



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ACHHRURAM MEMORIAL COLLEGE

**MAIN ROAD JHALDA, P.O. - JHALDA, P.S. - JHALDA, DIST. - PURULIA
723202**

<https://amcollege.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1975 to fulfill the educational aspirations of residents of Jhalda, Achhruram Memorial College is a cornerstone of higher education in West Bengal's tribal region. It is named in honor of Late Lala Achhruram Behl, who is the father of Late Sohanlal Behl, eminent industrialists, philanthropists, and the founder of the college. Apart from its commitment to spread education to the grass roots of the society, the college's commitment to cultural preservation is evident from all its activities.

From its modest beginnings in central Jhalda, the college has evolved into a vibrant hub dedicated to nurturing tribal folk culture, fostering societal integration, and equipping students for significant contributions to society and the economy. Guided by the motto "Vidwan Sarvatra Pujyate" (The learned are worshiped everywhere), Achhruram Memorial College emphasizes a holistic approach to education, focusing on intellectual, physical, and emotional development.

A pivotal moment in the college's history occurred in 1981 with the inauguration of its purpose-built campus by His Excellency Sri Tribhuvan Narayan Singh, Governor of West Bengal. This relocation underscored the college's commitment to providing quality education and community service.

Affiliation with Sidho-Kanho-Birsha University in 2011 further solidified College's dedication to educational excellence and community engagement. As the college embarks on its NAAC Self-Study Report (SSR), it reaffirms its mission to preserve tribal heritage, promote inclusive education, and prepare students for a globalized world i.e.

Vasudhaiva Kutumbakam.

The college currently follows the NEP curriculum, offering Arts and Science streams with a diverse range of major courses. The first batch of students in NEP was admitted to the college in 2023-2024 session.

At its core, Achhruram Memorial College upholds the Upanishadic maxim "Vidwan Sarvatra Pujyate," symbolizing respect for knowledge and wisdom in India's cultural. The college aims to develop individuals with wisdom, expertise, and a profound appreciation for multiculturalism.

Beyond academics, the college fosters community development, innovation, and lifelong learning. Initiatives preserving tribal folk culture instill pride and identity among students, equipping them with essential skills and values for societal and professional success, e.g. the college train its students with the Hand-crafted Mask Making for the Folk Dance Chhau, and this serves both the purposes.

Registered under UGC's 2f and 12b, Achhruram Memorial College underwent its first NAAC assessment in 2008, receiving a B grade and using feedback to enhance academic and extracurricular activities. In conclusion, the college stands as a beacon of educational excellence, societal responsibility, and cultural preservation in Jhalda, Purulia, empowering students to uphold humanitarian ideals and thrive globally.

Vision

The vision of the institution is encapsulated in the **Upanishadic maxim** of the college logo

‘Vidwan Sarvatra Pujyate’

which signifies that **‘learned person, indeed learning is honored everywhere’**. The college stands for the creation of human beings with wisdom and expertise.

‘Our goal is to provide a holistic educational environment that fosters community development, innovation, and lifelong learning and develops capacity-building skills among the students from all walks of life, especially the tribal community to which this college serves. We aim to empower them to become self-reliant individuals with rational, intellectual, and humane values. Additionally, we foster a deep respect for our country’s rich heritage of multiculturalism and diversity through nurturing the folk culture of this region. Ultimately, our objective is to enable these students to make significant contributions to society’s progress’.

Mission

- 1. Cultural Preservation and Integration:** Preserve and promote tribal folk culture through academic programs and extracurricular activities, fostering a sense of pride and identity among students.
- 2. Societal Integration and Economic Empowerment:** Equip students with knowledge, skills, and values necessary for meaningful participation in society and the job market, emphasizing entrepreneurship and sustainable livelihoods.
- 3. Community Engagement:** Engage with the local community to address their educational, social, and

economic needs through collaborative initiatives and outreach programs.

4. **Holistic Development:** Provide a nurturing environment that ensures the holistic development of students, focusing on their academic, physical, mental, and emotional well-being.
5. **Skill Enhancement (Skill India):** Offer opportunities for skill enhancement through practical training, industry partnerships, and vocational courses, preparing students for diverse career pathways.
6. **Research and Innovation:** Foster a culture of research, innovation, and critical thinking among students and faculty, encouraging them to explore new ideas and contribute to knowledge creation in diverse fields.
7. **Educational Excellence:** Ensure high academic standards and quality assurance measures across all programs, promoting continuous improvement and excellence in teaching-learning processes.
8. **Global Citizenship (Vasudhaiva Kutumbakam - The World Is One Family):** Instill values of global citizenship, environmental consciousness, and social responsibility among students, preparing them to become ethical leaders and change-makers in a globalized world.
9. **Academic Excellence and Social Responsibility:** Imbibe among the students a tradition of academic excellence, along with commitment and responsibility towards society at large.
10. **Empowerment and Equality:** Ensuring fair access to higher educational opportunities without discrimination. Use education as a great equalizing tool, empowering students to overcome historical social and economic inequalities based on class, caste, and gender.
11. **Humanitarian Ideals:** Mold students in accordance with the highest ideals of humanity, fostering empathy, compassion, and ethical behavior along with Generating awareness about social, economic, and political issues among students.
12. **State-of-the-Art Facilities:** Provide students with contemporary facilities and resources that enhance their learning experience and practical skills.
13. **Nation Building:** Prepare students to contribute to the advancement, prosperity, and glory of our nation through their knowledge, skills, and leadership qualities.
14. **Equitable Access: Rational and Scientific Mindset:** Promoting the adoption of rational and scientific thinking in everyday life.

These additions further strengthen the college's commitment to excellence, equity, and societal impact, reflecting its motto "Vidwan Sarvatra Pujyate" (The learned are worshiped everywhere).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Cultural Preservation:** Strong focus on preserving and promoting tribal folk culture, integrating it into the curriculum and extracurricular activities. Such as the college's distinct "Initiatives to train students with hand-crafted mask making for The Folk Dance Chhau."
2. **Community Engagement:** Active involvement and support from the local community, fostering strong bonds and partnerships.
3. **Legacy and History:** Established in 1975, with a rich history of educational contribution and community service.
4. **Holistic Development:** Commitment to holistic development of students, encompassing academic, physical, mental, and emotional well-being.
5. **Infrastructure:** Modern facilities and a dedicated campus that supports a conducive learning environment.
6. **Academic Excellence:** Emphasis on academic rigor and quality assurance, maintaining high standards in teaching and learning processes.
7. **Faculty Development: Participation in** continuous professional development programs by our teachers to enhance teaching methodologies and research capabilities.
8. **Technology Integration:** Integrating modern technologies and digital learning tools across all disciplines.
9. **Proactive management and teachers: The teachers and the management are dedicated to provide the best possible environment for the budding future of the nation.**

Institutional Weakness

1. **Financial Dependence:** Reliance on donations and external funding for infrastructure development and resource enhancement and fees collected from students.
2. **Student Support Services:** Limited resources for comprehensive student support services such as mental health counseling and allotment of more hours for personal guidance.
3. **Accessibility:** Challenges in accessibility for students from remote tribal areas, impacting enrollment and retention rates.

Institutional Opportunity

1. **Expansion of Academic Programs:** Opportunity to introduce new and innovative academic programs aligned with emerging industry trends and community needs.

2. **Research Collaboration:** Potential for collaborative research projects with industry partners, government agencies, and international institutions.
3. **Government Initiatives:** Support from government initiatives and funding opportunities for educational institutions serving tribal communities.
4. **Skill Development:** Growing demand for skill development programs that enhance employability and entrepreneurship among graduates which is also the need of NEP.
5. **Global Partnerships:** Potential for international collaborations and exchange programs to enrich academic and cultural experiences.

Institutional Challenge

1. **Competition:** Increasing competition from nearby educational institutions offering similar programs and services.
2. **Infrastructure Expansion:** Challenges in expanding infrastructure to accommodate growing student population and new academic initiatives.
3. **Changing Demographics:** Demographic shifts and changing educational aspirations among younger generations in tribal communities.
4. **Sustainability:** Ensuring long-term sustainability in terms of financial stability, academic reputation, and community support amidst economic uncertainties.

This SWOC analysis provides a comprehensive overview of Achhruram Memorial College's current strengths, areas for improvement, potential opportunities, and challenges that may influence its strategic direction and future growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In terms of curriculum planning and implementation, the institution adheres to the CBCS/NEP semester system for designing undergraduate course curricula. The university primarily designs the curriculum with minimal local adjustments, while at the college level, there is a focus on departmental lesson planning. Several academic sub-committees support curriculum delivery, utilizing both ICT tools and traditional teaching methods. The institution ensures comprehensive syllabus coverage through regular monitoring and provides remedial classes for students who need additional support. An Academic Calendar is meticulously prepared and published to schedule activities and assessments. During the COVID-19 pandemic, the institution transitioned primarily to online modes of instruction while continuing to offer offline activities as needed.

The institution demonstrates academic flexibility through the introduction of 29 certificate and value-added

courses, along with online courses, over the last five years. Data indicates a moderate level of student engagement, reflected in enrollment and completion rates for these courses.

Curriculum enrichment involves incorporating crosscutting themes such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into the academic framework. The institution places particular emphasis on gender issues, actively promoting women's rights. Professional ethics and human values are fostered through a range of activities and seminars. Environmental awareness is integrated through curriculum modules, fieldwork opportunities, and eco-friendly initiatives, enriching the overall educational experience. A notable percentage of students participate in project work, fieldwork, or internships, showcasing their practical engagement in academic endeavors.

Regarding the feedback system, the institution gathers and evaluates input from stakeholders including students, faculty, employers, and alumni. Action is taken in response to this feedback, ensuring transparency and accountability throughout its operations.

In summary, the document offers a thorough overview of the institution's strategies for curriculum planning, flexibility, enrichment, and feedback mechanisms. These aspects highlight the institution's dedication to delivering high-quality education and continually enhancing its practices.

Teaching-learning and Evaluation

The institution has achieved an enrollment rate of 65.3%. Moreover, it has consistently filled 57% of seats allocated for SC, ST, OBC, and other categories over the last five years.

The institution has consistently upheld a favorable student-to-teacher ratio, averaging 90.4% of full-time teachers against sanctioned positions over the past five years. Notably, 70% of these educators hold advanced degrees such as NET, SET, SLET, Ph.D., D.Sc., D.Litt., or L.L.D.

To enrich the learning experience, the institution utilizes diverse student-centered approaches, including experiential learning, participatory techniques, and problem-solving methodologies. These methods encompass hands-on laboratory experiments, case studies, social surveys, group discussions, debates, and community engagement initiatives. ICT tools such as ICT-enabled classes, PowerPoint presentations, and e-resources such as electronic notes, library databases, and open-access journals are extensively employed to enhance these methods.

The institution maintains a transparent and efficient system for both internal and external assessments. This includes an orientation program for new students regarding the CBCS/NEP systems and their grading, along with a well-defined framework for internal and external evaluations. The university looks after examinations to ensure compliance with established guidelines and offers mechanisms for prompt grievance resolution.

The institution provides explicit definitions and publicly showcases Program Objectives (POs) and Course

Objectives (COs) for all its programs online. Achievement of these objectives is assessed through direct means such as internal evaluations, assignments, practical applications, projects, and university exams, as well as indirect methods like feedback from students. This thorough evaluation aids in effectively measuring students' educational achievements.

Research, Innovations and Extension

A series of webinars, workshops, and seminars have been conducted covering various subjects including ICT, health, science, and social issues.

The curriculum, aligned with CBCS and NEP guidelines, integrates project work and skill development courses to enhance independent research and critical thinking skills. The institution promotes participative learning through peer teaching and student seminars. The library subscribes to INFLIBNET, offering access to 6000 e-journals and a wide range of e-books. The infrastructure features ICT-enabled classrooms and a fully automated central library.

The college incorporates Indian Knowledge Systems (IKS) into its curriculum through dedicated courses. It promotes IKS through exhibits and information displays focusing on Ayurveda, traditional languages, and Vedic literature.

In the past five years, faculty members have collectively published an average of 1.26 research papers in UGC-approved journals, totaling 83 research papers along with 30 books, chapters, and conference papers. The college actively participates in community engagement through NSS and NCC, emphasizing social awareness and comprehensive student growth. Outreach activities encompass clean-up initiatives, health camps, and campaigns addressing mental health, environmental sustainability, and gender equality. The institution has organized 67 extension and outreach programs in collaboration with industries and local communities during this period.

The college has received 27.98 Lakh rupees as research grants / endowments.

Infrastructure and Learning Resources

Despite its rural location, the institution features modern facilities such as classrooms, labs, dormitories, an auditorium, seminar rooms, and conference halls. Additionally, ICT-equipped classrooms with interactive whiteboards are available. The lab equipment undergoes regular updates, and new computers are acquired frequently.

The college offers outstanding facilities for cultural and sports activities, featuring a gymnasium, yoga center,

and an auditorium for diverse events. A multi-sport playground, a volleyball court and a badminton court. Separate common areas for male and female students, along with a computerized library stocked with extensive resources for both CBCS and NEP curricula, cater to academic requirements. The library includes a reading area and a computer zone accessible to students at no charge. Comprehensive ICT amenities include projector-equipped classrooms, and computers for lectures, seminars, and conferences.

In the past five years, the institution allocated 23.84% of its total budget to enhancing infrastructure. The central library, automated with KOHA software since 2017, is a vital academic hub. It offers comprehensive digital services such as managing student and staff memberships, book borrowing and returning, cataloging, inventory checks, report generation, and OPAC access. The library's physical collection includes around 18,000 books, 6 journals and magazines, and 2 newspapers. Through its subscription to the N-LIST consortium, students and staff enjoy access to over 6,000 e-journals and many e-books. Additionally, the library connects to various open-access resources and academic databases.

The institution maintains a dynamic IT infrastructure that includes 87 computers linked via LAN, a network resource center, 24/7 CCTV surveillance, and extensive Wi-Fi coverage. These facilities play a crucial role in supporting both administrative and academic operations, offering ICT enabled classrooms, LCD projectors, a security management system, and regular updates to office software. Internet bandwidth is regularly updated, currently at 100 Mbps. The college maintains its active presence on the website.

Over the past five years, the institution allocated 57.27% of its total budget to maintaining physical facilities and supporting academic activities, excluding salary.

Student Support and Progression

Over the past five years, the institution has provided substantial support to its students through numerous scholarships and fellowships, benefiting more than 85% of the student body. Additionally, to enrich students' abilities, the institution conducted a wide array of development programs encompassing soft skills, language and communication proficiency, life skills (including yoga, physical fitness, health, and hygiene), as well as ICT/computing skills. These initiatives were successfully implemented to foster student growth and development.

Moreover, the institution offered support for competitive exams and career counseling, benefiting 17% of students in the past five years. In addressing student concerns such as sexual harassment and ragging, the institution implemented thorough measures. These included adherence to statutory guidelines, awareness initiatives, avenues for grievance reporting, and prompt resolution through dedicated committees.

Over the past five years, the number of outgoing students has shown consistent figures: 237 (2022-23), 446 (2021-22), 342 (2020-21), 197 (2019-20), and 126 (2018-19). In terms of extracurricular achievements, students have earned 11 awards and medals for outstanding performances in sports and cultural activities at various levels including university, state, and national levels.

Governance, Leadership and Management

The institution's leadership and governance are guided by its vision and mission, emphasizing inclusive education, particularly for students from Scheduled Castes, Scheduled Tribes, and Other Backward Classes. Situated in a rural setting, the college strives to nurture individuals who contribute positively to society and the nation. Its governance framework is decentralized and participatory, involving collaboration among the governing body, principal, teachers, and staff in decision-making processes.

Core practices include the adoption of the National Education Policy (NEP), fostering inclusivity, and improving student amenities, with a specific focus on facilities for the students employability and improving their mental health status. The governing body, comprising diverse representatives, supervises financial and policy matters. Teachers' Council meetings and the Internal Quality Assurance Cell (IQAC) are pivotal in upholding academic excellence and managing student concerns.

The college operations are overseen by the Governing Body (GB), which manages all facets of administration, supported by the Teachers' Council and several committees. These committees handle diverse responsibilities such as admissions, cultural activities, and examinations, ensuring operations are efficient and transparent. Emphasizing a decentralized approach, the institution holds regular meetings and seeks feedback from stakeholders to continually enhance its processes. Staff welfare is a priority, with comprehensive appraisal systems in place. Teaching staff undergo rigorous evaluations for career advancement, while the principal and governing body assess non-teaching staff. Welfare initiatives encompass cooperative credit societies, health schemes, and various amenities aimed at fostering both professional growth and personal well-being.

The college effectively manages and allocates funds through strategic planning and conducts routine internal and external audits. Financial decisions are deliberated by the Finance Committee and endorsed by the Governing Body to ensure efficient resource utilization. Central to quality assurance efforts is the Internal Quality Assurance Cell (IQAC), which institutionalized strategies for maintaining high standards. It oversees educational processes, ensures curriculum coverage, integrates ICT tools, and promotes mentorship programs. Feedback from students and stakeholders is actively solicited to enhance educational quality. The institution also implements various initiatives such as digitization and outreach programs aimed at enhancing overall operational efficiency and student outcomes.

Institutional Values and Best Practices

Over the years, Achhruram Memorial College, despite its rural location, has constantly practiced various innovative ideas for the welfare of students. In the past five years, the institutions' best practices include:

The **Career Counseling Cell** at Achhruram Memorial College goes beyond traditional roles by offering workshops, training, and resources aimed at enhancing students' professional and educational paths. Through partnerships with TCS and NTTF, renowned for their expertise in IT and technical training, the Cell has extended its impact to benefit not only college students but also local residents. Initiatives like the Youth Employability Programme have significantly boosted employment opportunities, particularly for vulnerable groups. Since its inception, the Cell has facilitated job placements and skill development across Bihar and Jharkhand, impacting over 500 individuals. By bridging academic knowledge with practical skills and fostering

entrepreneurship, the Cell plays a crucial role in regional socio-economic development. Future plans include expanding outreach to marginalized communities, demonstrating its commitment to empowering youth with skills essential for nation-building.

The College prioritizes **students' mental health by integrating yoga and meditation** into their academic journey. Recognizing the challenges posed by the lockdown and post-lockdown phases, the college has implemented both online and offline programs. Collaborating with organizations like Heartfulness, they offer workshops and courses that enhance emotional and spiritual resilience. These initiatives not only improve students' adaptability and positivity but also support academic performance and overall well-being. The Physical Education department's Yoga and Wellness Certificate Course and sessions conducted by NCC and NSS further reinforce these efforts. Despite initial student resistance and scheduling conflicts, the college remains committed to expanding mental health support, aiming to hire certified instructors to sustain and enhance these beneficial programs.

In addition to upholding college best practices, our institution, nestled within a rich tribal heritage, stands out for its dedication to **preserving cultural legacy**. Notably, students are trained in crafting Chhau masks (**GI tagged**), integral to the historic Chhau dance tradition.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHHRURAM MEMORIAL COLLEGE
Address	MAIN ROAD JHALDA, P.O. - JHALDA, P.S. - JHALDA, DIST. - PURULIA
City	JHALDA
State	West Bengal
Pin	723202
Website	https://amcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ARUP KANTI KONAR	03254-255255	6296129585	-	ticprincipalamc@gmail.com
IQAC / CIQA coordinator	TARUN KUMAR BARIK	91325-4255255	8250550701	-	tarun.barik2003@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	Sidho-Kanho-Birsha University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-03-1982	View Document
12B of UGC	08-01-2003	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MAIN ROAD JHALDA, P.O. - JHALDA, P.S. - JHALDA, DIST. - PURULIA	Rural	9.6	2000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Mathematics Hons,	36	Higher Secondary Passed	English,Bengali	77	38
UG	BSc,Physics Hons,	36	Higher Secondary Passed	English,Bengali	26	4
UG	BSc,Chemistry Hons,	36	Higher Secondary Passed	English,Bengali	26	7
UG	BSc,Zoology Hons,	36	Higher Secondary Passed	English,Bengali	26	26
UG	BSc,Botany Hons,	36	Higher Secondary Passed	English,Bengali	26	14
UG	BA,Bengali Hons,	36	Higher Secondary Passed	Bengali	75	75
UG	BA,English Hons,	36	Higher Secondary Passed	English	75	74
UG	BA,History Hons,	36	Higher Secondary Passed	Bengali	75	75
UG	BA,Economics Hons,	36	Higher Secondary Passed	English,Bengali	22	9
UG	BA,Geography Hons,	36	Higher Secondary Passed	English,Bengali	30	30
UG	BA,Philosophy Hons,	36	Higher Secondary Passed	Bengali	46	37
UG	BA,Sanskrit Hons,	36	Higher Secondary	Bengali,Sanskrit	33	5

			Passed			
UG	BA,Ba Programme Course,	36	Higher Secondary Passed	English,Bengali	745	561
UG	BSc,Bsc Programme Course,	36	Higher Secondary Passed	English,Bengali	138	69

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				62			
Recruited	1	0	0	1	0	0	0	0	49	7	0	56
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	11	1	0	12
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	16	1	0	18
M.Phil.	1	0	0	0	0	0	4	0	0	5
PG	1	0	0	0	0	0	49	7	0	57
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1401	0	0	0	1401
	Female	1060	0	0	0	1060
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	70	107	70	60
	Female	46	69	42	38
	Others	0	0	0	0
ST	Male	41	46	38	31
	Female	27	25	12	15
	Others	0	0	0	0
OBC	Male	132	93	112	139
	Female	102	56	88	81
	Others	0	0	0	0
General	Male	380	416	345	231
	Female	219	252	175	149
	Others	0	0	0	0
Others	Male	6	0	0	4
	Female	1	0	0	1
	Others	0	0	0	0
Total		1024	1064	882	749

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>At Achhruram Memorial College, education transcends traditional disciplinary boundaries, fostering a dynamic environment where knowledge converges and interdisciplinary connections flourish. The institution's commitment to excellence is epitomized in the National Assessment and Accreditation Council's Annual Quality Assurance Report (NAAC AQAR), which serves as a testament to its innovative approach towards undergraduate education. The quick adaptation of CBCS is proof of this. Environmental Science Across Departments: An exemplary manifestation of interdisciplinary collaboration is the incorporation of Environmental Science into the curriculum of all departments. By</p>
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drawing upon the expertise of faculty members from diverse backgrounds, students are exposed to multifaceted perspectives on environmental issues, enriching their academic experience. Common Syllabus Elements: Moreover, the alignment of certain topics across different disciplines further reinforces the interdisciplinary nature of education at Achhruram Memorial College. For instance, the inclusion of common segments in the syllabus of UG Honours programs in History, Political Science shows the interconnectedness of these fields, offering students a comprehensive understanding of sociopolitical phenomena. In the UG syllabus for Geography we can see emphasis on climate change and environment. Botany and Zoology honours have some common part in their curriculum and the teachers in the respective departments collaborate and share notes and teaching ideas. Furthermore, both the physics and chemistry departments share common elements in their curriculum, including topics such as thermodynamics, spectroscopy. This overlap facilitates an exchange of ideas and collaboration between the departments enriching their academic discourse and fostering interdisciplinary perspectives. Integration of Mathematics and Sciences: In addition, the integration of Mathematics with Physics and Chemistry describe the symbiotic relationship between these disciplines. Concepts Such as Mathematical Physics and Quantum Mechanics serve as bridges between theoretical frameworks, fostering a deeper appreciation of the underlying principles that govern the natural world. Dynamics is taught in mathematics honours and physics honours in an interdisciplinary/ multidisciplinary approach. Computer programming essentials is also part of both physics and mathematics curriculum. Interdisciplinary Teaching Practices: Furthermore, Achhruram Memorial College fosters a culture of collaborative learning through interdisciplinary teaching practices. The exchange of ideas and expertise among faculty members from different departments cultivate a rich intellectual environment, enabling students to gain insights from diverse perspectives. Special lectures conducted by faculty members across departments offer students a panoramic view of complex topics, enhancing their analytical skills and fostering a spirit of inquiry. Conclusion: In conclusion, Achhruram Memorial

	<p>College stands as a beacon of interdisciplinary excellence, where the boundaries between disciplines blur and knowledge transcends conventional constraints. By embracing a multi-disciplinary approach, the institution empowers students to become critical thinkers, innovators, and global citizens poised to tackle the challenges of the 21st century. The institution has also adapted to the NEP needs in accordance with the MoE guidelines to implement the NEP from the academic year 23-24.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our college meets the Academic Bank of Credits requirements outlined in the National Education Policy (NEP) 2020 as it adheres to the Choice-Based Credit System (CBCS) mandated by the University Grants Commission (UGC). Students enrolled in undergraduate (UG) programs will have the option to exit and re-enter courses within a stipulated period. Achhruram Memorial College is registering under the Academic Bank of Credits (ABC) to enable students to benefit from multiple entry and exit points during their chosen program. This system aims to provide flexibility for slow learners and allows students to learn according to their abilities and convenience. The curriculum aligns with the UGC model syllabus, and credits are allocated accordingly. Each semester, Sidho-Kanho-Birsha University, our college's affiliating institution, issues mark sheets indicating the credits earned by students. The grading system follows the CBCS model. The ABC system was introduced in the college from the session 2022-2023. Our college is affiliated with Sidho-Kanho-Birsha University, Purulia, which has registered under the ABC system to properly implement the NEP system. The college has made it mandatory for each student to have an ABC Id from the session 2023-2024. The individual departments of the college help students to enroll for ABC Id by providing internet access. The college also deploys the use of "Banglar Uchhasiksha" Portal which is a central record keeping repository, by uploading complete details of each student into the portal including their ABC Id. The college has successfully implemented the NEP system from session 2023-24.</p>
<p>3. Skill development:</p>	<p>Under the framework of the Choice-Based Credit System (CBCS), there is a growing focus on the overall development of students. As part of this initiative, the undergraduate curriculum mandatorily</p>

includes Skill Enhancement Course (SEC) papers, each carrying a weightage of 50 marks. Honours students are required to complete two SEC papers, while Program course students are expected to undertake four SEC papers. This course will be further complemented by compulsory value-added courses aligned with the New Education Policy (NEP). The goal is to enhance student's employability and self-reliance, in line with the spirit of 'Atma Nirbhar Bharat' (self-reliant India). Our institution, in collaboration with the Internal Quality Assurance Cell (IQAC), is actively pursuing this mission. We aim to provide specialized knowledge and soft skills to our students. Life skills such as Yoga and other mental health improving exercises and practices are already organized annually for our students. Additionally, the college organizes skill enhancement and employability programs annually. In the current academic session, the "Youth Employability Program" was held in collaboration with Tata Consultancy Services, conducted online. Furthermore, computer skill enhancement webinars were conducted in partnership with the Webel: Achhruram Memorial College Computer Training Centre during this session. The college also organizes hand-craft making workshops in collaboration with the artisans from nearby Charida Village for training the students with hand-crafted mask making used in the folk dance form Chhau, which is at the epicenter of the cultural heritage of India. The college hosts a computer training center in collaboration with WEBEL. This center offers diploma courses in collaboration with the college IQAC. Also the center regularly organizes soft skill enhancing seminars in the college related to various topics in computer science. Students attend these courses and seminars in large numbers. The college career counseling cell organizes training programmes such as, Naandi Foundation's Mahindra Pride classroom: Eligibility skills training program, Skill based training programme under the guidance of NTTF (Nettur Technical training foundation) and Youth Employability training by Tata Consultancy Service, for the students of the college and the nearby community free of cost. The college has also conducted certificate-courses form various departments where the participation of students help in their skill enhancement, career advancement and

	<p>personal development. Apart from these various programs, the teaching-learning and evaluation process of the college was also structured in such a way that a distinction between slow learners and advanced learners were assessed by the class tests. Based on this test, advanced learners were also given an opportunity to share their knowledge by teaching the slow learners. Assignments and various lecture notes were also supplied to deliver lectures by the help of powerpoint presentation by the students. This concept of flipped classroom also helps the students to develop their skills of teaching.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At a 2001 national seminar on "Decolonising English Education," Professor Kapil Kapoor of Jawaharlal Nehru University highlighted how mainstream English education in India often marginalizes traditional Indian knowledge and distances academics from Indian thought, causing a sense of self-denigration among scholars. Critics of Macaulayism argue that it displaced Indian traditions in finance and other fields with an unsuitable foreign system and prioritized foreign ideas over Indian ones. To address this, integrating Indian knowledge systems and teaching in Indian languages and culture is essential.</p> <p>Introduction: Achhruram Memorial College is dedicated to integrating Indian knowledge systems into its undergraduate courses. The college emphasizes teaching in Indian languages and culture, and leverages online platforms to offer a well-rounded educational experience. Serving a rural community with many first-generation learners, the college provides bilingual instruction in English and Bengali, and offers study materials tailored to students' needs for improved comprehension.</p> <p>Departments: Achhruram Memorial College features departments in Bengali, Sanskrit, and Hindi, which are crucial for teaching Indian languages and promoting cultural understanding. Additionally, the college has a unique Kudmali department, one of the few in West Bengal, dedicated to teaching and researching this regional language with a scarce documented history. These departments are key to integrating Indian knowledge systems into the undergraduate curriculum.</p> <p>History Department: The History department's syllabus includes topics that delve into Indian knowledge, language, and culture. By incorporating such elements into the curriculum,</p>

the department aims to offer students a comprehensive understanding of India's rich heritage and historical significance. Yoga: Various initiatives to teach Yoga are taken. Our college maintains a medicinal garden with various plants grown for their medicinal properties. The Department of Botany uses this garden to teach Ayurveda, a traditional Indian medical system. The botany curriculum includes courses on the medicinal properties of plants and the history of Ayurveda, Siddha, Unani, and Homeopathy, all covered in the 3rd Semester. The college, being an affiliated college of SKBU has introduced Vedic Mathematics as a part of the list of MDC courses targeted at the NEP batch of students. The Sanskrit department offers courses in Vedic Literature and philosophy, essential to the Indian Knowledge System. The Philosophy department provides courses in Indian Philosophy, Ethics, and Vedantasara, also integral to this system. Additionally, the college celebrates 'Aranya Divas' with tree planting and 'Bhasa Divas' to highlight the importance of our mother tongue. The Physical Education department organizes yoga classes and webinars to promote yoga's health benefits. Conclusion: Achhruram Memorial College's proactive approach to integrating Indian knowledge systems into UG education underscores its dedication to providing students with a culturally enriching and academically rigorous learning experience. By leveraging its departments in Bengali, Sanskrit, Hindi and Kudmali, alongside the History and Philosophy department's emphasis on Indian knowledge, language, and culture like vedas and Upanishads as well as Indian mythology, the college ensures that students graduate with a deep appreciation for India's diverse heritage and intellectual traditions.

5. Focus on Outcome based education (OBE):

Introduction: Achhruram Memorial College is dedicated to implementing Outcome-Based Education (OBE) across its undergraduate (UG) courses. By focusing on course outcomes, program outcomes, and program-specific outcomes, the college aims to provide students with a structured and holistic learning experience. Key Points: 1. Course Outcome, Program Outcome, and Program-Specific Outcomes: The college meticulously outlines course outcomes, program outcomes, and program-specific outcomes for each department. These outcomes are

prominently displayed on the college website and are introduced to students during their orientation sessions. By clearly defining these outcomes, students are aware of the skills and knowledge they are expected to acquire throughout their academic journey.

2. Communication of Course Prospects: Each department takes proactive measures to communicate the prospects of their courses to students. By providing insights into potential career paths and further academic opportunities, departments empower students to make informed decisions about their education and future endeavors.

3. Career Counseling Initiatives: Achhruram Memorial College's Career Counseling Cell collaborates with the Internal Quality Assurance Cell (IQAC) and Tata Consultancy Services (TCS) to conduct the "Youth Employability Programme. Through this initiative, students receive valuable guidance and support to enhance their employability skills and prepare for the workforce.

4. Integration of Skill Enhancement Course (SEC) Papers: Skill Enhancement Course (SEC) papers are an integral part of the curriculum, further enhancing student's skill sets and competencies. These courses are designed to complement student's academic pursuits and equip them with practical skills relevant to their chosen fields.

5. Assessment of Learning: The learners are assessed on a regular basis using classroom discussions, collaborative writing assignments and internal assessments.

6. Transparency and Accountability: The college deploys a feedback system for all of its stakeholders for transparency and to resolve obstacles.

7. Student-Centered Approach: OBE shifts the focus from teaching to learning. It encourages active learning where students are engaged in activities that promote critical thinking, problem-solving, and application of knowledge.

8. Certificate Courses: Various certificate courses were conducted from almost each department of the college where students enrolled themselves in an interdisciplinary way. These courses were structured in such a way that the outcome of the course would help the students to increase their employability and career prospects by their skill enhancement beyond the regular curriculum, increasing the practical experience, confidence building and to develop the competitive edge among the students.

Conclusion: Achhruram Memorial

	<p>College's commitment to Outcome Based Education (OBE) underscores its dedication to providing students with a well-rounded and future-focused learning experience. By clearly defining course outcomes, program outcomes, and program-specific outcomes, alongside proactive communication of course prospects and career counseling initiatives, the college empowers students to excel academically and thrive in their chosen careers.</p>
<p>6. Distance education/online education:</p>	<p>Achhruram Memorial College has been an advocate in embracing distance education to cater to the diverse needs of its student community. Here's a detailed account of the institution's initiatives and adaptations in the realm of distance education/ online learning:</p> <ol style="list-style-type: none"> 1. IGNOU Centre: At Achhruram Memorial College, the presence of an Indira Gandhi National Open University (IGNOU) Centre has been instrumental in providing students with a wide array of distance learning programs. 2. Webel Computer Training Centre: Recognizing the pivotal role of digital literacy in today's era, the college houses a Webel Computer Training Centre. This facility empowers students to augment their skill set through courses in computer learning, equipping them with essential technological competencies crucial for their academic and professional endeavors. It is important to notice that the programs in the computer training centre were conducted in online mode during covid. 3. TCS "Youth Employability Program" (2020-2021): In response to the evolving landscape of education and employment, Achhruram Memorial College hosted the TCS Youth Employability Program in the online mode. This initiative aimed to enhance student's employability by imparting industry-relevant skills and knowledge, thereby fostering their readiness for the competitive job market. 4. Transition to Online Classes amid COVID-19: The COVID-19 pandemic necessitated a paradigm shift in educational delivery methods, prompting Achhruram Memorial College to swiftly transition to online mode. Amidst the challenges posed by the global health crisis, the institution ensures uninterrupted learning experiences for its students by conducting classes virtually. 5. Department-wise Reporting: To ensure accountability and monitor the progress of online classes, each department diligently compiled and submitted reports on the classes conducted to the

head of the institution. This systematic approach facilitated effective oversight and quality assurance in the delivery of distance education across various academic disciplines. 6. Open Book Examinations: Adapting to the exigencies of remote learning, the university introduced Open Book Examinations, allowing students to demonstrate their understanding and mastery of course content from the comfort of their homes. Students were afforded the flexibility to access examination materials, respond to questions, and submit answer scripts either through email or by physically submitting them to the office, ensuring continuity in assessment practices despite the unprecedented circumstances. 7. The faculties of the college regularly attend online developmental courses such as FIP, RC, STC etc. for their professional development. 8. College has successfully organized many online seminars related to subject topics. 9. Teachers of the college are trained in MOOCs and SWAYAM course management through various FIPs and RCs. 10. College encourages the teachers to hold online mentor-mentee sessions, and the marks for internal assessment are also submitted online. The teachers who are paper setters for the university submit their questions also in an online mode. Achhruram Memorial College's steadfast commitment to leveraging distance education methodologies underscores its dedication to promoting inclusive and accessible learning opportunities for all students, thereby fostering academic excellence and holistic development. The institution continues to navigate the dynamic landscape of higher education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

On September 12, 2018, upon a resolution in the Administrative body meeting, Achhruram Memorial College inaugurated an electoral literacy club on the campus intending to raise awareness about the electoral democratic system of our country. Since its founding, the club has been committed to spreading awareness about the principles of the constitution and the processes of electoral democracy in the nation. At present, the club comprises a three-member

	committee including Mr. Anup Kumar Arya, Assistant Professor in the Department of Political Science, Nodal officer; Ms. Mina Mahato, (student), convener; and 10 students as elected executive committee members.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The student's coordinator and the faculty coordinator were appointed by the college through proper procedures obtained. Since its inception, the Electoral Literacy Club of Achhruram Memorial College has been unwavering in its mission to spread knowledge about the constitutional principles and electoral democratic processes of the nation. The club has organized numerous sessions to raise awareness among students and other stakeholders about the importance of our nation's electoral system. Primarily managed by students with guidance from a teacher coordinator in the Political Science department, the club is inclusive and welcomes new members through a voice vote at the teacher's council meeting. There are no restrictions for students wishing to join. Additionally, the Political Science department offers various certificate courses and integrates teachings on the Indian Constitution into its regular curriculum.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club at Achhruram Memorial College plays a pivotal role in fostering democratic awareness and active civic participation among students and staff. Annually, the club collaborates closely with relevant government authorities to organize a Youth Parliament preparation program and occasional Electoral Awareness quizzes. Before the elections, the government officials organize awareness programs related to voting rights in the college. These initiatives aim to educate students about electoral processes, voter registration, and the importance of voting rights. The club also ensures that both teaching and non-teaching staff participate in election duties, contributing to the smooth conduct of local and national elections. Furthermore, the college campus serves as a venue for training election personnel and accommodating external forces during elections, demonstrating its commitment to supporting democratic practices at grassroots levels. Students of ELC of the college participated at the inter-college quiz competition (a flagship program of Election Commission of India to promote voters' education and participation in election) organized by the SVEEP cell (Systematic Voters' Education and

	<p>Electoral Participation) of Jhalda Development Block I where they secured the first position and received certificates. Through these efforts, the Electoral Literacy Club not only promotes electoral literacy but also instills a sense of responsibility and civic duty among the college community.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college integrates voter education modules into its regular curriculum of the departmental of political science, ensuring that every student receives foundational knowledge on electoral rolls, voting procedures, and the importance of civic participation. Afterwards, the volunteers of ELC motivate other students of the college. Additionally, the college offers a dedicated Certificate Course in Electoral Studies from the department of political science, where students delve deeper into electoral systems, voter registration mechanisms, and the role of elections in democratic governance. This course equips students with practical skills and theoretical understanding, preparing them to actively participate in electoral processes as informed citizens. By combining formal education with specialized training, Achhruram Memorial College not only enhances students' awareness of their voting rights but also cultivates a sense of responsibility towards shaping the future of their communities through active engagement in democratic practices.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>At Achhruram Memorial College, promoting voter awareness and registration among students is an important part of the initiative supported by the Electoral Literacy Club (ELC). The college requested appropriate government authorities to conduct Voter Literacy Camps, where students are educated about the electoral process, voting rights, and the significance of participating in elections. During the college's orientation program for newly enrolled students, special sessions are dedicated to raising awareness about their voting rights. Members of the ELC play a crucial role by delivering informative lectures during these orientations, ensuring that students understand their civic responsibilities.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2459	2235	1988	1689	1711
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 63

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
57	58	62	59	37

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
34.01	56.44	38.7	71.15	54.37

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The undergraduate (UG) curriculum, developed under the Choice Based Credit System (CBCS), is meticulously crafted by the university where the teachers of our college take part and regularly refined by the Board of Studies (BOS) with active faculty involvement from the college. This process ensures that the curriculum remains relevant and aligned with current teaching methods and industry needs. Faculty members must cover the syllabus thoroughly within the allotted instructional time, maintaining academic timelines and comprehensive coverage keeping continuous evaluation of the students in mind.

Each academic session begins with a standardized **routine** for the Bachelor of Arts (BA) and Bachelor of Science (BSc) programs, published by a **Routine Committee** under the **Teachers Council** and **posted on the college website**. An **academic calendar**, created by the **IQAC** cell, is distributed at the start of the year to all students, including first-year enrollees. This calendar provides key dates for **internal exams, holidays, and events like Sports Day, Cultural Celebrations, and the Induction meeting for first-year students**. It also outlines the number of working days, helping students plan effectively. The calendar's inclusion of internal and university examination dates supports **regular assessment and effective academic management**.

A concise summary of the academic practices followed in Achhruram Memorial College to ensure the effective curriculum planning has been mentioned here:

- At the beginning of each academic year, an **academic calendar** is created based on university guidelines.
- An **induction meeting/ Orientation programme** is held with the students at the beginning of each semester to give them an overview of the upcoming semester. Students are also made aware of anti-ragging and grievance cell during this meeting.
- Departments make their students aware of **Program outcomes (POs), Programme specific outcomes (PSOs) and course outcomes (COs)** at the beginning of the semester itself. Also the PO, PSO, CO are uploaded in the **college website** for the ease of the students.
- Regular departmental meetings help identify **slow and fast learners**.

- Departments allocate **remedial classes** for the slow learners.
- **Mentor-Mentee:** At the beginning of each semester each student is allocated a mentor. There are special mentor-mentee sessions provided in the routine also and a student can reach up to their mentor regarding any issue that they face or regarding any guidance that they might require.
- Departments prepare detailed **lesson plans that outline learning outcomes.**
- A centralized routine by the **Routine committee under the Teachers Council** of the college allocates dedicated slots for library work and other skill enhancement courses.
- Students and teachers can access the **enriched library and subscribed e-resources from the library** e-room or remotely.
- The institution encourages a **flipped classroom** approach where **pre-class assignments** (lectures, readings) prepare students for interactive, application-oriented in-class activities.
- **Experimental and participative learning** are encouraged by **video shows, fieldwork, educational excursions, project-based learning and inter-departmental participation** which enhance learning experiences.
- **Simulation studies, online learning platforms, and educational apps** supplement practical classes.
- **Skill-based programs** enhance overall development and **employability.**
- **Program outcomes (POs) and course outcomes (COs) are reviewed for better course execution in subsequent sessions.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 40

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
383	161	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. **Comprehensive Integration within CBCS Curriculum:** College embraces the principles of CBCS, ensuring that human values, gender issues, and environmental consciousness are ingrained in all offered programs and courses. This holistic approach reflects the college's commitment to nurturing socially responsible individuals equipped with a profound understanding of ethical, gender-sensitive, and environmentally sustainable practices.

2. **Focus on Gender Issues:** With gender equality and women's rights as paramount concerns, Achhruram Memorial College places special emphasis on educating students about gender related challenges and empowering them to address these effectively. Through departmental initiatives, students are sensitized to gender dynamics, fostering a culture of respect, equality, and inclusivity. The college through its IQAC organizes seminars on Gender Equity to make the students aware of the issues. Specialists from various organizations such as other colleges, NGOs come as expert speakers in these seminars. Usually the seminars end with short quizzes with the participants to evaluate their learnings in the seminar.

3. **Mandatory Environmental Studies:** Environmental stewardship is prioritized through the university's mandate of Environmental Studies as a compulsory subject for all students, regardless of their chosen disciplines. This interdisciplinary approach ensures that graduates possess the knowledge and awareness necessary to engage in environmental conservation efforts, fostering a sustainable mindset among the student body.

4. **Professional Ethics via Career Counseling Cell and IQAC:** The college integrates lessons on professional ethics into its Career Counseling Cell activities, recognizing the ethical dimensions inherent in professional practice. Students are equipped with ethical frameworks and principles essential for navigating their career paths with integrity, responsibility, and ethical discernment. The college through its IQAC organizes a seminar on Intellectual Property Right (IPR) which is attended by both teachers and students. The speakers for the seminar are specialist of the field such as HOI from another institution.

The College, through its curriculum, activities, and initiatives, is committed to integrating cross-cutting issues such as professional ethics, gender, and human rights into the institutional framework.

1. Professional Ethics:

- B.A. in Economics (Honours and Program) Issues in Indian Economy, Economics of health and education, Development economics, Issues Indian Economy. All the topics deal with the ethics in finance.
- B.A. Philosophy (Honours) - Practical ethics (Sem IV).

2. Gender Issues:

- B.A. Sanskrit (Honours) - Indian Social institutions and polity (Sem III) deals with gender issues.

- B.A. English (Honours) - Women's writing deals with gender equality (Sem V).

3. Human Values:

- Cross Cutting issues relevant to human values - Political Science (Honours), History (Honours), Sanskrit (Honours), English (Honours), Education (Honours)

4. Environment and Sustainability:

- "Environmental Studies" is a compulsory paper in Semester I for all undergraduate students.
- B.Sc. Zoology (Honours & Program course) - Perspectives in Ecology, Wildlife conservation and management (Sem I)
- B.A. Geography (Honours) - Environmental Geography (Sem V).
- B.Sc. Botany (Honours) include papers or courses on environment and sustainability, ethnobotany, plant diversity, environmental education, and conservation strategies
- B.Sc. Chemistry (Honours and Program course) - Green Chemistry (Sem I)
- B.A. Economics (Honours and Program Course) - Environmental economics (Sem I)
- B.A. Sanskrit (Honours) - Environmental awareness in Sanskrit literature (Sem I)

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 14.97

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

Response: 368

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 65.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1024	1064	882	749	916

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1420	1390	1350	1471	1466

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 56.99

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
423	396	366	369	330

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

2022-23	2021-22	2020-21	2019-20	2018-19
658	644	626	702	676

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 43.14

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:**The college lives by the two motos for learning**

(a) Learning does not only happen inside the classroom,

(b) The aim is not to just cover the syllabus but rather uncover it.

At Achhruram Memorial College, **student-centric methodologies** are prioritized to enrich **learning experiences and foster comprehensive skill development**. Even during the online learning phase in COVID these practices continued. Here are the key practices implemented to enhance learning:

- **Lecture Discussions:** Instructors incorporate discussion sessions to actively engage students, foster critical thinking, and promote knowledge exchange, enhancing understanding and collaborative learning.
- **Collaborative Homework:** Assignments encourage students to work together, share perspectives, and solve problems collectively, reinforcing class concepts and developing teamwork, communication, and peer support.
- **Problem-solving Brainstorming:** Departments like Mathematics, Physics, and Chemistry at the College use brainstorming sessions to identify challenges, generate innovative solutions, and address real-world issues collaboratively, fostering creativity and critical thinking among students.
- **Flipped Classroom Approach:** Various departments assign challenging topics for students to deliver explanatory lectures, fostering their teaching skills as they are evaluated by teachers based on their presentations.
- **Peer Teaching by Advanced Learners:** Identifying slow and advanced learners through assessments, advanced learners are engaged as peer teachers to share their knowledge and support slower learners in the classroom.
- **Project-based Learning:** Departments require students to submit **projects involving research/survey and presentations at semester's end**, supervised by assigned teachers, allowing students to demonstrate their **research planning and execution strategies**. **Seminars on Research Methodology aid in this.**
- **Slow and advanced learners:** The College, situated in an underdeveloped area of West Bengal, supports a diverse student body, most of whom are **first-generation learners**. Dedicated departmental mentor assesses their progress through class performance and internal exams based on which, **mentors** provide customized study materials: **advanced learners** receive specialized resources and book recommendations, while **slow learners** get **supplementary materials and personalized doubt-clearing sessions**. Departments use various methods to identify slow learners, offering **remedial classes** to ensure all students receive necessary academic support.

ICT tools that are being deployed to aid in learning:

1. **Google Classroom:** During the COVID-19 pandemic, teachers utilized Google Classroom for online teaching, enabling interactive **virtual classrooms, seamless communication, distribution of learning materials, and submission of assignments.** Its usage remains prominent post-pandemic.
2. **Microsoft PowerPoint:** Teachers use PowerPoint for engaging online lectures, clarifying complex concepts through **dynamic presentations.**
3. **WhatsApp Communication:** WhatsApp facilitates effective communication for timely updates and notices, ensuring transparency and keeping students informed about academic and administrative matters.
4. **Online E-Resources:** Students access a variety of e-resources and educational videos via the **NLIST** portal and **YouTube**, enhancing learning across disciplines.
5. **E-Resources from Sidho-Kanho-Birsha University:** Achhruram Memorial College leverages diverse e-resources from Sidho-Kanho-Birsha University, covering various academic fields.
6. **Plotting and Programming Software in Mathematics:** The Mathematics Department employs plotting and programming software for visualizing concepts and enhancing mathematical understanding, including **C, Python, and SageMath for programming training.**
7. **Departmental Software Usage:** Various departments utilize specialized software: **TNTMips for Geography, Bioedit, Mega X, TreeGraph** for bioinformatics in Botany, **Scilab and Python** for Physics, and **ChemDraw, Origin** for Chemistry teaching.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.4

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
63	63	63	63	50

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

2.4.2

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

Response: 69.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	38	42	39	31

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Transparency in Assessment Mechanism and Efficient Grievance Redressal System at Achhruram Memorial College

At Achhruram Memorial College, we prioritize transparency in our assessment mechanisms and ensure an efficient grievance redressal system to uphold academic integrity and student satisfaction. This is mostly supervised by the **IQAC and Examination Committee**.

Transparency in Assessment Mechanism:

- **Structured Internal Assessment:** In our Choice Based Credit System (CBCS) semester system, internal assessments are integral. Each paper awards **10 internal marks**, with 3 marks for attendance and class participation, and 7 marks for internal tests. Practical-based subjects have a comprehensive internal assessment, comprising 20 out of 50 marks (15 marks for examination, 5 marks for lab notebook and viva-voce).
- **Centralized and Departmental Approach:** Internal tests for Programme Courses are centrally organized to ensure consistency and fairness across all batches. Honours Courses conduct internal tests at the departmental level, tailored to specific course requirements.
- **Diverse Evaluation Methods:** Alongside **formal internal tests**, departments incorporate **less formal assessment methods** such as **research surveys, student presentations and talks**. These diverse evaluation strategies provide a comprehensive view of student progress, facilitating timely identification of learning gaps and necessary interventions.
- **For the end semester examinations, the university organizes the examination where the teachers of the college take part as evaluators, question setters, head examiners.**

Efficient Grievance Redressal System:

- **Structured Process:** If a student has concerns regarding internal examinations, they first approach the departmental Head with their complaint. The departmental Head, having access to all relevant examination documents, typically resolves these issues promptly.
- **Escalation Protocol:** Should the matter remain unresolved, the student can submit a written complaint to the Principal. The Principal engages the Convenor of the Examination subcommittee to address the grievance.
- **University Submission Issues:** For concerns related to marks submitted to the University, the Principal follows the guidance of the Controller of Examinations to rectify any discrepancies.
- **Online Grievance Portal:** Achhruram Memorial College provides a dedicated grievances registration portal on its website, enhancing accessibility and efficiency in grievance redressal processes.
- **For grievances related to university examination, the students get forms that they can fill to get their answer scripts re-evaluated. If they are not satisfied by this, they can use the RTI act to see their own answer scripts.**

Monitoring and Continuous Improvement:

- **Regular Reviews and Feedback:** We conduct periodic reviews of our assessment practices and grievance redressal procedures, incorporating feedback from students, faculty, and staff to identify areas for enhancement.
- **Professional Development:** Faculty members involved in assessment and grievance handling receive ongoing training on best practices and updates in relevant policies. This ensures a skilled and responsive approach to grievance resolution.
- **Enhanced Student Experience:** Our commitment to transparent assessments and efficient grievance handling enhances student satisfaction and fosters a positive learning environment.

Impact and Stakeholder Satisfaction:

- **Student Confidence:** Our transparent assessment practices and robust grievance redressal system have bolstered student confidence in the fairness of academic evaluations at Achhruram Memorial College. Students feel assured that their concerns are addressed promptly and fairly.

Academic Integrity: By upholding high standards of transparency and accountability, Achhruram Memorial College maintains academic integrity and ensures effective learning outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

Programme Outcomes at-a-glance:

B.A. Honours:

- Students are expected to develop analytical skills enabling them to solve complex issues encountered in advanced studies.
- Proficiency in communication, particularly in their field of study, is a key outcome achieved by the end of the programme.

B.Sc. Honours:

- Graduates are skilled in hands-on activities pertinent to their field of study.
- Familiarity with contemporary scientific trends enhances their understanding and adaptability in scientific endeavors.

Programme and Course Outcomes Transparency:

Stating and Displaying Outcomes:

- The institution adheres to the principle that every programme must demonstrate its effectiveness by delivering on its promised outcomes. Therefore, clear Programme Outcomes (POs) and Course Outcomes (COs) are articulated and prominently displayed on **the institution's official website**.
- These outcome statements are fundamental to guiding the educational process and ensuring accountability. They serve as a benchmark against which the success of each programme is measured.

Communication with Teachers and Students:

- **POs and COs are systematically communicated to faculty members and students** through various channels to ensure alignment with teaching and learning objectives:
- **Orientation sessions and workshops** for faculty members at the beginning of each academic year.
- **Integration into course syllabi** and teaching plans, facilitating structured learning and assessment.
- **Regular review and discussion during departmental meetings and faculty development**

programs.

- **Periodic stock-taking** during interactive sessions between teachers and students, ensuring continuous alignment with the intended outcomes.

Student Awareness and Engagement:

- Students are actively engaged with the POs and COs to foster a clear understanding of their educational journey:
- **Orientation sessions** at the commencement of each academic year to familiarize students with expected learning outcomes.
- Inclusion of POs and COs in course e-handbooks and e-materials, guiding students in their academic pursuits.
- Encouragement for students to **self-assess their progress and set personal goals** in accordance with these outcomes.
- **Opportunities for feedback and reflection** to gauge the effectiveness of the outcomes in meeting educational objectives.

Outcome Evaluation and Feedback:

- The institution maintains rigorous assessment practices to evaluate the attainment of POs and COs:
- **Continuous assessment methods such as quizzes, assignments, and practical projects designed to measure skill development and knowledge acquisition.**
- **Class tests and end-semester examinations** structured to assess comprehensive understanding and application of learning outcomes.
- **Feedback from stakeholders, including students, faculty, and employers, integrated into regular reviews and updates of outcomes to ensure relevance and effectiveness.**

Continuous Improvement Initiatives:

- Commitment to continuous improvement drives regular reviews and enhancements of POs and

COs

- **Monitoring and adaptation of outcomes based on feedback from stakeholders and industry trends.**
- **Regular discussions in the IQAC and Academic sub-committee meetings regarding continuous improvements.**
- Integration of emerging courses (certificate courses) and regular discussion in the university Board of Studies (BoS) where our teachers participate actively.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of POs and COs are evaluated by IQAC in collaboration with the Academic sub-committee of Teachers' Council and the departments. Achhruram Memorial College deploys a systematic procedure for this, which is outlined below.

Evaluation of attainment of Programme and Course Outcomes:

- We employ a structured assessment framework integrating various methods: **Continuous assessment through unit tests, surprise tests, quizzes, and assignments. Project work, field studies, and innovative experiments** to apply theoretical knowledge. **Class tests and end-semester examinations** to measure academic progress.
- **Integration of New Courses:** Courses are regularly reviewed to align with changing socio-

economic paradigms. For this the college has introduced several certificate courses in various fields. New courses of significance are introduced to address emerging educational and industry demands.

- **Tracking Post-Graduation Success:** We monitor the progress of our graduates who transition to further studies or entry into the workforce.
- **Regular collection of feedback:** Feedback serves as a critical indicator of our course effectiveness and relevance. Feedback is collected not only from the students but from various stakeholders.

Observations on Learning Outcomes: The teachers observe if the students are demonstrating the following

- Students demonstrate: **Critical thinking skills**, evidenced by their ability to analyze scholarly presentations and engage in debates.
- **Practical learning** through project work and field studies, fostering independent learning and experimentation.
- **Motivation for advanced research**, preparing them for higher studies and prestigious institutions.
- **Expansion of knowledge within their fields, facilitating admissions to premier institutes.**

Assessment and Feedback Mechanisms:

Continuous evaluation through:

- **Open House sessions with faculty and administration for student feedback.**
- **Regular meetings with department heads, Principal, and Academic sub-committee.**
- **IQAC meetings to ensure alignment with quality assurance standards.**

Continuous Improvement Initiatives:

Ongoing discussions and reviews:

- Facilitate **assessment of learning attainment** and curriculum effectiveness.
- **Incorporate feedback** to enhance teaching methodologies and learning outcomes.
- The students can register their grievances in our college online portal.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 65.76

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
237	446	342	197	126

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
530	451	392	346	331

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 27.98

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6.16	12.57	2.75	3.75	2.75

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Ecosystem for Innovation:

1. Infrastructure:

- The institution continually upgrades its lab and library infrastructure, including access to over **6000 journals and 199,500 e-books through the INFLIBNET N-list E-Shodhsindhu consortium via NLIST and 600000 ebooks through NDL**, providing each teacher with login credentials.
- Coworking spaces with modern facilities in labs and departments
- Upgrading lab infrastructure for cutting-edge research by providing instruments. These

instruments are also at par with the NEP needs.

- **Continuous Improvement of labs for research.**

2. Formal Methods:

- The institution has developed an ecosystem in line with current trends, **promoting knowledge exchange, collaboration, and faculty exchange programs and to disseminate information to stakeholders.** It also supports skill-based development and academic activities through **MoU arrangements.**
- The institution motivates research through **CAS guidelines** mandated by the West Bengal government, aligned with UGC norms. The certificate courses cover cutting-edge research topics, encouraging project submissions for internal assessments.

3. Innovative approaches:

- Students benefit from **free access to innovative lab time** supervised by teachers, fostering their ability to ask questions and innovate. Teachers guide them by suggesting pertinent questions related to their experiments.
- Departments use **research survey projects** as a part of their internal evaluation. Though these are on a small scale, these projects ignite the research mentality in students.
- The college hosts seminars on **research methodology, IPR, and entrepreneurship** to boost research skills, **also facilitating networking between industry experts and students.**
- **Open Innovation:** Promoting models where organizations collaborate externally to develop new ideas. Faculty engage in research collaborations across institutes.

Knowledge Creation and Transfer:

- The **Career Counseling Cell**, in partnership with **Tata Consultancy Services**, offers a monthly expert training program to boost students' placement skills, consistently achieving high success rates in the annual placement report. Training with **Naandi Foundation and Tech Mahindra is also regularly provided.**
 - *REMARKS: The Career Counseling Cell's annual job placement training with specific companies, resulting in a high employment rate, addresses a recommendation from the previous NAAC accreditation cycle.*

- Our college's three **NSS units** conduct extension activities in nearby villages to tackle developmental challenges and create sustainable solutions, including engagement with school students..
- **Students from schools visit the college to get an exposure to higher education.**
- The curriculum, structured under the CBCS and aligned with the NEP, integrates **project work and skill development courses across disciplines** to promote independent thinking and research skills among students.
- **Peer teaching sessions, flip classroom and inter-departmental seminars** enhance participative learning and foster a culture of knowledge exchange. Furthermore, **bilingual lectures** are encouraged based on student preferences.
- **The institution has established various collaborations, linkages, and MoUs to foster innovation across different fields.**
- The college's network resource center collaborates with **WEBEL** to organize seminars and **diploma courses** aimed at enhancing students' soft skills.
- **Students engage in the folk-culture of tribals through expert-led Chhou mask making training, promoting craft skills and potentially improving socio-economic conditions.**
- **Anticipating NEP 2020, our institute integrated Indian Knowledge System principles, adding yoga and mental health in our focus. Post-COVID-19, we partnered with Heartfulness for mental health and yoga sessions.**
- **Various certificate courses are conducted to aid in the knowledge creation of students beyond the curriculum.**
- **ICT for knowledge** sharing and networking among student-innovators and researchers.
- Study material on college website **<https://amcollege.ac.in/question/>**

Continuously assessing the impact of initiatives on innovation and knowledge transfer through feedback and mentor-mentee sessions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	3	7	7

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	21	12	15

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.48

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Achhruram Memorial College focuses on community service to foster student growth and address societal issues. Through various extension activities, students engage responsibly with the community, gaining a holistic understanding of its needs. Our institution's key organizations, committees, and units play crucial roles in developing students' sensitivity and responsibility toward society.

- **National Service Scheme**
- **National Cadet Corps**
- **Non-governmental collaborations**
- **Green Campus Committee**
- **Youth Parliament Committee**

A high-level view towards various extension activities:

1. The college's commitment is demonstrated through the active participation of its **three NSS units and one NCC unit**. Together, they organized awareness programs aimed at promoting public consciousness on various social issues. These initiatives encompassed events such as **Tree Plantation Day, Earth Day, World Environment Day, International Yoga Day, World Health Day, World Forest Day, Health Day, Water Preservation Campaign on Water Day, Anti-Tobacco Awareness Program, World AIDS Day, and seminars focused on AIDS awareness.**
2. Under the mentorship of dedicated leaders, **the NSS units during the COVID-19 pandemic** assisted locals with **masks and sanitizers. Collaborating with the Jhalda block primary health center, the college facilitated vaccination for hundreds of residents on campus, including students and teachers.**
3. **Conduction of Thalassemia awareness and detection program**
4. The NCC at our college maintains a robust program guided by the motto '**Ekta aur Anushasan.**' It aims to develop organized, trained, and motivated youth with leadership qualities across domains, committed to national service. Despite challenges posed by the COVID-19 pandemic and subsequent lockdowns, community engagement efforts focused on raising awareness and aiding those affected. Additionally, COVID-19 sensitization programs were conducted for students, teachers, and the community during this period.
5. Students express concerns and **organize rallies and programs** to raise awareness among local communities about key social and ecological issues. Their focus includes advocating for the **ban on plastic use (plastic free campus)**, educating about biodegradable and non-biodegradable

waste, promoting hygienic and healthy living practices, and fostering a cleaner and more sustainable environment.

6. Collaborations with numerous **institutions and private firms** significantly amplified the impact of extension activities. College students participated alongside private firm trainers in programs such as **craft workshops focused on creating paper bags**. These initiatives sparked enthusiasm among students for green initiatives. **Furthermore, students from Achhruram Memorial College participated in a training workshop where they learned to make masks for Chhou dance, which holds socio-economic significance for the students. Organized by our college, this workshop provided hands-on training by experts and helped preserve the local folk culture of the Purulia tribes, fostering cultural interest among students.**

7. **Seminars** were arranged on contemporary social issues such as **gender equality and entrepreneurship, featuring distinguished speakers**. The entrepreneurial seminars were inclusive, allowing school students to participate and gain exposure to higher educational outreach programs.

8. Preparation and Participation in **Youth Parliament Competition** to spread awareness regarding **democracy**.

These activities have instilled in our students a profound understanding of:

- **Education goes beyond awards, diplomas, and comfort, aiming for a deeper purpose.**
- Genuine education fosters **empathy** and a proactive mindset for taking action where needed.
- It surpasses rote learning, inspiring students to think beyond themselves for the **community's benefit**.
- **Mindfulness plays a crucial role, turning awareness into impactful actions.**
- These extension activities serve as a guiding compass, prompting students to consider **broader societal issues**. Students develop critical skills like **leadership and problem-solving**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The college has received many awards and recognitions for its various extension activities from government/ government recognised bodies. These recognitions are a proof of the colleges activities not just as a educational institution but also for its various extension activities. The college's commitment to serve the whole community is engraved in its vision-mission. College conducts its social outreach and extension activities through its three dedicated NSS units and one NCC unit. They serve as colleges "Olive Branch" to the society. Each and every student are taught that the college is your door way to the world. The human being that the college moulds them into is the human that will serve the nation and in a greater sense the world, for the rest of their life. Social outreach activities are the best way to mould them into humans with empathy and the intent to do good for other.

The following list of awards and recognitions are a proof of theses extension activities:

1. Certificate of Recognition from Sub-Divisional Magistrate for the social outreach programs and awareness activities of the college during the session 2022-2023.
2. Certificate of Appreciation from State Blood Transfusion Council, West Bengal for organizing a voluntary Blood Donation Camp by the college on 29th November 2022.
3. Certificate of Recognition from Office of The Block Medical Officer of Health, Government of West Bengal for organizing a COVID-19 Vaccination Camp on 29th September 2021.
4. Certificate of Recognition from Office of the Inspector-in-Charge of Jhalda Police Station for the college's Outstanding Contribution to Community Welfare through the "Traffic Rules Awareness Programme" and "The Safe Drive Save life" Campaign on 16.12.2021.
5. Certificate of Recognition from Jhalda-Darda Gram Panchayat for the college's participation in various outreach programs, awareness, initiatives and COVID-19 social activities during the session 2020-2021.
6. Certificate of Recognition from Jhalda-Darda Gram Panchayat for the college's impactful awareness programs (self-cleanliness, drug eradication, Swachh Bharat Abhiyan and Cancer Awareness) in collaboration with local gram panchayat during the session 2021-2022.
7. Certificate of Recognition from Jhalda-Darda Gram Panchayat for adopting the village Pat Jhalda for extension activities as a part of Har Ghar Tiranga Campaign during Azadi Ka Amrit Mahotsav in the session 2022-2023.
8. Certificate of Recognition from Jhalda Municipality for exceptional service and humanitarian efforts in distributing masks and sanitizers during 2020-2021 session.
9. Certificate of Recognition from Jhalda Municipality for proactive efforts in organizing commendable health awareness program for the benefit of the community during 2021-2022 session.
10. Certificate of Recognition from Jhalda Municipality for exemplary service and humanitarian efforts during 2022-2023 session.

The college is looking forward to continuing such initiatives in the future not just as social outreach programs but a chance to build a "One World, One Nation" mentality in the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	04	01	05	10

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

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Despite its rural setting, this college offers superior infrastructure compared to other district institutions, including well-equipped classrooms, labs, an auditorium for seminars and conferences, and ICT-enabled classrooms. We consistently upgrade lab equipment and invest in computers to keep teaching resources current for students and faculty alike.

The detailed infrastructure of the college under various categories are:

Classrooms are located in two blocks: the **Main building** and the newer **New building**, totaling **29 rooms**. The college boasts a **100-seat auditorium** and a **200-seat Community** hall for various events. Additional facilities include separate rooms for **NCC, NSS, Girls' common room, and IQAC**. There's a **common staff room and departmental teacher rooms**. Each department's classrooms are equipped with **ICT facilities, labs, desks, chairs, lockers, computers, printers, scanners, Departmental library, projectors (for science), and whiteboards**.

The college features **scientific and computer laboratories** for various subjects which are modernized to meet the requirements of the curriculum as well as primary research needs of the faculties.

- *Supporting files for the departmental instruments and scientific and computer laboratories are attached.*

Additional physical facilities include:

- **Student and staff canteen** with separate seating
- Extended **cycle-stand** for parking
- **Pond** for aquaculture
- Water management infrastructure: **pump house, 3 water tanks, 2 borewells, 1 well recharge unit**

- **Solar panels and solar pump** for renewable energy and water supply
- **Water coolers cum purifiers** on each floor of the main building
- **Fire extinguishers** strategically placed
- **Generator** for uninterrupted power supply
- **Separate washrooms for staff and students, including in the library building**
- **Ramps and toilets for divyang individuals**

ICT facilities at the college include:

- **14 CCTV cameras** for campus surveillance
- Dedicated **YouTube channel** for events and educational content
- **84 desktops, 03 LAN-connected laptops, 05 projectors, 15 printers, 5 scanner**
- **02 Interactive boards** with wall-hanging **projectors** for teaching and research
- Separate **Xerox machines** for official use as well as for students.
- Partially automated central library using **Koha LMS software**
- **WEBEL computer training center offering courses, seminars, and workshops**

REMARKS: The college meets most of the 10 recommendations of last cycle of NAAC accreditation, including auditorium, gymnasium, computer lab with internet, and INFLIBNET in the library (4.1.1). Hostel facilities were recommended due to the rural location, but now with 6 nearby colleges within 40 km, hostel demand among students is minimized.

Facilities for Cultural activities:

The college hosts cultural events in **open spaces, a community hall,** and a **virtual room** with a **projector**. NCC facilities include **dummy rifles, a drum, synthesizer, and a 1000W speaker**. The Cultural Committee organizes fresher's **welcomes, quizzes, dances, and celebrates festivals like Saraswati Puja and Rabindra Jayanti etc.** Workshops on **Chhau dance masks promote local folk culture**. There is a **large community hall**.

Sports facilities of the college:

Established in 2018, the college's **Physical Education department** fosters fitness through **intra-college events, aerobics, yoga, and games**. It hosts **an annual sports meet and university-level competitions**, with recent playground renovations. Despite Covid-19 disruptions, the college excels in sports at

university and district levels, with students achieving DPI recognition. **Facilities include badminton and volleyball courts, gymnasium-cum-yoga-room, and indoor games. Post-lockdown, initiatives like Yoga Day and mental well-being workshops support holistic student development.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 23.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.41	7.95	1.36	33.73	16.26

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

ILMS: The library operates on a partially **automated** system facilitated by **KOHA software**. Through this integrated platform, the library offers a wide range of services and facilities, such as **cataloging of book databases, classification, acquisition, circulation, management of book loans and returns, and WEB-OPAC**. The college has procured the latest CAMS 3.0 software that will give better automation in the library as this will allow the library to access the student database from the college office. **Also the library and administration office will be integrated in this software which is the overarching goal of the automation.**

E-Resources that the library provides:

- **N-LIST subscription (199500+ ebooks and 6000+ eJournals)**
- e-PG pathshala
- **National Digital Library of India via INFLIBNET (600000 ebooks)**
- West Bengal Public Library Network
- DOAJ
- **E-ShodhSindhu**
- Project Gutenberg
- **E-databases: E-shodhGanga, ShodhGangotri**
- DOAB
- **JSTOR Open Book**

The library also manages the portal <https://amcollege.ac.in/question/> where students can find e-learning materials prepared by our faculty.

Book Purchase:

The college follows a **streamline** approach to purchase new books and journals. The procedure is as follows:

The college library initiates the book procurement process by **soliciting requisitions from departments** ? Each department convenes to **compile their book needs into lists** ? The library then **consolidates these lists** and **estimates the required budget**, which is submitted to the Principal ? The Principal

forwards **the list and budget to the purchase committee**, who seek approval from the **finance committee and initiate the E-Tender process** ? The **E-Tender committee evaluates bids and collaborates with the librarian to select a supplier, issuing a work order upon decision** ? Upon receipt, the **library verifies the books before processing payment via Cheque to the supplier.**

If the total estimate received by the librarian is **less than 100000/-** then the library **calls for quotations** from various suppliers and gives **the work order to the lowest bidder.** Upon Receiving the books the library verifies the contents and after **successful verification the college office processes the payment to the supplier through Cheque.**

Journal Purchase:

The library committee in its meeting where each departmental representative is present, **asks for the list of required journals** ? The **library committee decides upon the journals** that the library needs to procure ? After this the librarian **directly communicates with the journal** through their web portal and then sends **the Demand Draft/ Cheque** to the publisher along with the subscription details.

Per Day Usage of Library:

Offline usage:

The library operates **06 days/week**, with a daily footfall of around **130 visitors.** Open from **10:30 a.m. to 4:30 p.m.**, it offers a **reading room** where students access **two offline newspapers and subscribed journals.** **Reprography services (Xerox/Photocopy)** are available for academic purposes. Students can borrow up to **2 books for 15 days**, and teachers can borrow up to **10 books for 3 months.**

Online usage:

Apart from the computer in the library office which is used for **WEB-OPAC** there is **another computer in the library which is in the reading room and can be used by the students to access e-resources.** This computer has access to **the N-LIST portal, NDL and other e-resources.** **Teachers can access e-resources remotely through their own N-LIST credentials.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Achhruram Memorial College is **dedicated to improving its campus IT infrastructure** to enhance student benefits and streamline administrative tasks efficiently. Following recommendations from the first cycle of NAAC, the college has implemented various initiatives to **integrate IT into admission, administrative, and academic processes, aiming to enhance convenience and transparency**. The initiatives include:

- Increasing the number of computers for academic and administrative use, establishing an IT infrastructure with **87 LAN-connected computers**.
- Setting up a **network resource center** with a dedicated area as a student internet corner for student access to internet facilities.
- Installing **24x7 CCTV** surveillance throughout the campus.
- **Wi-Fi coverage in departments for students and teachers**.
- Introducing **LCD projectors** to improve teaching methods as **ICT-enabled classes**.
- Implementing an online portal like **online notification through website and applications like Whatsapp** for real-time updates for students and staff.
- Upgrading to **CAMS3.0 for administrative tasks**.
- Adopting **KOHA for library automation**.
- Establishing **two dedicated computer laboratories** for practical subjects like **Physics, Mathematics and Geography**. It is to mention that the **Geography computer laboratory of the college is the prime center of University practical examinations conducted**.
- **Managing a dynamic college website and developing online platforms for admission, student grievance, and fee payment**.
- Conducting online examinations and managing UG exam activities digitally through **online**

applications/portals like Google meet, Zoom, during the lockdown period. After the evaluation of answer scripts, teachers uploaded the marks of both the **Internal Assessment and Semester examinations through university-provided links for the same.**

- **Printing and scanning** services in each department as well as in the library.
- **Offering internet-enabled Xerox machines and ensuring power backup with a generator.**
- Implementing an **online grievance registration system** and **creating various whatsapp Groups for information sharing.**
- Managing **staff salary and PF profiles** and statements electronically through the **WBIFMS portal** of the West Bengal government.
- **The college has implemented several digital initiatives to enhance learning and administrative efficiency.** These include establishing an **e-notes repository** where students across departments can access and download course-specific materials via the **<http://amcollege.ac.in/question/> platform.**
- The college utilizes platforms like Google Meet and Zoom Cloud for conducting classes, webinars, and online conferences.
- Additionally, the college manages various **government scholarship schemes digitally** through the Scholarship Portal of West Bengal Government.
- A **weather sensing display unit on campus provides real-time updates on local weather and pollution levels.** Students monitor the data produced by the sensors in a continuous manner.
- **The college also maintains a high-speed internet connection of around 100 MBPS through Bishal Cable Network and a 1 GBPS connection from BSNL, ensuring efficient connectivity for all activities.**
- The college **contributes all student data into the Banglar Ucchasiksha Portal** which is an online centralized data repository for Higher Education, Govt. of West Bengal.
- The pension files for retired staff is also maintained through online system.
- The college has implemented **Academic Bank of Credit Ids** for students keeping **NEP** in the head.
- The college has procured the **DR software for examination management.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 31.13**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 79

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 57.27**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
20.84	36.05	27	27.87	34.09

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 85.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2250	2129	1627	1377	1254

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 7.71

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
312	172	56	146	91

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 16.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	52	46	53	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	446	342	197	126

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

5.2.2

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

Response: 2.77

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
6	11	3	9	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	1	1	2

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 21.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	10	8	28	27

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

5.4 Alumni Engagement

5.4.1

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

Response:

The **Alumni Cell** under the purview of Teachers' Council of our prestigious institution plays a vital role in strengthening **connections between former students and the current generation**. Its importance **extends beyond preserving the institution's legacy; it also actively contributes to the holistic development of both the institution and its members, paving the way for a promising future**. The central mission is to foster strong connections between the institution and its alumni. This camaraderie and sense of connectedness create a supportive and enduring network that extends beyond graduation, benefiting both alumni and the institution. By nurturing friendly relations among the alumni, we instill a shared interest in the affairs and well-being of the Alma Mater, ensuring its ongoing growth and progress.

As a conduit for information, the Alumni Cell keeps graduates informed about the institution's latest developments, including updates on fellow alumni, faculty, and students. This exchange of information **fosters a sense of belonging and allows alumni to maintain connections with their peers**, strengthening the fabric of the alumni community.

Furthermore, actively participate and help in organizing programs to meet the needs and interests of the institute. These programs encompass a wide range of activities, such as **career development workshops and educational seminars**. These workshops and seminars are also seen as **networking events** between alumni and current students.

The Alumni of the college, which actively participates in the developmental aspects of the college such as:

- During cultural programmes organized in the college like **Alpana competition, quiz competition etc. various alumni members were invited as a Judge to conduct the program.**
- **Alumni students** organized the **Fresher's welcome and Teacher's Day** events in the college.
- Those alumni members who got jobs and various sectors, help the college students in every aspect of mentorship like discussing mock tests, strategies and other information.

- **Many of the alumni of this college works** as a **teacher**, SACT teacher as well as **non-teaching staff** in the college, recruited by various governmental advertisements and **serve their Alma-mater**.
- During the lockdown period, alumni members had actively participated in the crisis time for the welfare of the college like in Covid relief program.
- Active participation in the camps like **blood donation camp, thalassemia camp** etc. organized in the college.
- The College's Governing body as well as IQAC cell also tries to **include alumni representatives** to strengthen the decision making process.

Achhruram Memorial College maintains a strong connection with its alumni, who are actively involved in various developmental activities for the college. Although the registration of the Alumni Association is not yet complete, the college plans to register it soon through proper procedures and meetings. The IQAC has addressed this issue in its meetings. **Alumni aim to enrich students' lives** by providing valuable resources for personal and professional growth and supporting the institution through fundraising for development projects, **ensuring future generations benefit** from enhanced facilities. Registration of the alumni is essential for these efforts. Recently, the college alumni cell held a meeting to form an Ad-hoc committee to organize a larger gathering of alumni for direct registration proceedings.

REMARKS: The recommendation provided in the last NAAC cycle mentioned to strengthen the functioning of our Alumni for the welfare of college. At present, the involvement of the Alumni in various aspects of the college is very strong.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision:

The vision of the institution is encapsulated in the **Upanishadic** maxim of the college logo '**Vidwan Sarvatra Pujyate**' which signifies that '**learned person, indeed learning is honored everywhere**'. The college stands for the creation of **human beings with wisdom and expertise**.

We aim to create a holistic education that fosters **community development, innovation, and lifelong learning, empowering tribal** students with **self-reliance and humane values**, while nurturing multicultural heritage and local culture.

Mission:

1. Establish educational benchmarks,
2. adopt interdisciplinary approaches,
3. ensure equitable access,
4. preserve local culture,
5. promote critical thinking,
6. cultivate scientific perspectives,
7. raise awareness of issues,
8. advocate for sustainability.

The college's governance structure embodies its vision and mission, ensuring holistic student development and societal betterment through coordinated committees and bodies.

1. **Technological advancement:** The college prioritizes technological advancement through updated infrastructure and educational tools. Initiatives focus on digital literacy to keep students competitive in evolving technology. The IQAC cell oversees these activities in coordination with other sub-committees.
2. **Academic Excellence:** The college prioritizes academic excellence in a supportive environment, aligned with national educational goals and NEP 2020. The Governing Body, led by the Principal, ensures transparent governance, while committees maintain regular meetings to facilitate teaching-learning practices despite the COVID-19 pandemic.
3. **Career Counseling and Employability:** The college emphasizes career counseling with an active Career-Counseling Cell organizing annual placement drives including Tata Consultancy Services and Tech-Mahindra training and placements with a significant number of placement records of students every year.
4. **Holistic development:** The college values holistic development beyond academics through various committees:

- The Sports Committee organizes annual sports meets and university-level competitions, fostering student participation and identifying athletic talent.
- The Cultural Committee organizes events such as Rabindra Jayanti, Teachers' Day, Independence Day, Republic Day, Saraswati Puja, and Freshers' Welcome, encouraging involvement and fostering valuable skills.
- The Students Welfare Committee identifies and nurtures students' creative talents through competitions in cultural, literary, and sports fields. It provides financial aid and guides students on governmental scholarship schemes.
- The Youth Parliament Committee organizes various programs which creates awareness about democracy among students, among which some of them were recognized at the University level.

5. **Environmental Consciousness:** The College prioritizes eco-friendliness with the Green Campus Committee, formerly the Campus Development Committee. It engages students in sustainability education and practical green initiatives, including field visits for hands-on learning.

6. **Social responsibility:** Students participate in various outreach programs and community engagement to foster positive change, supported by NSS and NCC volunteers.

7. The college preserves Purulia district's folk culture through its Kudmali Department, hand-craft

workshops, and local event celebrations. Committee members prioritize the cultural heritage, aiming for holistic student development alongside community education.

The governance structure emphasizes decentralization and participative management by division of responsibilities among various bodies and committees, fostering a collaborative approach. Here are two key processes:

1. Division of work by Teachers' council and Governing body: The Teachers' Council and Governing Body categorize tasks. The Teachers' Council manages Culture, Sports, Magazine, Library, Common Room, Students' Welfare, Examination, Routine, and Infrastructure Maintenance through subcommittees. The Governing Body oversees Finance, Purchase, and Building affairs, with each subcommittee accountable to their respective body

2. Division of Official Work among Office Staff: Additionally, office staff manage official tasks, ensuring efficient workflow, while teachers contribute to administrative functions, ensuring comprehensive oversight and effective governance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Achhruram Memorial College has following bodies for various plans and policies:

1. The administrative structure of the college operates under a **robust management** system with clear policies and transparent mechanisms comprising the **Governing Body, IQAC, Teachers Council, and Student Representatives**, adhering to **SKBU statutes**.
2. The **Governing Body, comprising experts, oversees college administration, including appointments, service rules, recruitment policies, and promotions** as per SKBU guidelines. The Principal manages academic and administrative activities for effective teaching-learning and plan execution.

3. **Bursar with Finance committee** oversees the finance.
4. The IQAC enhances academic quality through rigorous planning and audits.
5. **The Teachers Council shapes academic policies through Academic Committee.**
6. **Purchase and development is made through Purchase, Building and E-tender sub-committees.**
7. **With 15 departments**, each led by HoD, the college facilitates student-faculty consultations and organizes academic and cultural activities.
8. Since 2017, despite no elections, the **Student Union** enriches college life with extracurricular activities.
9. **The well-equipped Library** serves the academics, managed by the Librarian and library Committee.

REMARKS: As recommended in the last NAAC cycle, the college has established a well-defined IQAC and Teaching Council with dedicated sub-committees coordinating various programs effectively.

Appointment and service rules: Teachers are appointed through WBCSC. College sends requisitions to WBCSC, which recruits Assistant Professors. After interviews, WBCSC publishes merit list and issues **recommendation letters** for college and candidates. The college then issues **appointment letters and candidates join according to West Bengal College Teachers Security of Service Act, 1975 and SKBU Statutes.**

Non-Teaching Staff recruitment is handled by college, by **advertising, examining, and interviewing eligible candidates. External experts** ensure fairness, and selected candidates join.

Aligned with its vision-mission, the college progresses through various strategies:

- **Curriculum Development:** The College follows the university's curriculum, with teachers participating in syllabus development. These ensure alignment with CBCS and NEP. On people's demand, the Kudmali department with B.A. (Hons) in Kudmali was started. B.A. in Physical Education started in 2018.
- **Teaching and Learning:** Full-time teachers regularly convene in the Teacher's Council to deliberate on academic matters, oversee sub-committees, and formulate policies. The college provides departmental computers to facilitate e-resources utilization. Mentor-mentee sessions, Flip classroom approach, peer teaching by advanced learners, remedial classes for slow learners are performed.

- **Evaluation:** The college hosts exams for multiple colleges. Internal assessments (10 marks) are key under CBCS. Honours departments use **examinations, presentations, projects, or practicals for internal assessments**. During COVID exams shifted to **OBE**.
- **Research and Development:** Faculty actively engage in research with regular publications. They organize seminars, workshops, and certificate courses throughout the year, benefiting students and meeting research excellence criteria.
- **Library, ICT, and Physical Infrastructure:** The library aligns acquisitions with the CBCS. ICT integration spans administrative offices and academic departments. The campus has Wi-Fi and scientific instruments.
- **Placement:** Career counseling and Placement cells, integrated into CBCS, include industry collaborations with TCS and NTTF to boost employability.
- **Admission:** Admissions are merit-based and conducted online for transparency, with publication of merit lists ensuring fairness and transparency.
- **Outreach and inclusivity:** The college promotes outreach and inclusivity through initiatives like tree plantation, Saraswati Puja, fresher's welcome etc., scholarships for underrepresented students and accessible facilities, including a girl's common room and sports options.
- **Soft skill:** The college encourages soft skill development through a spoken English certificate course, WEBEL's diploma courses in computer skills, and hands-on workshops like paper bag and Chhau mask making etc.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Following welfare measures are provided in the college to its teaching as well as non-teaching staff:

- All teaching and non-teaching staff are members of the **Employee's Cooperative Society**, eligible for loans.
- **Career Advancement Scheme** for Assistant Professors.
- **Ten years service benefit** for Non-Teaching Staff.
- **10 years service benefit** and **benefit for qualifying NET/ SLET/ PhD** for SACTs.
- All regular teachers fall under **The General Provident Fund Scheme and Pension Scheme**.
- College provides facilities for **Research and Innovation**.
- **Leave follows government rules**; accounts are maintained to ensure staff face no service period issues.
- **Government Health Schemes** for all the regular government salaried staff.
- **House Rental Allowance (HRA)** wherever applicable is provided to the employees.
- The Government also provided **revision of pays and allowances for all staff on 01/01/2020**.
- **Festival advance** provided to all non-teaching staff (full-time and casual)
- **The Governing Body increases annual remuneration for casual and daily wage college staff**.
- Government revises **Dearness Allowance** for regular staff to address inflation increases.
- **Each department maintains a computer system with internet access for faculty to support teaching, learning, and career development**
- Updating **departmental library books** as per the curriculum facilitates easier staff access.
- **Staff have access to sports and recreation** facilities including carrom boards, volleyball and badminton courts for fitness and recreation.
- **Parking space** for the vehicles of teaching and non-teaching staff.
- Pandemic support included **vaccination camps, health checkups** for staff and students. Hand sanitizers and surgical masks were provided to ensure hygiene.
- For the career advancement of faculties, institution supports:

1. Provision of **study-leave for higher education**.

2. **On-Duty leave for the faculty members who attend UGC stipulated courses like FIP,**

Refresher course, etc.

3. Encourage the faculties to attend national/international seminars/conferences/workshops etc. as resource person or presenter for which they get on-duty leave.

4. To write for major/minor research projects.

- **Teacher recognition:** Teachers are honored at teachers day celebrations for their dedication and contribution.
- Separate **canteen cubicle** or space was maintained for the teaching and non-teaching staff.
- **CCTV surveillance (24x7) for safety.**
- **Ramps in for disabled staff.**
- **Medical Leave** facility.
- Faculties get **compensatory leave** if the college needs them to work during holidays.
- **Gratuity and pension** for retiring teachers and non-teaching staff.

Achhruram Memorial College focuses on maintaining and improving the quality of service delivered by its staff members. To achieve this goal, the college employs various measures to consistently monitor and evaluate staff performance:

This institution employs a **comprehensive appraisal** system for both teaching and non-teaching staff members. For teaching staff, each undergoes a meticulous appraisal process using a **designated proforma along with supporting documents, endorsed by first IQAC and then the Principal and evaluated by University and Government experts at each promotion stage.** Advancement from **Assistant Professor to Associate Professor involves three distinct stages**, with assessment criteria extending **beyond academic endeavors to encompass administrative duties, student engagement, and extracurricular contributions.** Additionally, the Governing Body conducts evaluations before confirming a **teacher's services, adhering to WBCTSOS, 1975.** Similarly, non-teaching staff members receive assessments of satisfactory service prior to promotions or eligibility for benefits after **ten or twenty years of service.** Their daily activities are under **constant scrutiny by the Principal and Governing Body**, with periodic performance reports provided to the latter by the former. **SACT** teachers get salary hikes if they qualify **NET/ SLET/ PhD.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

6.3.3

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

Response: 12.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	10	7	1	1

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution ensures resource mobilization and efficient fund utilization with regular internal auditing by the Accountant and Bursar. Bills are approved by the Principal, and financial decisions are made by the Finance Committee. Annual audits by Government-appointed auditors further ensure effective resource management. But it is to mention that the government has not sent any auditor since 2019-2020, but the college has been regularly keeping its accounts up to date.

- 1. Finance Committee and Budget Preparation: The Finance Committee drafts and approves the yearly budget outlining income, expenses, and operational finances.**
- 2. Reconciliation and Monitoring: Every quarter, a budget reconciliation statement is prepared and submitted to the Principal for review.**
- 3. Purchase Committee: A dedicated purchase committee oversees major purchases to ensure transparency, efficiency, and alignment with budgetary constraints before any procurement occurs.**
- 4. Quotations and Approval Process: For major repairs or expenditures, the E-tender committee solicits quotes electronically. They convene with the requesting department to review all quotations before finalizing a mandate. Upon completion, the college issues a work order; the Principal verifies, approves payment post-scrutiny by the department,**

accountant, Bursar, and finance committee convener.

5. **Approval Authority:** Expenses are approved by respective Accountant, Bursar, Convener of finance committee and then by Principal. Each voucher undergoes scrutiny by the Principal.
6. **Dual Signatory Requirement:** Cheques mandate dual signatures from authorized signatories, reinforcing accountability and financial oversight.
7. **Requisition Approval:** Departments must submit requisition slips for regular recurring expenses, subject to Principal approval before purchases are made, ensuring alignment with departmental needs.
8. **Fund Mobilization:** The college ensures fund mobilization through student fees, government and private grants, philanthropic donations.
9. **Optimal Fund Utilization:** College funds are allocated to enhance student education, improve infrastructure, support research, fund casual staff salaries and welfare, promote extension activities, and educational initiatives.

These financial protocols and controls uphold transparency, accountability, and efficient management of financial resources.

Optimal utilization of funds:

1. The institution uses a fair approach, allocating funds based on assessed needs of departments, support systems, committees and above all by the IQAC.
2. The institution promotes resource sharing among departments. For instance, the Department of Physics and the Department of Chemistry utilize the laboratory of the Chemistry Department for specific classes.
3. Various departments share classrooms and lecture halls. For example, Room No. 101, 102 etc. primarily a lecture hall for the Department of Bengali, is also used by the Department of English for 'compulsory English' classes.
4. The institute maintains a stringent system to minimize resource wastage, resulting in very few instances of discarding capital assets.
5. Keeping pace with global trends and mindful of environmental impact, the institution endeavors to reduce paper usage wherever feasible. Important notices and announcements are disseminated electronically, and stakeholders are encouraged to regularly check their email for updates.

The Departments, the library, and the office submit purchase requisitions for review by the Principal and IQAC, then forwarded to the Finance Sub-committee and bursar. The Governing Body makes final financial decisions, overseeing accounts maintained by the Accountant. The college uses CAMS office software for a computerized financial system. Any financial proposal from the Teachers Council is also considerable. Government appointed auditors conduct annual audits to ensure optimal resource utilization. Though such an auditor has not been appointed by the government since 2019-2020, the college has been regularly keeping its accounts up to date, overseen by bursar and accountant.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of this college is at the **core of its all round development**. IQAC not only **assures quality but enhances it**. It sits at the **sweet spot between college administration and Academic Sub-committees** and works as a bridge between the two. To improve the quality of students the following strategies and processes were taken:

1. The IQAC ensures **not just covering of syllabus but rather uncovering it**.
2. The IQAC maintains a structured **academic routine**, accommodating special sessions for **seminars, remedial classes, workshops, and certificate courses**.
3. At the start of each semester, **Academic Calendar** is drafted as a policy guide for **curriculum implementation** incorporating **mentor-mentee sessions and remedial classes**.
4. **ICT tools** along with formal methods are used for the teaching-learning. During the covid lockdown, teaching-learning was shifted towards online software platforms.

5. **Mentor-Mentee relationships** between teachers and students to enhance student outcomes and academic excellence.
6. Enhance student skills through **assignments, quiz competitions, group discussions, seminar presentations, regular exams, open-book assessments, provision of using study materials, electronic resources, and software for learning.**
7. **Remedial classes for slow learners and absent students** are arranged.
8. IQAC include discussions regarding student **welfare and progression.**
9. Analyzing Feedback from students, guardians, alumni, employer and teachers for quality assurance and enhancement.
10. **Student-centric, Flip classroom, participative and experimental teaching methods introduced.**
11. IQAC motivates the conduction of extension activities under **NSS and NCC.**
12. **Digitizing systems for academic and administrative works like examination, admission, library etc.**
13. Formation of various sub-committees like **green campus committee, career counseling committee** etc. for the division of work.
14. **Guidance** to the faculty members for **CAS-related (promotion) procedures.**
15. Collaboration with **computer center, WEBEL** for various benefits of students regarding **soft-skill development.**
16. **Training programs and placement** for students through **career-counseling cell** in collaboration with TCS, NTTF, Tech Mahindra.
17. **Preserving cultural heritage** of regional importance by **giving training to students with hand-crafted Chhau masks making.**
18. **Department of Kudmali** was started to promote education/research to the local language.
19. **Students** were provided with **computers with LAN in the network resource center and library.**
20. Introduction of **certificate courses** which are not just important with respect to the recent trends but also important for **soft skill** enhancement.
21. **MoUs with other colleges and institutes.**
22. Seminars on **IPR, entrepreneurship, gender equity, research methodology** as well as other topics.

23. Statue **Swami Vivekananda** as a source of motivation.
 24. **Canteen was revamped.**
 25. **Annual sports meet and inter-college sports conducted in the playground.**
 26. Encouragement for **research among staff members and inclusion of students into various project work with dedicated mentors.**
 27. **Attainment** of various **COs and POs** were monitored by IQAC.
 28. **Submission of AQAR reports.**
 29. **Green initiatives** in the campus like, **butterfly garden, medicinal garden, palm garden, flower garden.** Lions share of the campus is **green.**
 30. Number of **CFL in comparison to LED is negligible.** Initiative for using **Solar power.**
 31. **Rainwater harvesting, Vermicomposting,** traditional Indian water management "**Hapa**".
 32. **Online portal for notice and other intimations.**
 33. Incorporation **Academic Bank of Credit IDs.**
 34. **Anti-ragging and grievance redressal** measures taken with online complaints system.
 35. Conduction of health related camps like, **blood donation, thalassemia, hygiene awareness, vaccination.**
 36. Seminars and workshops on **mental health and meditation.**
 37. **Regular meetings** to discuss developmental issues.
 38. Preparing the college for **NAAC accreditation.**
 39. Constant motivation to improve the **research facilities in the college and motivating the faculty of the college to conduct research.**
 40. **Preparing the College for NEP.**
-

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

At Achhruram Memorial College, as a **co-educational institution**, **gender equity** is a central focus. Acknowledging the significance of gender equality and women's rights, the college prioritizes the **promotion of gender equity** throughout its operations. Special emphasis is placed on educating students about gender related challenges and empowering them with the necessary knowledge and skills to address these issues proactively. Departments within the college play a crucial role in sensitizing students to the complexities of gender dynamics. Through various academic activities, discussions, and initiatives, students are encouraged to explore and understand the nuances of gender equality. Some of the initiatives are:

- **Inclusion of Gender Equity in Curriculum:** Topics related to gender issues are included in the CBCS curriculum as per the University guidelines. For example: B.A. Sanskrit (Honours) - Indian Social institutions and polity (Sem III) deals with gender issues; B.A. English (Honours) - Women's writing deals with gender equality (Sem V).
- **Secured Campus:** The college ensures the safety and protection of their students, as it is surrounded by boundary walls and the entry gates are always checked thoroughly by security guards all day and night and the entrance is maintained in the log book.
- **CCTV Camera Surveillance:** The entire college campus is totally under the CCTV camera surveillance functional for 24X7.
- **Women's Cell, Grievance redressal Cell:** For maintaining discipline inside the campus, grievance cell is active with both offline and online mechanisms of lodging complaints from

students as well as staff regarding any disturbances. Dedicated committee looks after and follows up to take actions quickly. Active HELPLINE and HELPDESK facility is provided in the campus for female students.

- **Anti-ragging Committee:** There is a dedicated committee to make the campus ragging free. Various measures for the awareness regarding ragging-free campus are spread by placing flex-printed messages all over the campus.
- **Students Welfare Committee:** This committee provides counseling to students for minimizing their mental stresses and personal grieves. Besides, non-teaching staff always guide the students in the process of admission, payments etc.
- **Common Room:** A dedicated common room for girls is provided which offers a private and comfortable environment where female students can relax, unwind, and socialize away from academic pressures and public spaces. It also encourages peer support and mentoring among female students, creating opportunities for them to share experiences, advice, and emotional support.
- **Lady Attendant:** A lady attendant is appointed from the college to ensure the safety, comfort, and well-being of female students and staff. She oversees the girls' common room ensuring cleanliness and orderliness and playing a crucial role in maintaining a secure and respectful environment for all female members of the college community.
- **Scholarships:** Kanyashree scholarship is provided exclusively for girls.
- **Gym, Yoga, Sports:** College has a dedicated room where gym and yoga activities are practiced. Girls students have been provided with special hours to practice these facilities.

- **Seminars and Workshops:** Various seminars were organized in the college regarding the awareness of gender equity and gender sensitization. A workshop on 'Save girl child' was organized in the campus.
- **Donation of Land for construction of SC girls hostel.**

College has a very balanced male-female student ratio.

The college encourages its staff members also to participate in various development programs for gender issues. One faculty participated in a Refresher Course titled "Women issues and gender sensitization."

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Various initiatives to provide inclusive environment are as follows:

- 1.Social diversity:** The college embraces a broad spectrum of students from diverse social, community, and linguistic backgrounds, fostering an inclusive campus community where interactions and collaborations among students of varied backgrounds are encouraged, promoting unity and understanding.
- 2.The college admits students from different linguistic backgrounds. The teaching-learning is conducted in **bilingual mode – Bengali and English.** Various undergraduate language courses**

are offered like **B.A. (Honours) in Bengali, Hindi, Sanskrit, and English** as per the SKBU curriculum.

3. Beyond the curriculum, students are trained with many proficiency-enhancement courses in languages like **Spoken English and communication and Hindi language**, in the form of **certificate courses**.
4. As its rural location, the college includes many backward class students with local dialect. Based on their demand and giving importance to the regional culture, a **B.A. (Hons) course in Kudmali** language was started.
5. **Celebration of Bhasa diwas 21st February.**
6. **Karam puja**, a local cultural festival is celebrated in the college which helps in preserving the cultural identity and promoting inclusivity in the college community.
7. **Chhau mask**, a cultural heritage of the tribes of Purulia district is preserved in the activities of college, by arranging mask-making workshops for the students in a periodic manner with collaboration of the expert companies concerned.
8. The college celebrates various co-curricular activities under the theme of **Azadi Ka Amrit Mahotsav** to strengthen the sense of **nationalism**.
9. **Celebrating national and other commemorative events.**
10. Blood donation camp, Thalassemia awareness and detection camp, health and hygiene camp, vaccination camps were conducted
11. **Electoral literacy club and voters awareness program:** To educate the students about their human rights and responsibilities to be a citizen of India, various campaigns are done before election in the college campus. Students motivated to participate in the quiz competition.
12. Observatory days like **AIDS day, Bicycle day, Save girl child** etc., were organized with various inclusive activities to raise the awareness regarding the subject and human dignity.
13. The college mainly bears socio-economically disadvantaged students, for which the **career-counseling** cell organizes various placement training sessions and employment drives in the college.

Sensitization of students and employees to the constitutional obligations are:

1. The college campus has various **sign boards** displaying the **Constitutional Preamble, fundamental duties, rights and responsibilities** of a citizen which acts like a reminder for the individuals of the college about our duties and moralities.

2. The SKBU guided **curriculum** of the students includes a detailed structure regarding the constitutional obligations in **Political Science (Hons.) Sem I- Constitutional Government and Politics in India; Political Science (Prog) Sem II - Indian Constitution and Politics.**
3. **‘Sacrifice your life for the good of others, this is my wish and blessings..’** is the message from **Swami Vivekananda**, which is displayed and followed by the college.
4. **NSS Volunteers** serve the college to keep it clean every week even on Sundays.
5. Dedicated **Youth Parliament Committee** organizes various quizzes, discussions and debates. This practice fosters awareness of democratic principles and constitutional rights among students, while also **promoting leadership** qualities among them.
6. Student governance is conducted within the college, wherein students participate in diverse committees and decision-making processes. This engagement cultivates a sense of ownership and responsibility toward both the college community and society at large.
7. **ELC and Voter literacy programme.**
8. **Independence Day, Republic Day, Netaji Jayanti Celebration.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice:1

1. Title of the Practice: Serving the Society Beyond the Campus: Initiatives of Career Counseling

and Placement Cell

2. Objectives of the Practice

The Career Counseling Cell of Achhruram Memorial College provides the best-advice for the students to meet their professional objectives and educational paths by organizing workshops, training, providing resources, and enhancing students' confidence and motivation towards their goals. The question that comes to mind "Can the people of the locality other than the students of our college benefit from this?" The answer to this is yes, and that is our Best Practice.

3. The Context

Initially focused on conventional placements, the college's Career Counseling Unit identified gaps for SC and ST students through the Youth Employability Programme (YEP) launched in 2015. Overcoming obstacles such as global job market shifts and gender biases, workshops and rigorous training sessions yielded success stories like Mrs. Pallabi Karmakar, who joined TCS in 2015. This initiative paved the way to broaden employment opportunities for the entire local community.

4. The Practice

TCS (Tata Consultancy Services) and NTTF (Nettur Technical Training Foundation) are renowned in the Indian job market for their distinct approaches. NTTF's motto, "Learn and Earn," highlights skill development for students from general degree colleges. TCS focuses on excellence, innovation, and customer-centricity with its motto, "Experience Certainty." Training offered by these services benefitted the college students as well as candidates from the locality for the past decade, particularly supporting vulnerable students in career development initiatives.

TCS

TCS leads in the IT and BPS services, consulting, and business solutions globally. The YEP by TCS stands out for its significant contributions to job opportunities, with the college's active cell conducting multiple training programs and workshops, benefiting over 1,500 trainees and securing jobs for over 150 vulnerable students not just from this college but from the whole region.

NTTF

NTTF, a leading technical training institution in India, provides free diploma courses with stipends. The organization holds training and selection programmes in the college in collaboration with Career-counseling cell to help students and the local candidates.

5. Evidence of Success

Since 2015, the college's Career Counseling Cell has facilitated job placements and skill training for students across SKBU, Bihar, and Jharkhand. Collaborations with TCS and NTTF from 2018 to 2023 focused on bridging academic knowledge with practical skills through teaching sessions in key subjects like Mathematics, English, General Awareness. The open campus approach has

benefited over 500 students other than this college, with around 25 placed successfully and others undergone skill-based training for enhanced job readiness.

6. Problems Encountered and Resources Required

Implementing TCS and NTTF's Learn and Earn program demands resources to align academic coursework with practical training, coordinating with industry for balanced education, suitable workplaces, financial support, and mentorship.

7. Notes

The career counseling unit is pivotal for personal, societal, and national development, fostering entrepreneurship through business planning.

The career counseling team will engage with adopted NSS villages, educational institutions, offices, and schools, providing free motivational sessions for marginalized groups like vendors, office workers, and farmers. With India's population set to comprise 60% youth by 2030, the cell focuses on empowering them with skills, inspiration, and training for nation-building.

Best practice-2

1. Title: Improving Student Mental Health via Yoga and Meditation: The Ancient Indian Knowledge used in Modern Era

2. Objective:

‘In the stillness of meditation, we discover our true selves’ -The message from Rabindranath Tagore inspires to let college become a sanctuary where students can explore the depths of their minds and find peace amidst the chaos. The college imparts the culture of yoga, meditation and nurturing mental health as an integral part of students’ life. This commitment not only enriches their academic journey but also equips them with lifelong skills for holistic well-being and personal growth.

3. Context:

The college used to conduct meditation and yoga regularly through its NSS and NCC units for mental as well as physical well-being. The main reason behind the introduction of student mental health as a best practice of the college is the lockdown and post-lockdown phases related to Covid.

The student suffers during lockdown with:

- **Isolation and loneliness**
- **Academic pressure and uncertainty**
- **Disrupted routine and structure leading to anxiety and stress**
- **Financial concerns**
- **Health anxiety**

Difficulties at the post-lockdown sessions are:

- **Adjusting to new norms**
- **A relief from restrictions but a fear of risks and uncertainties.**
- **Social reintegration**
- **Catching up with hybrid learning models in such a rural area.**
- **As a rural locality, access to health support remains challenging.**

Recognizing these challenges, the college prioritized initiatives that promote mental well-being alongside academic excellence for the students.

4. The Practice:

During the lockdown period as well as post-lockdown period, the college respectively organizes online and offline programs and workshops for the mental well being of the students.

- **Heartful Campus run by the Heartfulness Education Trust. Its initiatives focus on universities and colleges in India. Present in more than 130 countries, it is known primarily for the Heartfulness and Sahaj Marg meditation.**
- **College in collaboration with the Heartfulness organization introduced Meditation.**
- **Metrics like Emotional Quotient gauge students' adaptability and resilience. Meditation is increasingly vital as a life skill, supported by the UGC's proposal for yoga and meditation courses in universities.**

- **Students develop deep inner awareness for courage and positivity. Meditation enhances peace, resilience, mental clarity, and balance for effective responses in personal and professional life.**
- **A series of programs including 3 day workshop and 14 weeks online programme by Heartfulness.**
- **The Physical education department of the college offered Certificate Course on Yoga and Wellness.**
- **The NCC and NSS conducted yoga and meditation sessions in Online as well as Offline modes.**

5. Evidence of Success:

- **Improved positive feedback from the students.**
- **Comparative academic performance improvement.**
- **Increased participation rate in yoga and meditation sessions.**

6. Problems encountered and resources required:

- **Unwillingness among students to adapt the yoga and meditation practices was encountered exactly at the onset of post-pandemic sessions.**
- **Scheduling conflicts in accommodating sessions in between academic routines at initial stages were the problems.**
- **Intention to hire certified yoga instructors.**

7. Notes:

While the college has made special strides in promoting mental health through initiatives like meditation and yoga, it is committed to further expand support services, fostering open dialogue, and implementing additional programs to ensure that every student's mental well-being is prioritized and supported effectively.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Nurturing Cultural Legacy through Hand-Crafted Mask Making for Local Folk Dance “Chhau”

Nestled amidst the serene landscapes of Jhalda, Purulia, Achhruram Memorial College stands as a testament to academic excellence intertwined with deep-rooted cultural preservation. The college's various initiatives are proof of its intention to nurture local folk culture in the college. Few examples of such initiatives are:

- Starting a **Department of Kudmali** (Kudmali is a regional language and this department is one of the few in the state that conducts teaching and research related to this local language.)
- Celebrating local festivals such as **Karam Puja**.

But the crown jewel of such initiatives is the college's initiative to train the students with the art of making hand crafted masks that are used in the Chhau dance.

This institution distinguishes itself by **deepening students' engagement with regional folk traditions, particularly through crafting masks for Purulia Chhau Dance.**

Chhau Dance, recognized by UNESCO as a world heritage dance, embodies the cultural identity and resilience of the local community. The dance portrays ancient epic stories with very fast movements, jumps and somersaults . This dance thus can be seen as the West Bengal version of **Kathakali**. At Achhruram Memorial College, this dance form isn't merely a performance art but a living legacy that students embrace wholeheartedly. Recognizing the socio-economic challenges faced by many in the region, the college has embarked on a transformative journey to empower its students **not just with academic knowledge but also with practical skills that can sustain livelihoods and preserve cultural heritage.**

Historical Significance and tradition:

‘Wherever you go, there are faces staring at you from the walls of shops and houses — some angry, some blissful, some growling menacingly, their sharp teeth showing’.

This is **Charida, the hub of Chhau mask-making**, located in the **Baghmundi block** of Purulia district. Recognized by the **Department of Micro, Small and Medium Enterprises & Textiles of the West Bengal government** in partnership with **UNESCO**, Charida features numerous residences along its main road that also serve as shops, some bearing names such as Mukhosh Ghar (House of Masks). Additionally, **Charida hosts a Chhau museum** dedicated to documenting the intricacies of this traditional art form. The **masks crafted in Charida village, are integral to the renowned martial dance known as "Chhau,"** celebrated internationally. Approximately 250 artisans from Charida are dedicated to this traditional craft. The Chhau masks of Purulia have received **prestigious Geographical Indication (GI) tag** from the **Geographical Indication Registry and Intellectual Property India**.

Partnerships with artisans and workshops: The introduction of hand-crafted mask making for Purulia Chhau Dance has emerged as a cornerstone of this endeavor. Partnering closely with artisans from Charida, the college has revitalized this ancient art form. Our partnership is evident from the college's MoU with the Chhau Mask maker "Payel Mukhos Centre, Charida, Baghmundi (UDYAM-WB-17-0015358)". The college conducted collaborative workshops with artisans, enabling students to master intricate mask-making techniques. These immersive sessions covered everything from molding to painting, emphasizing the symbolic significance of each design element. Clearing doubts at each step clarified the process and underscored the meticulous planning behind material selection. The hands-on nature of the workshops saw students working alongside artisans, finding fascination in various stages such as mold-making, processing, and painting. The experience proved pivotal for participants, evident in their anticipation for future workshops, making it a prominent topic of discussion on campus. The college records these workshops, providing detailed videos for reference. These videos include live commentary from artisans, offering insights into their artistic mindset throughout the creative process, thereby fostering students' artistic thinking.

Educational and Cultural impacts: The significance of this initiative extends far beyond the acquisition of technical skills. It serves as a bridge between generations, ensuring the continuity of a tradition that might otherwise fade into obscurity amidst the rapid pace of modernization. By engaging directly with local artisans, students not only preserve a valuable cultural heritage but also contribute to the economic sustenance of these skilled craftsmen, thereby fostering a symbiotic relationship between education and community development. This can be seen from our various workshops on Chhau Mask Making which were held on the following dates:

1. **12th April 2022**
2. **28th April 2023**
3. **3rd May 2023.**

Now-a-days these masks have found **another place of usage apart from the folk dance**, and that is **Home Decor**. These masks that are used for this folk dance are getting purchased in large numbers for home decoration due to their beautiful craftsmanship.

Additionally, **mask making fosters holistic learning**, imparting proficiency in a traditional craft while nurturing a profound understanding of cultural narratives and symbolism inherent in each mask. These artifacts embody **centuries-old stories and beliefs of the Purulia region's collective identity**.

Beyond the confines of the college campus, the impact of this initiative resonates deeply within the local community. By actively participating in the preservation of Purulia Chhau Dance through mask making, students **become ambassadors of their cultural heritage**. They take pride in showcasing their craftsmanship during local festivals and cultural events, thereby **instilling a sense of cultural pride and identity among younger generations** who might otherwise be disconnected from their roots. **Many of the students made their own masks during the workshops.**

Innovation and Entrepreneurship: Furthermore, the practice of mask making nurtures a **spirit of creativity and innovation** among students. As they explore different designs and techniques under the guidance of master artisans, **they imbue their creations with personal interpretations while respecting the traditional aesthetics**. This amalgamation of tradition and innovation **not only enriches their artistic sensibilities** but also **equips them with valuable skills that can potentially translate into entrepreneurial opportunities in the future.**

Future outlook: In essence, College's commitment to **hand-crafted mask-making for Chhau Dance** exemplifies its dedication to academic excellence intertwined with cultural preservation. As the college strives towards **NAAC accreditation**, this **distinctive initiative stands as a beacon of its institutional ethos—a harmonious blend of heritage conservation, community engagement, and educational empowerment.**

As we look towards the future, Achhruram Memorial College remains steadfast in its mission to nurture not just educated individuals but informed citizens who cherish and safeguard the rich tapestry of Purulia's cultural heritage. Through initiatives like hand-crafted mask making, **the college continues to inspire students to embrace their cultural roots with pride, ensuring that the legacy of Chhau Dance and its symbolic masks endures for generations to come.**

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

5. CONCLUSION

Additional Information :

Though most of the information about the college is available in detail through this SSR, we provide some of the key highlights of this college in the following:

1. The college is the oldest college in this region where it mostly serves the tribal community of the Jhalda Sub-Division.
2. Currently affiliated to Sidho-Kanho-Birsha University, Purulia, many of the faculties of the college are involved in university question setting, answer sheet evaluation and the university board of studies.
3. The college believes in student centric teaching-learning methods, such as flipped classroom, research surveys, peer learning, presentations/ talks by students.
4. The faculties of the college are involved in regular research activities. Some of the faculties have collaborations with major research institutes in India.
5. Apart from the regular academic endeavors the college focuses on extension and outreach activities with the aim of instilling the mindset “One World, One Nation – **Vasudhaiva Kutumbakam**” in the students.
6. The college is situated in a region with a very rich cultural heritage. The college proudly celebrates the festivals of local importance in the college. This makes the students, the ambassadors of their own culture.
7. The college's initiative to teach Hand-crafted Mask making for the regional Folk Dance Chhau, recognized as UNESCO Intangible Cultural Heritage, not only preserves this art form but also equips students with skills for future earning opportunities. For more details, refer to Institutional Distinctiveness.
8. Mental health: The college acknowledges the issue of an increasing number of mental health problems among the students globally. The college has also identified an Ancient technique that would be of help in managing this issue, “Yoga and Meditation”. The college through its various yoga and meditation programs has helped the students in overcoming mental health issues, specially at this time of post-covid era.
9. The Career Counseling Cell Beyond the Campus: The facilities, the training programs and the placement drives that the career counseling cell organizes are not just limited to the students of our college. Any other student (even from a neighboring state) can make use of these resources and opportunities that the college career counseling cell provides.
10. The college operates from a permanent campus with an area of 9.6 acres, most of which is greenery. The college also has a pond where the college practices pisciculture.

Concluding Remarks :

Founded in 1975, Achhruram Memorial College in Jhalda, Purulia, has evolved into a cornerstone of educational and cultural enrichment for the region's tribal community. Initially established to cater to local educational needs, the college has since expanded its influence, guided by principles of academic excellence and societal integration.

Affiliation with Sidho-Kanho-Birsha University since 2011 has bolstered its academic framework, aligning its curriculum with contemporary educational standards, including initiatives under the NEP framework. Notably, the college successfully implemented NEP reforms starting from the academic session 2023-24.

Beyond academics, Achhruram Memorial College distinguishes itself through initiatives that preserve and celebrate regional cultural heritage. For instance, its efforts in Chhau dance mask-making promote both cultural pride and entrepreneurial skills among students. The college also prioritizes student welfare, particularly evident through its yoga and meditation programs, which have gained renewed importance in the wake of global challenges like the COVID-19 pandemic.

Endorsed by UGC under sections 2f and 12b and having undergone its inaugural NAAC assessment in 2008, the college maintains a commitment to academic rigor and continuous improvement. Its sprawling 9.6-acre campus provides a serene backdrop for learning, emphasizing a holistic approach that encourages students to embrace their cultural roots while preparing them to excel in a globally interconnected world.

In essence, Achhruram Memorial College remains steadfast in its mission to nurture enlightened individuals who embody humanitarian ideals and contribute meaningfully to society, thereby serving as a model institution in educational excellence and cultural vibrancy.

The college is currently planning a formal commemoration of its upcoming 50th anniversary, which will encompass a series of developmental, cultural, and social events scheduled throughout the year.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 676 Answer after DVV Verification: 368</p> <p>Remark : DVV has made changes as per shared link of academic year.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>425</td> <td>396</td> <td>363</td> <td>364</td> <td>325</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>423</td> <td>396</td> <td>366</td> <td>369</td> <td>330</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>658</td> <td>644</td> <td>626</td> <td>702</td> <td>676</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>658</td> <td>644</td> <td>626</td> <td>702</td> <td>676</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	425	396	363	364	325	2022-23	2021-22	2020-21	2019-20	2018-19	423	396	366	369	330	2022-23	2021-22	2020-21	2019-20	2018-19	658	644	626	702	676	2022-23	2021-22	2020-21	2019-20	2018-19	658	644	626	702	676
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise</p>																																								

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	16	25	14	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	21	12	15

Remark : DVV has rechecked and made necessary changes.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	11	6	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	04	01	05	10

Remark : DVV has made changes as per excluded days activities and repeated.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	13	7	1	1

Answer After DVV Verification :

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

21	10	7	1	1
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has rechecked and considered as per IIQA/SSR.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2461</td> <td>2239</td> <td>1999</td> <td>1689</td> <td>1712</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2459</td> <td>2235</td> <td>1988</td> <td>1689</td> <td>1711</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2461	2239	1999	1689	1712	2022-23	2021-22	2020-21	2019-20	2018-19	2459	2235	1988	1689	1711
2022-23	2021-22	2020-21	2019-20	2018-19																	
2461	2239	1999	1689	1712																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2459	2235	1988	1689	1711																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 66</p> <p>Answer after DVV Verification : 63</p>																				