Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**NETAJI NAGAR COLLEGE**
Name of the head of the Institution	**DR. BISWAJIT BHADRA**
Designation	**Principal(in-charge)**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**03324115445**
Mobile no.	**8697582028**
Registered Email	**netajinagarcollege@rediffmail.com**
Alternate Email	**netajinagarcollege1967@gmail.com**
Address	**170/436 NETAJI SUBHAS CHANDRA BOSE ROAD**
City/Town	**KOLKATA**
State/UT	**West Bengal**
Pincode	**700092**

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.	**03346015008**
Mobile no.	**9433702810**
Registered Email	**pinakiranjande@yahoo.com**
Alternate Email	**pinakide74@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://netajinagarcollege.ac.in/AQAR(2017-18).pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.netajinagarcollege.ac.in/alldocs/Academic%20Calender%201.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	**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
Organising presentation	**18-Aug-2018**	**32**

on 'Revised NAAC Accreditation Framework' by the IQAC Coordinator to the teachers, non-teaching staff and students	1	
Organising interactive session between IQAC and teachers on Teaching methods to be followed under newly introduced CBCS and complementary role of the students in this regard.	15-Sep-2018 1	21
Organising Career Counselling Programme on Soft Skill Development in association with Career Counselling Cell and 'Success Scholar'	18-Sep-2018 1	124
Organising Second edition of Text Book Exhibition	14-Sep-2018 2	60
Organising Special lecture to commemorate Swami Vivekananda's Chicago Lecture	16-Jan-2019 1	50
Organising Seminar presented by Ex-student of the Dept. of Bengali	13-Feb-2019 1	20
Organising Students Exchange Programme by the Department of Bengali with KK Das College	24-Apr-2019 3	20
Organising industry visit by the B.Com 4th Semester (Honours & General) Students under Academia-Industry Interaction Programme	10-May-2019 1	15
Organising Students' seminar by the Dept. of Journalism	03-May-2019 1	25
Organising guardians meeting of all Departments and taking Guardians Feedback	13-May-2019 1	70
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Departmen	Scheme	Funding Agency	Year of award with	Amount

t/Faculty			duration	
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**4**
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	[View File](#)
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)

Contribution by IQAC • Feedback taken from all stakeholders (students, guardians, teachers, alumni and employers), analysis of feedback reports by the different departments and IQAC and action taken on such analysis by the Governing Body. • Initiative to resume studies of dropout students residing in slum areas adjacent to the college, and mentoring them by both teachers and students of this institution. • Programme on Gender Inequality organised by the Women's Cell and NSS unit in association with SWAYAM • Awareness Programme on modalities and examination pattern under the newly introduced CBCS system for the students of BA and B.Sc programmes. • Thalassaemia awareness programme and blood test for Thalassaemia carrier for students, teachers and nonteaching staff.

[View File](#)

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
Keeping in view the 3rd Cycle of NAAC assessment and the revised accreditation framework of NAAC, it is imperative that we first properly need to assess what we are supposed to do to maintain our present grade, and subsequently design our programmes with innovative steps for bettering the grade. Keeping in perspective the very	**• IQAC organised an interactive session to appraise the teaching, nonteaching and representative of the students about the revised accreditation framework prescribed by NAAC. • Each of the seven criteria were distributed among similar number of teachers – the IQAC impressed upon each teacher incharge of a particular criterion**

nature of the institution and its inherent weaknesses (financial constraints being a major one) we need to customise institution –specific innovative programmes and explore the potential areas of scoring marks. We have been contemplating roping in experts to guide us for this purpose.	(criterion convenor) to look into what could be done under that particular criterion and come up with suggestions and plans. • On receipt of suggestions and plans from the criterion convenor, the IQAC convenor and the TIC consulted people with expertise on NAAC assessment process under the revised framework. There after it was discussed in the IQAC and the Teachers' Council. The decisions of the deliberations in the IQAC and the Teachers' Council were placed before the GB for its approval. • Once GB approval is procured for implementing the plans, necessary permission was sought from the GB in regard to sanction of fund. Subsequent to financial sanction, the IQAC undertook implementation activities.
The institution has been selected eligible for RUSA 2.0 Grant in the present academic session. Fifty percent (50%) of the grant has already been received by the college. We will utilise the grant complying with the prescribed norms of the RUSA 2.0 authority for infrastructural development, procurement of equipments and other necessary items	The institution received Rs. 1 crore under RUSA 2.0 Grant, out of Rs 2 crore sanctioned. Out of which Rs 65,74,414/- have been given to PWD, Government of West Bengal as advance payment for construction of building in the 2nd campus. Out of the remaining Rs 34,25,586/-, Rs. 22,46,014/- have been spent for procuring ICT enable equipments, CCTV etc. The remaining Rs. 11,79,572/- is yet to be spent as per the DPR.
To deal befittingly with the CBCS/Semester System, we are sparing no effort to develop infrastructure in a holistic manner. Making the teaching –learning process more effective, revamping the examination system, laying greater emphasis on procurement of books catering to CBCS / Semester requirements are very much in the pipeline.	• The IQAC organised an interactive session with the students, teachers on the newly introduced CBCS system appraising all on how to deal with it. • To appraise students of the new rules and regulations of the CBCS separate Orientation Programmes were organised for BA, B. Sc & B. Com students at the commencement of the new academic session. • At the start of every semester, the college library procured sufficient number of books under the new syllabus of CBCS. • ICT enabled equipments were procured by the college from the RUSA 2.0 grant to meet the necessities of the CBCS squarely.
We plan to apply for increasing the 'intake capacity' to the parent university. For this purpose necessary approval will be sought	The initiative is yet to be taken.
To effectively increase the number of students' admission we plan to reach out to the neighbouring schools in the locality with a view to appraising the students about the courses and	Although the teachers of our college are actively considering the issue of increasing number of students admission in our college, however, the plan we had made in this regard by reaching out

	to the schools in the neighbouring schools. In this regard it will worth mentioning that through our continuous efforts to offer quality academic services, we have experienced a positive impact on the number of students admitted in our college in the academic session 2019-20.
facilities offered by us.	

[View File]

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

Name of Statutory Body	Meeting Date
Governing Body	21-Dec-2019

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	**2018**
Date of Submission	**01-Feb-2019**
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**

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/entreprene urship	Skill Development
No Data Entered/Not Applicable !!!					

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BA	Education	02/07/2018
View File		

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
BA	Bengali, English, History, Geography	02/07/2018
BA	Economics, Political Science, Education	02/07/2018
BA (Journalism)	Journalism	02/07/2018

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

	Certificate	Diploma Course
Number of Students	0	0

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
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BCom	Accounting & Finance	12
BA	Geography	17
View File		

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 comeup 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, the uploading of the feedback on the college website is on hold because the institutions' website is undergoing restructuring. The institution is absolutely untiring in its efforts to initiate innovative practices visàvis 'feedback'. A 'round the year' feedback system has been indigenously conceptualised and developed by it. Every student is asked to give his/her feedback on each topic immediately after it has been taught by a particular teacher. The teacher engages himself/herself on mulling necessary steps to teach more effectively once he/she receives the feedback. Communicating to the utmost satisfaction of every student is what he/she aims to do. The feedback on the preceding topic is attended to and taken note of seriously by him/her. Now he/she is more focused and sensitive to the cerebral requirements and other inadequacies of the students than before.

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	43	16
BA	English	35	125	15
BA	History	10	47	7
BA (Journalism)	Journalism	45	92	28

BA	General	225	428	178
BCom	Accounting & Finance	150	201	31
BCom	General	150	201	63
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
2018	594	0	11	0	0

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
30	20	96	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)

Students Mentoring System It may not be an exaggeraration to suggest that one of the unique selling propositions of the institution has been its mentoring system – or shall we say 'nursing' students with extreme care and professionalism. The mentoring system ensures addressing to their 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. So much so, such is the nature of the relationship between the students and the teachers in the institution that problems that are purely personal and absolutely unrelated to academic pursuits, have, many a times been dealt with by teachers with compassion and sympathy. Experience of teachers coupled with feelings of compassion and empathy has often come handy in identifying who are 'late bloomers' and also the ones quick on the uptake. Identifying the 'late bloomers' and zeroing in on their weaknesses with utmost care and diligence and simultaneously inspiring the relatively 'quicker ones' to pursue their goals with perseverance and inculcating in them the spirit to excel are indeed some of the undeniable attributes of the teachers of the college. This is manifested in the performances of our students in various examinations and also activities not necessarily associated with the academics. As an important stakeholder in the entire scheme of things, the role of the guardians is very crucial if not decisive. The institution has no doubts whatsoever that guardians must be continuously kept in loop, as it were! Arranging Guardians' meetings at regular intervals work as a forum for interaction between the institution and the guardians. From the academic session of 201920, mentoring has been brought under a well laidout framework. The institution has given unprecedented priority to the 'mentormentee' 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 'MentorMentee 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 201920 academic session is aimed at systematic documentation of the studentteacher relationship.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
594	11	0.018

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	11	5	0	6

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
2019	Dr. Debrupa Chakraborty	Associate Professor	Reviewer in Journal of Business Economics Management, Taylor Francis
2019	Dr. Debrupa Chakraborty	Associate Professor	Reviewer in Book Volume, Environmental Issues: Approaches Practices, Dept. of Higher Education, MHRD, Govt. of India Syama Prasad College
2019	Dr. Biswajit Bhadra	Principal(in-charge)	Confidential work in UPSC Examination
2018	Dr. Biswajit Bhadra	Principal(in-charge)	Designing of Academic Road Map in NIMS University, Rajasthan
View File			

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	02/07/2019	22/11/2019
BCom	10	2nd	02/07/2018	10/10/2018
View File				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

CIE Historically speaking, the CIE can be distinctly punctuated by two eras – the pre and post semester eras to be precise. In the presemester era – i.e. during the 'annual system'(if it could be referred like that) the institution had certain practices in place. The introduction of the semester and CBCS system by the parent university in 2018 effected a complete overhauling of the evaluation system. The new curriculum saw the introduction of 'Internal Assessment' and Tutorial examinations. Stress on attendance saw an alltime high. The sudden change in the pattern forced us to mull steps and measures that would smartly face the almost overnight change in the entire system. Under the guidance of the IQAC, the institution gradually developed certain practices that would not only reinforce the spirit of the Calcutta University syllabus, but alsocomplemented it handsomely, keeping in view the overall profile of the students of the institution – many of whom come from the almost downtrodden and marginalised sections of the society. The institution is very sensitive to this reality ! Needless to say, the introduction of the CBCS and the Semester system has brought about a seachange on how the syllabi should be dealt with – both by teachers and students. Completing the curriculum in a strict ,timeframe' 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 absolutelyworthwhile. Emphasis on Group Discussion, Peer Assessment by students, Self analysis of scripts, framing of MCQ questions by students themselves have benefited the students immensely. Preparation of Project Report on a particular topic advised by faculty and vivavoce on that is another that is another example of the CIE. Project report apart, 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/Boardwork by students • Identification of Sloe/Advanced Learners • Subjectrelated Quiz Programmes • Field Reporting by students.

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

Academic Calendar With the commencement of the new academic session every year, the parent university sends a comprehensive academic programme to all undergraduate colleges affiliated to it. The comprehensive schedule covers tentative 'timeframe' for various examinations to be conducted by it – i.e. schedule for theoretical, practical examinations under the previous 111 system, and also a detailed 'timeframe' schedule (though tentative) for various internal assessment and tutorial examinations under the newly introduced Semester system. In addition to the Calendar sent by the Calcutta University which is absolutely binding on all colleges affiliated to it, 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 collegecentric

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 interms of both supervising and monitoring the overall implementation of all these programmes.

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)

http://www.netajinagarcollege.ac.in/alldocs/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
08	BA	Bengali	8	8	100
08	BA	English	7	7	100
09	BSc	Geography	8	7	87.5
08	BA (Journalism)	Journalism	15	15	100
08	BA	History	2	2	100
10	BCom	BCom	33	15	45.45
13	BCom	BCom	46	4	8.7
11	BA	BA	52	6	11.54
View File					

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)
<u>NIL</u>

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
No Data Entered/Not Applicable !!!				
<u>View File</u>				

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
No Data Entered/Not Applicable !!!		

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
No Data Entered/Not Applicable !!!				
No file uploaded.				

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

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
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
0	0

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)
National	Bengali	0	0
National	Education	0	0
National	Economics	2	0
National	Geography	0	0
International	Commerce	1	0
International	Education	3	0

International	Economics	4	0
International	Geography	1	0

View File

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
BENGALI	3
COMMERCE	3
EDUCATION	1
ECONOMICS	2
POLITICAL SCIENCE	2
JOURNALISM	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
The Role and Impact of ICT in Improving the Quality of Education: An Overview	Koushik Das	International Journal of Innovative Studies in Sociology and Humanities	2019	0.11	Netaji Nagar College	0
Yoga is In evitability: A Study on Health, Betterment, Sublimity in All Ages	Koushik Das	International Journal of Integrated Research and Development	2019	0	Sir Gurudas Ma havidyalay a	0
Controlling Power of Labour Unions to Regulate Informal Labour Sector in Kolkata City	Sumita Roy	International Journal of Research Analytical and Reviews	2019	5.75	Burdwan University	0
Five Year Plans And Women Deve	Bhajan Chandra Barman	Research Review Int ernational	2019	5.164	Netaji Nagar College	8

Title of the Paper	Name of Author	Title of journal	Year of publication			
lopment in India		Journal of Multidisciplinary				
SHG reduce poverty and inequality in Darjeeling district of West Bengal	Bhajan Chandra Barman	The Research Journal of Social Science	2019	5.65	Netaji Nagar College	10
Integration of ICT in Education: Key Challenges	Koushik Das	International journal of Research Analytical and Reviews	2019	5.75	Netaji Nagar College	0
Role of Microfinance on Women's Decision Making Power:	Bhajan Chandra Barman	Research Review International Journal of Multidisciplinary	2019	5.164	Netaji Nagar College	8
Performance of Kanyashree Prakalpa in West Bengal: An Overview	Bhajan Chandra Barman	International Journal of Higher Education and Research	2018	5.425	Netaji Nagar College	0
Pradhan Mantri Jan-Dhan Yojana and Inclusive Growth	Bhajan Chandra Barman	International Journal of Higher Education and Research	2019	5.425	Netaji Nagar College	0

View File

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
No Data Entered/Not Applicable !!!						
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	16	5	7	2

Presented papers	15	3	2	1
Resource persons	2	1	1	0

View File

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
Special Camp in Slum area	NSS Unit of the College	2	42

View File

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
No Data Entered/Not Applicable !!!			
No file uploaded.			

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
Thalassaemia detection Programme for students	Ranaghat Thalassaemia Detection Centre, NGO Affiliated by Govt. of West Bengal	Thalassaemia detection test	15	58

View File

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
Students and Faculty Exchange Programme with KK Das College by the Depat. of Bengali	21 Students	Both the colleges	3

View File

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			
No Data Entered/Not Applicable !!!			
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
No Data Entered/Not Applicable !!!			
No file uploaded.			

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
10200000	8820428

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Newly Added
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
No file uploaded.	

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	14629	1899754	1010	322920	15639	2222674
Reference Books	113	75104	217	184609	330	259713
Journals	24	27161	0	0	24	27161
Others(spe cify)	12	39874	0	0	12	39874

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
No Data Entered/Not Applicable !!!			
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	40	18	39	0	0	3	7	1	10
Added	25	25	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
No Data Entered/Not Applicable !!!	

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
130000	15799	100000	39790

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 we share a common building with Netaji Nagar Day College. Now regarding any major common expense towards maintenance of building and physical resources, a Coordination Committee 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 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.

http://www.netajinagarcollege.ac.in/alldocs/Procedures%20and%20policies%20for%20maintaining%20and%20utilizing%20physical.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, Minority Scholarships under West Bengal Minorities Development and Finance corporation	71	1142000
Financial Support from Other Sources			
a) National	0	0	0
b)International	0	0	0
View File			

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 on Soft Skill Development	18/09/2018	124	Success Scholar
Personal Counselling and Mentoring	02/07/2018	280	College Teachers
Remedial coaching	02/01/2019	100	College Teachers
View File			

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	Number of students who have passedin the comp. exam	Number of studentsp placed

| 2019 | Career Counselling Programme | 0 | 124 | 0 | 0 |

View File

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
0	0	0

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
2018	1	BCom (Honours)	BCom (Honours)	Netaji Nagar Day College	MCom
2018	2	BA (Honours)	Geography	Calcutta University	MSc
2018	4	BA (Honours)	English	Rabindra Bharati University	MA
2018	1	BA (Honours)	Journalism	Jadavpur University	MA

View File

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
SET	1

View File

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

Activity	Level	Number of Participants
1) Observance of '22e Shrabon', Rabindranath Tagore's death anniversary	College Level	70
2) Seminar on Sister	College Level	75

Nibedita to commemorate 150th Birth Anniversary			
3) Common Room Festival (Interclass Indoor games competition)	College Level		60
4) Special lecture to commemorate 125th year of Chicago speech by Swami Vibekananda	College Level		80
5) Annual sports	College Level		120
6) Celebration of Tagore's birthday	College Level		95
7) Observance of Independence Day, Republic Day, Netajis Birthday, Teachers Day	College Level		100
8) Celebration of Basanto Utsav	College Level		50

View File

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
No Data Entered/Not Applicable !!!						
No file uploaded.						

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 SubCommittees of the academic institution. Disciplinary and Sexual Harassment Sub Committees 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 :
NIL

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)

Decentralization and Participative Management Decentralization and Participative Management can be explained through the following practices followed in the institution: Decentralization The academic calendar of an institution of learning defines what the institution actually is ! It is to an academic institution what perhaps an editorial to a serious newspaper. This analogy is in no way out of place. Hoe substantive or meaty the academic calendar is, largely determines how much seriously the institution should be taken. It needs to be reiterated here in this context, that detailed planning is put into place while conceptualising the academic calendar. Here we believe that an academic calendar must tell the story of growth. It must portray 'out of the box thinking', spontaneity and must keep pace with the challenges posed by a rapidly changing world and our immediate academic environment. To ensure that the calendar reflects elements of both spontaneity and contemporaneity,the IQAC puts emphasis on its preparation in a decentralized manner, and lets in various shades of opinion and ideas pour in at the various stages of its preparation.Along with this, the freedom given to individual departments in preparation of Departmental Academic Calendars, keeping the main academic calendar's spirit intact, is in itself a huge manifestation of our commitment to decentralization. Participative Management One of the classical tenents of good management is its commitment to the philosophy of inclusion – that all the stakeholders of an organization should grow together. For any management to succeed in conceptualising its plans and ensuring its subsequent crystallization, it is imperative that it gets every organ of it on board. This cardinal truth has never escaped us whenever we mull something innovative here. The institution under the umbrella of the IQAC organized a threadbare interaction with all the stakeholders comprising teachers, the nonteaching staff, and the students on what we need to do so far as preparing for the 3rd cycle of NAAC assessment in2021 is concerned. The interaction saw all stakeholders articulating their views. The institution is one of the 600 plus colleges to have been granted the RUSA aid. How judiciously and effectively the RUSA grant should be utilized has been one of the prime concerns of the management. The IQAC arranged several meetings with the departments of the college, the library staff and the nonteaching section along with the Students' Council to ascertain their requirements along with their suggestions for prudent utilization of the RUSA funds. Decentralization

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
Curriculum Development	• Affiliated university prescribed syllabus to be followed. • Different topics under a subject is assigned to teachers and requested to prepare Detailed Lesson Plan (DLP) on the assigned topics. • DLP constitutes – total class to be used to cover the topic and breakup of classes to cover subtopics, classes to be used to render other initiatives in the form of ICT teaching, assignment distribution, board work by students, audio and film show, case study discussion and source of reading materials. • Consolidated version of the DLP is given to students and progress of syllabus is made according to DLP.
Teaching and Learning	• Teaching – learning is performed according to sequence of activities planned in the departmental academic calendar. • DLP is a unique feature of teachinglearning in our institution. • Continuous internal evaluation through assignment distribution, MCQ framing by students, selfassessment of answer scripts etc is undertaken. • Periodical review is made in the departmental meeting regarding progress of syllabus. • Guardians meetings regularly held. • Study tour, field reporting, industry visit arranged. • Analysis of results is made in the meetings of department and IQAC. • Feedback taken, analysed by appropriate authority, redressal measures implemented on the basis of feedback review.
Examination and Evaluation	Examination and evaluation under the present CBCS is carried out through CIE, Internal Assessment as per university norms and semester end examination. CIE Methods: Assignment distribution, MCQ framing by students, selfassessment of answer scripts, periodical class tests, group discussion and quiz on subject related topics etc. Internal Assessment: MCQ test, project reporting, assignment submission, group discussion etc. Evaluation: Evaluated performances is discussed before the students, analysed in the departmental meetings and communicated to guardians. Special tutorial and remedial classes are arranged after semester classes.

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.
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.
Human Resource Management	• Students as the most important component of human resources are effectively nurtured. Faculties try to gauge the intelligence level of students at the beginning of academic session and slow bloomers are advised to attend bridge course classes. Inter personal relationship between teachers and students are cordially managed through a systematic mentormentee system. Personal counselling by teachers are offered to students. • Cordial inter personal relationship between teaching and nonteaching staff are maintained and encouraged. • Faculties encouraged to participate in career development programmes. • Participation of students, teachers and nonteaching staff is ensured in all

	decision making forum.
Industry Interaction / Collaboration	• The Department of Commerce arranged an 'industry visit', courtesy a local entrepreneur. • Experts, with 'industry exposure' share their ideas, experiences and suggestions with the students and give their thoughtful insight on the conditions/prospects of the industries they represent. • We had 'JobOriented' courses in the past. Once again we are seriously considering introduction of such courses, where people from the industry with unquestionable expertise will be roped in to teach our students. • Feedback from employers of our students has been taken, properly analysed and action is being taken.
Admission of Students	Admission is done online , and is purely based on the merit list. Government policy regarding reservations is strictly adhered to by the college. The 'intake capacity' rules laid down by Calcutta University is strictly followed. Someone aspiring to take admission in the institution can take part in the 'admission process' sitting at his/her home. There is provision for admission of 'differently abled students', as also international students and the ones from other states of the country.

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 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
No Data Entered/Not Applicable !!!				
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 programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
No file uploaded.						

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
No Data Entered/Not Applicable !!!				
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students

| The college has a Cooperative Credit Society. | The college has a Cooperative Credit Society. 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 'Governmentappointed' 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 'Governmentappointed' Statutory auditors. Internal Audit It 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
No Data Entered/Not Applicable !!!		
No file uploaded.		

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	NIL	No	NIL
Administrative	Yes	Statutory Audit is conducted by Sharma Naresh Co.	Yes	Internal Financial Audit conducted by Vikash V Agarwal Associatess

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 teachinglearning services. systematic preparation of overall academic calendar, academic calendar for all departments, preparation of COPOs, introduction of systematic mentormentee 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
2018	• Presentation on 'Revised NAAC Accreditation Framework' by the IQAC Coordinator	18/08/2018	18/08/2018	18/08/2018	32
2018	• Organisation of second Edition of Text Book Exhibition organised	14/09/2018	14/09/2018	15/09/2018	60
2018	• Interactive Session between teachers of different departments on Teaching methods under CBCS System and preparation methods to be followed by students under the new system	15/09/2018	15/09/2018	15/09/2018	21
2018	• Career Counselling Programme on Soft Skill	18/09/2018	18/09/2018	18/09/2018	124

2019	• Seminar by Exstudent, organized by the Dept. of Bengali	13/02/2019	13/02/2019	13/02/2019	20
2019	• Special lecture to commemorate Swami Vivekananda's 125th anniversary of Chicago lecture was delivered by Swami Balabhadranandaji Maharaj, Assistant Secretary, Ramakrishna Math and Mission	16/01/2019	16/12/2019	16/12/2019	50

View File

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
Programme on Gender Inequality organised by the Women's Cell and NSS unit in association with SWAYAM	11/10/2018	11/10/2018	35	0

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
• Proposal has been sent to WBGREDA for installing solar power system on the roof of our college building. • 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. • Observance of World Environment Day by the NSS Unit of the college in collaboration with the University of Calcutta in which plantation of trees done with substantial participation of teachers and

students.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Any other similar facility	No	0

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	0	1	06/03/2019	7	Special camp programme at Bansdroni slum area	Health awareness, primary education to slum children and health check up of local people	58

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)
NIL	02/07/2018	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Special lecture to commemorate Swami Vivekananda's 125th anniversary of Chicago lecture	16/01/2019	16/01/2019	50
i) Seminar on Sister Nibedita to commemorate 150th Birth Anniversary.	07/08/2018	07/08/2018	40

No file uploaded.

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

• Initiative to use less paper in conducting official work. • Communication with students, important authorities through email and messages. • Observance of World Environment Day by the NSS Unit of the college in collaboration with the University of Calcutta in which plantation of trees done with substantial participation of teachers and students. • 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 non-teaching 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. Best Practice II Title : Use of Modern ICT technologies in an improved and inclusive way in teaching-learning and administrative activities. Goal: To use modern devices and ICT tools in conducting different teaching and administrative activities with a view to render quality, fast and environment friendly which are very fast in rendering services, and are easily accessible and eco-friendly. Context: The college is situated in a colony area, where students are mostly first generation learners. The students need exposure to modern methods of teaching devices to acquaint themselves with the requirements

of the job market - OHP/ Smart Board / Power Point. Computer -literacy and awareness programme has been initiated by the college on several occasions. Under the CBCS the parent university has introduced the system of submission of all admission, registration, examination form fill up related activities through online. Consequently all teaching, non-teaching staffs and students have to be accustomed with the use of computers and modern ICT tools. In addition, in the present system of making effort to render teaching-learning services by using modern ICT tools and in E - format as required in the revised NAAC framework has also motivated our teachers to appraise themselves to use these modern devices. Practice: • Taking ICT enabled classes by almost all teachers. • Inclusion of the topics which will be taught in ICT format is pre-planned by faculties and included in the detailed lesson plan. • Availability of ICT enabled class rooms by a particular teacher is fixed and allocated in the class routine in a systematic way. • Procurement of more computers, ICT enabled tools by utilising RUSA grants. Evidence of Success: Students are showing great interest in attending classes in ICT infrastructure. They are also accessing ICT facilities in an efficient manner while presenting papers in students' seminars organised by different departments regularly. Soft copies of the power point slides used by teachers at the time of taking classes are being supplied to our students and they are using these materials at homes through their smart phones. Accounts of our college are being maintained by using uptodate accounting software and all notices, circulars are regularly being uploaded on college web portal for timely communication of information to our students. Problems: Computer literacy of our teachers, non—teaching staff and students although have materially improved in comparison to the situation a few years back, is sometimes hindering the accession of this modern benefit in an inclusive manner. Shortage of funds is also another obstacles in arranging availability of other modern ICT tools. Constraint regarding availability of sufficient space, our college being sharing common building with Netaji Nagar Day College, is another retarding factor in ensuring creation of more ICT enabled ambience in our institution.

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

http://www.netajinagarcollege.ac.in/alldocs/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

Institutional Distinctiveness • 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. Composition of residents in the locality and vicinity includes mostly refugees from erstwhile East Pakistan. • Our college has to share common building with Netaji Nagar Day College upto 5.15 pm although office and class rooms in our exclusive possession start from 2.45 pm. • 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.

Provide the weblink of the institution

http://www.netajinagarcollege.ac.in/alldocs/Institutional%20Distinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

Future plans • Rendering quality teaching learning services by adopting different quality initiatives. • 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. • Taking initiatives towards providing improved and quality support services to our students.