Yearly Status Report - 2019-2020

<table>
<tr><td colspan="2" align="center">Part A</td></tr>
<tr><td colspan="2">Data of the Institution</td></tr>
<tr><td>1. Name of the Institution</td><td>NETAJI NAGAR COLLEGE</td></tr>
<tr><td>Name of the head of the Institution</td><td>DR. AMRITA DUTTA</td></tr>
<tr><td>Designation</td><td>Principal</td></tr>
<tr><td>Does the Institution function from own campus</td><td>Yes</td></tr>
<tr><td>Phone no/Alternate Phone no.</td><td>+918583805567</td></tr>
<tr><td>Mobile no.</td><td>9836361214</td></tr>
<tr><td>Registered Email</td><td>netajinagarcollege@rediffmail.com</td></tr>
<tr><td>Alternate Email</td><td>netajinagarcollege1967@gmail.com</td></tr>
<tr><td>Address</td><td>170/436, NETAJI SUBHAS CHANDRA BOSE ROAD</td></tr>
<tr><td>City/Town</td><td>KOLKATA</td></tr>
<tr><td>State/UT</td><td>West Bengal</td></tr>
<tr><td>Pincode</td><td>700092</td></tr>
</table>

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**PROF. PINAKI RANJAN DE**
Phone no/Alternate Phone no.	**+919433702810**
Mobile no.	**8585847958**
Registered Email	**pinakide74@gmail.com**
Alternate Email	**pinakiranjande@yahoo.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.netajinagarcollege.ac.in/alldocs/NAACAQAR201819.pdf

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.netajinagarcollege.ac.in/alldocs/Academic_Calender%20_2019-20.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	**B+**	**2.55**	**2016**	**05-Nov-2016**	**04-Nov-2021**
1	**C++**	**67.2**	**2007**	**31-Mar-2007**	**31-Mar-2012**

6. Date of Establishment of IQAC

6. Date of Establishment of IQAC	**28-Jul-2009**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Signing of MoU with K. K. Das College and New Alipore College, Kolkata	12-Jul-2019 1	80
Distribution of COPO, departmental academic calendar and introduction of Mentor-mentee among newly admitted students in 1st semester	15-Jul-2019 1	300
Slow learner identification test and organising Bridge Course Class for slow learners before normal class hours	01-Aug-2019 14	97
Internship Programme organised by the Department of Journalism & Mass Communication	16-Sep-2019 1	4
Participation of students in district level competition on Youth Parliament and obtaining semi-finalist status	17-Sep-2019 1	4
Carrier counselling programme with NIIT Jadavpur	23-Sep-2019 1	73
Arranging silent procession for promoting awareness on climate change	26-Sep-2019 1	75
Observing bi-centenary birth ceremony of Pandit Iswar Chandra Vidyasagar and organising quiz competition and seminar presentation by students on life and works of Pandit Iswar Chandra Vidyasagar	28-Sep-2019 1	35
Observing Library Day and organising State level Seminar on Information Management Cyber Crime and Academic Library	20-Dec-2019 1	35
Faculty Development Programme on Research Methodology	13-Jan-2020 2	99
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Netaji Nagar College	NA	NONE	2020 0	0

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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	<u>View File</u>
10. Number of IQAC meetings held during the year :	2
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	<u>View File</u>
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

i) Continuous efforts to undertake different teachinglearning, students support related activities following the steps as below: a) Planning of initiatives to be taken duly considering the requirement of NAAC according to RAF, uniqueness of our institution and necessity of our students b) Distribution of planned activities in different parts of the academic year by preparing institutional and departmental calendar c) Distribution of different planned activities among faculties d) Regular review of progress in departmental, IQAC meetings and meeting with criterion convenors on the last Friday of each month.

ii) Introduction of Standard Operating Procedure (SOP) to undertake different initiatives for improving quality culture in the institution in the following areas: a) Preparation of departmental academic calendar; b) Preparation of sub-committee activity plan; c) Preparation of COPOs and sensitising teachers and students to develop a methodology to measure COPO attainment; d) Introduction of Mentor-mentee system with necessary documentation; e) Maintaining records of alumni and their progression; f) Taking feedback from different stakeholders and systematic review of the feedback reports.

iii) Undertaking different initiatives to achieve the objective of imparting quality service to our students: a) Arrangement of student and teacher exchange programme; b) Arrangement of study tour, field reporting; c) Using ICT tools in teaching-learning process; d) Involving students in the teaching process in the form of MCQ preparation by them, participation in quiz and group discussion on topics discussed by teachers, open text book examination, board work by students and explaining a topic by them to their batch mates

iv) Sensitising all departments / sub-committees to maintain proper documents in a systematic way particularly keeping in view the SOP requirements of NAAC under RAF.

v) Providing uninterrupted teaching-learning services in online platform amidst the pandemic and initiative to maintain continuity in undertaking different quality initiatives like supplying online academic resources to students, feedback collection, guardian meeting, cultural programmes, bridge course classes for slow learners during the lockdown period

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Rendering quality teaching learning services by adopting different quality initiatives.	During the current academic session efforts have been made to render quality teachinglearning services by adopting following initiatives: • Preparation and distribution of detailed lesson plan, departmental academic calendar at the beginning of the academic session to the newly admitted students. • Organising orientation programme (overall and subjectwise by some departmental teachers and by students of upper semesters to students admitted in 1st semester) to explain detail about the course, subjects and facilities available in the institution. • Arranging slow learner identification test and conducting special Bridge course classes for slow learners before normal class hours alongwith rendering mentormentee service to all students. • Distribution of COPO literature to newly admitted students and explaining them the necessity of ascertaining COPO attainment according to the concept of outcome based learning. • Introduction of system of involving students in the teaching learning process by advising them to frame MCQ and MCQ question bank, board work by students and explaining topic to batch mates, group discussion, quiz etc. • Arrangements of study tour, field reporting and internship programme for students. • Arrangement of student and teacher exchange programme between colleges with whom MoUs have also been signed. • Arrangement of students seminar and

	publication of wall magazine by the students of different departments.
Undertaking more initiatives to improve quality culture in our institution giving special emphasis on different requirements as mentioned in different matrices recommended by NAAC in the revised accreditation framework	Following initiatives have been undertaken to improve quality culture in our institution: • More use of ICT tools in the teaching learning process. • Motivating students for participation in online courses under SWAYAM. • Increasing involvement of students in the process of learning and thereby making the total teaching-learning process a both way traffic. • Arrangement of study tour, field reporting, internship programme, film festival to ensure greater practical orientation of the subject matter. • Introduction of outcome based learning and at the first initiative COPOs have been distributed to all newly admitted students in different courses. Departments are also contemplating to introduce appropriate methodology to measure COPO attainment. • Feedbacks are being collected from all stakeholders and systematic review is also being made by departments, IQAC and management followed by adoption of appropriate action on areas to be improved. • Admission process have been totally transformed to online mode and students are not required to visti the campus before commencement of class. • Students are encouraged to participate in different initiatives being arranged regularly by departments with the objective to promote experiential and participative learning through publication of wall magazine, presentation in seminar by student, preparation by projects, field reporting, group discussion etc.
Taking initiatives towards providing improved and quality support services to our students	Our institution is striving continuously to render quality support services to our students in different capacities as prescribed below: • College library is having sufficient stock of both text and reference books. Books of recent editions are procured at the beginning of academic session. With that large stock of books at the central library students are offered books both for reading in library before normal class hours as well as for lending purpose. • Concession in fees are allowed to needy students. • Different scholarships granted by the Government are timely informed to

students, they are assisted to comply necessary requirements for being eligible to get those scholarships under the guidance of a teacher. Provision for granting scholarships to students from college fund have also been made in the annual budget of the college. • Students mentoring services are being giving by all departments in a structured way. • Career counselling services are also provide to students under the guidance of Career Counselling Cell of our college. • Different cultural & sports events are arranged on a regular basis to give exposure to students toward extra-curricular activities and thereby endeavouring towards complete development of our students. • Slow learners are given special care in bridge course classes towards narrowing their deficiencies and advanced learners are nurtured properly by providing platforms to flourish their qualities like giving responsibilities to publish wall magazine, speaking in departmental students seminar, teaching to batch mates on a topic discussed by teachers. • Internal complaint cell worked to redress the grievances of students. • Women cell takes care to sensitise girls students about women empowerment and related issues

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14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
Governing Body	**21-Apr-2021**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**

16. Whether institutional data submitted to AISHE:	**Yes**

Year of Submission	**2020**

Date of Submission	**17-Jan-2020**

17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	MIS is our educational institution is practised in following circumstances: • Once done with departmental analysis, performance of students in the parent university examinations are placed before the GB. • Once feedback is procured they are analysed in the departmental level and in the IQAC. • Subsequent to such analysis, they are placed before the apex policy making body of the college. • Keeping in view the 3rd cycle of NAAC accreditation, the IQAC chalks out plans and programmes, setting every quarter for their accomplishment. Post every quarter, review is done what could be achieved and what came in the way of achieving them. The overall review, at the end of every quarter is placed before the GB's consideration. • All admission related activities and compliance of reservation rules are duly informed to the GB. • Both statutory and internal audit report are placed before the governing body. • All decisions taken by the Finance Committee are placed before the GB for its approval before implementation is initiated. At the time of admission in the 1st semester classes, admission related all information regarding intake capacity (subjectwise and category wise) number of students applied in different courses, number of students admitted, vacancy position are communicated to Higher Education Department and affiliating university on a regular basis. Information regarding grievances, if any, received and redressed are informed to local police station and to the UGC by the Internal Complaint Cell.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Being an affiliated under graduate college of the University of Calcutta we are bound to follow the varsity prescribed curriculum/courses in true letter and spirit. The mechanism followed in our institution regarding planning for

curriculum delivery and documentation is described under the following points:
• Individual teachers are assigned specific areas / topics of the curriculum in the departmental meetings at the very beginning of the academic session in July every year. • Courtesy, the guidance of the IQAC and the Academic Council, respective heads of departments asked individual teachers of the departments to prepare detailed and meticulous lesson plans on the topic assigned to them. Here detailing is emphasised. The Detailed Lesson Plan must reflect the number of classes required to finish a particular topic and it must reflect how and wherefrom study/reference materials can be procured by students while they are taught. Each topic reflected in the DLP must ensure that there is reference to proper study / reference material on the topic to prevent students from 'groping in the dark', as it were! That the college library is the repository of a formidable part of the study materials required by students, must also be adequately highlighted in the DLP. The true success of DLP lies in collaborative/participatory learning. The very essence of DLP is diluted if this is not taken note of. We, in our institution firmly believe this. Students must be roped in to participatory learning without fail. To ensure that, group discussion, quiz context, film shows are organised at the departmental level. So much so, students are encouraged to participate in ICT-enabled classes and make use of audio facilities. Department of Bengali, English and Journalism make necessary provisions so that students can use that audio system according to requirements of their curriculum. • Individual teachers have to submit the specific assignment given to them in regard to DLP preparation to the respective departmental heads. • Once all DLP related assignments are collected by the HOD he/she prepares a comprehensive lesson plan of the department which then is to be distributed to the students. • Along the sidelines of putting the DLP into practice, there is space for continuous interaction between teachers and students 'mentor-mentee forum'. The departments have conceived such a forum of interaction where a mentor guides a certain number of students who have been assigned to report him/her regarding all their academic problems for suggestions, advice and redressal. This parallel approach of continuous interaction keeps the departments fully alert and sensitive to the individual student's status vis-a-vis the course he/she enrolled. Proper documentation of the individual student areas of weaknesses / strengths are done. In fact, there is dossier for every student so much so the mentor may even advise and intervene if he/she feels that the student requires psychological counselling or extraneous factors are hindering his/her growth. This also contributes to the continuous feedback system that forces the individual teacher to retrospect on his performance and encourages him to do self appraisal.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NA	NA	Nil	0	NA	NA

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NA	Nill
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System

| Nill | Already started in the previous year | Nill |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NOT INTRODUCED	Nill	Nill
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BA	Geography	13
BA	Journalism	99
BA	Bengali	20
BA	English	10
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Feedback System The institution attaches tremendous importance to a 'comprehensive feedback system' obtained from different stakeholders for the overall development of the institution. Obtaining feedback is a 'multipronged approach', beginning within its fold the students, teachers, alumni, guardians and employees. Extreme care is taken by the institution in the preparation of a 'proper feedback questionnaire' before it is placed before the stakeholders for articulating their options. A certain methodology is followed by the IQAC of the institution right from the embryonic stage of the feedback till the logical end. First, the individual departments receive the feedback. The next step deals with the preparation of graphical presentation followed by the analysis of those graphical trends. The next course of action is threadbare discussion on the feedback in the individual departmental meetings where even the most innocuous of views and opinions are analysed and discussed. Accordingly corrective measures are recommended to address in case of aberrations and mistakes. Futhermore, opinions laced with appreciation reflected in the feedback are accepted with humility, and are stressed upon to be maintained in future as well. This step is followed by placing the departmental analysis to

the IQAC. The departments and the IQAC then interact on the overall feedback received by the former. Both 'highs' and 'lows' of the feedback are looked into in this forum of interaction. This is followed by submission of a comprehensive report on quality control and enhancement to the Governing Body by the IQAC for the former's approval and suggestions/recommendations. In this context, it needs to be underscored that the Governing Body (which is the apex authority in the institution) engages itself in a detailed study of the report. Soft copies of the report are sent to each member of the Governing Body in advance so that they can go through it according to their convenience before they come up with their suggestions/recommendations. Suggestions/recommendations offered by the Governing Body are vertically disseminated via the IQAC to the departments of the college for the latter to look into them and work on them accordingly. For the current academic session 2019-20, in the context of prevailing pandemic condition feedback from different stakeholders have been taken by preparing Google Form links. In the meeting of the IQAC, three teachers have given the responsibility for preparing the Google Form links for different departments. Those links were posted in departmentwise students whatsapp group. After a reasonable time period details in respect of the feedback given by students and graphical analysis reports were sent to HODs for doing necessary analysis and interpretations. In this pandemic year also analysis reports of feedback have also been placed to the GB and the apex body has made some constructive suggestions on the areas to be improved.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	BENGALI	35	31	13
BA	ENGLISH	35	75	18
BA	HISTORY	10	28	5
BA	JOURNALISM	45	62	34
BA	GEOGRAPHY	30	70	21
BA	GENERAL	225	283	147
BCom	ACCOUNTING & FINANCE	150	124	62
BCom	GENERAL	150	139	87
		View File		

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	636	Nill	26	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
28	22	90	4	1	2

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The mentoring system being followed in our institutions is trying to address to the requirements and needs, even beyond the contours of conventional academic demands. Building interpersonal relationships beyond the confines of the classrooms, doing a proper prognosis of their inadequacies, attending to their weaknesses and needs, enabling them to overcome their diffidence with all possible support (sometimes even financially), prodding them to have a threadbare 'oneonone' with teachers, beyond the classrooms have indeed yielded wonderful dividends. From the academic session of 2019-20, mentoring has been brought under a well laid out framework. The institution has given unprecedented priority to the 'mentor-mentee' relationship. Each teacher has been assigned a group of students to be looked after. He/She is the mentor and the students are his/her mentees. For proper documentation of the interaction, the 'Mentor-Mentee Interaction Card' is on the verge of being introduced shortly. A constant and continuous interaction is the foundation of the relationship. Mentees are encouraged to articulate their academic/career related queries and issues to their respective mentors. Mentors, on their part are supposed to not only help students overcome their studiesrelated problems, but also engage themselves in personal and psychological counselling if necessary for the mentees' uplift. Teachers of the institution often provide assistance to 'passouts' pursuing post graduate studies. Some of the 'passouts' pursuing postgraduate studies often come to the institution for advice and suggestions from teachers of various departments. This has been more or less a regular phenomenon for years. In a nutshell this newly developed framework, put into place from the 2019-20 academic session is aimed at systematic documentation of the student-teacher relationship. During the on going pandemic period when teachers are not being able to mentor their students with physical presence in the institution, they are continuing to render mentoring service through whatsapp group of their mentees. Interractions with the mentees of a particular teacher are also being conducted uninterruptedly by creating a time schedule on a fixed day of each week on google meet platform. In addition, most of the departments are arranging motivational class allotting fixed time in the online class routine to address different psychological issues that are adversely affecting our students during this pandemic period.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
636	26	1:24

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
16	26	3	2	7

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2020	DR. BISWAJIT BHADRA	Associate Professor	Fellow Member of Indian Academic Research Association

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	08	2ND YEAR	12/07/2019	12/09/2019
BA	08	1ST YEAR	06/09/2019	23/12/2019
BA	08	SEM III	11/01/2020	06/03/2020
BCom	10	1ST YEAR	31/08/2019	11/12/2019
BCom	10	2ND YEAR	07/08/2019	28/11/2019
BCom	10	SEM II	20/07/2019	30/09/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The introduction of the CBCS and the Semester system has brought about a sea change on how the syllabi should be dealt with – both by teachers and students. Completing the curriculum in a strict ,time frame' which is extremely short, is indeed a daunting proposition for both students and teachers. To meet this challenges squarely, the institution has improvised its' internal evaluation system, with strictly adhering to that of the Calcutta University. The institution has taken several steps to ensure that the evaluation produces the desired results. The institution under the guidance of IQAC has taken certain innovative measures to make the evaluation system absolutely worthwhile. Emphasis on Group Discussion, Peer Assessment by students, Self analysis of scripts, framing of MCQ questions by students themselves have benefited the students immensely. Students of Journalism Mass Communication of the institution enthusiastically completed Field Reporting assignments on contemporary issues affecting the nation. Long before the Tutorial examinations of the parent university, assignments are handed over by teachers to the students. Students are asked to write on topics selected by them. Done with writing on a particular topic, he/she presents it to the faculty members for their opinion and necessary correction. CIE Initiatives taken by the IQAC of the institution • MCQ framing by students and review of them by faculties • Assignment distribution • Group Discussion • Peer Assessment by students • Self analysis of answer scripts • Teaching by students / Board work by students • Identification of Slow/Advanced Learners • Subject related Quiz Programmes • Field Reporting by students. During lock-down period of the current academic period CIE is being conducted the most of the departments through online mode by preparing google form with MCQs. When teachers are intending to conduct CIE by setting subjective or problem-oriented questions, students have been advised to subject answers to those types of questions by using file upload option in the google form. As in the online form of teaching-learning process, teachers are facing substantial problems in understanding to what extent different categories are being able to comprehend fully the topics being discussed, with a view to fill up the gap, teachers are putting some questions during the online class by pausing discussion and students on a sudden pick up basis are being asked to answer those questions. On the basis of quality of responses of students, teachers are trying to get an impression as to what extent students have understood the topics being discussed and accordingly teachers are deciding to repeat discussion on earlier topic/change of teaching methodology on the earlier topic/start discussion on next topic.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

In addition to complying the recommendations made in the Academic Calendar prepared by the affiliating university, the institution prepares an academic calendar of its own that covers various activities of the institution along with what may be termed as its 'routine academic exercise' – that is taking classes according to the guidelines set by the University of Calcutta. The indigenously developed academic calendar which is essentially 'institution specific', caters to fixing schedule for various college centric programmes like 'Foundation Day Celebrations', 'Tagore Birthday', Annual sports, Freshers' welcome, Blood Donation camp, so on and so forth. Innovative practices conceived by the institution for the overall development of it are very judiciously and discreetly fitted into the academic calendar. It is done with utmost care so that in no way programmes and plans envisaged by the academic institution collide with the academic calendar prepared by the University of Calcutta which is absolutely sacrosanct. It may not be however an exaggeration to emphasise that the institutions' academic calendar essentially showcases its activities and also encapsulates the spirit of the institution, since it undeniably influences conceptualising all programmes to be undertaken throughout the year. The academic calendar prepared by the institution is essentially multidimensional in nature – something that should not be overlooked. Prepared under the guidance of the IQAC, the role of the calendar on various counts is central i.e. certain activities are set in a proper and well planned chronological order so that clash of dates between departments embarking on the same type of activities can be avoided. The other salient characteristic of the academic calendar is its focus on decentralization – i.e. individual departments are asked to prepare their own calendars, keeping in mind the calendars of both the parent university and the college. The IQAC impresses upon the departments to prepare their Departmental Academic Calendars in such a way that while a department ensures the stamp of its individuality and specific identity through its activities in the calendar, it does not tamper with the unmistakeable tenor of the overall institutional academic calendar, and thus strike a discordant note! For the efficacious execution of both the University calendar and the institutional calendar, a number of Subcommittees are in place to supervise and monitor the numerous programmes mentioned in both the College and Departmental Calendars. The IQAC plays pivotal role in terms of both supervising and monitoring the overall implementation of all these programmes. The IQAC have requested all departments and sub committees to reorient the existing academic calendar and incorporate different programmes which different departments are contemplating to undertake in the ensuing academic session keeping in view the compulsion of physical absence of students in the campus and even then to maintain continuity in proving academic and extra-curricular services to the students only through online mode.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://www.netajinagarcollege.ac.in/Admin_xtrf/allupload/COPO.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage

11	BA	BA	37	17	45.95
13	BCom	B COM	61	26	42.62
10	BCom	B COM	18	3	16.67
08	BA	HISTORY	2	2	100
08	BA (Journalism)	JOURNALISM	12	12	100
09	BSc	GEOGRAPHY	14	14	100
08	BA	ENGLISH	1	1	100
08	BA	BENGALI	5	5	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

 https://www.netajinagarcollege.ac.in//Admin_xtrf/allupload/Student Satisfaction Survey 2019-20.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	NA	0	0
No file uploaded.				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
INTELLECTUAL PROPERTY RIGHTS	COMMERCE AND IQAC	05/02/2020

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NA	NA	NA	Nill	NA
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	NA	NA	NA	NA	Nill
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	Nill

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	GEOGRAPHY	1	Nill

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
POLITICAL SCIENCE	2
JOURNALISM	2
BENGALI	3
ECONOMICS	2
COMMERCE	2

View File

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NA	NA	NA	Nill	0	NA	Nill

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NA	NA	NA	Nill	Nill	Nill	0

No file uploaded.

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	19	38	7	Nill
Presented papers	8	5	Nill	Nill

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Silent Procession for promoting awareness on Climate Change	NSS on 26.09.2019	8	180
Orientation Programme on areas NSS Activities	NSS UNIT on 23.07.2019	16	230
College Cleaning Drive	NSS UNIT 23.02.2020	6	36
Health Check-up Camp	NSS UNIT 25.02.2020	8	60
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
0	0	0	Nill
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
NONE	NA	NA	Nill	Nill
No file uploaded.				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Faculty Exchange Programme with New Alipore College by the Deptt of Commerce	25	NA	1
Students Faculty Exchange Programme with K.K. Das College by the Deptt of Bengali	40	NA	3
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/	Duration From	Duration To	Participant

		industry /research lab with contact details			
0	0	0	Nill	Nill	0
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
New Alipore College, Kolkata	12/07/2019	Teachers, students exchange, sharing of resources and other academic/cultural exchanges	25
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
65000	22900

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
KOHA	Partially	3.18.03	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	15639	2222674	37	15122	15676	2237796
Reference	330	259713	35	7116	365	266829

Books						
Journals	24	27161	Nill	2914	24	30075
Others(s pecify)	12	39874	Nill	Nill	12	39874
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NA	NA	NA	Nill

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	65	43	39	0	0	3	7	1	10
Added	0	0	0	0	0	0	0	0	0
Total	65	43	39	0	0	3	7	1	10

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

1 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NA	Nill

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
160000	68196	65000	68970

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Procedures and policies for maintaining and utilizing physical, academic and support facilities : Regarding procedures and policies for maintaining and utilising physical, academic and support facilities, it is to be mentioned at the outset that we share a common building with Netaji Nagar Day College. Now regarding any major common expense towards maintenance of building and physical resources, the Coordination Committee constituted as per parent university statute, first of all take up the issue and on the basis of a prescribed ratio of sharing common expenses both the colleges conduct the initiative. • In case

of other procurements which are not related to the Netajji Nagar Day College, tenders / quotations are invited and decision regarding suppliers is taken in the Purchase Committee meeting. • Regarding maintenance of ICT related items, AMCs are taken with approved service providers and AMCs are renewed at regular intervals. • Regarding renovation and overhauling of the premises, laboratories and library it is done through PWD, Government of West Bengal and this policy is duly approved by the Governing Body of the College. • In respect of utilisation of any Central / State Government Grants towards construction of physical resources and procurement strict adherence is ensured as to the policies for utilisation of such grants recommended by the Government.

https://www.netajinagarcollege.ac.in//Admin_xtrf/allupload/4.4.2%20Policies%20for%20maintenance.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Swami Vivekananda Merit Cum Means Scholarship Scheme, Post Matric Scholarship for students belonging to SC, ST and OBC category, Kanyashree Prakalpa Scheme, Aikyashree Scholarship, fees concession on need cum merit basis	90	1015000
Financial Support from Other Sources			
a) National	0	Nill	0
b)International	0	Nill	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
CAREER COUNSELLING PROGRAMME FOR SOFT SKILL DEVELOPMENT	22/11/2019	18	The Institute of Cost Accountants of India
CAREER COUNSELLING PROGRAMME FOR SOFT SKILL DEVELOPMENT	23/09/2019	30	NIIT JADAVPUR
PERSONAL COUSELLING AND MENTORING	15/07/2019	175	Various Departments
REMEDIAL COACHING	01/08/2019	158	Various Departments

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
Nill	NA	Nill	Nill	Nill	Nill
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	1	BA [HONS]	JOURNALISM	CALCUTTA UNIVERSITY	MA
2020	2	BA [HONS]	JOURNALISM	ALIA UNIVERSITY	MA
2020	1	BA [HONS]	ENGLISH	BASANTI DEVI COLLEGE	MA
2019	1	BA [HONS]	GEOGRAPHY	NSPTTI, Purba Medinipur	B ED
2019	1	BA [HONS]	BENGALI	Rabindra Bharati University	MA
2019	1	BA [HONS]	BENGALI	Ashalata Teachers Training Institute	B ED
2019	1	BA [HONS]	ENGLISH	Rabindra Bharati	MA

2019	1	B SC (HONS.)	GEOGRAPHY	University	
2019	1	B SC (HONS.)	GEOGRAPHY	Mahendra Institute	Banking Course
2019	1	B SC (HONS.)	GEOGRAPHY	C.U (Vidyasagar college campus)	MSc in Geography
2019	1	B SC (HONS.)	GEOGRAPHY	FRANKFIN Institute	Air Hostess (final semester)

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Nill	Nill

No file uploaded.

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
College Sports (13.12.2019)	College	200
Common Room Festival (26th to 27th August, 2019)	College	100
Utkarsh NNDC (6th to 8th February, 2020)	College	50
South Kolkata Inter College (08 to 10th December, 2019)	College	40
South Kolkata Inter College (08 to 10th December, 2019)	All India	30
Basanta Utsav (07.03.2020)	College	35
Book Fair (17 and 18th February, 2019	College	30
College Foundation Day (25.09.2019)	College	25
22Se Shravan (8.8.2019)	College	30
Observance of Independence Day, Republic Day, Netajis Birthday, Teachers Day	College	90

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5.3 – Student Participation and Activities

5.3.1 – 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	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Medal	National	1	Nill	Nill	Snehasis Mondal
2020	Medal	National	1	Nill	Nill	Snehasis Mondal
2020	Medal	National	1	Nill	Nill	Priyanka Pal
2020	Babu Saha Memorial Champion Trophy	National	1	Nill	Nill	Students Union

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Activity of the Student Council There is an active and thriving Student Council in place, though not an elected one at the moment. As per State Government order elections to Students' Council have been put on hold for the past couple of years. The incumbent Council's role in various activities has been quite impressive in the last couple of years. Representation of the Students' Council in the various echelons of the institution's administrative frame is guaranteed. There is representation of it in the institution's highest decision making body – i.e. the Governing Body .In the IQAC, Students' Representative is included since the formation of the body after 1st cycle of NAAC accreditation. The opinion of the Students' Council is always taken note of with seriousness in the overall decision making exercise. The Council has its representation in various Sub-Committees of the academic institution. Grievance Redressal and Internal Complaint Cell too have their representation. In all the deliberations of these subcommittees, their observations and suggestions are attached due weightage by the management. The Council, on its own arranges numerous programmes throughout the year. Annual Sports, Annual Social Function, Common Room Festival, Blood Donation Camp deserve mention in this regard.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

PRACTICE OF DECENTRALISATION: While planning for different activities / programmes to be undertaken for NAAC accreditation as per RAF, IQAC has, at the outset, distributed the criterion wise responsibility to different criterion conveners. IQAC has prepared a centralised plan in respect of activities that we can undertake duly considering different limiting factors. Criterion conveners have been requested to initiate the activities earmarked under a particular criterion on a time bound basis. At the time of preparation of AQAR also at first, criterion conveners are requested to collect criterion wise data / information from different departments. Then they compile those information before submitting to IQAC coordinator for preparation AQAR. Another area of decentralised practice can be described in case of the approach of functioning of different departments and sub-committees in our institution. At the commencement of an academic session all departments and sub-committees prepare departmental academic calendar / sub-committee activity plan where total set of planned activities to be undertaken during the academic session are mentioned. Then in the departmental / sub-committee meetings different activities are distributed among faculties and sub-committee members. In case of sub-committee functioning non-teaching members and students are also given responsibility to accomplish some activities and following that way of decentralised approach of responsibility distribution, departments / sub-committees achieve completion of most of the planned activities at the end of the academic session.
PARTICIPATIVE MANAGEMENT: Being motivated NAACs approach improving quality culture in HEIs, one initiative that is being regularly undertaken in our institution is feedback collection and subsequent analysis. Feedback analysis process is followed by action taken by the management on the basis of analysis of feedback collected from different types of stakeholders. In such way of involving all stakeholders in the feedback process participation of them in the development of institution is ensured. In addition, as the management is also giving due emphasis on the feedback system their continuous supervision in this quality initiative is ultimately ensuring achievement of quality culture and striving for sustainable improvement of this practice in our institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Library, ICT and Physical Infrastructure / Instrumentation	• Library has large number of text books , reference, journals. • It is partially automated and open accessed by students. • Books as per revised syllabi are regularly procured. • Reading room facilities are available even before commencement of normal classes. • Newly admitted students are awared regarding library rules and available facilities at the beginning of each academic session. • Substantial number of computers fitted with internet facilities are installed in departments, library, computer lab, ICT enabled class rooms and offices. • All computers are supported by AMC

		coverage. • Physical infrastructures are maintained through a systematic policy.
	Examination and Evaluation	Continuous internal evaluation is an important initiative usually arranged by all departments in our institution. In the normal situation different methodologies conducted in our institution are assignment distribution, MCQ framing by students, self-assessment of answer scripts, periodical class tests, group discussion and quiz on subject related topic. However during the pandemic condition when students are not physically available in the campus CIE is being conducted through ouline mode by using google forms. MCQ and subjective / problem oriented questions are being set to assess the level of learning of our students. In case of submitting answers to subjective questions or solutions of problem oriented questions students are using file upload option in google form. One of the important challenge that we are encountering is to conduct different semester examinations through online mode. With a view to inform students regarding different arrangements that will be followed for sending question papers to students and submission answer scripts mainly through online mode we are arranging different online sessions with our students in which we are explaining the rules to be followed by them for getting question papers and submitting answer scripts online. In those sessions we are also addressing different types of quaries of our students and thereby we are trying to accustomed them with this new system of online examination.
	Teaching and Learning	COPOs are prepared by all departments and are being distributed to newly admitted students. In addition the students are being explained regarding the meaning of COPOs and they are being sensitised regarding their role to achieve COPO attainment. Discussions are being made in the IQAC to develop a suitable methodology to measure COPO attainment. During the post pandemic period with a view to maintain continuity in rendering different academic services to our students all departments have decided to conduct

	classes and different programmes through online mode. Decisions have also been taken to organise webinars and to invite resource persons to discuss on different topics that will give exposure to practical implication of different topics included in the syallabus. As during the lockdown period our students are being affected with different psychological constraints one important challenge to our faculties is to maintain continuity in their studies within those psychological sufferings. Accordingly most of the departments of our college have taken an initiative to organise motivational classes in which students are given psychological boostup by faculties and given mental support in respect of different constraints they are encountering in their daily life during the pandemic situation.
Curriculum Development	As we are supposed to follow the curriculum prescribed by the parent university we have no direct role in developing curriculum for different courses run in our institution. However faculties of our different departments are encouraged to participate in different workshops that different BoSs of affiliating university organise before introduction of new syllabus/revision of existing one. Moreover at the time collection of feedback of the employers of our pass out students they are requested to give inputs regarding modification of syllabus and those inputs are raised by our faculties at the time of deliberation in those workshops.
Research and Development	• Quite an impressive number of teachers are engaged in research work. Many of them participate in national / international seminars, present papers and have impressive number of publications in serious academic journals. • Senior faculty member guides research scholars and scholars have completed Ph D research work under his guidance. • Research cell of our college periodically arranges seminars presented by faculties. • Departments arrange students' seminars to present papers on contemporary issues. • Project reports prepared by final semester students are guided by faculties with a view to give them an

	exposure regarding methodical research work.
Human Resource Management	The Government is the recommending authority and the Governing Body of the college is the appointing authority. During the lockdown period, 13 State Aided Contractual Teachers (SACT) have joined and promotional activities of one non-teaching staff have been initiated. lockdown. During the pandemic, personal counselling by teachers and the mentor-mentee program are offered to the students ~ Institution has mobilized a fund and donated Rs. 60,000 to CM's relief fund. Besides teaching and non-teaching staff have donated personally elsewhere. ~ As everything inside and outside seem to be jumbled up during the pandemic, the institute is doing its utmost to manage the human resources in an impactful way.
Industry Interaction / Collaboration	At the time of collection of feedback from employers different questions are framed with a view to get their valuable opinion regarding quality of our pass out students and those inputs are included in the process formulating different academic strategy by different departments. During the pandemic time different webinars have been arranged for students in which industry persons have interracted with them in order to sensitise them regarding new areas of job opportunities that may create in the post pandemic period. Students are also informed about the necessity of inculcating different soft skill in diffferent career counselling programmes in which industry experts are invited by our Career Counselling Cell of our college.
Admission of Students	Admission is done online and is purely based on the merit list. ~ There is a provision for players' admission to encourage the sports persons to pursue their studies. ~ Admission process is outsourced to INFIXIA, the technology service provider. for its smooth functioning. INFIXIA prepares the list according to the criteria set by different departments. As per guidelines of the affiliating university during the pandemic situation registration of the newly admitted students has been totally

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Information regarding Planning and Development are communicated to management through email. Planning for providing e – services in library is partially implemented through KOHA.
Administration	• Notices and circulars are uploaded in the college website • College office is partially automated. • GB and IQAC members are duly communicated through emails.
Finance and Accounts	• Accounts are prepared through updated software. • Salary of faculty members and staff is transferred directly to the bank account. Salary bills are submitted to the treasury through IFMS software. • Payment for the work orders is done through PFMS according to government guidelines.
Student Admission and Support	Through the online admission portal applications are submitted for admission to different courses . Merit list of prospective candidates is prepared and uploaded in the college web portal. • All notices are uploaded on college web portal.
Examination	• Marks of internal examinations and semester examinations are submitted to the affiliated university through online basis. Mark sheets, admit cards are sent by university to colleges through online. • Form fill up for admission in new semester and application for semester examination are done by students through online

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	NA	NA	NA	Nill
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development	Title of the administrative training	From date	To Date	Number of participants (Teaching	Number of participants (non-teaching

	programme organised for teaching staff	programme organised for non-teaching staff			staff)	staff)
2019	Information Management Cyber Crime and Academic Library	Nill	20/12/2019	20/12/2019	35	Nill
2020	Faculty Development Programme	Nill	13/01/2020	14/01/2020	99	Nill
			[View File](#)			

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Orientation Programme	1	06/01/2020	25/01/2020	18
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
2	2	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
The college has a Cooperative Credit Society.	The college has a Cooperative Credit Society. Members are offered quick loan facility at a very low rate of interest.Besides this they are covered under ESI scheme as per government rule.	Students are covered under Group Insurance Scheme for availing accidental coverage.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

External Audit of the institution is done by a 'Government appointed' Statutory auditor. The management ensures that it is always updated. Report submitted by the auditors is given due weightage by the Governing Body. The Governing Body tries to implement the recommendations and suggestions offered by the 'Government appointed' Statutory auditors. Internal Audit is done on yearly basis. Internal auditors are appointed by the Governing Body. The report filed by the Internal Auditors is attached great importance by the apex body of the

college. It tries to implement the recommendations of the Internal auditors in true spirit.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nill	0	NA

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	Nill	Nill
Administrative	No	Nill	Nill	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

 • No formal parent teacher association has been formed as yet in our college. However, guardians meetings are regularly arranged strictly adhering to the time schedule for convening such meetings. • At the very guardians meeting parents are informed regarding different rules, regulations and facilities available in our college. At the end of first year the 2nd guardians meeting feedback are taken from the same group of guardians, their views are analyses and necessary actions are taken on the basis of their constructive suggestions. • In between two guardians meeting guardians are met as and when required from both ends and the guardians are properly communicated regarding their wards attendance position and academic performances.

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

 Improvement in teaching-learning services. systematic preparation of overall academic calendar, academic calendar for all departments, preparation of COPOs, introduction of systematic mentor-mentee system. Taking feedback from all stakeholders, analysis of feedback taken, consideration of feedback reports by the Governing Body and necessary action taken on the basis of feedbacks.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants

2019	Signing of MoU with K. K. Das College and New Alipore College, Kolkata	12/07/2019	12/07/2019	12/07/2019	Nill
2019	Distribution of COPO, departmental academic calendar and introduction of Mentor-mentee among newly admitted students in 1st semester	15/07/2019	15/07/2019	15/07/2019	300
2019	Slow learner identification test and organising Bridge Course Class for slow learners before normal class hours	01/08/2019	01/08/2019	14/08/2019	97
2019	Internship Programme organised by the Department of Journalism Mass Communication	16/09/2019	16/09/2019	16/09/2019	4
2019	Participation of students in district level competition on Youth Parliament and obtaining semi-finalist status	17/09/2019	17/09/2019	17/09/2019	4
2019	Carrier counselling programme	23/09/2019	23/09/2019	23/09/2019	73

2019	Arranging silent procession for promoting awareness on climate change	26/09/2019	26/09/2019	26/09/2019	75
2019	Observing bi-centenary birth ceremony of Pandit Iswar Chandra Vidyasagar and organising quiz competition and seminar presentation by students on life and works of Pandit Iswar Chandra Vidyasagar.	28/09/2019	28/09/2019	28/09/2019	35
2019	Observing Library Day and organising State level Seminar on Information Management Cyber Crime and Academic Library	20/12/2019	20/12/2019	20/12/2019	35
2020	Faculty Development Programme on Research Methodology	13/01/2020	13/01/2020	14/01/2020	99

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male

| 0 | Nill | Nill | Nill | Nill |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
• Sound proof generator has been installed by utilising RUSA 2.0 Grant. • Silent procession organised by the NSS Unit of our college to promote consciousness among the people about the adverse effect of climate change. • Preparation of projects on "Environmental Science" by our students as a part of their course curriculum on different environmental issues such as air, water, land and sound pollution, solid waste management, ecosystem and biodiversity. • Initiative to use less paper in conducting official work. • Communication with students, important authorities through email and messages.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Nill	No	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	11/11/2019	1	Blood donation camp organised by the Students' Union	Scarcity of blood	30

No file uploaded.

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Hand book on Code of Conduct for various stakeholders	05/07/2019	Head of the institution regularly inspects whether such guidelines are adhered to by the students. Defaulters are identified, sensitized about the guidelines.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Observing bi-centenary birth ceremony of Pandit Iswar Chandra Vidyasagar and organising quiz competition and	28/09/2019	28/09/2019	35

seminar presentation by students on life and works of Pandit Iswar Chandra Vidyasagar.			
Installation and Unveiling of marvel statue of Netaji Subhas Chandra Bose, the great freedom fighter of India	29/01/2020	29/01/2020	200
Orientation Programme organised for newly admitted students separately by the college as a whole, departments and the NSS unit.	05/07/2019	05/07/2019	300
Donation to West Bengal State Emergency Relief Fund which is a part of Chief Minister Relief Fund.	06/04/2020	06/04/2020	30
Celebration of Independence Day, Republic Day, College Foundation Day, Teachers' Day and Birth days of great personalities	15/08/2019	15/08/2019	150

[View File](#)

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

• Installation of sound proof generator by utilising RUSA 2.0 grant • Without discarding, donated two old AC machines and two water coolers to neighbourhood school after incurring necessary overhauling cost by the college. • College cleaning drive by the NSS unit of the college. • Initiative to use less paper in conducting official work. • Communication with students, important authorities through email and messages. • Use of paper cups to avoid of plastics. • Use of more LED light fittings. .

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice I Title : Committed to the Cause of inclusive higher education that ensures holistic growth through adopting various innovative ideas in Teaching-learning methods Goal: The goal of the institution is to ensure 'Inclusive Education Approach' of teaching –learning practice and thereby to inspire its students to prepare themselves for earning their livelihood and to become responsible citizens. Context: the students who enrol here for higher education are first generation learners, (at the most second generation). Some of them even are breadwinners for their families. It is in this context that we

realize that we have our task cut out for us. Practice: • Introduction of overall academic calendar • Considering programmes / activities included in the overall academic calendar and with a view to incorporate uniqueness of individual department, preparation of departmental academic calendars by all departments. • Preparation detailed lesson plan on each module / unit assigned to individual teacher and distribution of consolidated lesson plan on each subject at the beginning of each semester. Detailed lesson plan includes number of classes allotted to cover each sub-topic included under a module / unit as per prescribed syllabus of the affiliating university. It also constitutes other initiatives that will be followed to cover each topic by faculties. Different other initiatives that are being implemented include ICT teaching, assignment distribution, board work by students, audio and film show, case study discussion. Providing source of reading materials / references on each topic is another unique feature of the detailed lesson plan. Strict adherence is ensured by faculties to the different plans made in the detailed lesson plan with a view to ensure timely completion of syllabi in an effective manner under the semester system. • Preparation of COPOs and supplying the documents to all newly admitted students. • Introduction of structured mentor-mentee system and documentation of details regarding interaction in mentor-mentee interaction card. • Plan to introduce continuous feedback system with a view to take feedback from students regarding their understanding at the end of teaching each topic by a faculty and taking corrective steps by faculties before starting discussion of the next topic. • Taking feedback from all stakeholders – student, teacher, guardian, alumni and employer followed by analysis of feedback by departments, IQAC and Governing Body of the college. Necessary actions are also being taken on the basis of systematic review of such feedbacks. • Identification of slow learners and advanced learners out of newly admitted students by each department and organising special bridge course classes for slow learners before normal class hours. Evidence of Success: All the above initiatives have been started from the current academic session. Although students, teachers are sincerely taking part and rendering their responsibilities, the real evidence of success is yet to be enjoyed by the targeted beneficiaries. Problems: Our college being run in the evening shift, availability of some additional hours to undertake various quality initiatives is a major hindrance. In addition shortage of full time teaching and nonteaching staff is a great constraint to render quality academic services to our students. Most of our students being first generation learners and they have to remain engage in some part-time employment in order to shoulder financial responsibilities of their family at the very early age, they could not attend regular classes. Successful continuation of quality initiatives already introduced even in pandemic times like detailed academic calendar, lesson plans, Course outcome and Programme Outcome documents and its awareness among the students, innovative teaching initiatives -use of ICT, assignment distribution, board work by students, identification of slow learners, bridge course for the slow learners, mentor-mentee system, feedbacks from students, alumni, guardians , analysis and action on the analysis. Best Practice II: Title: E-Learning Initiatives Goal: The goal of shifting to digital and blended mode of learning is to provide inclusive and learning opportunities to students during the pandemic times when most of the campuses are off limits for them. Context: As the Corona pandemic wreaked havoc, most of the educational institutes including ours shut down effectively from 16th March, 2020. It created a sense of uncertainty and despondency among the students who were left in the lurch in a situation where they needed the mentors most. It is in this context that the college successfully shifted from offline to online and blended learning. Practice: • Proper training and orientation programme for the students to make them familiar with the online tools and methodology to be followed. • Use of meeting platforms like Meet, Teams, Duo, etc to conduct online face to face classes. • Use of LMS like Google Classroom and tools like

Jamboard to disseminate study materials, useful links, instructions etc. • Opening of Youtube Channels and uploading video lectures. • Regular online motivational classes, cultural programs, webinars, guardians meet, mentor-mentee meet • Complete Online examination facility provided to reduce the need to come to campus. • Online teachers meet, subcommittee meet to keep the system running even in extraordinary situations. Problems: • Most of the students coming from economically backward strata of the society lack access to high speed or even stable internet connection. Lack of laptops, computers, tabs and good smartphones required to participate in digital learning proved to be a big hindrance. • Getting used to new methodology proved to be difficult for some teachers and students.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://www.netajinagarcollege.ac.in//Admin_xtrf/allupload/Best%20practices.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

7.3 – Institutional Distinctiveness Distinctiveness of the institution can be described to exist in the following areas: • Composition of students constitutes substantial number of first generation learners. • College mostly runs in the afternoon shift and good percentage attend classes after engaging themselves in parttime jobs during day shift. • College located in a colony area. • Our college has to share common building with Netaji Nagar Day College • Shortage of full time teaching staff and most of the permanent nonteaching posts are presently vacant. • Sincere, obedient and disciplined students. • Highly qualified, sincere and devoted teaching faculties supported by available efficient and sincere full time and adhoc nonteaching. • Supportive and experienced management represented from all strata of society. • Active and cooperative students' council. With a view to describe our performance in the area of providing continuous teaching-learning services in different forms to the category of students admitted in our college the following activities have been uninterruptedly undertaken during the current academic session. i) Systematically offers teaching services by preparing detailed lesson plans and departmental academic calendar. In the departmental academic calendar along with the inclusion of different academic activities, events for organising different extra-curricular activities are also planned with a view to ensure holistic development of our students. ii) Presuming the fact that among the newly admitted students a substantial portion will be academically backward, with the determination to uplift the academic performance of that category of students also, we arrange slow learners identification tests. After conducting the tests we then arrange special bridge – course classes before normal class hours for slow learners identified and in those special classes we take care for addressing the conceptual backwardness of slow learners. iii) With the objective of promoting the concept of outcome based learning we distribute COPO to all newly admitted students and always try to explain them about the utilities of the document. We feel that students are also need to be properly sensitised with the concept of outcome based learning and without their awareness about this quality learning approach the desired outcome cannot be achieved. iv) One of the approach that all departments our institution follow is to involve students also in the teaching learning process. Accordingly we undertake different methodologies through which students' participation in the teaching process is ensured. MCQs framing by students, self examination of answer scripts, participation in quiz and group discussion on curricular topics and discussion and board work to batchmates on topics already discussed by teachers are some of the examples of our initiatives in this area. v) As

substantial portion of our students belong to economically backward class, different initiatives are taken, although within financial stringency of our college, to provide concession in fees and other financial supports. Students are encouraged to avail different benefits of government scholarships and to ensure that the eligible students are properly applying for those scholarships, one of our faculties continuously guides our students.

Provide the weblink of the institution
https://www.netajinagarcollege.ac.in//Admin_xtrf/allupload/Institutional%20Distinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

 1) Maintaining continuity of rendering teaching-learning services to our students through online mode in the prevailing pandemic condition. 2) Organising webinars to sensitise our students about different contemporary academic issues and to give practical exposure on different curricular topics. 3) Undertaking taking different preparatory initiatives to go for 3rd cycle of NAAC accreditation due in November, 2021.