



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**KULTALI DR. B.R. AMBEDKAR COLLEGE.**

VILL - 11 NO JALABERIA, P.O. - JAMTALA, P.S. - KULTALI, DIST - SOUTH 24

PGS, PIN - 743338

743338

[kdbracollege.ac.in](http://kdbracollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Kultali Dr. B. R. Ambedkar College, established in 2005, embodies the principles and vision of Dr. B. R. Ambedkar, an extraordinary social reformer, scholar and champion of human rights. Affiliated to Calcutta University, it is included in the list of colleges maintained under Section 2(f) and 12(B) of the UGC Act, 1956. Situated in the remote and ecologically sensitive Sundarbans area of South 24 Parganas District, West Bengal, approximately 25 km from Jaynagar-Majilpur railway station, the College has been making every effort to support students in developing the mental faculties necessary to disseminate ideas and bring those ideas to life. Seven feeder schools existed, but no college opened until 2005. The local community's strong need for a higher education institution and a blood donation campaign involving 1380 enthusiasts resulted in the establishment of this college. Late Ratikanta Halder and Sri Khargeswar Kayal – the land donors of the college will be fondly remembered with deepest reverence in the history of the college.

The then-president, Sri Kanti Ganguly, the Former Minister in Charge of Sunderban Development Affairs, was asked to secure government approval for the institution on behalf of the organizing committee. Later, on October 21, 2005, the West Bengal government approved the college by order No. 704/1(13) Edn (CS). On December 8, 2014, Smt. Mamata Bandyopadhyay, Our Honorable Chief Minister, officially inaugurated the college's annex building. It complies with the rules and regulations of the University Grants Commission, , University of Calcutta, and Higher Education Directorate, Government of West Bengal. It is registered with both NIRF Ranking and in AISHE Portal.

### Vision

**"To be a premier institution in the Sundarban region, transforming lives through education and fostering a society without discrimination, where every individual, regardless of their background, can achieve academic excellence and contribute positively to their community."**

**The College focuses to create a learning environment that integrates body, mind, and spirit through a need-based approach, blending academics and ethics, innovative learning methods, and a diverse curriculum. We aim to empower all students with value-based holistic education.**

### Mission

We aim to:

1. **Empower Students:** Offer inclusive and equitable educational opportunities that nurture academic excellence and personal growth.
2. **Promote Equality:** Cultivate a learning environment that upholds the values of equality, irrespective of caste, gender, religion, or socio-economic status.
3. **Enlighten Minds:** To accommodate critical thinking, creativity, and a spirit of inquiry among students

to prepare them for future challenges, thereby establishing a dynamic and creative academic environment to enhance the natural talent among the rural youth.

4. **Build Community:** Encourage students to contribute to their community and society, promoting social justice and collective well-being.
5. **Overcome Barriers:** Address and overcome the unique challenges faced by students in this backward area, ensuring that education serves as a tool for upliftment and empowerment. To engage the students in an intense full-time education and exploration of their creative skills along with the development of their social and leadership abilities.
6. **Collaborations based on Supportive mindset:** Recognize and support each individual holistically, upholding integrity and compassion, without compromising on standards or expectations, while fostering joy, honesty, and understanding in all our endeavours.
7. **Decentralization and inclusive participation from all stakeholders:** Promote decentralization and active participation from all stakeholders, ensuring inclusivity regardless of gender, caste, or religion. Also create an equitable environment where diverse voices are heard and valued, upholding a culture of mutual respect and shared responsibility.

Therefore, the mission of the college in the future five years will be to strive in all respects to make the college a campus of excellence by relentless efforts for continuous improvement of the personality of students to face the challenges of life.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Kultali Dr. B.R. Ambedkar College, established in 2005 in the remote 'Sundarban' area of South 24 Parganas District, West Bengal, boasts several institutional strengths that set it apart in the realm of education.

- **Dedicated Faculty and Staff:** The college is supported by a team of dedicated faculty and staff who are committed to providing quality education to the students. They go above and beyond to provide support, guidance, and encouragement to help students achieve their academic and personal goals.
- **Resilience in the Face of Natural Calamities:** Situated near the Bay of Bengal, the college has shown remarkable resilience in overcoming natural disasters such as super cyclones, heavy rainfall, and floods. Despite these challenges, the college has continued to operate and serve its students. The College's well-developed and green campus with significant institutional strength.
- **Infrastructure and Facilities:** Despite its remote location, the college has managed to develop basic infrastructure and facilities to support the educational needs of its students. This includes classrooms, laboratories, libraries, and other essential amenities. The college has a library that houses a wide range of books, journals, and a playground and a stadium for the students to engage in various sports activities.
- **Dedication to Serving Marginalized Communities:** The college's commitment to serving first-generation learners from SC, ST, and minority communities in the backward area is exemplary. By providing education to these marginalized groups, the college is contributing to their socio-economic upliftment.

- **Focus on Holistic Education:** Kultali Dr. B.R. Ambedkar College aims to provide holistic education that goes beyond academics. The college emphasizes the overall development of its students, including their physical, emotional, and social well-being so that the college can equip them with the skills, values, and mindset needed to thrive in an ever-changing world.
- **Community Engagement and Outreach:** The college actively engages with the local community and conducts various outreach programs to address their needs. This community-centric approach has helped the college establish a strong bond with the people it serves.

### **Institutional Weakness**

While Kultali Dr. B.R. Ambedkar College has many strengths, like any institution, it may also have some weaknesses that could be addressed for improvement. Some potential institutional weaknesses could include:

- Being situated near the Bay of Bengal, the college is vulnerable to natural disasters such as cyclones, floods, and heavy rainfall, which could disrupt operations and pose risks to the safety of students and faculty, and therefore faces environmental vulnerability
- The college mostly caters to the rural youth and it is in this context the college serves as the only educational institution in the economically weak and socially vulnerable area and therefore bringing the students in the fold of the higher education is one of the serious challenges faced by the college.
- The college's remote location may make it difficult for students and faculty to access the campus, especially during adverse weather conditions or natural disasters.
- Limited access to technology and internet connectivity may hinder the college's ability to offer online courses, access digital resources, or communicate effectively with students and faculty.
- Compared to the total number of students enrolled in the school, the number of teaching and non-teaching staff members is insufficient and more so because the administration has to solely rely on government policies for post creation and recruiting; the institution does not have the autonomous authority to hire staff.
- Due to its remote location and inadequate transportation, the college falls behind in providing campus placements for students seeking employment. This is mostly due to the fact that the majority of recruiting firms are reluctant to physically travel to such a far-off location.
- The College has arranged a number of gender sensitisation programme but due to the very nature of the socio-economic structure of the location the college faces the dropout of female students.

### **Institutional Opportunity**

Kultali Dr. B.R. Ambedkar College, despite its challenges, has several institutional opportunities that can be leveraged for its advancement and growth:

- The college's location in the Sundarbans offers unique opportunities for environmental education and research. By capitalizing on its surroundings, the college can develop specialized programs and research projects focused on biodiversity conservation, ecosystem management, and sustainable development.
- Since the college is located in a remote and socio-economically vulnerable area, the college has the opportunity to apply for various projects initiated and developed by the Department of Science and Technology and ICSSR under Vikshit Bharat@2047, in order to propel the development of students from backward and minority classes.
- Since the college caters to the Sundarbans areas in the college has the opportunity and plans to conduct

a number of vocational courses and individual need-based courses in the college premises.

- The college boasts of a big playground and stadium accompanied by water body in the college premise and therefore the college has the opportunity to mobilise resources from these infrastructural facilities.
- The college can promote interdisciplinary studies by integrating concepts and methods from various disciplines. This approach can enhance students' learning experiences and prepare them for diverse career paths.
- The college can further engage with the local community in the Sundarbans to address their educational needs and contribute to their socio-economic development.

By capitalizing on these opportunities, Kultali Dr. B.R. Ambedkar College can enhance its academic offerings, strengthen its community engagement, and become a hub for environmental education and research in the Sundarbans region.

### **Institutional Challenge**

Kultali Dr. B.R. Ambedkar College faces several institutional challenges that need to be addressed for its continued growth and development:

- The college mostly caters to the student coming from a socio economical vulnerable background and first-generation learners in this context financial resource on the part of the college is one of the major challenges that the college has to face in order to provide holistic education to all the students alike. The college has to depend upon the government for grants and a limitation on the college's overall development is the lack of funding.
- The educational landscape is rapidly evolving, with new technologies and teaching methodologies emerging. The college may need to adapt to these changes to remain relevant and competitive.
- The major challenges that are faced on the part of the college is to reduce a dropout rate of the female students' different kinds of social ills and early marriage contribute towards this end. One of the biggest obstacles is preventing our female students from marrying young and encouraging them to continue their study.
- The College is situated in an environmentally vulnerable zone of the Sundarbans areas. Being situated near the Bay of Bengal, the college is vulnerable to natural disasters such as cyclones, floods, and heavy rainfall, which could disrupt operations and pose risks to the safety of students and faculty.
- Limited access to technology and internet connectivity may hinder the college's ability to offer online courses, access digital resources, or communicate effectively with students and faculty.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Since 2018 University of Calcutta has introduced the Choice Based Credit System (CBCS) and being the affiliated institution, the college has also adhered to the same. Under the scheme of B.A Programme, the college offers 8 honours programmes and a B.A General Programme.

The revision and upgradation of the syllabi is done by the Calcutta University, and the college aims at effective, documented curriculum delivery. The college plays a vital role in delivery of various assignments as provided by the University which includes curriculum design, question paper moderation and framing and providing valuable inputs in syllabus revision, curriculum updating etc. For smooth curriculum delivery, Academic Sub-Committee of the College regulates and oversees all the academic activities of the college. The Departmental meetings play a vital role (where planning, routine preparation, class division, syllabus allotment is done at a micro level), by co-ordinating with members of the Routine Sub-Committee. Academic Calendar for each academic year is prepared and published on the college website. The college has tried to integrate issues relevant to Gender, Environment and sustainability, Human Values, and Professional Ethics through its curriculum and also has tried to inculcate the same through efforts and activities conducted throughout the year to impart holistic education. Teachers actively monitor, participate and interact with the students through healthy discussion on various topics by organizing seminars, extensive lectures, LMS on college website and other interactive learning methods for the students. In addition to this, there are various sub-committees such as Seminar, Sports, Cultural, NSS, Anti-Ragging. These sub-committees carry out various programmes to ensure all-round development of the students. Students are regularly encouraged to enhance their cognitive skills through project work, field work, survey, educational tour. After the publication of results, Result analysis is also undertaken by the Academic sub-committee to plan a future action plan and act accordingly. The college takes feedback from different stakeholders like students, teachers, alumni and employers and properly analyse it and takes action accordingly. All the details related to feedback has been hosted in the website for transparency. Feedback mechanism enables the college towards continuous growth and collective development.

### **Teaching-learning and Evaluation**

Our college has always strived to reach higher education to the students in a comprehensive manner. In this regard for the last 5 years, 67% of the sanctioned seats have been filled. It is because of the many workshops and awareness programs towards the students of disadvantaged and the minority section, that reserved seats have also been filled considerably. The college always takes utmost initiative to fill up the sanctioned teaching posts and in this regard around 90% of the sanction posts are filled. The college reflects a considerable teacher-student ratio of 1:38 (for the year 2022-23).

A variety of student-centric techniques are employed in addition to traditional techniques to improve the effectiveness of the teaching-learning process. These techniques include workshops, seminars, student seminars, video demonstrations, activity-based learning, extension lectures, posting study materials via LMS, project-based learning, poster presentations, and more. They also promote problem-solving, experiential learning, and participation. In order to meet the demands of pupils with varying levels of competency, appropriate measures are used. During the lock-down, the teaching-learning process was moved to an online format. In several practical topics, assignments are given as projects to promote collaborative learning and active learning. Students are encouraged to use ICT and resources.

The college provides 8 Undergraduate Courses and B.A General Degree Programme. All programs and course outcomes are explained to the students at the beginning of each session and also hosted in the website for ease of access. Over the past five years, the program and course outcomes have been reasonably well attained. The average percentage of students qualifying the final examination over the last five years is 64%.

### **Research, Innovations and Extension**

The College focuses to create a learning environment that integrates body, mind, and spirit through a need-based approach, blending academics and ethics, innovative learning methods, and a diverse curriculum, especially to the students of the rural youth.

The College in collaboration with the IQAC have encouraged the faculties of the college in a continuous manner to actively participate in various conferences, seminars workshops and training programme so as to provide holistic education to the students and also result in teacher student all round development. There is a dedicated Publication and Research Committee operates within the college. The IQAC of the college has organized an International Level workshop on Research Methodology to aware the faculties about methods and approaches of research works. Since 2019 the institution annually published an edited volume with ISBN named as "Rethinking 21st Century". The College has 21 Active MoUs. The college organizes cultural programmes. As per the curriculum, the Bengali Department offers dedicated classes on Local Bengali Dialects to encourage issues on IKS.

The NSS unit of the college has played a vital role in organising workshops, awareness programmes and extending overall support through various social work in the surrounding neighbourhood of the college. The college's NSS unit has played a pivotal role in carrying out environmental awareness campaigns. Programs such as "**Prokriti Amar Maa**," "**Ekti Gaach Ekti Pran**," "**Bosudha Dibos**," "**Swachatta Abhijan**," "**My Earth My Home**," "**Save Earth**," and "**Brikkho Mahotsav**" "**Asun Plastic Mukto Samaj Gore Uthi**," have been instrumental in sensitizing students to the importance of environmental conservation, which have not only educated students about the necessity of protecting mother nature but have also involved them directly in green initiatives, especially crucial in the cyclone-prone area of Kultali. NSS unit, has organized numerous health camps and blood donation drives, including "**Roktodan Jibon Dan**." Addressing gender issues, the college has implemented programs such as "**Nari Surokha Amader Angikar**" and awareness campaigns against child trafficking and child labour. It has also extended support during calamities in Cyclone like that of Amphan and Yaas.

### **Infrastructure and Learning Resources**

Kultali Dr. B. R. Ambedkar College, established in 2005, has consistently endeavoured to enhance its physical infrastructure and learning facilities to align with contemporary pedagogical advancements, thereby fostering an excellent teaching and learning environment. The college offers Undergraduate programs across 8 Arts Departments: Bengali, English, Education, Geography, History, Philosophy, Political Science, and Sociology. To support these departments, the college provides 18 spacious and well-constructed rooms. The Department of Geography is particularly well-equipped, featuring dedicated laboratory facilities, including a Geographic Information System (GIS) lab and projector facilities.

The College Library is another cornerstone of its academic infrastructure, housing a meticulously curated collection of 5,800 books. This library is especially crucial for first-generation learners who may not have access to such extensive resources elsewhere. Additionally, the library subscribes to N-LIST, granting students and faculty access to a vast array of e-resources. Information and Communication Technology (ICT) facilities and a Learning Management System (LMS) further aid the students, providing modern tools for learning and engagement. These technological resources are essential for facilitating interactive and efficient learning experiences, especially in an increasingly digital world. For cultural and extracurricular activities, the college boasts a well-built auditorium, complemented by a large college ground with lush greenery and a stadium. This area provides a venue for various student activities and events. The college also features gardens and dedicated busts of Dr. B. R. Ambedkar, Nobel laureate Rabindranath Tagore, Kazi Nazrul Islam, and Netaji Subhas

Chandra Bose, serving as sources of inspiration for the students. Sports facilities are also well-developed, with provisions for outdoor games such as football, cricket, kabaddi, and badminton. Indoor game facilities, including chess, and carrom boards, are available in the common room, ensuring students have ample opportunities for physical activity and recreation.

To ensure the safety and security of all stakeholders, the entire college campus is under 24X7 CCTV camera surveillance. This comprehensive security system underscores the institution's commitment to providing a safe learning environment.

### **Student Support and Progression**

Kultali Dr. B. R. Ambedkar College **aims to empower all students with value-based holistic education.** Situated in the remote and ecologically sensitive Sundarbans area of South 24 Parganas, the college serves as the only institution of Higher Education within a 30 km radius of the densely populated area of Kultali. The college has tried to put forth enormous efforts to address the educational needs of the students with special emphasis on predominantly backward and minority population. It has committed to provide and extend higher education as a vehicle for the overall development of the rural locality by paying special attention to the educational needs of such students. This commitment is reflected in the college's robust scholarship records, supported by various schemes and programs from the Higher Education Department and the Government of West Bengal. All scholarships given by the government, such as Kanyashree, Aikyashree, Swami Vivekananda Merit cum Means scholarships, are made available to them in due time. The college records reflect the fact that more than 80% of the students belonging to such categories have enrolled under scholarships and the college has also taken initiatives to disseminate information about various scholarships to the students.

The college has implemented several skill development courses, such as GIS, personality grooming sessions, spoken English among others, to help students enhance their confidence. The College has arranged numerous career counselling sessions to help the students over the past few years. The college prioritises the issue of student's welfare and to provide speedy redressals in various aspects including sexual harassment the college has a dedicated Internal Complaints Committee Women Cell, Grievance Redressal and Anti Ragging Committee. The alumni of the college have also been instrumental in encouraging the present enrolled students in various aspects and the college has also arranged a number of programmes to actively collaborate with the alumni students for the holistic development of the college. The Alumni Association of the college is at the verge of completing its registration process from that of the government authorities.

### **Governance, Leadership and Management**

Kultali Dr. B R Ambedkar College is a Government Aided College which is affiliated to the University of Calcutta and received 2f and 12b certificate from UGC. The College in terms of its daily administrative activities and other aspects totally adhere to the guidelines and policies of the Higher Education Directorate, University of Calcutta and University Grants Commission. The vision of the college stands as follows: **"To be a premier institution in the Sundarbans region, transforming lives through education and fostering a society without discrimination, where every individual, regardless of their background, can achieve academic excellence and contribute positively to their community."** Keeping this vision in mind the college has put forth the mission to **Empower Students, Promote Equality, Enlighten Minds, Build Community, Overcome Barriers, put forth Collaborations and promote Decentralization and inclusivity.**



In order to materialise the mission and vision of the college the administration has taken old efforts towards this end. In terms of the administrative setup the Principal is the executive head of the College. Since 30.04.2023, after the superannuation of the Principal the Teacher in Charge has taken over the responsibilities of the college. The Governing Body is the highest body in spearheading the policy decisions of the college. The Internal Quality Assurance Cell (IQAC) works continuously to improve and establish quality accompanied by putting forth proposals for holistic development of the college which comprises of encouraging the staff for different programs, research related activities, seminars, workshops and others and oversees the feedback mechanisms of the various stakeholders actively participating in the college. The college administration constituted by various committees for the smooth functioning of the college: Academic subcommittee, Internal Complaints Committee, Anti Ragging Cell Grievance Redressal Cell, ICT Sub Committee SC/ST Cell, OBC and Minority Cell, Women's Cell, Teachers' Council, Admission Sub-Committee, Library Sub-Committee, Publishing Sub-Committee, Cultural Sub-Committee, Seminar-Sub Committee, Sports Sub-Committee. The Bursar as the financial administrator oversees the financial aspects of the college and is responsible for taking care of the financial expenditure and adheres to complete mobilisation of resources. The colleges totally adopted to E-Governance measures and initiatives.

### **Institutional Values and Best Practices**

Kultali Dr. B R Ambedkar College is dedicated to create a learning environment that integrates body, mind, and spirit through a need-based approach, blending academics and ethics, innovative learning methods, and a diverse curriculum. The College aims to empower all students with value-based holistic education and therefore tries to enshrine its vision and mission in its various activities.

Important steps are taken towards Gender Sensitization by the NSS, Women Cell as well as timely redress or provided by ICC and Grievance Redressal and Anti Ragging Cell. The College has registered itself to the UGC Saksham Portal and also has conducted Gender Audit to assess its initiatives towards gender sensitization. The College in ordered to enshrine a holistic development and imbibe ideas of constitutionalism, citizenship, Brotherhood, ethics and others prioritises on celebrating and commemorating important days. The college has specified and well described policy on Green Plus campus and plastic free campus followed by separate policies on water conservation energy conservation and divyangans students respectively.

College adopted two best practices, i.e., 1) **Sabujer Kache Sabujer Sathe** 2) **Swa Sakti – Nari Sakti**.

The Institutional Distinctiveness of the college is "**Building Inclusive Excellence: Empowering Disadvantaged and Minority Youth**"

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KULTALI DR. B.R. AMBEDKAR COLLEGE.
Address	Vill - 11 No Jalaberia, P.O. - Jamtala, P.S. - Kultali, Dist - South 24 Pgs, Pin - 743338
City	Kultali
State	West Bengal
Pin	743338
Website	<a href="http://kdbracollege.ac.in">kdbracollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Prashanta Das	091-8420613518	9038919160	-	kdbrahamavidyalaya@gmail.com
IQAC / CIQA coordinator	Sarthak Chakraborty	-	9674886679	-	iqackdbra@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Calcutta	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-06-2017	<a href="#">View Document</a>
12B of UGC	26-04-2018	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill - 11 No Jalaberia, P.O. - Jamtala, P.S. - Kultali, Dist - South 24 Pgs, Pin - 743338	Rural	2.21	1

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali, Honours	48	XII	Bengali	110	26
UG	BA,English, Honours	48	XII	English	76	15
UG	BA,Education, Honours	48	XII	Bengali	61	48
UG	BA,History, Honours	48	XII	Bengali	76	17
UG	BA,Geography, Honours	48	XII	Bengali	49	11
UG	BA,Political Science, Honours	48	XII	Bengali	76	50
UG	BA,Philosophy, Honours	48	XII	Bengali	39	13
UG	BA,Sociology, Honours	48	XII	Bengali	76	0
UG	BA,B A General, General	36	XII	Bengali	672	445

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				19			
Recruited	0	0	0	0	0	0	0	0	8	10	0	18
Yet to Recruit	1				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	11	1	0	12
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				5
Recruited	4	1	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	4	3	0	7
PG	0	0	0	0	0	0	11	5	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	550	0	0	0	550
	Female	561	0	0	0	561
	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	80	72	70	70
	Female	122	130	135	132
	Others	0	0	0	0
ST	Male	20	27	20	24
	Female	32	30	35	30
	Others	0	0	0	0
OBC	Male	50	40	60	30
	Female	60	55	87	51
	Others	0	0	0	0
General	Male	122	130	210	160
	Female	134	151	252	143
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		620	635	869	640

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	As per the NEP guidelines, curriculum structure has been designed incorporating multidisciplinary education, optimal learning environment and learner centric approach. To this effect, wider consultations
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	<p>were held through a number of workshops and conferences to create awareness and sensitization about NEP-2020 implementation. A detailed strategic plan for NEP implementation has been chalked out and phase wise implementation has resulted in to multidisciplinary ecosystem. All UG programmes have been restructured for multidisciplinary options and the Curriculum have been revised to incorporate outcome-based Program Objectives (POs), Program Specific Objectives (PSOs) and Curriculum Objectives (COs) as per University of Calcutta. Reviewing and revising the curriculum to incorporate multidisciplinary approaches, including offering flexible programs that allow students to choose courses from different disciplines. Providing training and professional development opportunities for faculty to enable them to teach multidisciplinary courses effectively and collaborate across disciplines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) is a key feature of the National Education Policy (NEP) aimed at providing students with flexibility in choosing their courses and pace of learning. The “Academic Bank of Credits” (ABC) is an educational digital platform created to facilitate students’ seamless mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption to promote distributed and flexible teaching and learning. As an initiative for preparedness relating to NEP 2020 among the Students, Faculty Members and Staff members, and to spread awareness about Academic Bank of Credits (ABC), Seminars and Workshops on Academic Bank of Credits (ABC) by the Affiliating University that is University of Calcutta and the college will be completely adhering to the rules and the guidelines that the university will lay down in order to enroll and make ABC functional on the part of the college.</p>
<p>3. Skill development:</p>	<p>Skill development is a crucial aspect of education, especially in the context of the National Education Policy (NEP) 2020, which emphasizes the integration of vocational education and skills training into mainstream education. The skill development on the part of the students are very crucial because these kinds of courses and preparedness help the students to face the market and the industry outside the</p>

	<p>paradigms of their higher education institution. As per the curriculum under CBCS and NEP 2020, our college follows the syllabi under The University of Calcutta which contain skill enhancement courses for the students in various subjects. College has also taken additional initiatives to organize various skill development activities in the form of capacity building programmes in collaboration. IQAC has proposed and plans to introduce new Add-on courses by all the departments mandatorily for all students of the college to give them exposure beyond curriculum.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Kultali Dr. B.R. Ambedkar College aims to create a learning environment that integrates body, mind, and spirit through a need-based approach, blending academics and ethics, innovative learning methods, and a diverse curriculum. We aim to empower all students with value-based holistic education. In this regard Indian knowledge system and the awareness of the students towards the rich heritage and culture of India plays a very significant role. The college adhering to the syllabus of the Affiliating University has courses under the Departments of Bengali English and philosophy and have also conducted add on courses on Vedas and seminars and workshops on Indian languages. The college in order to make the students aware have always celebrated and commemorated the International Mother's Day Mother Language Day on 22nd February. The college organizes cultural programmes such as Rabindra Jayanti, Rakhi Bandhan, Basanta Utsav, Teachers' Day celebration etc in Bengali Language. As per the curriculum, the Bengali Department offers dedicated classes on Local Bengali Dialects. Students of Department of Bengali, History, Education, English, Geography, Philosophy publish E-Magazine annually. The college has arranged some classes on Sanskrit language to that of the students and in the new future it also aims to establish an IPR cell and also a Sanskrit lab.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Kultali Dr. B.R. Ambedkar College promotes Outcome based education (OBE) through emphasizing on student centric learning processes for imparting knowledge, skills, lifelong learning experiences and independent problem-solving of the learners. In the context of Kultali Dr. B.R. Ambedkar College's focus on Outcome-Based Education (OBE), several initiatives and actions can be undertaken to</p>

	<p>enhance student learning outcomes: Where course and programme outcome are outlined in the college website, adoption of different student technique methods, conducting training programs for faculty to enhance OBE principles. More focus on Implementing regular assessments to measure student achievement of learning outcomes, providing feedback to both students and faculty for improvement. mobilising resources for infrastructure, technology, and materials that support OBE implementation and enhance student learning experiences have been also prioritized.</p>
<p>6. Distance education/online education:</p>	<p>NEP emphasized distance education / online education which expand the access to education and training for employed students. Since its' flexible schedule reduce the effects of the time constraints imposed by personal responsibilities and commitment. The Institute has already started working on these aspects. The College has applied for grants so that it can establish more ICT enabled smart rooms for the ease of the students and the college is also arranging for a number of online seminars and disseminating information and encouraging students to opt for online programmes under the wide plethora programmes available by the Ministry of Education Government of India. The college has A dedicated learning management system embedded in the college website in which the teachers are encouraged to decimate more information through that medium for the ease of the students to make the students more adaptive to the online education especially in a remote area in Sundarbans more initiatives are undertaken by the college.</p>

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The College in order to provide holistic education to the students of the rural youth in the area of Kultali belonging to the Sundarbans area the college commemorates various important days which includes Republic Day Independence Day and celebrating the birth anniversary of freedom fighters, patriots and leaders in order to instil the ideas of harmony brotherhood constitutionalism and</p>
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	<p>citizenship. Under the aegis of Systematic Voters Education And Electoral Participation the college took the initiative of opening up the Electoral Literacy Club as per the guidelines of ECI, so that enhanced participation can be encouraged among the rural youth and can be culminated to the pathway Of Empowered Prospective Voter as envisaged by the government in collaboration with the Election Commission. The Elc is new in our college and was established with the purpose of reaching out to newly registered voters who are obtaining their degree/diploma and are between 18 and 21 years of age.</p>
<p>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?</p>	<p>Yes . Chairperson : Dr. Prashanta Das, Teacher -in – Charge Dr. Mintu Patra, Bursar/G.B Member, Department of English Patralekha Sen, Department of Political Science Sankar Chakraborty, Department of Political Science Dr. Sipra Biswas, Department o Geography Priyonath Naskar, Sem V, Department of Political Science Riti Nakar, Sem V, Department of Political Science Pabitra Mondal, Sem V, Department of History Bhargab Naiyya, Sem V, Department of History Priyanka Sardar, Sem V, Department of Sociology</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) at Kultali Dr. B.R. Ambedkar College has undertaken several key initiatives to promote electoral literacy and active citizenship among students:</p> <ul style="list-style-type: none"> <li>o Workshops and Seminars: Conducted interactive workshops and seminars on the electoral process, the role of the Election Commission, and the significance of voting.</li> <li>o Educational Materials: Distributed pamphlets, brochures, and booklets detailing the electoral process, voter rights, and responsibilities.</li> <li>o Interactive Sessions: Hosted Q&amp;A sessions with electoral officers to address student queries and dispel myths about voting and elections.</li> <li>o Competitions and Quizzes: Arranged quizzes, debates, and essay writing competitions on topics related to democracy and elections to engage students and encourage critical thinking.</li> <li>o Awareness Campaigns: Launched campus-wide campaigns to raise awareness about voter registration deadlines, polling dates, and the importance of participating in elections</li> <li>o Voter Registration Drives: Facilitated on-campus voter registration drives to help eligible students register to vote.</li> </ul>

<p>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.</p>	<p>Yes, awareness campaigns are held to inform and inspire students about their right to vote and to encourage them to register to vote.</p>
<p>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.</p>	<p>The college does host awareness campaigns for students who are above 18 years of age.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1191	1614	1232	1073	976

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 35

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
31	30	28	13	15

### 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
36.35962	46.91736	42.1546	334.105841	26.177267

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Kultali Dr B R Ambedkar College is affiliated to the University of Calcutta and adheres to the evaluation and assessment designed by the University. CBCS system was successfully implemented as well as internal evaluation, online uploading of marks along with timely Tutorials and Examinations.

Since the College is an affiliated entity, the revision and upgradation of the syllabi is done by the Calcutta University, and the college aims at effective, documented curriculum delivery. The college plays a vital role in delivery of various assignments as provided by the University which includes curriculum design, Question paper moderation and framing and providing valuable inputs in syllabus revision, curriculum updating etc. For smooth curriculum delivery, Academic Sub-Committee (comprising the Head of all academic departments) of the College regulates and oversees all the academic activities of the college, where the Sub-Committee meets before the commencement of classes in even and odd semesters of an academic session, takes all important decisions regarding Academic matters which comes through the Departmental meetings (where planning, routine preparation, class division, syllabus allotment is done at a micro level), co-ordinates with members of the Routine Sub-Committee (comprising of representatives from each stream) to formulate a Master Routine for the odd and even semesters keeping in tune with the guidelines of the University. Academic Calendar for each academic year is prepared and published on the college website. In order to disseminate knowledge in an all-round manner students are regularly encouraged to enhance their cognitive skills through project work, field work, survey, educational tour. The students are given the privileges for choosing from the subjects as offered by the college. Further, after the publication of results, Result analysis is also undertaken by the Academic sub-committee to plan a future action plan and act accordingly.

Teachers actively monitor, participate and interact with the students through healthy discussion on various topics by organizing seminars, extensive lectures and other interactive learning methods for the students. During the Lockdown period, Teachers spontaneously updated themselves to various E-Learning methods and extended online classes, materials and Assignments to the students. Despite located in a discreet area, the students responded coherently. The college complies to the policies of student attendance in all assessments, which serves as an incentive for regularity and academic discipline. The methods of assessment vary according to the mandates provided by each Board of Studies under the University of Calcutta, which consist of performances in regular assignments, class tests, viva etc, which in turn are closely monitored by the departmental teachers and internal marks are uploaded in the University Portal system and the marks awarded in continuous internal assessment (formative assessment) are reflected along with the candidate's performance in end-semester examination (summative assessment) to determine the grade and grade point in each respective course (paper) to do justice to the program and course outcomes. In addition to this, there are various sub-



committees such as Seminar, Sports, Cultural, NSS, Anti-Ragging and Students Welfare. These sub-committees carry out various programmes to ensure all-round development of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 16

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

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 37.53

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	351	1205	728	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:

Kultali Dr B R Ambedkar College, adheres strictly to the curriculum laid down by its affiliating institution (University of Calcutta). The college has tried to integrate issues relevant to Gender, Environment and sustainability, Human Values, and Professional Ethics through its curriculum and also has tried to inculcate the same through efforts and activities conducted throughout the year to impart holistic education that goes beyond the curriculum.

With regard to the Curriculum as set by the affiliating University, there are specific Modules and Papers (Core Courses as well as Discipline Specific Papers) which are dedicated to cater to Gender, Environment and Human Values, as reflected in subjects like Political Science, Philosophy, Sociology, Education and Geography. In the structure of the CBCS System, the Environmental Studies paper is included as a compulsory paper named Ability Enhancement Compulsory Course (AECC-2) which has to be studied by all the enrolled students in the Second Semester of the CBCS curriculum. Furthermore, there are papers on Research Ethics and Legal structure and Human Values as included in Skill Enhancement Courses (SEC).

Besides the College also conducts various programmes, activities, seminars and events to uphold human values, professional ethics and create awareness regarding gender and environmental issues among the students which are as follows:

- **Gender Issues:** The College celebrates Womens' Day every 8th March. It has conducted Gender Audit and also has embraced UGC SAKSHAM (a dynamic initiative of UGC towards empowerment of women in campuses). It has ICC and has plan to establish a Women's Cell. The IQAC of our college has organized a programme to create awareness about the different aspects related to child marriage and human trafficking.
- **Environmental Values and Aspects:** The College emphasizes on Environmental education

through projects, field work and Green Audit. The College encompasses greenery and Green Audit is conducted to make all the stakeholders aware of the richness and diversity of its flora and fauna. Besides, regular plantation programme and green initiatives are undertaken by the NSS and other Sub Committees to preserve the same, especially with the active Involvement of the students. The students are encouraged to make sustainable choices and minimize the use of plastics in the premises of the institution. The IQAC of the college celebrates Earth Day (April 22nd) and World Environment Day in every year on 5th June to create awareness of the problems of environment.

- **Human values:** The Curriculum of the University has dedicated Papers to inculcate the same but to extend these values more holistically, the activities of the NSS were significant. The NSS has organised various Health Camps and extension programs to help the neighbouring localities. Moreover, motivational workshop has also been organised along with celebration of important dates.
- **Professional Ethics:** The Curriculum designed by the University has incorporated sections on ethics, modalities of research, field activities. The College authorities has also organized Career Counseling Program and Seminar on Research Methodology to impart intrinsic knowledge about the same to the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 45.76

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

Response: 545

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 66.26

##### 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
640	869	635	620	582

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

2022-23	2021-22	2020-21	2019-20	2018-19
1010	1010	1010	1010	1010

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 81.28

##### 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
337	407	354	364	379

### 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
453	453	453	453	453

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 38.42

## 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:**

1. **Experiential Learning:** In this context the college has arranged different kinds of learning experiences in both online and offline mode to reach holistic and comprehensive value-based education to that of the students. Different departments have organised field trips and study tools with special mention to Department of Geography and the Department of History in order to instil experiential learning within the students. The college has MoUs with 21 different colleges and in this context have arranged a number of Faculty Student Exchange programmes, seminars and workshops and special lectures in order to ameliorate the learning experiences of the students. Department of Bengali have also initiated Cine Club, to offer students an alternative way to learn about the subjects they are studying.
2. **Information and Communication Technology (ICT):** In spite of being located in environmentally vulnerable Sundarbans area and poor Internet connectivity, the college has tried to provide learning experiences through the means of ICT. The college has ICT Subcommittee to administer various activities of teaching learning processes through the means of ICT. Faculties engage with different means related to ICT in order to disseminate education and make curriculum delivery more interesting and this includes taking classes through Google meet, delivering curriculum through the use of PowerPoint, Distribution of E-books, soft copies of textbooks, and study materials. The college has also a dedicated learning management system in which the teachers also share their references and study materials. The college library subscribes to NLIST provided by INFLIBNET. The library is also on the verge of completing its process of full automation.
3. **Problem Solving:** For all students, project work is an essential component of experiential learning and problem-solving techniques and different departments engage student in project work.
4. **Participative Learning:** In terms of participative learning the college has given utmost priority where students are encouraged to actively participate in various activities of the college ranging from seminars workshops cultural programmes outreach programmes and quizzes both inside the college premises and beyond. As part of the participatory learning process, students participate in group discussions, classroom demonstrations, and the development of wall magazines.
5. **Assessment and Engagement:** In order to provide a holistic and comprehensive development of the students, the college believes in continuous internal assessments and evaluation and also stresses on the collection of feedback. The Academic Subcommittee plays a very important role to cater to the students and evaluate the learning experiences. Today with the advancement of technology, the college has also stressed on assessment and evaluation through the online mode and in this context the college has ICT Subcommittee to administer various activities of teaching learning processes through the means of ICT. The ICT subcommittee also oversees all kinds of seminars workshops and programmes which are conducted via online mode.
6. **YouTube Channel:** The Covid-19 and pandemic situation triggered the process of launching a Youtube channel – KDBRA College on the part of the college in which various online programmes are recorded and kept for future use of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 86.03

#### 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
32	32	32	20	20

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 2.4.2

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

**Response:** 70.94

#### 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
23	21	19	5	15



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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

In order to provide holistic and all-round development of the students, continuous evaluation and regular internal assessment plays a pivotal role in the teaching learning process. The College is an affiliate entity under University of Calcutta and hence adheres to the guidelines and the schedule given by the University for conducting exams at the end of each semester in the Choice Based Credit System (CBCS) from 2018. With regard to the final evaluation by the university in the CBCS, there are stipulated methods of evaluation. In this context, the teachers and the faculty members upload the marks according to stipulated Schedules and also act as examination coordinators, head examiners, external examiner according to the duties assigned by the university. Question papers of the external assessments are set by the University centrally for Undergraduate Students of all the colleges affiliated with utmost confidentiality from amongst the university and/or college faculties. The Examination and The Centre Committee takes the overall responsibility of continuous assessment and their duties range from arranging seating plans of students, assigning invigilation duties, maintaining exam hall discipline, arranging of answer scripts, sending them duly to the university and other associated duties. If there are any kind of grievances on the part of the students with regard to the evaluation done by the teachers there are provisions of review, RTI University examinations and thorough discussion of the answers with the students in case of the continuous internal evaluation taken on the part of the college.

The College Academic Calendar contains all the dates related to examination. The examination schedules and guidelines are published in College Website well in advance. With regard to disseminating information about the continuous examination whether held by the college or that by the university Notices are circulated through the College Notice Board, College Website and student WhatsApp Groups. With regard to the examination, various kinds of questioning methods are applied which range from long essay type questions, subjective questions, objective type questions and multiple-choice questions. the Academic Subcommittee along with the Examination and Centre Subcommittee leaves it

on the discretion of the department to choose the pattern of questioning with regard to the evaluation of the students. Since the college gives prioritises continuous internal assessment the college conducts various types of tests including class tests midterm tests surprise tests in order to evaluate the student all the year round. Apart from the prescribed test mentioned over the teachers also use the method of projects, Vivas, home assignments and other kinds of evaluation techniques to test the merits of the student. Corrected answer scripts, along with constructive feedback, empower students to enhance their understanding. Encouraging independent writing, faculty members willingly review and provide feedback on student-generated answers. .Parent teacher meetings are arranged to familiarize the parents of the students about the performance of their wards, so that the parents can ensure better learning outcomes with the cooperation of teachers. Feedback regarding the teaching process is also taken from the parents and their suggestions are incorporated.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The college is affiliated under University of Calcutta and therefore all the course curriculum are framed by the University itself. However, the Course Outcome (CO) and Programme Outcome (PO) are not well defined by the university but the college take initiatives regarding it. The college has framed different PO and CO for all the programmes. Academic sub-committee and IQAC jointly prepared the PO and CO adhering the inputs of UGC guidelines and National Education Policy 2020. All the faculties orient students with CO and PO at the commencement of every semester to make them aware of it and to develop a clear understanding related to it. PO and CO are also circulated to the students via whatsapp groups to make it available to all. The programme outcomes and course outcomes are also hosted in the college website.

Basically, Programme Outcomes are the insights, learnings, knowledge and skills that a student acquired from the proper completion of the programme. The college has 9 undergraduate programme (8 Honours and 1 general) in Arts and each programme is 3 years in duration. From 2023-2024 session the college introduced 4 years and 3 years programmes following the guidelines of NEP 2020. Each programme is a combination of several courses (paper) and Course outcomes are specific learnings that a student can get from the completion of that particular paper.

For the monitoring and continuous updation of PO and CO, Academic Sub-committee conducts meetings throughout the year especially after the time of examinations for proper evaluation of the key approaches. The appropriate HODs convene meetings after internal assessments to discuss in-depth the current status of teaching and learning in respective departments. The HODs carefully review the test results after the

students' external evaluations to identify the areas that require the most extra teaching and learning improvement. This is also evaluated equally from the perspective of the students. The institution has a well-established mechanism for gathering feedback from each departing student, i.e., of the previous third year under the 1+1+1 system or the current semester VI under the six-semester CBCS system. The principal, the IQAC coordinator, the chair of the Academic Subcommittee, and all participating stakeholders get their views. This feedback data has proven to be quite useful in assessing the level of success of the college in achieving PO and CO.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**For CO attainment**

1. Class Test
2. Internal Assessment
3. Tutorial Examination
4. Semester-end Examinations

**For PO attainment**

1. Final CGPA
2. Teachers' feedback

**For measuring the attainment of COs target scores are fixed:**

Target score in Class Tests	>= 40% of Marks
Target score in Internal Assessment	>= 60% of Marks
Target score in Tutorial/Practical Examination	>= 50% of Marks
Target score in University Examination	>= 40% of Marks for Honours Courses >= 30% of Marks for General Courses

**CO Attainment level based on percentage:**

Level	Criteria (% of students reached target score)
3	>70%
2	>50%

1	>30%
0	<= 30%

**CO Calculation**

CO in % of each component of the course =  $\frac{\text{Level of CO Attainment} \times \text{Level of Component}}{\text{Level of Component}} \times 100$

CO Attainment in % of each component of the course =  $\frac{\text{Level of CO Attainment} \times \text{Level of Component}}{\text{Level of Component}} \times 100$

**Overall CO Attainment** = (0.1 × Level of Class test) + (0.2 × Level of Internal Assessment) + (0.1 × Level of Tutorial Assessment) + (0.6 × Level of University Examination)

**Attainment of POs****In Semester Examination**

Level	Criteria (% of students reached target score)
3	60% of students obtained CGPA more than or equal to 4.00
2	40% of students obtained CGPA more than or equal to 4.00
1	30% of students obtained CGPA more than or equal to 4.00
0	Less than equal to 30%

**Teachers Feedback**

Level	Criteria (% of students reached target score)
3	50% of students get good feedback from teacher
2	40% of students get good feedback from teacher
1	30% of students get good feedback from teacher
0	Less than equal to 30%

**PO Attainment Calculation:**

The PO attainment is calculated using the following formula Overall PO Attainment = (0.6 × Level in CGPA) + (0.4 × Level in Feedback)

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 64.67**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
82	126	220	182	104

**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
194	316	234	195	165

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.96

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:**

The College provides an environment for Students and Teachers to create, interact and participate in different academic activities. The institution tries to facilitate the students with different types of benefits like infrastructure, right attitude, resources, proper scope for exposures and positive approaches, and also ensure proper guidance, opportunities for skill enhancement, and encourages to pursue further research for the teachers to improve their teaching and research qualities. Seminar, Webinars, Workshops, Special Lectures, Inter-departmental Lectures are organised to acquire and promulgate knowledge. These are beneficial for both faculties and students at large. Under various courses, Projects are assigned to students under the supervision of departmental teachers, which help them to have better understating of the subject and prepares the ground to instil research interest in them. The college also encourages educational and field trips along with encouragement and enhancement of Skill Enhancement Courses are part of their syllabus under CBCS.

**Research related activities:**

1. Faculties of the college regularly publish articles and book chapters in books with ISBN and peer-reviewed or UGC CARE list journals with ISSN.
2. There is a dedicated Publication and Research Committee operates within the college.
3. The IQAC of the college has organized an International Level workshop on Research Methodology to aware the faculties about methods and approaches of research works.

**Activities of Publication Committee:**

1. Since 2019 the institution annually published an edited volume with ISBN named as “Rethinking 21st Century”.

**Indian Knowledge System (IKS) related activities:**

1. The college organizes cultural programmes such as Rabindra Jayanti, Rakhi Bandhan, Basanta Utsav, Teachers’ Day celebration etc in Bengali Language.
2. As per the curriculum, the Bengali Department offers dedicated classes on Local Bengali Dialects.
3. Students of Department of Bengali, History, Education, English, Geography, Philosophy publish E-Magazine annually.

**Awareness initiatives about IPR awareness:**

1. In the meeting of the IQAC of the college several topics related to IPR was discussed and proposals were taken to organize Seminars/Webinars and other activities to promote awareness among the faculties and students about IPR.
2. IQAC has also taken resolution to create a dedicated IPR Cell and Research and Development Cell from next academic session.

**Activities related to Student Counselling regarding Career Guidance and academics:**

1. Department of Geography in collaboration with IQAC has organized a dedicated Webinar on Career Counselling.
2. In accordance with order of the Government of West Bengal the college administration set up a dedicated committee for Student Credit Card scheme for creating awareness among students about career related issues.

**Information dissemination to society:**

1. The NSS unit and Department of Geography of the college circulated awareness messages during emergencies like Cyclone Amphan, Phani and Yass.
2. During Covid-19 pandemic the NSS unit has disseminated information on awareness, protection and vaccination.

File Description	Document
Upload Additional information	<a href="#">View Document</a>



**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:** 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	12	4	3

**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:** 0.09

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

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

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.31

**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
4	4	1	0	2

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**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:**

Kultali Dr. B.R. Ambedkar College, located in the Sundarban area, has undertaken various initiatives to instil a sense of social responsibility in order to improve the quality of life in the neighbourhood but also prepared students to be conscientious and empathetic individuals, equipped to tackle social issues effectively.

### **Environmental Awareness and Action**

The college's NSS unit has played a pivotal role in carrying out environmental awareness campaigns. Programs such as **"Prokriti Amar Maa," "Ekta Gaach Ekta Pran," "Bosudha Dibos," "Swachatta Abhijan," "My Earth My Home," "Save Earth,"** and **"Brikkho Mahotsav"** have been instrumental in sensitizing students to the importance of environmental conservation, which have not only educated students about the necessity of protecting mother nature but have also involved them directly in green initiatives, especially crucial in the cyclone-prone area of Kultali. The tangible outcomes include increased tree plantation, reduced plastic use, and a more environmentally conscious community. Initiatives to create a plastic-free zone, such as **"Asun Plastic Mukto Samaj Gore Uthi,"** have been successful in promoting sustainability

### **Health and Hygiene Initiatives**

NSS unit, has organized numerous health camps and blood donation drives, including **"Roktodaan Jibon Dan."** Additionally, AIDS awareness programs have been conducted to educate the local community, particularly women, about health and hygiene. These activities have significantly improved the health standards in the neighbourhood, providing essential medical services and health education to those in need along with heightened students' awareness of public health issues.

### **Gender Sensitization and Social Issues**

Addressing gender issues, the college has implemented programs such as **"Nari Surokha Amader Angikar"** and awareness campaigns against child trafficking and child labor. Furthermore, the college has promoted various scholarships to support girl child education and conducted gender audits to assess and improve gender sensitivity thereby sensitizing the critical issues of gender equality and child rights.

### **Awareness on Occupational Health Hazards**

Considering the prevalence of brick kilns in the area, the college conducted awareness programs to inform workers about the health hazards associated with their occupation, which has led to better health practices among workers and heightened student awareness of occupational health and safety issues.

### **Community Support and Solidarity**

To foster social solidarity and communal harmony, the NSS unit has organized events like "Maitri Utsav." These events have strengthened community bonds and promoted a sense of unity among diverse groups. The college's proactive stance during natural calamities, such as organizing cyclone awareness programs and distributing aid during Cyclone Amphan and Yaas, as well as during the COVID-19 lockdown, exemplifies its commitment to community welfare. The vaccination drives and distribution of basic necessities during these challenging times have provided crucial support to the neighborhood, showcasing the college's role as a community pillar. In collaboration with the Department of English, the NSS unit has conducted workshops to boost the mental and psychological well-being of students,

particularly during the pandemic to provide students with coping strategies and psychological support. Cleanliness drives and the distribution of larvae to fishermen to combat water-borne diseases have been helpful.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Kultali Dr. B.R. Ambedkar College, situated in the cyclone-prone Sunderban region, has made significant strides in community development and social welfare through its robust extension activities. The college's (NSS) unit has been instrumental in executing a series of environmental awareness programs. Campaigns such as "Prokriti Amar Maa," "Ekti Gaach Ekti Pran," "Bosudha Dibos," "Swachatta Abhijan," "My Earth My Home," "Save Earth," and "Brikkho Mahotsav" have garnered significant attention and recognition. These initiatives, aimed at promoting environmental conservation, tree plantation, and cleanliness, have been particularly impactful in the cyclone-prone area of Kultali. In collaboration with the local health authorities, the college has organized various health camps and blood donation drives, including "Roktodan Jibon Dan." Additionally, AIDS awareness programs have been conducted to educate the local community about health and hygiene. These initiatives have been lauded by the block development office of Kultali Block. Programs such as "Nari Surokkha Amader Angikar," awareness campaigns against child trafficking and child labor, and initiatives to promote scholarships for girl child education have been crucial in sensitizing the community about gender issues. The college's proactive stance during natural calamities, such as organizing cyclone awareness programs and providing aid during Cyclone Amphan and Yaas, has been crucial for community resilience. During the COVID-19 lockdown, the college extended its support to the local community by distributing essential supplies and organizing vaccination drives. These efforts were conducted under the aegis of the block development office. These efforts have received commendation from government bodies and have been specifically appreciated by Shri Ganesh Chandra Mondal, the honorable member of the Legislative Assembly of Kultali. His recognition underscores the impact of these programs in empowering women and children and promoting social justice. Along with it, the college also received certificate of recognition from Prof. Ishita Mukhopadhyay, Professor, Department of Economics and Former Honorary Director, Women's Studies Research Centre, University of Calcutta for works related to empowerment of women. The college also received recognitions from Department of Forest, Govt. of West Bengal for the green initiatives performed for the development of the community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 32

**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
6	11	0	9	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 21

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

## 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:**

Kultali Dr. B. R. Ambedkar College, established in 2005, has consistently endeavoured to enhance its physical infrastructure and learning facilities to align with contemporary pedagogical advancements, thereby fostering an excellent teaching and learning environment. The college offers Undergraduate programs across Eight Arts Departments: Bengali, English, Education, Geography, History, Philosophy, Political Science, and Sociology. To support these departments, the college provides 18 spacious and well-constructed rooms dedicated to each respective field, ensuring that both students and faculty have the necessary space for effective teaching and learning activities. The Department of Geography is particularly well-equipped, featuring dedicated laboratory facilities, including a Geographic Information System (GIS) lab and projector facilities. These facilities are integral to helping students gain hands-on experience and practical knowledge in their field of study, thus enhancing their academic and professional competencies.

The College Library is another cornerstone of its academic infrastructure, housing a meticulously curated collection of 5,800 books. This library is especially crucial for first-generation learners who may not have access to such extensive resources elsewhere. Additionally, the library subscribes to N-LIST, granting students and faculty access to a vast array of e-resources. This combination of physical and digital resources ensures that the college community has comprehensive support for their educational and research needs. Information and Communication Technology (ICT) facilities and a Learning Management System (LMS) further aid the students, providing modern tools for learning and engagement. These technological resources are essential for facilitating interactive and efficient learning experiences, especially in an increasingly digital world.

The main building is a three-storied structure that accommodates various essential facilities. This includes office space, a staff room equipped with computers, an IQAC and NAAC room with dedicated computer facilities, a staff meeting room (SARAT Bhavan), and an NSS room. These facilities are designed to support the administrative and academic functions of the college efficiently. For cultural and extracurricular activities, the college boasts a well-built auditorium, complemented by a large college ground with lush greenery and a stadium. This area provides a venue for various student activities and events. The college also features gardens and dedicated busts of Dr. B. R. Ambedkar, Nobel laureate Rabindranath Tagore, Kazi Nazrul Islam, and Netaji Subhas Chandra Bose, serving as sources of inspiration for the students. Sports facilities are also well-developed, with provisions for outdoor games such as football, cricket, kabaddi, and badminton. Indoor game facilities, including chess, and carrom

boards, are available in the common room, ensuring students have ample opportunities for physical activity and recreation.

To ensure the safety and security of all stakeholders, the entire college campus is under 24X7 CCTV camera surveillance. This comprehensive security system underscores the institution's commitment to providing a safe learning environment. The College has tried to create an infrastructure accompanied by comprehensive physical facilities that can support its academic, cultural, and extracurricular programs. Through continuous upgrades and a commitment to excellence, the college ensures that it meets the evolving needs of its students and faculty, fostering an environment conducive to holistic education and personal growth.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 13.29

**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
4.04144	1.5965	39.53188	12.64811	6.74374

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The college library plays a pivotal role in the academic and personal development of students, particularly for those who are first-generation learners. With a mission to cater to the diverse needs and interests of its students, the library stands as a beacon of knowledge and support. The college library boasts a collection of 5,800 books, meticulously curated to support the academic curriculum and the varied interests of students. This collection serves as a crucial resource for first-generation learners who might not have access to such extensive materials elsewhere. The availability of a wide range of books ensures that students can find the resources they need to excel in their studies and broaden their intellectual horizons. In addition to physical books, the library subscribes to N-LIST, providing students and faculty with access to a vast array of e-resources. These subscriptions are invaluable for staying current with the latest research and developments in various fields. The integration of e-resources has significantly enhanced the library's capability to support academic endeavors, making it easier for users to access information anytime and anywhere.

Prior to 2020, the college library was administered by a library assistant. The appointment of a professional librarian marked a turning point, bringing in expertise and a strategic vision for the library's growth. Since the appointment of a dedicated college librarian in 2020, the library has seen significant improvements and advancements, ensuring it remains a vital resource for the college community. The library operates on a manual system with proper accession numbers. Adhering to the 23rd edition of the Dewey Decimal Classification (DDC) creation of call number is verge of completion. This system ensures that all materials are systematically cataloged and easily accessible. However, recognizing the need for modernization, the college has taken significant steps towards automating the library system. Library Orientation Programs are organized for newly admitted semester-I students. Purified drinking water facility is available in the library building. The library is under CCTV surveillance. Library also regularly measures footfall records of both students and faculty members physically through maintenance of registers. In 2023, the college received the Book Grant Koha automation software through a library and development grant under the Higher Education Department. This software is a comprehensive library management system that will streamline operations and improve the efficiency of library services. The library has already begun processing the necessary modalities and infrastructure upgrades to facilitate total automation. The move towards total automation is a significant step forward, promising numerous benefits. Automated systems will enhance cataloging, circulation, and inventory management, freeing up staff time for more user-focused services. Automation will also improve the user experience, making it easier for students and faculty to search for and access materials. The efforts to modernize and enhance the library's offerings reflect a deep commitment to supporting the academic success and personal development of every student. As the library continues to evolve, it remains an indispensable part of the college experience, fostering a love for learning and a pursuit of knowledge.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Nestled in the discreet locale of Kultali, South 24 Parganas, Kultali Dr. B. R. Ambedkar College strives to integrate modern technology in education for the advancements of the educational experience of the students of the college. The colleges wifi system in dedicated areas so as to provide services to the students as well as to enhance the college administrative system. The journey towards automation began in 2015 when the student admission process was partially automated. This significant step reduced manual labour and minimized errors in data handling. By 2020, the college had fully automated the entire admission process. Now, prospective students can submit their applications and forms online, with the processing and publication of merit lists, as well as the payment of admission fees, being conducted electronically. This transformation has not only streamlined the process but has also made it more transparent and accessible.

The college website has evolved significantly over the years, becoming a comprehensive source of information for students, faculty, and the broader community. It hosts a plethora of student-centric information, facilitating an efficient college-student and college-university interface. In 2023, the college adopted the 'CampusERP' software to manage student-centric information and the college's accounting system comprehensively. This software has revolutionized data management, ensuring that all administrative processes are handled efficiently and accurately. The integration of CampusERP signifies the college's commitment to leveraging technology for better management and enhanced student services.

The college ensures that its computers are always up-to-date, both in terms of hardware and software. These computers are equipped with printers and scanners, essential for various administrative and academic functions. Regular updates are carried out to keep the systems running smoothly. To protect against malware and virus attacks, the college has installed Quick Heal Antivirus on all computers, with updates performed as necessary to maintain optimal security. The institution has tried to equip classrooms and the college auditorium with projectors, enhancing the teaching and learning experience through dynamic presentations. The Geography department, in particular, benefits from dedicated computers and a well-equipped computer-managed geography information laboratory, facilitating effective teaching and learning. The college's YouTube channel, "KDBRA College," serves as a repository of various programs, seminars, and cultural events, providing students with access to a wealth

of knowledge and reference material. Additionally, the college's learning management system (LMS), embedded in the college website, allows departments to share study materials, notices, and information efficiently. This system benefits both students and teachers by providing a centralized platform for educational resources and communication.

Despite the challenges posed by frequent power cuts, Kultali Dr. B. R. Ambedkar College provides sufficient bandwidth for internet connectivity, ensuring that students and faculty can access online resources without interruption. To ensure the safety and security of all, the entire college campus is under 24x7 CCTV surveillance. On a whole, the college has tried to establish its commitment to integrating modern technology in its operations and academics highlights its dedication to providing a quality education and a safe, secure learning environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 1191

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

**Response:** 1

## 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:** 0.54

##### 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
0.88147	0.82180	0.0492	0.70647	0.14585

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 73.2

**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
1101	1221	1075	890	168

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

### 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:** 41.46

**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
431	1014	1078	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

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

## 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:** 0

**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
0	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	316	234	195	165

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response: 0**

**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
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response: 0**

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

#### 5.3.2

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



**Response:** 13**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
23	11	9	11	11

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The Alumni Association of the college Has already applied for registration under the West Bengal Societies Registration Act, 1961 and in this context stipulated financial support on the part of the alumni for the holistic development and engagement with the current enrolled students could not be initiated. But the constraints of not getting the registration in due time did not stop the college from arranging various kinds of activities for the currently enrolled students with the active collaboration of the alumni of different departments. Different Departments like Bengali, Geography, Political Science and others have initiated programmes to guide the currently enrolled students in the various aspects ranging from the curriculum and also encouraging them to embrace the path in higher studies. Since, the College aims to empower all students with value-based holistic education and therefore tries to enshrine its vision and mission in its various activities, it has prioritised on the active collaboration of the past out students and the currently enrolled students.

Several of our alumni are currently working for different institutions as permanent teachers and non-teaching staff members, directly contributing to its growth. The precise suggestions for improving the extracurricular and academic environments on the part of the alumni students as well as others in various occasions have proved to be very fruitful, and those suggestions are eventually put into practice by the college. In addition, a large number of former students offer informal guidance to our students regarding extracurricular activities, career counselling, and academic matters. The College in order to deliver the curriculum in a more lucid manner has tried to enrich the teaching learning process by involving the alumni students. Bhakta Ram Kayal, an alumni student of Department of Geography has been invited a number of times to deliver classes to the students of the Department of Geography. In several occasions, alumni students have been called over to share their experiences and conduct

interactive session with the students so as to make them feel more connected and to encourage more in the overall environment of the college. The college also has taken initiatives to felicitate the meritorious students among the Alumni and also to mark and celebrate some important contributions made by the alumni students in the society as well as the neighbourhood so that it can act as standing examples to the currently enrolled students to be more ingrained in the holistic concept of Education and community participation.

As until recently, there is no officially recognized association for the college's alumni, they actively participated in and provided support for all institutional issues aimed at the institution's growth. As soon as the college will receive the formal documents of registration and the college will be formally registered, the college will initiate the process of raising money to support our institution's continued development and expand more Alumni centric activities in the year to come.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

#### Vision Statement

"To be a premier institution in the Sundarban region, transforming lives through education and fostering a society without discrimination, where every individual, regardless of their background, can achieve academic excellence and contribute positively to their community." The College focuses to create a learning environment that integrates body, mind, and spirit through a need-based approach, blending academics and ethics, innovative learning methods, and a diverse curriculum. We aim to empower all students with value-based holistic education.

#### Mission:

We aim to:

1. **Empower Students:** Offer inclusive and equitable educational opportunities that nurture academic excellence and personal growth.
2. **Promote Equality:** Cultivate a learning environment that upholds the values of equality, irrespective of caste, gender, religion, or socio-economic status.
3. **Enlighten Minds:** To accommodate critical thinking, creativity, and a spirit of inquiry among students to prepare them for future challenges, thereby establishing a dynamic and creative academic environment to enhance the natural talent among the rural youth.
4. **Build Community:** Encourage students to contribute to their community and society, promoting social justice and collective well-being.
5. **Overcome Barriers:** Address and overcome the unique challenges faced by students in this backward area, ensuring that education serves as a tool for upliftment and empowerment. To engage the students in an intense full-time education and exploration of their creative skills along with the development of their social and leadership abilities.
6. **Collaborations based on Supportive mindset:** Recognize and support each individual holistically, upholding integrity and compassion, without compromising on standards or expectations, while fostering joy, honesty, and understanding in all our endeavours.

**7. Decentralization and inclusive participation from all stakeholders:** Promote decentralization and active participation from all stakeholders, ensuring inclusivity regardless of gender, caste, or religion. Also create an equitable environment where diverse voices are heard and valued, upholding a culture of mutual respect and shared responsibility.

Therefore, the mission of the college in the future five years will be to strive in all respects to make the college a campus of excellence by relentless efforts for continuous improvement of the personality of students to face the challenges of life.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

Kultali Dr. B R Ambedkar College is a coeducation-based Government Aided College which is affiliated to the University of Calcutta and received 2f and 12b certificate from UGC. The College in terms of its daily administrative activities and other aspects totally adhere to the guidelines and policies of the Higher Education Directorate, University of Calcutta and University Grants Commission.

In terms of the administrative setup the **Principal** is the executive head of the College. Since 30.04.2023, after the superannuation of the Principal the **Teacher In Charge** has taken over the responsibilities of the college.

The **Governing Body** is the highest body in spearheading the policy decisions of the college. It sanctions expenditures, takes decisions regarding administrative, academic, infrastructural and research related activities and ratifies all the appointments and their subsequent confirmation followed by promotions.

The **Internal Quality Assurance Cell (IQAC)** works continuously to improve and establish quality accompanied by putting forth proposals for holistic development of the college which comprises of encouraging the staff for different programs, research related activities, seminars, workshops and others and oversees the feedback mechanisms of the various stakeholders actively participating in the college.

The College actively participates in the various professional development workshops and meetings organised by the education directorate and has designated **nodal officers** and **associated officials** for **NIRF, AISHE, various Scholarship Portals like Vivekananda Merit cum Means Scholarships,**

**Aikyashree, Oasis, Kanyashree and Student Credit Card.**

The **Bursar** as the financial administrator oversees the financial aspects of the college and is responsible for taking care of the financial expenditure.

The college administration constituted couple of committees for the smooth functioning of the college:

**Academic subcommittee** which administers academic aspects including academic plan, devising the distribution of syllabus, timely scheduling of tests, continuous assessment of the different departments, putting forth proposals for seminars and student related academic aspects.

**Internal Complaints Committee** which is actively engaged in disseminating information and tries to provide timely redressal of any kind of harassment cases or complaints coming from the student and the staff of the college. It is also engaged in disseminating awareness for the same.

**Anti Ragging Cell** address any disorderly conduct, whether by words spoken or written or by an act that has the effect of teasing, threatening, or handling with rudeness a fresher or a junior student.

**Grievance Redressal Cell** looks after the grievances of important stakeholders namely students and staff regarding any internal problems or any other aspects of the college administration.

**ICT Sub Committee** this particular community looks after the major aspects of e-governance, timely updation and maintenance of website and other ICT related activities within the college.

**SC/ST Cell, OBC and Minority Cell, Women's Cell, Teachers' Council, Admission Sub-Committee, Library Sub-Committee, Publishing Sub-Committee, Cultural Sub-Committee, Seminar-Sub Committee, Sports Sub-Committee and, Leaves and Service Book Sub-Committee** have greatly contributed to the overall administration, in academic development and work process of the college. Policies regarding e-governance, disabled friendly campus, green campus and alternate energy and energy conservation has been taken.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The College administration have always strived for holistic betterment of all its stakeholders. In this connection, several welfare measures are adopted for Teaching and Non-Teaching staff, which are as follows:

- 1. West Bengal Health Scheme for Grant-in-College & University Teachers:** The College is actively participated in this scheme thereby providing the medical benefits for the serving Teachers and Librarians (substantive) of Government aided Colleges.
- 2. Release of Festival Bonus in advance basis:** Complying with the order of Government of West Bengal the college annually releases of Festival Bonus for the entitled employees in advance so that the employees can enjoy their festivals. However, the advances are recovered by the college from their employees just after releasing the festival bonus by the government.
- 3. General Provident Fund:** The college provides the General Provident Fund Scheme of the Government to substantive teaching and non-teaching staff of the college and the PF record is well maintained and organized and recently online measures are also undertaken.
- 4. Financial Loan from GPF:** Enrolled staff under GPF can take loan from the scheme. A few employees have taken loan from it.
- 5. Advance for the Teaching staff:** College administration provides financial assistance in form of advance salary to the Substantive Teachers till the period of fixation of salary.
- 6. On Duty Leave(s) for Professional Development of Teaching Staff:** On duty leaves are allowed to the teachers in substantive post for attending Faculty Development Programme, seminars/workshops/conferences and also to accomplish University allotted assignments and for fulfilling duties allotted by Education Directorate, Govt of West Bengal.
- 7. On Duty Leave(s) for NTS:** On duty leaves are allowed to the Non-Teaching Staff in substantive post for accomplishing University allotted assignments and for fulfilling duties allotted by

Education Directorate, Govt of West Bengal.

8. **Medical Leave(s) for Teaching and Non-Teaching Staff:** In compliance with the Govt. of West Bengal Leave Rules, the college allowed the Teachers and NTS in substantive post to take Medical Leave(s) in medical ground.
9. **Quarantine Leave:** College granted quarantine leave before and during pandemic period for various contagious diseases for several teaching and non-teaching staff.
10. **Maternity and Child Care Leave:** College Administration has cordially extended support towards the female teaching and non-teaching staff during pregnancy and afterwards by allowing maternity leave(s) and child care leave(s) time to time.
11. **Performance appraisal system for career development:** In compliance with the Career Advancement Scheme of UGC, ratified by Department of Higher Education, the IQAC of the college have always provided support to the faculties in their career development. Ad-hoc employees (Casual Non-Teaching Staff) are assigned their duties by the head clerk of the office and the HOI. The performances are monitored by the principal as and when required. Further for Laboratory based subjects, jobs are allotted to the laboratory attendants at the beginning of the academic session and the whole process is monitored by the head of the department and other faculty members of the department.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

### 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:** 42.25**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
13	15	15	10	7

**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
5	5	5	5	5

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

**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:**

Mobilization of funds by an institution is essential prerequisite for its progress and overall development. The institution is run by mobilizing funds primarily from grants obtained from the Govt. of West Bengal and fees received from the students. The salary component is bourn entirely by the W.B. State



Government. Towards this end, one of the crucial steps in the resource-mobilization strategy are:

1. Submitting proposals to a typical donor agency UGC/University or the Education Directorate, Government of West Bengal or other allied agencies for different purposes for the aid of the college. In this regard, the State Government has provided various funds in the form of Grants under the aegis of Education Directorate and also from Sundarban Development Fund as our College is located in the discreet location with majority of first generation learners and minority background in Kultali Block in the Sundarban area. Currently, to cope up with the NEP Framework, the College has also applied for various grants to the Education Directorate for perusal. For the grants received from the UGC, West Bengal Government or other sources, utilization certificates are prepared according to the allowed expenditure under various heads. The Utilisation Grant Certificates are duly submitted to the concerned agency. Currently the college has received grammes from the higher education directorate under the head of purchase of library books and library development for the purpose of automation and installation of KOHA.
2. Mobilization of funds for scholarships endowed to the students like the scholarship from SVMCM, OASIS, AIKYASHREE among others are various scholarships directly transferred to the students' accounts from the State Government
3. Approaching the local / MP for financial assistance in the form of MPLAD / MLALAD scheme.
4. Institution conducts internal and external financial audits regularly Institution conducts internal and external financial audits on a regular basis. The Budget of the institution is prepared annually and presented to the Principal. Communication and follow up of Audit Objections As and when the External Auditor observes /detects a mistake while auditing the records, he informs the Accountant, the Principal and the Bursar of the College. Objections /queries. The auditor specifies the control issues i.e. he comments on points where the controls are required. On receiving information of audit objections / queries, immediate actions are initiated to avoid repetition of the objection. The follow up action is taken then. Internal audit is a continuous process which ensues after each. Since we are a college aided by the Government of West Bengal, its Audit Department sends their appointed Government Auditor annually, for the external financial audit.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The Internal Quality Assurance Cell (IQAC) of Kultali Dr B R Ambedkar College has been established in the year 2017. It aimed to create a learning environment that integrates body, mind, and spirit through a need-based approach, blending academics and ethics, innovative learning methods, and a diverse curriculum. We aim to empower all students with value-based holistic education.

- One of the core principles of the IQAC is the promotion of decentralization and active participation from all stakeholders. By fostering an equitable environment, the IQAC upholds a culture of mutual respect and shared responsibility. This inclusivity is crucial in creating a learning atmosphere where all students feel valued and empowered to contribute their unique perspectives.
- A primary focus of the IQAC has been to uncover and nurture the latent potential within the students as many students at Kultali Dr B R Ambedkar College come from rural areas and face significant economic and social challenges. By creating an environment that supports and encourages growth, the IQAC helps students overcome barriers and achieve their full potential.
- In line with the highest academic standards and the social ethos envisioned in the National Education Policy (NEP), the IQAC has supported this transition by workshops and sensitization programs aimed at both teachers and students. The IQAC encourages faculty members to attend workshops organized by various institutions and the affiliate university, promoting continuous professional development and the adoption of innovative teaching methodologies.
- The IQAC also actively encourages departments to organize national and international seminars, workshops, and programs. Additionally, it promotes the undertaking of various certificate courses, enhancing the academic diversity and enrichment opportunities available to students.
- The NSS unit and cultural subcommittee are also supported in their efforts to conduct outreach programs and cultural activities, contributing to the holistic development of students. These initiatives ensure that students not only excel academically but also develop a strong sense of social responsibility and cultural awareness.
- Feedback collection is another critical function of the IQAC. By regularly gathering feedback from students, faculty members, and alumni, the IQAC gains valuable insights into the effectiveness of the syllabus, academic programs, and physical infrastructure. Furthermore, the IQAC conducts annual Academic and Administrative Audits, with representatives from the University assessing the quality of teaching, learning processes, and administrative practices.
- The IQAC also plays a crucial role in validating the statements provided by teachers during the Career Advancement Scheme (CAS), ensuring that quality assurance and maintenance of the integrity and reliability of the academic and administrative records, fostering a transparent and accountable institutional culture.
- To accelerate academic growth, the IQAC has worked closely with the publication committee and the research and development cell.
- Additionally, significant steps have been taken towards gender sensitization. In collaboration with statutory bodies, the IQAC has established a women's cell within the college, addressing gender-related issues and promoting a safe and supportive environment for all students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above

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

## 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:**

The College aims to provide and establish agenda sensitive and equity-based environment within the institution so as to provide equal opportunities through both male and female students within the college premises. The College has taken various initiatives towards this end and also established Committees to serve this purpose. Complying with the syllabus framed by the University of Calcutta, the college put emphasis on covering units which cover women centric areas. It helps to instil gender unbiased thought within the young minds.

In terms of safety and security and to maintain emergency communication system inside and outside of College Premises, 24 x 7 **Circuit Television (CCTV) Camera** has been installed in our college at the end of the year 2018. The College has established its Internal Complaints Committee along with the close cooperation of IQAC and has also established Grievance Cell and Anti-Ragging Cell within the college. The college has also undertaken various initiatives under the agenda of Gender Sensitization and also to materialize the Gender Policy of the College. In order to cater to the sanitary hygiene of the female students in our college, installation of **Sanitary pads vending machine** was undertaken at the end of the year of 2017 and also stock of sanitary pads updated within the college premises to cater to the immediate needs of the female students in case of any emergency, along with necessary medicines.

The NSS unit has organised programs like **Nari Sukkokha Amader Ongikar**, various healthcare and health awareness related campaigns, female centric scholarship related campaigns, skill-based courses. IQAC of our college has organized a programme on '**Safety and Security**'. In this programme the students of our college were given awareness about the different aspects related to child marriage and human trafficking. An **Awareness programme was held on 07.11.2019** by an adjacent NGO of the locality to provide awareness about the Kanyashree scholarship and also various skill-based training. The college has also arranged for a number of awareness programs on various scholarships Very recently on **02.12.2022, the college along with the local state government stakeholders arranged an awareness camp with close association of UNICEF**, which disseminated information and awareness on child labour and human trafficking.

The College have materialized its gender policy and have also arranged a number of Seminars and Workshops along with IQAC and ICC of the College. A Seminar on **Social problems and Issues with special reference to Gender Inequalities** was organized by departments of Education and Sociology on **24.04.19**. Another State Level Webinar was organized by the Department of Sociology and IQAC of our college in close collaboration with the Department of Sociology and IQAC of Basanti Devi College on **04.08.2020**, exploring the theme of Women's language and writings in a

**patriarchal context: A Sociological Perspective.**

The College celebrates important days like **Basanta Utsav (21.03.2019, 12.03.2020, 17.03.2022 & 07.03.2023)** to boost up the feeling of brotherhood the students, followed by **Women's Day on 8th March** to be respectful to the contribution of women in our society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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

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

**7.1.4**

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

**Response:**

The College has taken various initiative to provide an inclusive environment to the students coming from various backgrounds so that the institution can aim to provide an all-round and comprehensive development of the students since its inception.

The College in order to facilitate financial help to different categories of students particularly in this socio economically backward region follow government guidelines and, has arranged **Awareness Programmes for Student Credit Card, Kanyashree** and the like and have also arranged **Webinars** for the same.

In order to augment cultural cohesiveness and regional bonding, the College celebrates important days like **Basanta Utsav, Holi, Dol Panchami, Milan Utsav, Raksha Badhan, Prabhat Pheri** to boost up the feeling of brotherhood the students, followed by **Saraswati Puja, Rabindra Jayanti, 22se Srabon, Vidyasagar Jayanti, Bhasha Dibos, Nobin Boron and Teachers' Day** so as to highlight the aspect of social inclusiveness and tolerance among various communities of students.

A college being a part of the society can never ignore its responsibilities towards the underprivileged people living in our surroundings. The NSS unit of the college organized **Blood-Donation Camp and Health Check-up Program** on a regular basis to promote the social work among the neighbours through

creating awareness of health and group work followed by cleaning the surrounding environment, water bodies, arranging AIDS and Dengue awareness programmes, awareness against the misuse of water. The NSS also has contributed to various other programs to cater to the neighbourhood which includes **Campus Cleaning Program, Kailkhali River Bank Cleanliness Programmes, Plantation Drive, No Plastic Awareness.** The Cultural Sub Committee of the College has commemorated **International Mother Language Day** with Department of Bengali in a perpetual Manner, accompanied by **Women's Day on 8th March** to be respectful to the contribution of women in our society. The IQAC of the college celebrate **World Environment Day in every year on 5th June and Earth Day are celebrated 22nd April** to create awareness of the problems of environment and take part for the solution. The College has perpetually and cordially initiated to instil constitutional obligations like values, rights, duties and responsibilities among the various stakeholders namely, the staff and students of the College to encourage a sense of unity, nationalism. In this regard commemorating important days like **Independence Day, Republic Day, and birth anniversary of noteworthy individuals like Ambedkar, Vivekananda, Pandit Vidyasagar, Kazi Nazrul Islam** has been continuously given importance. **National Anthem**, are sung in these programmes, creates in us the sense of belonging, pride and sense of unity in diversity.

Three courses are run by the college like Political Science core courses, Generic Elective course and Programme course. More than 100 students gather in-depth knowledge about the constitution of the country. The Department has also organised an **International Seminar (23.09.2022)** on the seminal word in our Preamble that is **Secular** to cater to the enshrined ideals and well as to establish a sense of harmony among the students. Students from different departments have regularly participated in the events like Youth Parliament Competition organized in different institutions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice 1**

##### **1. Title of the Practice**

Sabujer Kache Sabujer Sathe

##### **2. Objectives of the Practice**

The primary objectives of the practice are to promote environmental awareness, foster sustainable practices, enhance a greenery in both within the college campus and the surrounding community. By integrating eco-friendly practices into the daily operations, such as implementing energy-efficient measures, and green auditing and incorporating environmental education into the curriculum and campus activities, the aim is to instill a sense of responsibility towards the environment in our students, staff and neighbourhood peoples.

### 3. The Context

The College is situated in the in the remote and ecologically sensitive area of South 24-Parganas. The area is vulnerable to climate change impacts such as rising sea levels and cyclones. Addressing these challenges requires innovative and context-specific strategies. The college recognized the need to incorporate green practices to mitigate environmental degradation and improve sustainability.

### 4. The Practice

- **Tree Plantation Drives:** Regular tree plantation drives are conducted to increase green cover and combat soil erosion. Native species are chosen to enhance local biodiversity.
- **Waste Management:** It includes segregation of waste into Biodegradable and Non-Biodegradable.
- **Awareness Programs:** Conducting programmes to educate the campus community on sustainability.
- **Seminars:** Organizing regular seminars on sustainability, environmental protection, and green practices.
- **Community Engagement:** The college engages with the local community to spread awareness about environmental conservation and encourages community participation in green initiatives.

### 5. Evidence of Success

- **Increased Greenery:** Over 700 trees have been planted in a span of 5 years, significantly enhancing the campus and nearby areas' greenery. Out of which almost 300 trees have lived successfully.
- **Water Conservation:** Ground water recharging by storing rain water in college pond, Supply the water to nearby farming land for cultivation, The pond used for breeding fishes.
- **Energy Efficiency:** A reduction in the college's electricity bills due to the use of solar panel, implementation of energy-efficient practices, including the use of LED lighting and energy-efficient appliances.
- **Community Engagement:** Gradually the number of participations from the locals in community driven environmental activities have increase substantially, reflecting heightened environmental awareness and stewardship in the neighbourhood.
- **Recognition:** The college has received recognition for its sustainable and green practices from local Member of Legislative Assembly and also from Department of Forest Government of West Bengal.

### 6. Problems Encountered and Resources Required

- **Problem in mindset:** As the college is located in a rural area, students and locals belong from nearby villages, where availability of green is more than sufficient. Thus, they have lack of



awareness about over use of environment.

- **Funding Constraints:** Limited financial resources to implement and maintain green practices.
- **Resistance to Change:** Initial resistance from some stakeholders towards adopting new practices.
- **Poverty:** Most of students of the college belongs from BPL category. They prefer cheap products over environment friendly products. Therefore, the amount of usage of cheap non-biodegradable product is very high.

## 7. Notes

By sharing these practices, the College hopes to inspire other institutions to adopt similar green initiatives, contributing to broader environmental conservation and sustainable development goals.

## Best Practice 2

### *Swa Sakti – Nari Sakti*

#### 2. Objectives of the Practice

The primary objective of the practice is to empower the female students who come from rural and marginal areas of Kultali, by providing rigorous academic, administrative, psychological, health related, financial and social support by promoting equality and by paying special attention to their needs in order to meet their individual as well as social growth.

#### 3. The Context

Kultali Dr. B. R. Ambedkar College is situated in the in the remote and ecologically sensitive Sundarbans area of South 24 Parganas District, with significant ecological and environmental challenges. The area is characterized by high population density, limited access to resources, and vulnerability with rates of high early marriage for female students accompanied by increased dropout rates. Realising the seriousness of the situation, the college designed – “Swa Sakti – Nari Sakti” an umbrella of initiatives under this practice to ensure empowerment of women in this area.

#### 4. The Practice

- **Enhancing Access and Enrolment Drives on the part of the college.**
- **Personality Development programs in the form of** retention programs, mentorship, and skills development workshops, and extracurricular activities.
- **Creating a Supportive Environment** for inclusive campus environment free from discrimination and harassment.
- **Obliterating Gender Bias and Stereotypes** through workshops and awareness programs to promote gender equality.
- **Promoting Health and Well-being:** For the past five years and above, the college has tailored

health camps, health services, suitable to the needs of female students and have promoted programs to raise awareness about health issues

- **Strengthening Economic Independence** by Providing financial literacy training to help women manage their finances and plan for the future.
- **Encouraging Community Engagement and Advocacy** that promote women's rights and empowerment.

**5. Evidence of Success:** The success of the “Swa Sakti – Nari Sakti is evident through various metrics and achievements:

- Due to the success of various gender sensitisation programs the college has registered evidence reduction of dropout rates and earmarked achievements in the higher education within the female students
- The health camps tailored for the purpose of the female students have benefited them immensely in terms of health hygiene and female sanitation.
- The awareness campaigns in workshops especially focussing on scholarships and with special preference to female students have aided them in reducing financial barriers to education.
- Various initiatives has also registered a clear increase in the participation of female students in various institutional programmes cultural programmes and practises

## 6. Problems Encountered and Resources Required

The College faces unique challenges due to the region's specific socio-economic, geographic, and cultural conditions

- The environmental vulnerability of the location of the college hinders the college to adopt various initiatives at various occasions.
- High levels of poverty prevent families from affording education.
- Mobilisation of funds also happen to be a major obstacle towards this end, especially in a socioeconomically weak area like Kultali in the Sundarbans area.
- Traditional gender roles and societal expectations may discourage women from pursuing higher education and empowerment initiatives.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

**Building Inclusive Excellence: Empowering Disadvantaged and Minority Youth**

*“Cultivation of mind should be the ultimate aim of human existence” - B. R. Ambedkar*

Kultali Dr. B. R. Ambedkar College, established in 2005, embodies the principles and vision of Dr. B. R. Ambedkar, an extraordinary social reformer, scholar, and champion of human rights. Situated in the remote and ecologically sensitive Sundarbans area of South 24 Parganas District, West Bengal, approximately 25 km from Jaynagar-Majilpur railway station. The college serves as the only institution of Higher Education within a 30 km radius of the densely populated area of Kultali. The college has tried to put forth enormous efforts to address the educational needs of the students with special emphasis on predominantly backward and minority population.

Kultali, located near the Bay of Bengal, faces various natural calamities such as cyclones (Amphan, Yaas), heavy rainfall, and floods. Despite these challenges, the college has emerged as a beacon of hope and progress in a densely populated area with seven feeder schools but no higher education institution until 2005. The establishment of the college has been a significant milestone in providing accessible education to the local youth, and it has extended its support to all in an inclusive nature and particularly those from the marginalized communities. The marginalized community encompasses backward and minority communities, including SC, ST, and OBCs. Many students are first-generation learners, with over 80% of the total student body coming from these backgrounds. The college's commitment to these communities is evident in the substantial number of steps and initiatives taken by the college in a continuous manner to augment and incorporate a holistic and inclusive development within these students coming from such background.

**Commitment to Backward and Minority Classes**

The college caters to students from various backgrounds but since its inception has earnestly engaged to bring about the upliftment of the students belonging to the Schedule Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBCs), and minority communities, many of whom are first-generation learners. The College aims to provide a dynamic and creative academic environment to enhance the natural talent among the students and specially belonging to the backward and minority classes. It has committed to provide and extend higher education as a vehicle for the overall development of the rural locality by paying special attention to the educational needs of such students. This commitment is reflected in the college's robust scholarship records, supported by various schemes and programs from the Higher Education Department and the Government of West Bengal.

**Holistic Development and Inclusivity**

Kultali Dr. B. R. Ambedkar College is committed to using higher education as a means of advancing

rural communities' general development, with a particular emphasis on meeting the educational requirements of students from underprivileged backgrounds. The college aims to foster individual and social growth among these students, promoting economic and social mobility. Key initiatives include:

- 1. Awareness Programs and Workshops:** The college organizes numerous awareness programs and workshops to attract school students from backward and minority communities towards higher education.
- 2. Dedicated Support Cells:** Two statutory cells have been established – the Schedule Castes and Scheduled Tribes Cell and the Other Backward Classes and Minorities Cell. These cells work to promote and support the holistic development of students from these communities.
- 3. Orientation and Motivational Programs:** The College conducts orientation and motivational programs to provide necessary materials and references for the curriculum. These efforts help students integrate fully into the scholarship schemes and programs offered by the Higher Education Department of West Bengal.
- 4. Dynamic Academic Environment:** Continuous efforts are undertaken to establish a vibrant and innovative learning environment that fosters the innate abilities of rural adolescents from underprivileged and marginalized communities.
- 5. Support for Female Students belonging to the backward and minority sections:** Recognizing the social challenges faced by women in the region, the college has implemented workshops, seminars, and programs both on and off campus to raise awareness and reduce dropout rates among female students from backward and minority communities.

### **Impact and Achievements**

The college's initiatives have had a profound impact on the educational landscape of the region. Almost 100% of the students from backward and minority sections enrolled in the college have benefitted from the promotional and orientational programs. As a result, 90% of the students availing scholarships belong to these communities. This remarkable achievement underscores the college's success in bringing marginalized students into the mainstream of higher education. By extending support to the female students belonging to the backward and minority section the college has tried to alter the patriarchal mindset and has tried to invite the idea of inclusiveness among the students and the neighbourhood alike and in this regard a number of sensitization programme have proved to be fruitful. In addition, the college has arranged and planned several health camps and health awareness events to give equal weightage to the neighbourhood's as well as the enrolled backward and minorities' class students' health, hygiene, and sanitation.

### **Future Plans**

Building on its success, Kultali Dr. B. R. Ambedkar College under the collaborative efforts of the SC/ST Cell, OBC and Minority Cell, IQAC, and the Research and Development Cell is planning to apply for various projects initiated and developed by the Department of Science and Technology and ICSSR under Vikshit Bharat@2047, in order to propel the development of students from backward and minority classes. The college seeks to create a more inclusive pathway for the future, ensuring sustainable progress for all.

### **Conclusion**

Kultali Dr. B. R. Ambedkar College stands as a testament to the transformative power of education,

especially for marginalized communities. By prioritizing the educational needs of Schedule Castes, Scheduled Tribes, and Other Backward Classes and Minorities, the college not only honours and adheres the legacy of Dr. B. R. Ambedkar but also contributes significantly to the socio-economic development of the region. Through its comprehensive and inclusive approach, the college is striving to foster a new generation of educated, empowered, and socially responsible individuals.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Kultali Dr. B. R. Ambedkar College follows the principles and ideals of Dr. B R Ambedkar and aims to create a learning environment that integrates body, mind, and spirit through a need-based approach. In this backdrop the college has envisaged a future plan of action in which it is, planning to apply for various projects initiated and developed by the Department of Science and Technology and ICSSR under Vikshit Bharat@2047, in order to propel the development of students from backward and minority classes. The college has also applied for grants under the High Education Directorate, Govt of West Bengal and in this aspect, it focuses to build an IPR Cell and also to bring in with the collaboration of the funds of the college to build more ICT enabled smart classrooms to provide better teaching learning facilities to the students. It has aimed to enhance through various seminars and workshops on the issues of IKS. The College has received grants and, in this perspective, it is easy to fully introduce automation in the library to enhance library facilities to the students the college will also enhance its involvement by arranging more research-oriented workshops and seminars and on other issues for the overall development of the college.

### **Concluding Remarks :**

The journey of Kultali Dr. B. R. Ambedkar College, established in 2005, stands as a testament to the enduring principles and vision of Dr. B. R. Ambedkar. Situated in the remote and ecologically sensitive Sundarbans area of South 24 Parganas District, West Bengal, the institution has dedicated itself to becoming a premier educational establishment in the region. Through its unwavering commitment to transforming lives via education, the college has fostered an inclusive society free from discrimination, empowering individuals from diverse backgrounds to achieve academic excellence and contribute positively to their communities.

Throughout its journey, the college has nurtured numerous capable citizens who have excelled in various fields. The institution has consistently maintained a conducive atmosphere for teaching and learning, adapting to evolving circumstances such as the shift to online education during the pandemic. Additionally, its adaptive and well-organized student management system ensures the continued success and support of its student body. Kultali Dr. B. R. Ambedkar College strives in near future to strengthen, the transformative power of education in the Sundarbans region.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 16 Answer After DVV Verification :16</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>351</td> <td>2214</td> <td>728</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>351</td> <td>1205</td> <td>728</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	351	2214	728	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	351	1205	728	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	351	2214	728	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	351	1205	728	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 583 Answer after DVV Verification: 545</p>																				
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
337	407	354	364	379

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
337	407	354	364	379

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
453	453	453	453	453

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
453	453	453	453	453

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	19	13	15

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	13	4	3



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	12	4	3

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	22	17	1	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	1	0	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	0	12	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	11	0	9	6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.85369	1.5965	39.53188	313.1786 9	15.78686

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.04144	1.5965	39.53188	12.64811	6.74374

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

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

Answer before DVV Verification : 4

Answer after DVV Verification: 1

Remark : Input has been updated.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.82743	37.6344	0.4892	6.79431	4.50385

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.88147	0.82180	0.0492	0.70647	0.14585

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	22	13	21	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	11	9	11	11

Remark : Values have been updated.

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
13	19	22	6	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	15	15	10	7

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

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**

	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: A. 4 or All of the above

**2.Extended Profile Deviations**

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 35</p> <p>Answer after DVV Verification : 35</p>