignments where ever applicable and possible.

These modes of formative assessment help the college to detect the advanced learners who are then taken to the next level of conceptual development as well as the slow learners for whom the departments arrange for repeat sessions. Indirectly also student interaction and feedback assist in judging the nature of POs and COs attainment levels. In addition, their participation in co-curricular and related extra-curricular activities like Science Fair, Seminars and Workshops also help to assess the attainment levels. In addition, some departments regularly track their students' progression after graduation.

2.6.3

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

Response: 72.88

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
516	639	669	400	318

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
841	706	740	631	570

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: 3.43

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:

None

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: 15

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
12	0	2	0	1

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: 0.34

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
10	3	1	1	0

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 0.95

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
9	8	8	15	2

File Description	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:

The institution conducts extension activities in the neighbourhood community through NSS and NCC, which lead to holistic community development.

Name of the activity	Organising unit/ agency/ collaborating agency	Year of the activity
Dengu Awareness	NSS, Unit I, Budge Budge College in collaboration with NSS, University of Calcutta	2022-23
AIDS awareness	NSS, Unit I, Budge Budge College	2022-23
Swachh Bharat	NSS, Unit I, Budge Budge College	2022-23
Celebration of Birthday of Netaji Subhash Chandra Bose	NSS, Unit I, Budge Budge College	2022-23
World Ocean Day	Extension and Outreach Programs by National Cadet Corps (NCC)	2022-23
International Yoga Day	Extension and Outreach Programs by National Cadet Corps (NCC)	2022-23
International Day against drug abuse and illicit trafficking	Extension and Outreach Programs by National Cadet Corps (NCC)	2022-23
Association for Awareness on "Environment at Cross Roads: Education and Entertainment"	NSS, Unit I, Budge Budge College in collaboration with Byanjanbarna Foundation (NGO)	2022-23
International Women's Day	1 Bengal Armd Sqn , NCC	2022-23
World Anti- Tobacco Day	1 Bengal Armd Sqn , NCC	2022-23
World Environment Day	1 Bengal Armd Sqn , NCC	2022-23

Puneet Sagar Abhiyan	1 Bengal Armd Sqn , NCC	2022-23
World Ocean Day	1 Bengal Armd Sqn , NCC	2022-23
International Yoga Day	1 Bengal Armd Sqn , NCC	2022-23
International day against drug abuse and illicit trafficking	1 Bengal Armd Sqn , NCC	2022-23
Online Awareness Programme on Yoga and yoga performance from home	NCC	2021-22
Fit India Running	NCC	2021-22
CATC – KB – 03 – camp	NCC	2021-22
Awareness rally to clean water bodies and keep the cleanliness of the water bodies	NCC	2021-22
Awareness rally against il-effects of Tobacco use	NCC	2021-22
One-day State level webinar on "Learning to live with Covid-19 organised by NSS Unit 1	Collaboration with IQAC Budge Budge College	2020-21
Tree plantation programme was organised on 22.07.2019 and trees were planted at Budge Budge Police Station	Community	2019-20
An orientation programme for NSS volunteers and a seminar on 'water conservation	Community	2019-20
College cleaning programme	Community	2018-19
Budge Budge College in collaboration with Electoral Literacy Club organised workshop on Electoral Literacy with the aim "No voters to be left behind	Community	2018-19
College campus cleaning programme	Community	2018-19
Handed over cloths from kapra bank and some food to local poor people surrounding college area	Community	2018-19
Handed over cloths from kapra bank and some exercise books, pencils and erasers to local poor people and children surrounding the college area	Community	2018-19
Organised a seminar on "Sexual harassment of women at workplace"	Community	2018-19

3.4.2

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

Response:

None

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: 29

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
15	5	1	2	6

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

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: 7

File Description	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:

The Institution has the mission to provide the best possible infrastructure to create an effective teaching-learning environment through extensive use of ICT and to make it success the infrastructure of the institution has been upgraded over the years with the necessary requirements. The college has campus area of 14558.2 square meters and built-up area of 30,247.68 square meters. College has Arts, Science and Commerce faculties, UG courses which is sanctioned by UGC. The total number of classrooms in the college are 28. Most of the classrooms have been renovated on modern lines with required furniture, Wi-Fi connectivity, vitrified tiled floors, complete air conditioning, interactive projectors, white boards, power back up etc.

There are science laboratories in the departments of Botany, Zoology, Chemistry, Physics, Psychology, Food and Nutrition with equipments for teaching, learning and research including laptops, fixed projectors, smart boards along with latest instruments and apparatus purchased from RUSA 0.2 grants. Computer labs are there for practical of IT related subjects in Commerce. The Geography department is upgraded with GIS Lab, SPSS package for teaching and specialized instruments.

Library has sufficient computers for use in searching book catalogues, viewing e-journals and online learning resources. A dedicated seminar hall with audio-visual facilities is in place for regular use. The college library is equipped with printer, learning and research facilities.

- Number of classrooms with LCD facilities 01
- Number of classrooms with Wi-Fi/LAN facilities 11
- Number of smart classrooms 05
- Number of classrooms with LMS facilities 11
- Number of seminar halls with ICT facilities 01

The college has good physical facilities which are improved over time for conducting curricular, co-curricular and extracurricular activities efficiently. Student are engaged in activities like Cultural, sports, indoor and outdoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, health and hygiene etc.

Audio Visual hall facilitated with air conditioning, a permanent platform for performance, music system and speakers, mikes and podium etc. was established in 2011 with the student seating capacity 80 for

regular cultural activities like competitions and performances, workshops, guidance sessions and practice. The auditorium is available for extracurricular activities of the institution like cultural functions, orientation programmes, medical camps, college fest and awareness seminars. A stage in the common ground is also used for cultural activities and functions like celebration of Independence Day, Republic Day etc.

Sports: The colleges has indoor facilities for games like chess and Carrom board etc and outdoor game facilities for badminton, football and cricket. Sufficient number of sport material like football, badminton and cricket are present and issued to the students as per the requirement. Sports equipment issuing register is maintained.

Gymnasium facility: Gymnasium established in 2012 and is having all high grade instruments for total body workout such as Abdominal Bench, bar bell, bench press, cable cross over pully, Dumbbells Pairs with different weights, Pull-up and Push up Bar etc. The gymnasium is well ventilated and is used by staff and students at different time slots. There is a separate changing room attached.

4.1.2

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

Response: 35.91

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
38.30121	0.93944	11.90264	27.95820	29.01622

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library on the first floor of the college campus is well-organized and serves as a center of knowledge. It holds a resourceful collection of books and journals also. The books in the library are arranged according to the Dewey decimal classification scheme. There is a designated area for teachers to read, indicating that the library recognizes the needs of faculty members and provides them with a separate space for academic activities. For students there is reading zone facility also. There is a Periodical display rack and a separate hanging news paper rack also and students provides access to computer for their studies, online resource and others academic work.

Name of ILMS software	KOHA (https://bbc-opac.kohacloud.in/)
Nature of automation (fully or partially)	Partially
Version	KOHA **22.05.12.000**
Year of Automation	2018

We have a rare book in our library entitled, "Fundamental and advanced accounting, Voll- 1, 2". This particular book is so rare that only a few of the libraries have their collection. The details of the book are given below:

- Name of the book : Fundamental and advanced accounting, Voll- 1, 2
- Name of Publisher: Tata McGraw Hill
- Name of the Author: G. Francis Xavier
- Number of copies: 2
- Year of Publishing: 1985

The college has subscriptions to e-resources: NLIST listed e-journals and e-books and INFLIBNET-NLIST Database, NDL.

The library is adequately used by the teachers and the students.

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:

Budge Budge College provides adequate IT facilities (internet bandwidth connection of 100 MBPS at present) which are constantly updated and well maintained from time to time for better functionality and service for the students along with the staff. There are two Computer Labs, one digitally equipped conference hall with sound systems, one browsing centre, one college- office and accountant section, the library, and the Principal's chamber and along with eight departments that are well connected with high-speed weir-based broadband internet connectivity facilities. The students are accessible freely to the well-equipped and maintained computer lab. College regularly maintains Its IT facilities which some of the facilities are discussed below.

1. Computers are formatted on regular basis and all the computers are updated with anti-virus software.

2. CCTVs are installed on all the premises of the college.

3. A professional network system administrator takes care of the IT-related needs of the campus such as hardware and networking facilities through the Annual Maintenance Contract (AMC).

The college plans the usage of its IT Facilities for all the departments. Window servers are available for various activities such as online, admission, examinations, etc. For uninterrupted computing, UPS is available in all computer laboratories.

4.3.2

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

Response: 264.82

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

Response: 11

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 34.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.34350	11.50985	7.41960	37.07066	23.49256

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: 47.92

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
1873	1843	1021	1392	682

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: E. None of the above

File Description	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: 1.03

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
147	0	0	0	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: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
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: 4.25

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
63	19	16	6	4

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
516	639	669	400	318

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

5.2.2

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

Response: 0.27

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
4	2	1	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 8

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	3	1	3	1

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

5.3.2

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

Response: 4.6

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
10	3	2	3	5

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:

There is no registered Alumni Association

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 vision of the college is to make the students self-reliant and to inculcate love of knowledge and provide holistic inclusive education to the student coming from every stratum of the society so that they can establish themselves as ideal responsible citizens and ensure the development of the society they live in.

The institution plays a proactive role in enabling students seek employment and sensitizing them to international issues, so that they become truly equipped as global citizens. Our mission is to move towards excellence in higher education.in order to achieve this the college co-ordinates the activities of the teachers, students and other staff members to ensure smooth functioning and all round development of academic as well as other curricular activities. The college ensures better dissemination of pedagogical issues and building up of progressive, dynamic, rational and analytic outlook among students who eventually become a responsible citizen. The mission of the college is also to ensure gender development by emphasizing on women education and thereby empowering them. The College aims to foster an atmosphere of all-round development amongst the students keeping in view the changes in the teaching and learning procedure. With the introduction of newer subjects in academics and co-curricular activities, the college aims to provide a vibrant campus. The main objectives includes:

1. To provide value based education by inculcating the basic moral values in the minds of students and to nurture the potentials of the students in each dimension.

2. To provide adequate access to apposite resource materials for students and enhance access to modern means of ICT for the students.

3. To serve the rural student community of south 24 (PGS), West Bengal in a bigger prospective and upliftment of the female students so that they can play their part in the society in a better way.

The institution aims at a holistic development of unexplored potential of our students. The mission of the institution is in consonance with the Millennium Development Goal – 'Promote gender equality and invest in education' (UNDP, Human Development Report 2003) and the National Education Policy to extend equal socio- technological opportunities to all the students. The Principal functions in coordination with committees, departments, administrative units, Teachers' Council, Governing Body, students' representatives and IQAC to ensure coherent decision making and implementation processes. The different committees look after academic, administrative and co –curricular aspects and report to the Principal about their activities. The Secretary of the Teachers' Council acts as a representative of the teaching staff to ensure smooth communication between the Principal and teaching staff. The Head Clerk

assigns, distributes and coordinates the administrative duties amongst the non –teaching staff. The Governing Body maintains an overarching overview while serving as the major decision–making body. Online communication channels, through emails and group chats, are maintained so as to ensure speedy dispersal of information between the different arms. The IQAC serves as a quality control monitory body overseeing different functions and their processes.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is conceived keeping the vision mission of the college in mind. The Governing Body is the apex body of governance in the college. The Governing Body consists of the President, the Principal (ex officio Secretary and Drawing and Disbursing Officer), government nominees, university nominees, nominee from Higher Education Council, teachers' representatives, and non-teaching staff representative. The Principal functions in consultation with the Governing Body. The Principal is assisted by Internal Quality Assurance Cell, the office staff, the academic sub-committee, teachers' council, finance sub-committee, and various other committees with the approval of the Governing Body. The financial decision of the colleges is deliberated in the Finance Sub Committee and the resolution of the meeting is finally approved by the Governing Body. The Teachers' Council ensures smooth flow of communication between the administration and the teaching staff. The Principal acts as the Chairperson of the Teachers' Council which also selects one secretary and one assistant secretary from amongst the teachers. The Head clerk assists the Principal in assigning duties to nonteaching staffs and in monitoring their execution. Under the direction of the Principal, the academic council, Teachers' Council, extension activity cell, admission committee, and examination committee regulate the policies and operations of the College with the help of sub-committees whose work is to oversee the upkeep and day-to-day functioning of the college. The different administrative and academic arms of the college, like the committees, departments, work in tandem to achieve goals of the perspective plan and ensure a decentralized administrative process. The proposals arising from the feedback system (student, faculty, alumni, parents) and various arms like the IQAC, Teachers' Council, the committees are considered for execution in the Governing Body and the Finance Committee, where required. The IQAC prepares Action Taken Reports at the end of each session to take stock of the state of execution of the actions proposed by itself. The appointments of the teaching staff are done following government rules and regulations. The West Bengal College Service conducts a centralized selection process for appointing teachers to government aided colleges. The body, then, sends letters of recommendation to the college against vacant posts requisitioned by the college. The Governing Body, on receiving the appointment letters, adopts a resolution to issue an appointment letter to the candidate, who is required to join within a stipulated period as set out by WBCSC. In case, the candidate declines to join the post, requisition is again sent to WBCSC for recommending a candidate according to their centralized merit panel. The appointment of the non –teaching staff, in case of vacancies, is done in accordance with the state government orders and memos, as issued from time to time. Service rules of all staff against substantive

posts are in accordance with the existing government rules, regulations and in compliance with the statutes of the University of Calcutta, to which the college is affiliated.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)

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:

Biometric attendance and attendance register of all staff is maintained which is regularly examined by the Principal. Service Book is maintained for all staff against substantive posts. Performance Based Appraisal System for teaching staff is followed as mandated by the state Directorate of Higher Education and adheres strictly to norms laid down by UGC under API scheme of promotion. Under Career Advancement Scheme laid down by the UGC, self-appraisal and API score claim is verified by IQAC and forwarded to the Principal who scrutinizes them and if satisfied, places the same before GB for recommendation for being forwarded to Directorate of Higher Education. The faculties are encouraged to pursue professional developmental programmes, publications and research activities. The promotion of

Non-teaching staff is carried out following existing rules and regulations. The NTS against substantive post enjoy career advancement through promotional benefit of scale enhancements at the end of ten years and twenty years of service, as per current rules and regulations. As and when vacancies arise, a Screening Committee, consisting of nominees from Calcutta University, West Bengal College Service Commission, State Government and Governing Body, proposes Head Clerk (promotional posts) from amongst Accountant and Cashier, and Accountant and Cashier (promotional posts) from amongst willing Group C employees after an interview and screening process, and the proposal is duly forwarded to Higher Education Directorate for confirmation.

Welfare Measures and Avenues for Career Development:

Enrolment of interested teachers in West Bengal Health Scheme for Grant-in-aid College and University Teachers, 2017 is facilitated and reimbursement claims processed, according to government regulations. Provident Fund Loan Facility is provided to employees in substantive posts, according to Govt. regulations. Ex gratia/Bonus is given to casual NTS from the college fund during festive season. Repayable Puja advance is given to wiling employees. Currently, this is extended only to the casual NTS. Teachers are given duty and study leaves for academic and faculty development purposes. Employees in substantive posts are entitled to Earned Leave with the prior permission of college authority and subject to GB approval where applicable. GB may also approve Extra-Ordinary Leave on special grounds. As per government regulations, female employees are entitled to Maternity and Child Care Leaves while male employees can avail Paternity Leave, with prior permission of college authority, subject to approval from GB. Leave encashment benefit is available for staff in substantive posts as per Govt. rules.

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: 10.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	7	8	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	12	13	13

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college seeks to mobilize government and non-government grants for the improvement of college infrastructure and knowledge resources. Proposals are prepared, vetted and submitted to relevant authorities from time to time. It welcomes donations, memorial prizes and endowments from staff members, alumnae and guardians for the prize and endowment funds. Various organizations have been approached for collaboration in jointly sponsored academic seminars and conferences and recently student exchange programme with other colleges were successfully implemented.

It utilizes the interest accrued on fixed deposits to fund the salary to the temporary contractual staff and for developmental work. The college earns revenue from allowing various competitive examinations held in the campus. The NSOU study centre in the college generates revenue for the college in the form of conducting examination and making arrangement for the PG admission on behalf of the Netaji Subhas Open University (NSOU).

All major proposals/schemes for which college fund is required are submitted to the Finance Committee and/ or Governing Body and if approved, the project is undertaken. Income of the college mainly comes from the collection of fees from the students. Utilisation is divided into two categories: recurring and non-recurring expenditure. A major part of the income is spent for the welfare of students in providing financial support to the economically backward students, enhancement of sports facilities, seminars, cultural programmes etc. Recurring part of expenditure also involves the day-to-day expenditure, which also comprises of promotion of long-term facilities, such as, augmentation and maintenance of library and laboratory facilities, purchase of instruments, furniture, electrical items etc. Payments are made either in the form of cheque or DD. Payments of smaller amounts are made in cash. Petty Cash transaction limits are fixed by the Finance Committee, from time to time. The college also received RUSA grant from 2016 –19, the details of which are given in the Detailed Project Report. All governmental funds are utilised by strictly following the guidelines and utilisation certificates duly submitted. The college conducts regular financial audits, both internal and external, as per the directives set down by the Finance Department and the Department of Higher Education of the Government of West Bengal. The external audits are carried out by audit firms assigned by the Department of Higher Education. The audit report then received is placed before the Governing Body for approval and for adopting any necessary action suggested by the auditors

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:

Significant Contributions of IQAC institutionalizing the quality assurance strategies and processes.

Academic Years 2018-2019 to 2022-2023:

1. The IQAC has successfully coordinated the CAS promotional process for ten teachers and one librarian.
2. The IQAC has provided support and assistance to the various academic departments for the organisation of ten departmental seminars.
3. The IQAC has been instrumental in the signing of MOUs with three colleges, namely, Hiralal Mazumdar Memorial College for Women, Raidighi College and Bhangar Mahavidyalaya for various academic and research exchanges and collaborations.
4. The IQAC has continued to promote and train faculty members from various departments to conduct virtual classes during the COVID-19 pandemic.
5. The IQAC has taken measures so that even students from remote areas can certainly avail of online platforms like Google Classroom and Google Meet and the students get posted Study Materials and Learning Resources. The IQAC has provided enough assistance to all the subcommittees in this new circumstance. As a structure every Department has prepared a Semester-wise repertoire of the mobile numbers, addresses and email IDs of students of Honours and General steams for the distribution of the syllabus, schedule of examinations and the list of queries of the students.
6. The IQAC has taken the initiative to implement the SOPs proposed by the government when the college resumed normal operations following the COVID-19 pandemic.
7. The IQAC has monitored the academic progress of students through class tests and semester-end internal assessments.
8. The IQAC has provided suggestions for coordinating with Academic, Admission and Library sub-committees.
9. The IQAC has supported the maintenance of successful NSS activities.

The institution reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through the IQAC set-up as per norms and records the incremental improvement in various activities. For a regular high-quality teaching-learning process, the IQAC with the active support of the Governing Body, Teachers' Council, different subcommittees and HODs takes sufficient measures to inform the students about and take sincere classes to prepare them for the examinations in future. The IQAC continues to meet the academic subcommittees for structuring Honours and General Theoretical and Practical classes. The IQAC provides enough assistance to all the departments. As a structure, every department has prepared a Semester-wise repertoire of the mobile numbers, addresses and email IDs of students of Honours and General steams for online distribution of syllabus, schedule of examinations and the list of queries of the students.

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
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:

In this institution students get well acquainted with issues related to Gender equity and sensitization through various sections of their subjects taught within the purview of the curriculum offered by the affiliated university. Through the study of radical feminist thoughts, specifically by the Departments of English, Bengali, Psychology, Sociology, Political Science, Geography and Philosophy, teachers strive to help students comprehend the complexities of gendered space. Hence ensuring awareness regarding gender and human development within the campus and subsequently eradicate the current gender inequalities. A Seminar on **Gender in Everyday Life, Gender and Technology & Gender and Medical socialization,** organized by the Department of Sociology on 25/02/2023 provided a detailed discussion on various aspects of technology and its social and cultural implication on gender; thereby ensuring equitable access to healthcare and quality medicines to all sections of the society particularly irrespective of gender. The Department of Bengali had observed **"Antorjatik Nari Dibas"**on08.03.2023 whereby students were encouraged to learn to respect and uphold gender equality. Moreover the college has not only automated CCTV surveillance to ensure safety and security of students and staffs but also has accommodated separate common rooms for girls and boys to spend their time during off-periods.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: B. Any 3 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:

Inclusive Environment: The College tries to imbibe a sense of belongingness towards the society. Students from different departments participate in departmental seminars organized by the college where eminent speakersdeliberate on social equity and tolerance, e.g. Department of Sociology held a seminar on gender and society. NSS and NCC activities imbibe in them the importance of community welfare and service, e.g. by distribution of clothes through 'Capra Bank', 'Saaji', etc.

The college strives to generate a sense of empathy among students through sections of the syllabus; e.g. projects onarsenic, fire-accidents. To understand situatedness of the institution in the peri-urban belt and inculcate inclusiveness, project on Industry, Environment andPopulation in Budge Budge Municipality was undertaken by one department. To provide emotional support to students during the pandemic, NSS Unit-I arranged a Webinar on 'Learning to live withCovid-19'andDepartment of Psychology undertook psychological counselling through YouTube.

Furthermore, to inculcate universal values, students ofDepartment of Philosophy presented papers on "The Bharatiya Nititattva O Bartaman Samaj" and 'Universal values of Pancasila' at Webinars, prepared Wall Magazine 'Anviksa' reflecting diverse socio-cultural thoughts.The college symbolizes diversity as students from different socio-economic and cultural background are part of the institution.In an attempt to sensitize students towards this diversity the InstitutionobservesIndependence Day, Republic Day and celebrates Rabindra Jayanti, Sarodotsav through cultural programs like dance, music, drawing, literary writings and departments commemorate various days like World Environment Day, Earth Day, International Literacy Day, International Mother Language Day,World Philosophy Day, Nutrition Week. The college has successfully traversed glorious fifty years journey and to commemorate the day, every yearcollegeorganizes cultural programsemphasizing on tolerance and harmony.

Constitutional Obligation: Orientation program of first semester students is undertaken regarding the Institution's Code of Conduct. The college celebrates the Independence Day andRepublic Day with flag hoisting and unfurling respectivelyto enable realization of the importance of constitutional obligations.

The college has throughout practiced decentralization and participativemanagement through formulation of different sub-committees with representatives from the external members, faculty, non-teaching staffand student community.

As part of the curriculum, students are made aware of their responsibilities as a researcher-academician by teaching them ethics of research & fieldwork and issues pertaining to plagiarism. Students are also imbibed with knowledge of parliamentary democracy, socio-cultural values, rights, duties and obligations as Indian citizens. They also participate in the Youth Parliament.

Students are made aware of their financial obligations through the curriculum and during the pandemic a Webinar was organised by Department of Commerce andEconomics on 'Impact ofCovid-19 on Indian Financial Sector and Economy.'

Efforts are taken to instil in them their inherent obligation towards 'Mother Earth'and understand their responsibilities towardspreservation of environment through regular curriculum delivery, &preparation of models, projects etc.,e.g.disastermanagement projects on disasters in West Bengal like landslides in Darjeeling Himalayas, floods, air pollution.These help to develop consciousness about the contemporary scenario and their dutiesas a responsible citizen of the country.

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:

Please follow this link: https://wbbudgebudgecollege.org/uploads/ssr/17107450887.2.1-Best%20practices%20sign.pdf

File Description	Document
Best practices as hosted on the Institutional website	[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:

In the rich array of educational institutions devoted to nurturing empowerment and socio- economic progress, Budge Budge College shines brightly within the framework of **Kanyashree Prakalpa**. It has distinguished itself as an outstanding institution, securing the recognized title of the **Top performer in the Kanyashree Prakalpa for the academic session 2022-23**.

On August 14, 2023, the Office of the District Magistrate & Collector, South 24 Parganas, celebrated the completion of 10 years of Kanyashree Day. Our college was selected as the top performer in Kanyashree Prakalpa for 2022-23 on account of the observance of the 10th Kanyashree Day. At the key point of Budge Budge College's success in the Kanyashree Prakalpa lies its commitment to academic excellence. The College has not only fostered an environment conducive to learning but has also provided a platform for young women to excel in their studies. The top performer from Budge Budge College stands as a shining example of the institution's dedication to nurturing academic brilliance. Her accomplishments underscore the college's role in creating an atmosphere where students can thrive intellectually and academically. The college's faculty, staff, infrastructure, and supportive environment have played to achieve this result.This comprehensive development sets the stage for these young women to become leaders and change-makers in their society and its boundary not only Campus but extends to the neighboring community also. The college has, actively engaged with the community to raise awareness about the importance of education for girls.

About The Kanyashree Prakalpa Scheme

Kanyashree is an initiative taken by the **Government of West Bengal** to improve the life and the status of the girls by helping economically backward families with cash so that families do not arrange the marriage of their girl child before eighteen years because of economic problem. The purpose of this initiative is to uplift those girls who are from poor families and thus can't pursue higher studies due to tough economic conditions and it reduces dropout rate and prevent early marriage also. It has been given international recognition by the United Nations Department of International Development and the UNICEF.

The scheme has two components: Annual scholarship: The first is K1, an annual scholarship of Rs. 1000/- to be paid annually to the girls from 13 to 18 years of age group for every year that they remain in education, provided they are unmarried at the time. (Note: During the years 2013–14 and 2014-1 the annual scholarship was Rs. 500/-). One time grant: The second benefit is K2, a one-time grant of 25,000/-, to be paid when girls turn 18, provided that they are engaged in an academic or occupations pursuit and are unmarried at the time.

The term 'education' encompasses secondary and higher secondary education, as well as the various vocational, technical and sports courses available for this age group. To ensure an equity focus, the scheme is open only to girls from families whose annual income is R. 1,20,000/- or less. For girls with special needs, girls who have lost both parents, as well as for girls currently residing in Juvenile Justice Homes, this criterion is waived. Although the annual scholarship is payable only when girls reach Class VIII, this, criterion is waived for girls with special needs whose disability is 40% or more. In June 2017 United Nations honors Kanyashree with the highest public service award. Kanyashree was ranked the best among 552 such social sector schemes from across 62 countries that were nominated for the coveted award.

14 August is celebrated as Kanyashree Day to promote the scheme throughout the state. On August 14, 2013 state wide events were held to publicize the scheme. In Kolkata, the event was

presided over by the honorable Chief Minister of West Bengal, Mamata Banerjee. Awareness campaigns were organized by the government in districts. On August 14, 2023 it is completed 10 years which was celebrated by Office o the District Magistrate & Collector, South 24 Parganas. Hence, on account of the observance of 10th Kanyashree Day on 14th August, 2023, our **BUDGE BUDGE COLLEGE** had been selected as top performer in Kanyahree Prakalpa for 2022-23.

Year – wise statistics

Academic	Annual	One – Time Grant	Total Application

Year	Scholarship (K1)	(K2)	
2013-2014	-	187	187
2014-2015	-	313	313
2015-2016	42	306	348
2016-2017	82	341	423
2017-2018	111	366	477
2018-2019	66	322	388
2019-2020	38	331	369
2020-2021	15	89	104
2021-2022	1	16	17
2022-2023	8	26	34

Conclusion:

Budge College's recognition as the top performer in Kanyashree Prakalpa for the academic year 2022-23 is a moment of pride and celebration for the institution, the students, and the community it serves. This accolade is not merely a reflection of academic achievements but a testament to the college's holistic approach to education, empowerment, and community engagement. As we applaud Budge Budge College's success, let it serve as an inspiration for other educational institutions to prioritize the holistic development of their students and actively contribute to the transformative journey of empowerment for young women in our society.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

To help students of the locality to pursue Post Graduate (PG) courses, Budge Budge College tied up with Netaji Subhas Open University (NSOU), one of the renewed University of West Bengal in imparting different courses in Distance Mode. NSOU has approved for opening of STUDY CENTRE in Budge Budge College for the PG courses from the July 2017 session.

Concluding Remarks :

Budge Budge College in Kolkata, West Bengal, embodies a commitment to enhancing education in the suburbs, focusing on holistic growth and adapting to contemporary academic disciplines and technologies. Established in 1971, the college has grown from its humble beginnings to a recognized institution under UGC, striving to empower students, especially women, from rural backgrounds. It's dedicated to offering value-based education, incorporating global and local issues into its curriculum, and emphasizing skill development alongside theoretical knowledge.

The institution adopts an inclusive approach to education, leveraging modern pedagogical methods, including digital platforms and interactive teaching, to cater to diverse learning needs. It has established a robust curriculum under the New Education Policy 2020, fostering an environment conducive to research, innovation, and practical application of knowledge. This is further supported by state-of-the-art infrastructure, a rich library, and comprehensive student support services, ensuring a conducive learning atmosphere.

Budge Budge College's commitment to excellence is reflected in its mission and vision, aiming for gender equality and the empowerment of students through education. The college's strengths lie in its wide range of undergraduate programs, modern ICT-enabled classrooms, and an active engagement in research and community service. It also takes pride in maintaining an eco-friendly campus and fostering an inclusive, gender-neutral environment.

However, the institution faces challenges, including space constraints, the need for more comprehensive support for economically disadvantaged students, and the necessity to upgrade infrastructure to support contemporary educational modes fully. Despite these hurdles, opportunities for growth and development remain, highlighted by the prospect of campus expansion and the introduction of post-graduate programs.

In conclusion, Budge Budge College represents a beacon of hope and progress in the realm of higher education in West Bengal. Its dedication to fostering an inclusive and dynamic learning environment, coupled with its emphasis on continuous improvement and community engagement, positions it as a vital institution for the region's educational landscape. While acknowledging its limitations, the college's proactive approach to addressing challenges and seizing opportunities underscores its resilience and commitment to nurturing responsible, well-rounded citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1164	1235	1290	1172	1248

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1164	1235	1290	1172	1248

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1580	1580	1580	1580	1580

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1580	1580	1580	1580	1536

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	19	16	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
63	19	16	6	4

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
841	706	740	631	570

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
516	639	669	400	318

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	6	7	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	7	8	1

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

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	12	13	13

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)** |

	4. **Participation in NIRF and other recognized rankings**
	5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**
	
	  Answer before DVV Verification : A. Any 4 or more of the above
	  Answer After DVV Verification: B. Any 3 of the above
	 Remark : As per clarification received from HEI, thus DVV input is recommended.

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**
	
	  Answer before DVV Verification : A. All of the above
	  Answer After DVV Verification: B. Any 3 of the above
	 Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations