



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KHEJURI COLLEGE

P.O- BARATALA, P.S- KHEJURI, DISTRICT- PURBA MEDINIPUR

721431

www.khejuricollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Khejuri College had been established in 1999, propelled by the need for an institution of higher learning in the area. The philanthropic contributions of local residents and educators enabled the construction of one tile-roofed shade. This humble beginning has eventually led to the development of separate multi-storeyed buildings for office, academic, vocational and residential purposes. In the initial years, it was guided by Dr. Ramchandra Mondal as a Teacher-in-Charge. Dr. Asim Kumar Manna took over as the Principal in January, 2001. Under his leadership, the college has blossomed into a proficient workshop of man-making. It has not only fostered the study of humanities but also diversified into science subjects like Geography, Aquaculture Management, Zoology, Botany and Anthropology. After the retirement of Dr. Manna, Dr. Gautam Dandapat took over as Teacher-in-Charge on 1st January 2023. Recently, Dr. Suvroma Gupta has assumed the responsibilities of Principal and under her leadership, the College aims to extend its wings towards achieving greater academic excellence.

Over the years, the college has organized several International, National and State Level seminars, workshops, webinars and hence has contributed to the edifice of contemporary academic learning. Further, the college has served as an important initiator for research in local customs, ecological diversity and lifestyle. The college has served its role as the disseminator of social awareness. The College has taken credible steps in sensitizing students about preservation of floral diversity of the region. The region has considerable ecological importance. It is located in a transitional zone between two ecosystems – marine and terrestrial. It provides an extremely interesting natural world as an ambience for academic pursuit – especially in natural sciences.

In this era of globalization, it is important for the College to serve as a disseminator of scientific knowledge and information. It has frequently held blood donation camps, eye check-up camps and seminars, spreading awareness amongst first generation learners about health issues and other social concerns. College students have won accolades at the district and state levels in various sports disciplines, thus embodying the virtues of ‘mens sana in corpora sano’.

Vision

The College envisions to provide a favourable ambience for outcome-based learning in light of NEP 2020 involving multidisciplinary/ inter-institutional activities.

This would emphasise on imbibing inquisitiveness among students and develop skill-based abilities so that they may contribute fruitfully to Nation Building.

The College provides access to Higher Education for the students of this remote area and prepare them for various professional vocations.

The College envisions the idea “Unity in Diversity”, thereby inculcating values of social harmony and equity to encourage universal brotherhood taking into consideration local places and practices of socio-historical significance.

Mission

The College envisions serving as a sanctum of higher education for the students from the coastal rural areas of Purba Medinipur district, especially those from under-developed background. The College wants to develop itself as a repository of knowledge about the local area and wants to serve as a favourable platform for explorations in local history, culture, ecology, literary and social practices.

The College aims at providing holistic education, inclusive of Indian Knowledge Systems, leading to the development of integrated individuals.

The College endeavours to foster a sense of social responsibility, discipline and tolerance among the students.

Keeping in view the objectives of higher education of the nation, the College tries to promote gender equality and ensure eradication of discrimination against women and marginalised gender identities.

More than sixty percent of students of the college belong to SC/ ST communities and many belong to marginalized households. Taking into consideration their need, the college wants to provide education which would prepare the students for the job market and thus wants to upgrade and update its infrastructure continually.

The College also spreads awareness about ecological changes and challenges and encourages ecological preservation and sanitation drives. The College campus is maintained as a Plastic-Free and Tobacco-Free zone.

The College provides an interactive educational set-up facilitated by multimedia and ICT presentations. It endeavours to build a bridge between teachers and the local community, including parents, which is of utmost importance for First Generation Learners.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. One of the important Degree Colleges in the Block of Khejuri, with a well-defined vision to improve standard of education in the locality.
2. Renowned in the region for catering to first generation learners of the area and spreading education amongst the socio-economically backward sections of the society.
3. Diversity of courses with competent faculty members who are adept in comprehending the needs and limitations of the region and accommodate their teaching methods accordingly, in order to disseminate education amongst the populace.
4. Spacious eco-friendly campus with College buildings, well maintained automated library, computer laboratory, multi-gymnasium, well equipped laboratories and ICT enabled classrooms.
5. Inter-personal relationship among teachers, students and staff is intimate and amiable.
6. Positive support from local community; many local residents have been initial donors and have subsequently provided assistance.
7. A strong commitment to social service is present amongst the college students, as reflected in the work of NCC and NSS units of the college.

Institutional Weakness

1. Relatively high rate of dropout, mostly associated with early marriage (girls) and migration for sustenance (boys)
2. Lack of formal collaboration with industry for placement of graduates.
3. Relative lack of Research and Infrastructural Grants
4. Paucity in quality research publication and collaborations of Faculty Members.

Institutional Opportunity

1. Favourable and harmonious academic ambience and overall discipline in the college
2. A consistent enrollment of local students with considerable interest in higher education in the region.
3. Spacious campus with opportunities for development of further infrastructural facilities.
4. Location in a historical and cultural hotspot provides ample opportunities for research and academic explorations.

Institutional Challenge

1. Recruitment of competent faculty on vacant sanctioned posts and creation of new posts are the crucial challenges.
2. Bridging the rural-urban divide in Higher Education, especially under the globalised, digitalized world system.
3. Retaining the strength of admission in a general degree college in the future years, especially because of the popularization of professional programmes
4. Constructing more Classrooms to meet the demands of the CCFUP Curriculum
5. Completion of the computerization Process with more ICT enabled Classrooms

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated college, the institution does not participate directly in the structuring of the curriculum. However, many faculty members have worked as BoS members. At the onset of an Academic Session, the College lays out Academic Calendar and Master Routine. This is complemented by Departmental Lesson Plans for effective curriculum delivery. By implementing programmes and courses on Aquaculture Management and Defence Studies as viable alternatives for students from disprivileged sections of society, the college upholds the importance of practical, application-oriented education. The college also stresses on Curriculum Enrichment, focusing on issues of Gender, Human Values, Environment and Sustainability. The introduction of the CBCS Curriculum (in the Science Programmes since 2017-18 and in the Humanities Programmes since 2018-19) has further led to the reorientation of courses towards application driven, skill based, interactive processes. The implementation of CCFUP Curriculum, based on National Education Policy 2020 from 2023-24, will reaffirm emphasis on multidisciplinary, use of ICT, respect for diversity and local context. Add-on courses have already been initiated to give the students application-oriented exposures. The curricula for Add-on Courses are chosen in such way that they complement the syllabi of the B.A. /B.Sc. programmes. In the

period under consideration, seventeen add on courses have been completed by different departments of this college. The Feedback Mechanism has been institutionalized for further enrichment and modification of teaching practices.

Teaching-learning and Evaluation

In recent years, the college has introduced ICT aided education in order to make the education process more interactive and enjoyable, especially for first-generation learners from a pre-dominantly marginalized student base. In addition to University mandated Internal Evaluation, the Departments conduct Continuous Internal Evaluation including Test assessments. The Programme and Course Outcomes are clearly outlined and the attainment of the Outcomes is assessed through PO-CO Mapping and Feedback mechanism. A Mentoring System has been introduced to assess the progress of students and Parent-Teacher Meetings are also organized. The performances of the students in the examinations reveal a consistent trend towards high pass percentages and creditable overall outcome. Due to the spread of digitalization across the world, Teaching-Learning system is highly Information Technology based. Considering this, a well organized plan and its implementation are taken up by this college enabling the students and teachers to engage in ICT based Teaching-Learning environment. At present, nine rooms are equipped with projectors to make the classes more interesting with audio-visual support. During the Covid pandemic, the Teaching-learning process had undergone a drastic change and Khejuri College is also no exception. Besides switching over to Facebook Live and Google Meet platforms for online classes, the college organized very interesting webinars for the students, teachers and researchers. An online repository of Teaching Resources is accessible through College website to provide the students with notes and presentations, previous year question papers, model questions/ question banks of different honours and general programmes. For fair and transparent admission procedure, an Online Admission System is functional.

Research, Innovations and Extension

The College has focused its research explorations on local culture, society, ecology and history. This has led to various journal and book publications. The students are encouraged to undertake Field based Projects. The College recognizes its responsibility in spearheading explorations of local socio-cultural forms and indigenous knowledge systems. It provides patronage to Book Fairs and Book Awareness Programmes. The Innovation and Incubation Centre has been established to make students aware about local history, ecology and culture as well as to nurture and preserve indigenous arts and crafts. The college sensitizes students to be responsible citizens through zealous participation in social work, service and nation-building through its three NSS and one NCC Unit. It has held blood donation camps, thalassemia detection camps, eye-checkup camps, AIDS awareness and Cleanliness drives. The NSS Units work in close cooperation with local administration as well as NGOs in spreading awareness about health, hygiene, cleanliness, heritage and social values. During the Amphan and Yaas Cyclones as well as Covid-19 Pandemic, the College Staff, Alumni, NSS and NCC Units have served relentlessly in local villages. The College not only organises Seminars, Webinars and Special Talks but also commemorates International Women's Day, the World Environment Day, Aranya Saptaha and other important days. The College has been engaged in MOUs and collaborative linkages with various educational institutions. It has linked up with prestigious organisations like Ramakrishna Ashram Krishi Vigyan Kendra (sponsored by ICAR) and Indian Institute of Remote Sensing, ISRO in order to train students and foster research.

Infrastructure and Learning Resources

The College maintains an Administrative Building, a Library Building, two Academic Buildings, an Annexe Building and a Girls' Hostel within its premises. Though located in a remote region, the college has aimed at providing students with sufficient infrastructure to pursue their dreams. The college has Sports Infrastructure and has maintained a Yoga Centre and Multi-Gym. It has several classrooms with ICT facilities, including a fully equipped Seminar Hall, Computer Laboratory and Smart Classroom. It uses computers and Projectors to provide students with an engaging audio-visual teaching experience. The college has a library with more than 9000 books and journals. The Library is automated and provides OPAC facilities. The laboratories of the Science departments are also sufficiently equipped. Wifi and LAN connectivity have further helped in fostering education. The College is under CCTV Surveillance. The College website not only provides information about college activities and departments but also gives access to Teaching Resources to the students. The College maintains an Online Admission and Fees Collection System. Moreover, it has set up an RO Water Purifier to provide clean drinking water to students and Green Generator to assure uninterrupted power supply. In addition to the College Playground, there are Volleyball, Kabaddi and Badminton Courts. The College Pond aids in Curriculum delivery. The College Garden reflects remarkable floristic diversity. The Girls' Hostel, Canteen, Girls' and Boys' Common Rooms, Cycle Stands further enable a favourable Learning environment. The College also maintains a Sick Room and has wheelchair and ramp for the Specially Abled persons.

Student Support and Progression

The College students stand as beneficiaries of Scholarships and Freeships provided both by the Government as well as by the college. Over the years, several Capacity Building Programmes have been organized to bring about skill enhancement of the students. This application oriented focus has not only complemented the curriculum but has led to Student progression to post graduate education and in professional fields. In recent years, the Career Counselling Cell has held programmes to guide student academic progression. The Students' Grievance Cell functions to facilitate Grievance Redressal. Grievance may be submitted both through Online as well as Offline Mode. The Sexual Harassment Redressal Cell (Internal Complaints Committee) runs in accordance with UGC Regulations. It spreads awareness about sexual harassment and redresses such cases of harassment following appropriate regulations. The Anti-Ragging Cell focuses on Zero Tolerance policy and organizes campaigns and events among students to eradicate the menace of ragging. The college boasts of a vibrant Alumni Association which publishes magazines, organizes socially beneficial events like health checkup camps as well as football tournaments in the College Campus. The Alumni provides Feedback about the progress of the College and maintains a critical link between the College and the local community. The Students' Council (Students' Union) hosts cultural events like Freshers' Welcome, Teachers' Day and Saraswati Puja. The Cultural Committee organizes cultural programmes like Basanta Utsav, Agamani, Raksha Bandhan as well as commemorates important days like Republic Day, Independence Day, International Mother Language Day, College Foundation Day and Birth Anniversaries of luminaries.

Governance, Leadership and Management

The College, a Government-aided institution, has adopted participatory mode of governance with all stakeholders contributing actively in administrative and academic activities. The Governing Body is the apex administrative body, chaired by the President. It delegates authority to the Principal who presides over various Administrative and Academic Committees.

The Departmental Heads, Conveners of various committees along with the staff play an active role in implementing institutional policies. The HOI's office is run by the Head Clerk with the assistance of other Non-Teaching Staff. E-governance is implemented in Administration, Finance and Student Admission and Support as well as Examination. Through Faculty and Staff Enrichment initiatives like Orientation and Refresher Courses, Short Term Courses and Workshops – the faculty members are continually kept abreast of the latest pedagogical methods. Faculty Members submit Self-Appraisal Reports. For Promotion of Faculty in Substantive Posts, the IQAC facilitates the process of Placement/ Promotion under CAS. Academic and Administrative Audit is accomplished annually. The Internal and External Audits are carried out for each Financial Year. The Bursar adheres to expenditure discipline and the Purchase Committee conforms to the normative purchase procedure.

The IQAC structures proposals and strategies for implementing academic, research and collaborative initiatives. It collaborates with individual Departments for planning and implementation of Add-on Programmes/ Value Added Courses., Capacity Building Programmes, Seminars, Webinars and Workshops. It initiates synergy with other institutions through MOUs or other collaborative linkages. The IQAC meets at regular intervals and suggests infrastructural development based on Feedback analysis and devises methodologies for enhancing curriculum delivery.

Institutional Values and Best Practices

The institution has promoted ideals of moral, social and gender equity. The College Students wear uniforms which promote a sense of equality and camaraderie. An eco-friendly campus is maintained by the initiative of the students and college authorities with remarkable floristic diversity and college garden. The Girls' Hostel uses Solar Panel for heating water. Use of LED tubes and bulbs lead to saving of electricity. Waste is segregated through colour coded bins. Liquid waste is filtered and added to ground water. Non-biodegradable waste, e-waste and biomedical waste are collected periodically by local Panchayat. Biodegradable waste is added to Vermicompost Pit for generation of bio-fertilizer. Rain water is channeled to the College Pond. Green Campus initiatives include banning of plastic bags and tobacco from College Campus, maintaining pedestrian pathways, plantation drives etc. The institution provides wheelchair and Sick Room facilities for the Specially abled and sick individuals. Ramps and specially designed railings beside toilet seats have been constructed for the Specially abled. The College endeavours to instill scientific temper and environmental awareness amongst school students of the locality. It encourages the College students to inculcate the patriotic, humane values of Bratachari, an indigenous programme of physical, mental, and intellectual culture. The College upholds the syncretic socio-cultural traditions of the locality. It closely co-operates with local administration to sensitize students and staff about constitutional obligations. The College aims at academic excellence through harmonious linking of local ethos with modern pedagogical methods and infrastructure.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KHEJURI COLLEGE
Address	P.O- BARATALA, P.S- KHEJURI, DISTRICT- PURBA MEDINIPUR
City	DIST. - PURBA MEDINIPUR
State	West Bengal
Pin	721431
Website	www.khejuricollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUVROMA GUPTA	0091-8918873254	9874338555	-	khejuricollege1999@gmail.com
IQAC / CIQA coordinator	RANGEET SENGUPTA	0091-9874338555	9873338555	-	rangeetsen@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	Vidyasagar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-06-2004	View Document
12B of UGC	24-06-2004	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	P.O- BARATALA, P.S- KHEJURI, DISTRICT- PURBA MEDINIPUR	Rural	1.43	2837

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Hons	36	Higher Secondary Exam passed	Bengali	96	0
UG	BA,Bengali, Hons or Hons with Research	48	Higher Secondary Exam passed	Bengali	118	73
UG	BA,English, Hons	36	Higher Secondary Exam passed	English	77	0
UG	BA,English, Hons or Hons with Research	48	Higher Secondary Exam passed	English	93	68
UG	BA,Sanskrit, Hons	36	Higher Secondary Exam passed	Bengali,Sanskrit	61	0
UG	BA,Sanskrit, Hons or Hons with Research	48	Higher Secondary Exam passed	Bengali,Sanskrit	77	12
UG	BA,Sociology,Hons	36	Higher Secondary Exam passed	English + Bengali	49	0
UG	BA,Sociology,Hons or Hons with Research	48	Higher Secondary Exam passed	English + Bengali	60	27
UG	BSc,Geography,Hons	36	Higher Secondary Exam passed	English + Bengali	43	0
UG	BSc,Geography,Hons or Hons with Research	48	Higher Secondary Exam passed	English + Bengali	53	25
UG	BA,History,	36	Higher	English +	28	0

	Hons		Secondary Exam passed	Bengali		
UG	BA,History, Hons or Hons with Research	48	Higher Secondary Exam passed	English + Bengali	36	8
UG	BA,Education,Hons	36	Higher Secondary Exam passed	English + Bengali	61	0
UG	BA,Education,Hons or Hons with Research	48	Higher Secondary Exam passed	English + Bengali	77	55
UG	BSc,Aquaculture Management,Hons	36	Higher Secondary Exam passed	English + Bengali	60	0
UG	BSc,Aquaculture Management,Hons or Hons with Research	48	Higher Secondary Exam passed	English + Bengali	74	25
UG	BSc,Zoology ,Hons or Hons with Research	48	Higher Secondary Exam passed	English + Bengali	55	17
UG	BSc,Zoology ,Hons	36	Higher Secondary Exam passed	English + Bengali	45	0
UG	BA,Humanities,Multidisciplinary Studies	36	Higher Secondary Exam passed	English + Bengali	120	95
UG	BA,Social Sciences,Multidisciplinary Studies	36	Higher Secondary Exam passed	English + Bengali	360	270
UG	BSc,Life Science,Multidisciplinary Studies	36	Higher Secondary Exam passed	English + Bengali	38	10
UG	BSc,General,	36	Higher	English +	30	0

	Zoology Botany Anthropology		Secondary Exam passed	Bengali		
UG	BA,General, Bengali Education Eng History Sanskrit Sociology Physical Education Pol Sc Music NSS Defence Studies	36	Higher Secondary Exam passed	English + Bengali	390	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				52			
Recruited	0	0	0	0	2	0	0	2	29	23	0	52
Yet to Recruit	0				0				0			
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				10
Recruited	8	0	0	8
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	8	4	0	12
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.	0	0	0	1	0	0	8	2	0	11
M.Phil.	0	0	0	1	0	0	4	2	0	7
PG	0	0	0	0	0	0	17	19	0	36
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	Others	Total
		1	8	0	9

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	219	0	0	0	219
	Female	466	0	0	0	466
	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	100	95	113	134
	Female	89	96	70	57
	Others	0	0	0	0
ST	Male	1	0	4	3
	Female	1	1	0	2
	Others	0	0	0	0
OBC	Male	12	17	22	22
	Female	28	29	23	28
	Others	0	0	0	0
General	Male	167	163	165	160
	Female	264	272	233	322
	Others	0	0	0	0
Others	Male	10	27	10	38
	Female	15	20	3	5
	Others	0	0	0	0
Total		687	720	643	771

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<ul style="list-style-type: none"> • Multidisciplinary / Interdisciplinary approach to education refocuses our educational goals towards outcome- based learning and fosters intra-departmental sharing of knowledge. • The CBCS and the CCFUP Curriculum taught at the College have an inherently multidisciplinary approach with critical cross-cutting issues like Gender, Environmental Sustainability and Human Values. • Add-on Courses/ Value Added Courses are offered by Departments in which students from several Departments can participate, thereby fostering Interdisciplinary exchanges. • Courses like Environmental Studies is taught by Faculty Members of various Departments. • Seminars and Special talks are arranged to reinforce
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	the ambience of Multidisciplinary / Interdisciplinary contact as several Departments often collaborate to organise them.
2. Academic bank of credits (ABC):	In the CBCS Curriculum taught by the affiliating University till 2022-23 Academic Session, there was no provision for ABC. From 2023-24 onwards, CCFUP Curriculum has been introduced and the First Semester Students have been compulsorily made to create ABC ID and submit the same during registration. The College has taken special effort to facilitate the opening of ABC IDs of all students. It has also Registered under the ABC.
3. Skill development:	<ul style="list-style-type: none"> • Capacity Building Programmes/ Skill Enhancement Initiatives serve as backbone of outcome-based education as envisaged in NEP 2020. • Students can choose Skill Enhancement Courses in their Curriculum, as per their preference. Each Department have offered Skill Enhancement Courses in Honours and General/ Multidisciplinary Degree Programmes. • In the assessment period, twelve Capacity Building Programmes/ Skill Enhancement Initiatives have been organized on Language and Communication Skills, Soft Skills, Yoga and Physical Fitness as well as ICT Skills have been organized. • The College has entered a MOU with Aksharekha Foundation for training students in Mehendi Making, Bridal Makeup and Handmade Jewellery – thereby promoting economic self-sustainability.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<ul style="list-style-type: none"> • Integration of Indian Knowledge system is attained in courses taught in several Programmes, taught especially by the Departments of Bengali and Sanskrit. • In various courses taught in the Department of Sanskrit, students are acquainted with South Asian philosophical and epistemological systems. • Add-on Programmes have been conducted on Sanskrit Sambhasan (Spoken Sanskrit) • Webinars/ Capacity Building Programmes have been held on Yoga and Yoga Centre is maintained. • Discussion on Indian medicinal system and medicinal plants have been focused in Webinars organized by Departments of History, Sanskrit, Botany and Anthropology
5. Focus on Outcome based education (OBE):	The attainment of POs and COs are of extreme importance to the Departments in view of outcome based education. The attainment of Programme and

	Course Outcomes is evaluated through PO-CO Mapping (for Honours Programmes), Question Paper Mapping to COs (Honours and General Programmes) and PO Mapping from Outgoing students (Honours Programmes).
6. Distance education/online education:	The College does not run any course under Distance Education / Online Education Programme at present. However, during the Covid Pandemic, classes were taken on Online Platform. Participation in Webinars provide students a rare opportunity to encounter internationally renowned scholars.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
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.	An Electoral Literacy Club has been set up as a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting. Students' Co-ordinator and co-ordinating faculty members are appointed by the College. The College also undertakes various efforts to sensitize students and staff about constitutional obligation. They are made aware of the values, rights, duties and responsibilities as citizens. The following initiatives are taken by the ELC: i) voter awareness campaigns ii) promotion of ethical voting
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.	Following are the efforts taken by College in electoral related issues: i) NCC and NSS volunteers observe Republic day, Independence Day every year through flag hoisting, rallies and cultural programmes where students, teachers and all other members of Khejuri College participate in it. ii) Essay and other Competitions like Poster making etc. are held to sensitize students about constitutional obligation. The College collaborates at the Block Level for successful hosting of Cultural Competitions. iii) The College

	<p>collaborates at the Block Level for successful participation of students in Cultural Competitions. iv) The College engages in SVEEP Activities to further sensitise students about electoral literacy.</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>Most of the students above 18 years, more than ninety percent, have been enrolled as votes in the electoral roll. Thus, only a small percentage of students are yet to be enrolled. The ELC and the College have undertaken a drive to spread awareness about voting and citizenship rights about students. This is being carried out through voter awareness campaign, essay competitions, Poster Making Competitions and participation in Systematic Voters' Education and Electoral Participation (SVEEP) activities.</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
1556	1512	1525	1356	1294

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

2 Teachers

2.1

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

Response: 53

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
52	52	50	08	09

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
99.75	42.92	34.57	115.15	48

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:

Khejuri College is affiliated to Vidyasagar University and follows the Curriculum designed by it. The Academic Sub-Committee prepares an Academic Calendar for execution of year based academic plan, abiding by the norms of Vidyasagar University. At the onset of Academic Session, the Departmental Heads convene a meeting with the Faculty Members for charting out plans of departmental activity. As per the guidelines of the university, Continuous Evaluation/Assessment process is followed.

- Academic Sub-Committee: Academic Committee is chaired by Principal comprising Convenor, Assistant Convenor and all Departmental Heads.
- Academic Calendar: The College strictly adheres to the University Academic calendar. Besides, Academic Sub-Committee prepares a separate Academic Calendar at college level. The Academic Calendar of college marks the particular days for prior planning and management of college activities. It reflects some important 'days' that are observed or commemorated. Tentative days of examinations, lists of holidays and other events of significance are shown in the academic calendar.
- Departmental Meeting: Each Department convenes a meeting at the commencement of Academic Session in which planning and charting of departmental curricular activities are discussed and resolved. Distribution of syllabus, framing of routines, selection of paper setter and internal assessment evaluators are discussed.
- Lesson Plan: Lesson plan is prepared in accordance with course/curriculum in each department. Theoretical and practical/project based study complement the completion of curriculum.
- Routine: The Master Routine is prepared by the Academic Sub-committee which is circulated to all departments. The department in turn prepares Departmental Routines for smooth and effective management of classes.
- ICT based Interactive teaching: ICT based classes are increasingly adopted for a engaging interactive teaching process.
- Remedial/Tutorial classes: Additional tutorial and remedial classes are arranged for further assistance to students. This ensures proper curriculum delivery and improvement of academically weaker students.
- Internal Assessment: Internal Assessments are integral constituents of the process of Continuous Internal Assessment (CIA). These Assessments are conducted twice in every Semester in well-planned manner, according to the Academic Calendar. Questions for these Assessments are prepared by individual Departments who also oversee the Evaluation process. Moreover, along with mandated Internal Assessments, other Internal Revision Assessments and Assignments are also held at individual Departments from time to time in order to assure curriculum delivery.
- Library: The Central Library possesses a considerable collection of books, journals and other

resources. Through online platform KOHA 2.0 (library management system) students have access to the library catalogue. Moreover, Departmental Libraries in some Departments further cater to the need for educational resources.

- **Students' Induction Programme:** At the beginning of Academic Session, students are made aware of the rules and regulations of the college. Each Fresh Batch is informed about the Programme Outcome. Moreover, at the beginning of the each semester, the Faculty Members outline the Courses to the students, highlighting the Course Outcomes.

Well equipped laboratories: The lab based Departments of the college are well equipped with necessary equipment for performing the experiments contributing to hands-on scientific acquirement of knowledge.

File Description	Document
Upload 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: 17

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

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: 18.53

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
633	34	0	295	380

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:

Khejuri College, affiliated to Vidyasagar University, follows the curriculum developed by the University. The curriculum under Choice Based Credit System incorporates various courses with intersecting issues of significance related to Gender, Environment and Sustainability, Human Values and Professional Ethics that cross-cut each programme's disciplinary orientation. Incorporation of these issues under the rubric of the curriculum prioritizes the enrichment of knowledge acquired by students.

The curriculum under University contains Ability Enhancement Compulsory Courses (AECC) for all the 1st and 2nd Semester (Honours /General) Programmes. AECC Courses include Environmental Science. Core Courses (CC) in subjects like Aquaculture Management, Education, English and Sociology includes issues of Gender, ethics, Human Values, Professional ethics. Besides, Skill Enhancement Courses (SEC), Discipline Specific Elective (DSE), Generic Elective (GE) papers of courses as Anthropology, Aquaculture, Education, English, Sociology, Zoology imbibe the cross-cutting issues relating to gender identity, ecosystem, ethics etc.

The College organizes Seminars, Webinars, Add-on Programmes/ Value Added Courses and various Skill Enhancement Initiatives/ Capacity Building Programmes on cross cutting issues. In the period under consideration, these include the seminar on Ethical issues such as "Ethical Crisis in Contemporary Society and the Importance of Value Education" (organised on 21.05.2019); seminars/webinars on Environment and Sustainability such as "Covid 19 and Sustainable Development: The Indian Perspective" (organised on 02.08.2020), "Impact of Medicinal Plants and Socio-Cultural Aspects on the Effect of Pandemic COVID-19" (16.09.2020), "Insect: Mentor of Earth" (22.09.2020), "Impact of Covid-19 Pandemic & Yaas on Coastal Farming" (03.07.2021), "Biodiversity for Sustainable Development)" (organised on 04.06.2022), " Sahitya o Paribesh" (organised on 30.06.2022); and seminars/ webinars on Gender such as "Gender Studies and Body Politics" (organised on 14.09.2020)

and “Gender Socialisation and Education: a Processual Continuity and Change” (organised on 29.06.2022).

For engaging the students in experiential learning for gaining the practical insights, they are encouraged to adopt projects and field based study where basically problem based, inquiry based and community centric issues are taken up for studies. Various departments like Anthropology, Aquaculture Management, Geography, and Sociology conduct field trips where the students are acquainted with hands-on learning. Various other Departments like Bengali organise Study Visits or Educational Tours.

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: 36.5

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

Response: 568

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
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: 75.81

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
771	643	720	687	771

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
940	940	940	959	959

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 54.42

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
249	232	238	231	263

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
443	443	443	450	450

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: 29.92

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:

Khejuri College has laid stress on interactive and participatory approaches to learning which not only enhances the joy of acquiring knowledge but proves more effective in implementing acquired knowledge in the practical arena. Practical problem solving methodologies have been stressed eschewing rote learning and stressing on salient creativity. Over the years, the teachers have increasingly used ICT enabled tools to bring to fruition an effective Teaching and Learning Process. In this context, the various measures which the college increasingly tries to implement are as follows:

Field Work/ Study Visits: Various departments like Anthropology, Aquaculture Management, Geography, and Sociology conduct field trips where the students are acquainted with hands-on learning. Various other Departments like Bengali organise Study Visits or Educational Tours.

Project Work: Students studying various courses have to submit Project Work, reflecting their involvement in experiential learning. All students of the Second Semester compulsorily submit Project Work on Environmental Studies as a requirement for AECC-2 Elective Course.

Seminars/ Webinars/ Special Lectures: The College promotes participation of students in various Seminars, Webinars and Special Lectures which it organizes in order encourage participative learning in the institution.

Film Festival, Cultural and Poster Competitions – Film Festivals, Cultural and Poster Competitions are held at the College to promote participative learning.

Magazines – Several Departments of the College like the Departments of Bengali, English and Sanskrit periodically publish Wall Magazines. Moreover, the Students' Council (Students' Union) publishes a Magazine called 'Bartika' while the Alumni Association publishes 'Samsaptak'. Such publications hone literary and artistic abilities of the students and enable participative learning.

Laboratories and Sports Equipments – The Science Departments of the College have well equipped Laboratories which enrich curriculum delivery. The Sports Equipments are maintained by the Department of Physical Education and Sports Unit.

Value Added Courses and Capacity Building Initiatives: Add-on Programmes/ Value Added Courses and Capacity Building Initiatives have been introduced, not only to complement the Curriculum but also act as effective measures for fostering application oriented approaches in learning. Students acquire theoretical know-how of particular subjects and become acquainted with practical job-oriented knowledge.

Co-curricular and Extension Activities: Co-curricular and Extension Activities like Bratachari, NSS Camps, NCC and other activities prepare students as conscious dutiful citizens. These also inculcate ethical values which provide depth to the learning process.

Online Teaching Resources – Online Teaching Resources can be accessed through the College website. Study materials like notes, other learning resources and associated Teaching aids like Academic Calendar, Routines and Model Questions can be easily accessed by students.

ICT Enabled Teaching – ICT Enabled Classroom Environment is promoted in the College. Teachers in ICT Enabled setting use multimedia and audiovisual presentations to effectively implement the Teaching and Learning Process.

Smart Classroom and Computer Lab – The Smart Classroom and Computer Laboratory present a unique opportunity to teach students in an ICT Enabled environment. This helps students to access topics like Geomorphology and Statistics and familiarizes them with the virtual world. Such a setting also enthruses them to develop their own student presentations.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	13	13

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: 36.84

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
17	16	14	8	8

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Khejuri College is affiliated to Vidyasagar University and follows all regulations laid out by the University regarding curriculum, assessment, examination and evaluation. The College realizes the importance of setting up a transparent and effective mechanism for Internal Assessment. To achieve this end, the Examination Committee and the Academic Sub-Committee works in close co-operation with each other. In order to ensure curriculum delivery, Academic Calendar is customarily prepared at the beginning of the academic year by the Academic Sub-Committee. The Calendar is made in sync with the academic calendar of affiliating university and the dates of assessment are planned accordingly. Moreover, the Master Routine is prepared each semester to ensure well-planned Teaching-Learning process. The Departments lay out Distribution of Syllabus via a well-structured Plan in Departmental Meetings. Notifications are made by the College administration regarding academic activities like admission, commencement of classes, internal assessment and final end-semester University examinations. The University introduced Choice Based Credit System (CBCS) in the Academic year 2017-18 for Science Stream and 2018-19 for Arts Stream. This system focuses on continuous Internal Evaluation and Assignments. For Practical based subjects, Practical Examination is held separately. In certain subjects, Field Survey is integrated in the course, with Project Works being evaluated. These evaluations constitute a component of the Final Marks in a particular Course obtained by the student. Internal Assessments are integral constituents of the process of Continuous Internal Assessment (CIA). These Assessments are conducted twice in every Semester in well-planned manner, according to the Academic Calendar. Questions for these Assessments are prepared by individual Departments who also oversee the Evaluation process. Moreover, along with mandated Internal Assessments, other Internal

Revision Assessments and Assignments are also held at individual Departments from time to time in order to assure curriculum delivery. Answer Scripts of the Revision Assessments are shown to the students. Parents-Teacher Meetings are held from time to time to keep the Parents/ Guardians informed about the progress of the Students. A Mentor-Mentee system has also been introduced in order to assess the academic and developmental needs of individual students and arrange for Remedial Classes for weaker students.

In case of any Grievance regarding Internal Assessment or Assignments, the student can approach the Departmental Head. A robust mechanism for addressing Grievance is put into place. The College has a Grievance Redressal Cell (Students' Grievance Cell) which looks into any possible Grievance from the students and takes steps towards resolution. Through Online Student Grievance Submission System, the student can convey their Grievance. Further, there is Complaint Box for submission of Grievance. Any doubt concerning marks is immediately addressed and clarified by the faculty. The students are informed about their Percentage of Attendance. Thus, any instance of student grievance, though extremely rare, is attended to and resolved. Further, as the college is affiliated to Vidyasagar University, a candidate appearing at an examination may formally apply to the Controller of Examinations, Vidyasagar University for Review/ Scrutiny of answer scripts within a limited time period from the date of the publication of result.

File Description	Document
Upload 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:

The College monitors and ensures the achievement of Programme and Course outcomes. The Programme Outcomes (POs) and Course Outcomes (COs) are laid down by Faculty Members and are displayed on the College website. The Departmental Faculty Members, through Departmental Meetings, ensure proper distribution of the Syllabus to be taught and also strive towards timely completion of the Teaching, Revision and Evaluation process. The students are informed about the Programme and Course Outcomes through Induction Meeting at the beginning of the Semester.

Along with classroom activities, Seminars/ Webinars and Capacity Enhance Initiatives are arranged for supplementing curriculum delivery and aid in the attainment of Course Outcome. Moreover, Participative Learning Processes are actively used like Field surveys, study tours, Debates and quiz programmes are organized.

Continuous Internal Evaluation and Revision Assessments help in keeping track of PO/CO attainment.

In addition to this, there are other mechanisms as well through which the above is assessed:

1. Departmental meetings.
2. Projects and Internal Assignments.
3. Mentor-Mentee system.
4. Parents-Teacher Meetings held at individual Departments. Parents/ Guardians are informed about the progress of students and discuss about hindrances faced in the academic process.
5. The Academic Sub-Committee convenes during the course of each semester. In the Meeting the respective Departmental Heads report about the extent of syllabus completion and suggest ways to achieve better achievement of Course Outcomes. The Report given by Faculty is further assessed through Student Feedback system. Through the verification of the Teachers' Self-Appraisal, the authorities are informed about the regularity of classes taken.
6. The Feedback from Students as well as verbal reports of HoDs at the meeting of Academic Sub-Committee influence the proposals for further academic development chalked out by the Internal Quality Assurance Cell.

File Description	Document
Upload 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 is of extreme importance to the Departments in view of outcome based education. Each Fresh Batch is informed about the Programme Outcome through the conduction of Induction Programme at the commencement of each Academic Session. Moreover, at the beginning of the each semester, the Faculty Members outline the Courses to the students, highlighting the Course Outcomes. The attainment of Programme and Course Outcomes is evaluated through PO-CO Mapping (for Honours Programmes) and Question Paper Mapping to COs (Honours and General Programmes).

Along with classroom activities, Seminars and Workshops are arranged for supplementing the curriculum delivery and aid in the attainment of Course Outcome. Moreover, Participative Learning Processes are actively used like Field surveys, study tours, Debates and quiz programmes.

Continuous Internal Evaluation and Revision Assessments help in keeping track of PO/CO attainment.

In addition to this, there are other mechanisms as well through which the above is assessed:

1. Departmental meetings.
2. Projects and Internal Assignments.
3. Mentor-Mentee system.
4. Parents-Teacher Meetings held at individual Departments. Parents/ Guardians are informed about the progress of students and discuss about hindrances faced in the academic process.
5. The Academic Sub-Committee convenes during the course of each semester. In the Meeting the respective HoDs report about the extent of syllabus completion and suggest ways to achieve better achievement of Course Outcomes. The Report given by Faculty is further assessed through Student Feedback system. Through the verification of the Teachers' Self-Appraisal, the authorities are informed about the regularity of classes taken.
6. The Feedback from Students as well as verbal reports of HoDs at the meeting of Academic Sub-Committee influence the proposals for further academic development chalked out by the Internal Quality Assurance Cell.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 98.61

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
355	392	373	275	235

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
361	393	374	276	249

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response:</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution promotes innovative learning and ideas by creating an ecosystem guided by the Indian Knowledge System (IKS). The institution focuses on creation of such ecosystem that enables creation and transfer of knowledge among faculties, faculty to students and student to community as summarized below.

1. Innovative learning under Curricular Activities

The institution encourages such teaching-learning processes that meet the requirement of field application by emphasizing ICT-based classes, laboratory activities, computer skill, field surveys, project-works, study tours and industry visits. The curriculum taught in the college follows the fundamentals of IKS in many courses under various discipline. For instance, Indian philosophy, Sanskrit grammar, linguistic and epistemological systems etc. are taught under the of B.A. Sanskrit (Hons.) curriculum, while history of Indian medical knowledge & practices under B.A. History (Hons.), post-colonial literature, environment and literature, Indian classical literature, folk culture, regional language &

grammar etc. under B.A. Bengali (Hons.) and English (Hons.) are taught.

The innovative learning is adopted: i) by delivering class lectures with the help of models, maps, e-resources, ii) poster and model making, class presentation, field investigation, report writing by the students. The experimental learning is often focused in the teaching pedagogy to support creation and transfer of knowledge.

2. Co-Curricular Activities

Beside to the curricular activities, the institution has created an ecosystem that encourages co-curricular activities following the IKS. The students are trained and encouraged for several co-curricular activities like, debate, essay writing, recitation, sports, Bratachari and various cultural events. As an outcome, the students are able to develop their skill, courage for innovative ideas, self-confidence. Besides, they won prizes in various completion within the institute and outside across the district. Bengali magazine- *Bartika*, *Sansaptak*, *Protidhwani* etc. are regularly published from the college in each year, where students and staff portray their innovative idea and creativity. Besides, Department of Bengali, English and Sanskrit publish wall-magazine prepared by the students. Each year the Department of Physical Education organize Bratachari camp, yoga and physical fitness training, athlete meet etc. following the IKS.

3. Research Knowledge Transfer and Collaboration

The institution always promotes research skill among students and teachers as a part of IKS. The college encourages students for participating in research project, seminar and workshop, add-on courses and skill development courses. In this view, several seminars were organized on research methodology, research report writing, environment, social and local issues, most of which are research oriented. To promote the research activity, a research cell is created in the college. The IQAC and Research Cell support and encourages for collaborative research and publication, perusing Ph.D., Faculty Development Program etc. The institution has continuously provided effort to extend linkage for faculty development, research, internship and industry visit to transfer knowledge and incubation of innovative mind.

File Description	Document
Upload 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: 42

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	11	16	5	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.09

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.17

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
3	3	0	1	2

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Khejuri College prides itself in enthusing students to become responsible students by inculcating values of empathetic social service, relief work, cleaning drive and myriad activities. Since 2002, the National Service Scheme (NSS) has three units in the College which have become conduits for several extension activities. The National Cadet Corps (NCC) Unit at the College instills values of discipline and patriotism.

- **Extension Activities towards Neighbourhood Community:**

Awareness Programmes: Over the years, the various awareness programmes which have been undertaken by NSS and NCC include:

- AIDS Awareness campaigns and Observation of World Aids' Day
- Awareness against Dowry system, Child Labour & Human Trafficking
- Health and Hygiene Awareness
- Environment Protection

Health Camps: The College NSS, NCC and Alumni Association have adopted initiatives for organizing Blood Donation Camps, Free Eye Checkup camps and Thalassemia Detection Camps in order to improve to cater to the medical needs of the community.

Relief Work: The College affirms service to "living God" as its sole commitment. During the *Covid-19 Pandemic*, it distributed mask amongst local community. It distributed grocery and emergency goods to the affected during the Amphan (2020) and Yaas (2021) cyclones. The Staff Council, Alumni Association, NSS and NCC Units played a crucial role in alleviating humanitarian crisis.

Cleaning Drive: The College organizes Cleaning Drive in the neighbouring community. The NSS organizes such activity in adopted villages and in school, health centres, local market, tourist spots and heritage areas. The coastal area of Khejuri Block II has become a focal point of cleaning campaigns, especially during NSS Camps.

Plantation Drives: The NSS Units of the College distribute plant saplings. Aranya Saptaha (Forest Week) is celebrated enthusiastically by planting trees in the local area.

Inter-School Sports: The Alumni Association organizes Football Tournament and Cultural Competitions among various local primary and high schools. This spreads ethical values of leadership, team spirit and camaraderie in the community.

Skill Development and Adoption of Villages: NSS Units have adopted local villages and have performed community service in these villages. These include Pirichpur, Ramchak, Dakshin Malda, Jagannath Chak and Narsullya in the last five years. The College has organized Skill Development initiatives like a Course on “Smart Agriculture” to train local agriculturalists about sustainable methods of agriculture.

- **Sensitization of Students about Social Issues:**

Academic Activities: The teachers supervise Project works undertaken by students of different programmes. These aim at raising awareness about ecological, social and cultural issues and practices.

Day Observation: The NSS and NCC Units observe various important days and uphold the spirit of nationalism as well as cultural harmony.

Sensitization Programmes: The College focuses on Gender Equity and a zero-tolerance policy towards sexual harassment and ragging. The ICC and Anti-Ragging Cell sensitize students about these critical issues.

Electoral Literacy and other Activities: The NSS and NCC units perform Rallies for Peace and Harmony. The students involve in the activities of SVEEP and the Electoral Literacy Club. The students participate in Youth Parliament competition each year, winning accolade at the District Level Competition in 2019.

File Description	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 various extension activities of Khejuri College have received recognition from Government and Government recognised bodies. These accolades have been inspirational for the College to continue with its various activities. In this context, the activities of the National Service Scheme need to be specially mentioned. Some of the recognitions garnered in the recent years are as follows:

1. Letter of Appreciation from Khejuri Itihas Sanrakshan Samity: The Khejuri Itihas Sanrakshan Samity is an organization which focuses on the preservation of heritage sites in Khejuri. It has recognised the contribution of the College and its NSS volunteers in cleaning Khejuri Heritage spots like Old Irrigation Dak Bungalow, Graveyard and Khejuri Post Office (India's First Post Office). The NSS volunteers have not only cleaned these spots but have also spread awareness about conservation among the local populace.

2. Letter of Appreciation from Baratala Gram Panchayat: Khejuri College works in close cooperation with local administrative authorities to deliver its various social services to the local community. The College is located at Baratala and the local Gram Panchayat has recognised the efforts of the NSS and NCC Units of Khejuri College in delivering humanitarian service during Amphan Cyclone and Covid-19 Pandemic. The NSS Volunteers and NCC Cadet have not only delivered social services in local villages but also have infused social awareness and positivity in the locality.

3. Certificate from Block Development Officer, Khejuri-II Block: Khejuri College is located in Khejuri-II Development Block. The BDO, Khejuri-II has certified that the College has actively participated in National Voters' Day activities and has won laurels for the College. During the NCC Camp, Block authorities arranged for SVEEP activities at the College. The College students affirmed to their electoral responsibilities and have disseminated knowledge about citizen responsibilities amongst the local community.

4. Letter of Appreciation from Haludbari Gram Panchayat : The Haludbari Gram Panchayat is a nearby Gram Panchayat in which the NSS Units of the College have adopted villages of Jagannath Chak and Narsullya Chak since 2022. In the letter of Appreciation, the Panchayat Pradhan has recognised the various socially beneficial acts of the NSS Programme Officers and Volunteers as well as other staff of the College in these villages in creating awareness, cleaning initiatives, plantation drives and other cultural activities.

5. Letter of Appreciation from Commanding Officer, 46 Bengal Battalion for Hosting of NCC Camp : Over the years, several NCC Camps have been organised at the College Premises. After the organisation of the latest camp, the Commanding Officer of 46 Bengal Battalion has issued a Letter of Appreciation to the HOI for help in organisation of the Camp.

The College is committed to its vision of inculcating values of social harmony and equity and it aims at holistic education which leads to the manifestation of integrated personalities. In the future years, the College will continue with this commitment of inculcating social responsibility among its students and in this context, the above mentioned recognitions have furthered its resolve to pursue the path of social service.

File Description	Document
Upload 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: 47

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
19	6	2	11	9

File Description	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: 12

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

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:

As Khejuri College is located in remote rural area, there are certain limitations in developing ICT Facilities in the College Premises. The infrastructural development of such a College, in a locality of primarily marginalized sections of Indian population, is also considerable. The College authorities have been empathetic in framing an affordable Fees Structure in such circumstances. The College has nonetheless prioritized the development of ICT and infrastructural facilities in those sectors which would enhance academic output and would ensure an enriched educational ambience.

In this connection, the infrastructural development in the College can be summarized as follows:

1. The college has 29 fully-functional classrooms.
2. The college runs a fully-functional girls' hostel for scheduled caste students located within the college premises.
3. All the departments have individual and specified departmental cubicles which are provided with computers for the use of students.
4. The science departments have well-equipped laboratories.
5. The College has 9 ICT enabled Classrooms provided with projectors and internet facilities.
6. The College has one air-conditioned seminar hall equipped with sound and projection systems.
7. The college has dedicated common room for boys and girls.
8. The college has a canteen with separate seating-arrangement for the students and the faculty.
9. The College has a Computer Laboratory with 24 Computers for Teaching and Workshop purposes.
10. The Departmental Computers are provided with either Wi-Fi or LAN Support.
11. College has an automated and well-stocked central library as well as several Departmental Libraries.

12. The Girls' Common Room has a Sanitary Napkin Vending Machine and Incinerator and actively promotes maintenance of hygiene in the College Campus.
13. The College has First-Aid facilities and has ramps, wheelchair, and specially constructed toilets for the physically challenged students.
14. College has got a number of waste-collecting bins (along with e-waste), for effective collection, classification and disposal of waste.
15. College has a well-equipped Multi-gymnasium for the use of staff and students.
16. College has installed an RO Water Treatment Plant for providing clean drinking water to staff and students.
17. The college has surveillance system through 16 CC-TV Cameras which is not only connected to Local Area Network Monitoring System but also from outside the campus through Cellphones.
18. The College has twelve Fire Extinguishers for emergency need
19. The College has Diesel Generator for addressing instances of power scarcity. Moreover, UPS Systems provide energy support to the Computers and Surveillance Mechanism.
20. A Lawn-mower is used to maintain the College Playground.
21. The Department of Physical Education and the Sports Unit of the College maintain physical infrastructure and equipment used in sports, games, Yoga and related cultural activities.
22. The College has separate Playground as well as Volleyball, Kabaddi and Badminton Courts.
23. An Open Stage in front of the Administrative Building is used for various Cultural Programmes to support extracurricular activities.
24. The College has a Yoga Centre for practice of Yoga by students and staff.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 48.39

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
30.01	17.27	20.14	82.11	15.2

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:

The Central Library of Khejuri College began its existence in the year 1999 with the commencement of other few academic departments. Since then it has grown in size and content along with the college to take the present shape. All these years the Central Library has been the life-line for the academic activity of the institute. It is one of the central facilities used by all students, staff and alumni of Khejuri College.

At present, it serves about 1500 college students along with about 75 staff members associated to 16 academic departments, office and library. It has shifted to new building in January, 2020. The library has a collection of more than 9.23 thousand documents including Text Books, Reference Books, Books on Literature, Magazines & Bound vols. of Journals, maps etc. Library house-keeping operations have been automated with the help of an integrated library software package – Koha. The book database is accessible through Web-OPAC (Online Public Access Catalogue).

The Central library has been equipped with adequate number of computers (04) for the smooth functioning of the services and for provision of OPAC Access of students. Some distinctive features of the Library are:

- Book issue and return are fully automated.
- Web-OPAC services are available.
- Since KOHA is a cloud-server based software and has been integrated with the college website, remote access to the library holding is available. Faculty and students can access the library catalogue through his/her mobile or computer from home. The users have a number of search modules/fields, viz., title, subject, author, call number, ISSN and ISBN number. They can easily locate and even reserve book through OPAC.

The Library maintains a Repository of University Question Papers for reference of Faculty and Students.

For classification of books, the Central library follows Dewey Decimal Classification and the books are arranged on the shelves according to the aforementioned classification. The Library focuses has considerable focus on local literature and culture and possesses a rich collection of Bengali and Sanskrit literature. It also has a growing collection of books on Nature, Medical Science, Agriculture and Geography.

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:

Khejuri College has always endeavored to update IT infrastructural resources at the College Campus in order to facilitate administrative work as well as to enhance and enrich academic output. The College sustains its IT facilities in the following manner:

1. The College maintains internet broadband facilities. The internet speed has been enhanced over time in order to support growing IT infrastructure. Wi-Fi devices are set up at various places in the College and these connections are supplemented by broadband cable providing LAN facilities.
2. Fifty Two (52) Desktops along with UPS, 4 Laptops, 6 Printers, 2 Scanners, 1 Photocopier, 1 Printer-cum-photocopiers are presently functional at various departments and office facilities of the College.
3. Khejuri College has maintained its website since 2013. The official address of the college website

is <http://www.khejuricollege.org>. The website serves as a major platform for providing information about the College to all the concerned stakeholders. The College Website was maintained by Aidni Infotech Private Limited till 2022 and by Aadija Technologies since 2022.

4. The Online Public Access Catalog (OPAC) facility of the College Library can be accessed through the website.
5. The college has complete (24 × 7) surveillance system through CC-TV Camera. A total of 16 CC-TV Cameras are installed at various junctures and floors of the College buildings. The surveillance is not only done through Local Area Network Monitoring System but also from outside the campus through Cellphone Apps.
6. The All India Survey of Higher Education (AISHE) is an Online Survey on Higher Education, carried out by the Ministry of Human Resource Management (Government of India) through a website (www.aishe.gov.in). Similarly, at the State Level, Department of Higher Education, Government of West Bengal, has developed a comprehensive database portal to collect the institution-wise micro level data since 2019-20 (<https://banglaruchchashiksha.wb.gov.in>). Uchchashiksha Portal also has web-links of important database portals of various schemes/ scholarships which are related with higher education.
7. The Finance Department (Government of West Bengal) has set up the Integrated Financial Management System (IFMS) portal for regulating the entire cycle of its fund management system. Under the IFMS, the Human Resource Management System (HRMS) is one of the most important and latest modules for preparing salary bill, maintenance of online Provident Fund of employees, e-pension etc.
8. Students can give Online Feedback . The College considers the Feedback to be of immense importance in framing academic and administrative policies.
9. Student Grievance may be submitted through Online Student Grievance Submission System at the College Website.
10. Online Admission System of Khejuri College is presently maintained by Aadija Technologies (till 2022 it was maintained by Aidni Infotech Private Limited). Similarly, Fees Payment for Admission to all the subsequent Semester Programmes is also implemented through Online Portal, maintained by the same Software Developer.
11. The College has a separate account in Youtube through which it provides live streaming of its webinars and other cultural activities(<https://www.youtube.com/@khejuricollege9001>)
12. The central library is fully automated and runs KOHA software (cloud version).
13. Vidyasagar University runs an Online Examination Fees Submission and Admit Card Generation Portal for the End Semester Examinations. The Results of Examinations are also displayed Online.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 27.79

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

Response: 56

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	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: 11.5

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
9.96	6.24	3.46	8.1	11.38

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: 78.08

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
1538	1126	934	1285	772

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: 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

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: 5.76

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
417	0	0	0	0

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

5.1.4

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

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

Response: 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

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: 14.42

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
62	74	53	29	17

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
355	392	373	275	235

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: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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	1	0	9	6

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 13.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	11	2	14	13

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 institution has a registered Alumni Association to provide a support system for all the passout students as well as to create a strong bond between present students and the alumni. It is an association with non-profit motive which provides support to the students through cultural events, interaction, financial assistance and guidance. The Alumni Association of the Institute is called 'Khejuri College Alumni Association'. This was registered under West Bengal Societies Registration Act, 1961 with the registration no. S/1L/29156 and it is registered on 4th May, 2005. The office of the alumni association located within the premises of the College. All the passouts of Khejuri College become members of the Alumni Association. Presently, there are eleven members in the Executive Committee.

The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni meet is arranged periodically every year by the members of this association. It has been consistently taking efforts to implement various activities which aims to add to the improvement of the institutional environment as well as overall development and reputation of this institution. Besides the programmes organized by the Khejuri College Alumni Association, Alumni meets are also organized by several other Departments, duly assisted by the Alumni Association. The Alumni of various departments aid in the enrichment of the Departments, often donating infrastructure or books to the respective departments.

Contributions Of Khejuri College Alumni Association :

There are several financial and non-financial contributions of alumni association for the improvement of academic facilities in the campus as well as for the welfare of students. It organizes community service during natural calamities, annual alumni meet, sports activities like football tournament, health checkups for students, reunion celebration, yearly publication etc.

Community Service: The association served local marginalized community of Khejuri during natural environmental calamities and recent pandemic situation. Its community outreach during cyclone 'YAAS' was commendable. More than three lakh homes were destroyed and one crore people affected by the activity of cyclone YAAS on 26th March, 2021. Staff Council along with this association organized distribution of relief among the affected.

Health Check-up & Awareness Camp: Free health checkups like eye checkups, blood group detection, thalassemia awareness camp etc. are organised by the Alumni Association. It organized Thalassemia Awareness camp on 29th November, 2022 in the college campus.

Reunion celebration: The Association organizes Reunion in the College Campus for the Alumni. The Event serves to bring the past and present students of the College together.

Cultural and Sports Activity: The Association arranges social events Sports activities such as tournament, games, cultural competition within college premises every year for the physical as well as mental growth of students.

Publication: This association often publishes selected writings of alumni and staff members of the college in a magazine named 'Samsaptak' .

File Description	Document
Upload 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:

The College aims to provide a favorable ambience to inculcate qualities and develop abilities amidst students so that they may contribute fruitfully to Nation Building. The college encourages pursuit of Higher Education so that students in this remote locality may have access to quality skill-based education. In order to achieve this, the College strives to abide by its vision and mission.

The College envisions to achieve these objectives through the following means:

Ø The College aims at providing holistic education, leading to the development of integrated individuals.

Ø The College endeavours to foster a sense of social responsibility, discipline and tolerance among the students.

Ø The College tries to promote gender equality and ensure eradication of discrimination against women and marginalised gender identities.

Ø The College strives to upgrade and update its infrastructure continually to provide education to marginalized sections of community who are more than sixty percent of its student base.

Ø The College also spreads awareness about ecological changes and challenges. It encourages ecological preservation and sanitation drives. The College campus is maintained as a Plastic-Free and Tobacco-Free zone.

Ø The College endeavours to build a bridge between teachers and the local community which is of utmost importance for First Generation Learners.

The institution has adopted a participatory mode of governance with all stakeholders participating actively in its administrative and academic activities in consonance with vision and mission of the College. The Governing Body is the apex administrative body of the College. It delegates authority to the Principal/ Secretary who presides over various Administrative and Academic Committees. The Heads of Departments, the Convenors of various committees along with the staff representatives play an active role in implementing institutional policies. The HOI's Office is run by the Head Clerk with the assistance of other Non-Teaching Staff.

The IQAC also plays a pivotal role in ensuring overall quality enhancement of the institution. To achieve

this end, it reviews teaching-learning process at the beginning of the Academic Year along with the Academic Sub-Committee. It strives to aware faculty and students about changes in curriculum and examination system. Moreover, it ensures furtherance of ICT enabled Teaching and adoption of remedial measures for efficient teaching. It organizes Seminars, Workshops, Skill Development Initiatives / Capacity Building Courses, Add-on Programmes / Value Added Courses, Faculty Development Programmes and various other initiatives. It also supervises the implementation of Career Advancement Scheme for Faculty Members. Feedback is obtained from students, teachers and alumni to assess Programme and Course Outcomes. The mentor-mentee system has ensured personal care for academic and developmental needs of students.

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:

In order to provide quality education, the College has several committees which function under the supervision of the Principal/ Teacher-in-Charge (Head of the Institution). The HOI serves as the Secretary of the Governing Body of the college, the top Advisory and Executive body, which has representatives from stake holders like the state government, university, present teachers and students, non-teaching staff representatives as well as representative of the Department of Higher Education. The Teachers' Council serves as an advisory body about academic matters. All the teachers in Substantive Posts as well as the Librarian are members of the Teachers' Council. The Students' Council puts forward various suggestions from students through their Representatives. The Alumni also plays an advisory role.

The management aims to decentralize responsibility to various committees, appointed to look into specific subjects. Meetings are held regularly at all levels, not only to frame policies but also to implement them.

In matters of recruitment and service, the College adheres to norms laid down by the UGC, State Government and the University. The promotion of eligible Staff Members takes place through Screening/ Selection Committee as per UGC norms and is supervised by the IQAC.

The IQAC assists the HOI in crafting academic programmes and developing infrastructural blue-print. The management aims to decentralize responsibility to various committees, appointed to look into

specific subjects. Meetings are held regularly at all levels, not only to frame policies but also to implement them.

The Bursar chalks out the budget for the relevant financial year. The Development Committee as well as the IQAC proposes Infrastructural Development measures for improving academic excellence of the College. The HOI, Head Clerk, the Finance and Purchase Committees also function to execute the non-academic administrative and infrastructural work. The Principal's Office maintains liaison with the University and the Government in matters such as employment, examination, plea for introduction of new courses or for creation of new Teaching Posts.

There is a rigorous system of monitoring progress in which the HOI is actively engaged along with the Teachers' Council Secretary, IQAC Co-ordinator and Convenors of various Committees.

The Teaching-Learning Process is looked after by the Academic Sub-Committee of the college. The Convenor of the Academic Sub-Committee convenes its meetings involving the Departmental Heads where all the issues related to teaching-learning are discussed in details and Routines are chalked out for each Semester. The Online Admission Committee supervises the Admission Process. The Anti Ragging Cell strictly abides by the regulations laid down by UGC and takes steps to spread awareness, prevent and penalize any instance of ragging in the campus. The Sexual Harassment Redressal Cell (Internal Complaints Committee) also functions in accordance to Sexual Harassment of Women at Workplace Act 2013 and subsequent UGC Norms. The Grievance Redressal Cell adopts both Online and Offline Mode for accepting grievance and resolving cases of grievance. All the other Cells and Committees function in accordance with well-defined responsibilities and in cooperative symbiosis. The NCC and NSS Units uphold the College's efforts for community outreach and service.

File Description	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:

The College authorities are aware of the fact that in order to implement its vision and mission effectively, the teaching and non-teaching staff must be allowed to work in a considerably angst-free environment. In order to provide the employees with such an ambience, the College adopts several welfare measures. Moreover, in order to maintain the quality of the Teaching-Learning Process, a Performance Appraisal System for the Teachers has been set up.

1) Welfare measures are taken by Khejuri College for its teaching and non-teaching staff are:

i) **Employees' Co-operative Credit Society:** Khejuri College Employees' Co-operative Credit Society Ltd (registered on and from 08.04.2015) has been formed to provide financial aid to staff members. The staff members can avail loans at the time of emergency.

ii) **Release of Bonus in the Festive Season of Durga Puja:** Khejuri College looks after the welfare of its casual employees by providing bonus in the festive season of Durga Puja. During the festive season, some additional financial resources are often needed. Since the year 2021, the College sanctions fund to some of its employees.

2) Performance Appraisal System:

The College has a System for Performance Appraisal of its Teachers which integrates self-appraisal of the Faculty Members (updated on a monthly basis) by the Teachers themselves with verification by the HOI and the Co-ordinator, IQAC. Moreover, the Student Feedback mechanism also helps in assessing the performance of teachers. Besides, for Placement/ Promotion of Substantive Staff Members, the

College follows the norms and regulations laid down by the WBHED. The IQAC initiates and facilitates the process of Placement/ Promotion under CAS and assists the faculty members to prepare their Self-Assessment Reports with necessary documentation. The Governing Body requests for Nominees from the Department of Higher Education (Government Nominee) and University (University Nominee) in the Interview Panel to implement the process of assessment.

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: 33.92

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
8	0	50	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	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: 35.32

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
7	5	58	1	6

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
9	9	9	10	10

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College gets the financial assistance from the Government in the form of salary grants. Besides, the College may apply for UGC grants under various schemes. The salary grants are spent as remuneration for the staff members as per the norms of the Government.

Apart from the salary grants, grants are received from various Governmental institutions. As per the proposal submitted to various governmental/ non-governmental institutions, the grants being sanctioned are utilized as per the allocation. The College has received Grant from BEUP Fund, from Youth Services and Sports Department (Government of West Bengal) and from Haldia Development Authority during

the tenure under consideration. The Grant Sanction documents and Utilization Certificates are attached herewith.

In order to maintain effective and efficient use of available resources of the college, the institutional mechanism runs as follows –

1. In every Governing Body meeting, the Bursar/ Convenor of the Finance Committee submits a Report regarding the Present Financial Position of the College, thereby informing every member of the Governing Body about the trends of college finance.

2. The Statutory Audit process in the college is regularly done, provided that the name of Statutory Auditor is recommended by the State Government. As the name of Statutory Auditor has not been recommended by the State Government since 2020-21, the same has remained due. The observations of the statutory auditors are complied with. For the five year period under consideration, Statutory Audit has been completed for 2018-19 and 2019-20. The 2018-19 and 2019-20 Statutory Audits had been performed by Datta, Kundu and Associates.

3. The college has an Internal Audit mechanism that monitors the financial transactions in the college and makes a preliminary assessment of its various financial practices. It not only provides checks and balance to the financial activities of the College but assesses any possible flaw that may have crept into its financial mechanism. For 2018-19, Internal Audit was performed by Abhijit Dutt and Associates. For the remaining four Financial Years in the tenure under consideration (2019-20, 2020-21, 2021-22 and 2022-23), Datta, Kundu and Associates have performed Internal Audit for the College.

4. The Bursar of the college adheres to expenditure discipline and the Purchase Committee conforms to the normative purchase procedure.

5. The Bursar/ Convenor of the Finance Committee makes efficient fixed deposit plans in order to strike balance between profitability and liquidity.

6. Financial receipts are made through banks. Collection of Fees from students is carried out through Online Student Management System. Most payments are made through cheques, if the amount exceeds Rs.5000/- (Rupees Five Thousand only).

7. Funds obtained from funding agencies, for specific purposes, are utilized in accordance with central/state finance rules.

8. Whenever an expenditure for procurement of more than Rs 100000/- is made, e-tendering is adopted.

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 Khejuri College strives towards maintenance and augmentation of academic and infrastructural quality of the College. It was established in 2013. It constitutes of diverse members from staff, alumni, principals of different colleges, Local Public Representatives and Senior Administrative Officers. It serves as the apex body for structuring proposals and strategies as well as for implementing academic, research and collaborative initiatives. For efficient functioning, different committees and cells have been constituted. IQAC co-ordinates between these committees and cells.

The IQAC assists the HOI in crafting plans for academic improvement and for developing infrastructural blue-print. The management aims to decentralize responsibility to various committees, appointed to look into specific subjects. The proposals of the IQAC are placed before the Finance Committee or the Governing Body for discussions regarding implementation. Further, the promotion of eligible Staff Members takes place through Screening/ Selection Committee as per UGC norms and is supervised and assisted by the IQAC.

The IQAC keeps a track of the various changes in University Syllabus and conveys the same to the various Departments. It supervises provision of educational and infrastructural resources, devices strategies for improvement of ICT Facilities and looks into suggestions for procurement of books as per syllabus.

The IQAC supervises Student, Teacher and Alumni Feedback. In its meetings, proposals are adopted for Action regarding Feedback obtained from students after due analysis of the same.

The IQAC arranges or collaborates with individual Departments for planning and implementation of Add-on Programmes/ Value Added Courses. It also helps Departments in adopting Skill Enhancement/ Capacity Building Initiatives or in arranging Workshops. Further, it itself organizes or collaborates with other institutions as well as assists individual departments in organizing Seminars/ Webinars or initiatives like Debates, Poster Competitions, Book Fair or Film Festivals.

The IQAC meets at periodic intervals and suggests infrastructural development for enhancing curriculum delivery. It promotes the use of ICT and assists individual departments in developing presentations and other educational resources. The annual e-Governance Report is presented by the Bursar at IQAC Meeting. The IQAC assists in the submission of AISHE Report and Academic Audit Report to the University. It arranges for Academic and Administrative Audit every year.

The IQAC promotes enhancement of Teaching Skills of individual Faculty Members by supervising application for Orientation/ Refresher Courses as well as other Faculty Development Programmes. It also promotes the participation of Faculty members in Seminars/ Workshops etc. organized by other institutions.

IQAC urges staff members to indulge in research work, collaborative linkage and publications not only for their promotion but also for enhancement of academic standards of the College. It encourages staff to participate in the functioning of different cells and committees. Moreover, it oversees collaborative linkages and Agreements with other institutions for further academic and administrative engagement.

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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Khejuri College is a co-educational institution and emphasizes the achievement of Gender Equity as one of its central principles. The College promotes gender equity in not only academic arena but encourages the female students to participate in all sorts of co-curricular and extra-curricular activities. Teaching and non-teaching staff, student and all the committees of the college always try to encourage gender equity and sensitization in the following ways:

1. **Girls' Hostel:** The College has a Girls' hostel for the SC/ ST students so that they are not denied the opportunity to study due to distance from home, poverty and other connected societal factors. Babu Jagjivan Ram Chhatrawas Yojna (SC) Girls' Hostel has a total accommodation capacity of 100 students.
2. **Girls' Common Room:** To provide the girl students a better environment, the College has arranged for Girls' Common Room where they can relax, study and have informal discussion during their leisure periods. The Girls' Common Room has a bathroom attached with it for convenient use by female students.
3. **Scholarship to Female Students:** To encourage Female students in their pursuance of higher education, they are encouraged through scholarships by the State Government. The College facilitates the availing of gender specific scholarship like Kanyashree. Besides they are also encouraged to apply for other scholarships like Swami Vivekananda Merit-cum-Means Scholarship, Aikyashree etc.
4. **Internal Complaints Committee:** To protect female students from sexual harassment and to redress instances of such harassment, the college has set up an Internal Complaints Committee. It remains vigilant to check untoward incidents against female students by counseling the victim and accused and also through bringing about appropriate redressal, if required. It directs its activities based on Government Act (2013) and subsequent UGC Regulations (2015) It reports cases of Sexual Harassment and Redressal to appropriate authorities through Annual Report.
5. **Incinerator and Sanitary Napkin Vending Machine:** The College has a Sanitary Napkin Vending Machine for convenient use by female students. Further, in order to **scientifically destroy the used sanitary napkins**, thereby reducing harm to the environment, a sanitary napkin incinerator has been set up.
6. **Celebration of International Women's Day and Other Commemorations:** Every year on 8th March the College commemorates International Women's Day to recognize the achievements of women, to protest against gender discrimination and to reaffirm gender equity. In addition to this, there are other important days that are commemorated or observed like Raksha Bandhan, Basanta Utsav, Agamani, International Mother Language Day, Teachers' Day, Republic Day,

International Yoga Day etc. which emphasize the role of women in society and thereby reaffirm gender equity.

7. Organisation of various Seminars, Webinars and other Programmes: Various seminars, webinars, special talks, poster competitions etc. are organized to address the development of gender consciousness and to sensitize students about Gender Discrimination.

8. Initiation of Gender Audit: Gender Audit has been initiated with a view to find out to what extent gender balance is maintained within College campus and to investigate ways of dissolving gender inequity.

File Description	Document
Upload 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

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:

Khejuri has been a multicultural region for aeons and has served as a historical and cultural hotspot. As the premier higher educational institution of the region, Khejuri College recognizes its role in taking initiatives to provide an inclusive environment within and beyond College campus. The activities initiated are as follows-

1. 'Raksha Bandhan' is observed every year which gives the message of strong bonding among all students, teachers, staff and local community members. This encourages the feeling of universal brotherhood and national integration. Students are encouraged to tie a knot of friendship, connecting with members of rural community. They are sensitized to a feeling of inclusiveness, especially among the Hindu and Muslim communities.
2. International Yoga day, Rabindra Jayanti, Swami Vivekananda's Birth Anniversary, Teachers' Day, Agamani Utsav, Basanta Utsav, Freshers' Welcome and Farewell Programme are commemorated. These cultural programmes uphold a spirit of camaraderie amongst staff and students from various socio-economic and cultural backgrounds.
3. International Mother Language day is observed every year on 21st February as it aims to celebrate community's salient linguistic heritage.
4. Scholarships are provided by the Government to students hailing from reserved categories. Moreover, freeships are provided to meritorious students. Equal Opportunity Cell ensures that there is equity in treatment of staff and students irrespective of their socio-economic background.
5. Tuphan Gaji fair is a local fair which has been an iconic testament to socio-religious harmony

since years. Students of the College visit the fair, guided by teachers.

Such visits further nurture the spirit of universal brotherhood (One Earth, One Family) in the community.

The College maintains intimate contact with local organisations, like Khejuri Saihitya Parishad, Khejuri Heritage Committee and Khejuri Itihas Samity.

The College also undertakes various efforts to sensitise staff and students about Constitutional obligations. They are made aware of the values, rights, duties and responsibilities as citizens:

1. NCC and NSS volunteers observe Republic day, Independence Day every year through flag hoisting, rallies and cultural programmes where students, teachers and other staff of Khejuri College participate with zest.
2. Electoral Literacy Club has been set up which is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting.
3. Essay writing and other Competitions like Poster making etc. are held to sensitize students about constitutional obligations. The College collaborates at the Block and District Levels for successful hosting of Cultural Competitions.
4. The College collaborates at the Block Level for successful participation of students in Cultural Competitions.
5. The College engages in SVEEP Activities to further sensitise students about electoral literacy.

File Description	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

Title of the Practice:

PROMOTION OF ENVIRONMENTAL AWARENESS, SCIENTIFIC INQUISITIVENESS AND LOVE FOR NATURE AMONG STUDENTS OF LOCAL COMMUNITY

Objectives of the Practice: The practice focuses on inculcating environmental awareness, responsibility and the development of love for nature among local school students. This is achieved by providing an opportunity to school students for real-life exposure to science laboratories, biological specimens and

scientific techniques as well as through observation of flora,. Similar drives are also undertaken to infuse interest in space through organisation of “Sky Observation Workshop”.

The Context: Khejuri College is located in a remote rural area where most of the students are first generation learners. The college deems it to be its social responsibility to promote environmental awareness, scientific temper and love for nature amongst its students. In order to achieve this aim, the college frequently organizes seminars, webinars and special talks which focus on environmental and ecological issues. Further, the College NSS volunteers engage in tree plantation, campus and locality cleaning drives as well as awareness campaigns.

The Practice: . Over the years the College has realised that disseminating environmental awareness, scientific inquisitiveness and love of nature beyond the College Campus will raise the Academic output of the College as it will provide an enriched catchment area for scientific explorations in the local community. To achieve this lofty aim, the College has adopted the following practices of disseminating its message of environmental awareness, scientific inquisitiveness and love of nature:

- College initiates drive to interconnect local schools for scientific aptitude development through science laboratory visits ensuring hands-on experience and acquaintance of biological samples, scientific equipment, posters and models. The pictures of text books become real when local school students come and visit the laboratories of the Departments of Aquaculture Management and Zoology.
- The Khejuri College Campus has a variety of tree species. The school students are made aware of the floristic diversity of the campus by the Faculty Members of the College. N In the campus, an African Baobab tree has become a centre of attraction for nature lovers. A deep bonding with nature is inculcated among students through this enriching experience.
- Unravelling the mystery of space is another drive taken by the College to stimulate interest among the students about space. The programme was organized by the Geography Department of the college in collaboration with Ujan Welfare Trust.
- Celebration of “National Science Day” with college and local school students is another endeavour undertaken by the College to encourage scientific temper

Evidence of Success: The efforts undertaken to disseminate environmental awareness, scientific inquisitiveness and love for nature among school students of the vicinity have been appreciated by the school authorities. Success can also be assessed from the increasing interest among students for attending such programmes. It is expected that this drive would be bringing a change in their intellectual world with good career opportunities.

Problems Encountered and Resources Required: Resource Persons and Experts are sometimes difficult to access. Moreover, though the College continues to encourage scientific pursuit amongst the local people, relatively higher fees of Science Programmes often discourage students from pursuing such Programmes in Higher Studies.College also could perform in a better way if adequate resources and grants were provided.

Best Practice 2

Title of the Practice:

INCULCATING THE VALUES OF BRATACHARI MOVEMENT AMONG STUDENTS

Objectives of the Practice: Bratachari is a comprehensive programme of physical, mental, and intellectual culture based on folk traditions through physical exercise, art, dance, drama, music, singing and social service. Khejuri College periodically organizes Bratachari Camp at the Campus which is held for about ten days. Moreover, the College encourages students to practice Bratachari and display their performance at various arena.

The Context: "Brata" signifies a solemn objective, pursued as a joyous rhythmic ritual simultaneously through an integrated use of thought, word, and physical movement. "Chari" denotes one who pursues a purpose, ideal or objective. The word "Bratachari" thus denotes one who has solemnly undertaken the duty of developing his or her life through the systematic and integrated pursuit of *bratas*.

The Practice: According to Gurusaday Dutta, life itself should be regarded as a Brata and should be pursued as a complete whole and as an integrated ritual, inspired by a noble purpose which is at once spiritual and practical. The five *bratas* are: *Knowledge, Labour, Truth, Unity and Joy*.

- Khejuri College encourages all College students to participate in Bratachari as it seeks to create a nationwide discipline of common citizenship irrespective of class, creed, gender or other social markers. Through Bratachari movement, Dutta revived different martial dances like Raibenshe, Dhali and other folk songs. Thus, through exploration of indigenous cultural traditions and knowledge systems, Bratachari establishes a sense of elevated nationalism and universal brotherhood. The College encourages students to inculcate these values.
- Khejuri College periodically organizes Bratachari Camp. Many college students participate in the Camp which generally lasts for ten days. In the camp, not only are the students trained through physical exercises, they also engage in learning songs and dances thereby enriching their involvement in cultural and community practices.
- The College encourages students to perform Bratachari in programmes held at the College campus and beyond. The College students have spread awareness about Bratachari in local schools like Baratala Gramsangha Vidyaniketan. Further, some students are teaching Bratachari to young children in their locality.

Evidence of Success: The success of the inculcating Bratachari among College students is reflected not only in the performances of the students but also in the enhanced discipline in the College campus. Many students also pursue to join the Army and their stint with Bratachari enables the manifestation of positive moral and patriotic values.

Problems Encountered and Resources Required: Socio-cultural scenario of rural West Bengal is rapidly changing for which it is becoming difficult to get trained Bratachari trainers. Special counseling is required to arouse interest among the students. Nevertheless, the College is determined to carry on with the organization of such Camps in the future.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Khejuri College is an institution of Higher Education located in a remote rural region of Purba Medinipur. The College, initially raised by the philanthropic contributions of local people, strives to serve as an edifice of higher education for the students from the coastal rural areas of the district, especially those from marginalized background. The five spheres of institutional distinctiveness are: i) Empowerment of Marginalized Communities, ii) Women Empowerment, iii) Extension Activities in Local Community, iv) Spreading Environmental Awareness and Communal Harmony, and v) Centre for Innovation and Capacity Building.

Empowerment of Marginalized Communities: More than sixty percent of students of the college belong to SC and OBC communities and many belong to impoverished households. Taking into consideration their need, the college wants to provide education which would be accessible to the people of the community. It upgrades its infrastructural capabilities in order to deliver outcome-based education and bring about upward mobility amongst local residents. Many students are constrained by economic and social factors, barring them travelling long distance from their residence. The College is committed to deliver affordable education to the local populace at a proximal location to their homes. Being aided by the State Government, it offers Programmes in Humanities and Science at relatively affordable fees.

This persistent effort has borne fruit in the recent years. Analysis of the past five years reveals the predominant participation of students from SC and OBC communities in the College.

Women Empowerment: A similar trend is decipherable in the enrollment of female students in the College. Over the last five years (Academic Session:2018-19 to 2022-23), the percentage of female students have increased consistently. A slight dip is decipherable during the Covid Pandemic but the trend has been reinstated in the Post-Covid scenario.

The participation of female students in their pursuance of higher education is encouraged through scholarships by the State Government. This is also sustained by the Girls' Hostel so that they are not denied the opportunity to study due to distance from home. College has arranged for Girls' Common Room which is provided with a Sanitary Napkin Vending Machine and Incinerator. An attached Washroom is also available. The College abides by a strict no-tolerance policy towards sexual harassment and the Internal Complaints Committee is active. The College recognizes that mere academic pursuit is not enough; it is important to encourage a spirit of Gender Equity among first generation learners through the organization of seminars, webinars, special talks and commemoration of important days like International Women's Day, Raksha Bandhan etc.

Extension Activities in Local Community: Participation of students from marginalized sections in social activities and dissemination of awareness about health, hygiene, social values and civic responsibilities are ensured by the College through various programmes and events. These activities are

promoted through the three units of NSS and NCC Units:

- Organisation of Health Check-up Camp including Eye Check up, Thalassemia Detection and Blood Group Detection Camp
- Organisation of Blood Donation Camp
- Organisation of Sensitization Programmes on Dengue, Malaria and other Seasonal Diseases
- Spreading of Awareness about Environmental Issues and Ecological Preservation
- Organising Relief Campaigns during natural disasters like Yaas, Amplan cyclones and Covid-19 Pandemic.
- Spreading of Awareness about Health and Hygiene among members of local community

Spreading Environmental Awareness and Communal Harmony: The College engages in spreading environmental awareness, responsibility and the development of love for nature among people of the local community. This is achieved by providing an opportunity to local school students for real-life exposure to science laboratories as well as through observation of flora and fauna. Similar drives are also taken to infuse interest in space through organisation of “Sky Observation Workshop”. This helps in building a bridge between school and college education.

Khejuri was a part of the Hijli Kingdom in the seventeenth century. It had been ruled by Taj Khan, Masnad-i-Ala, associated with the Chistiyya order. Being one of the early centres of colonialism, the region experienced consequences of such encounters. The Portuguese developed a settlement in this area in the seventeenth century. Later, the British established a port in the region. They established the first Post Office of India at Khejuri. At Khejuri Port, most of the large ocean-going ships used to drop anchor. It was from Khejuri that Raja Rammohan Roy and Prince Dwarkanath Tagore set sail for Europe in the first half of the nineteenth century. Therefore, the region has a rich, multilayered history. The College aims at maintaining this delicate fabric of harmony in the local community. As the premier higher educational institution of the region, Khejuri College recognizes its role in taking initiatives to provide an inclusive environment within and beyond College campus. The activities initiated are as follows-

- i) ‘Raksha Bandhan’ is observed every year which gives the message of strong bonding among all students, teachers, staff and local community members.
- ii) Various cultural programmes uphold a spirit of camaraderie amongst staff and students from various socio-economic and cultural backgrounds.
- iii) Tuphan Gaji fair is a local fair which has been an iconic testament to socio-religious harmony since years. Students of the College visit the fair, guided by teachers.

Centre for Innovation and Capacity Building: The College maintains intimate contact with local organisations, like Khejuri Saihitya Parishad, Khejuri Heritage Committee and Khejuri Itihas Samity. It coordinates with local administrative bodies to spread electoral literacy and to disseminate Government welfare initiatives. The College recognizes that in order to channelize the best abilities of the students, it is important to connect them to their roots. Thus, the Innovation and Incubation Centre of the College makes the students aware of the rich, syncretic heritage of Khejuri and encourages them to develop skills rooted in indigenous cultural practices. Not only are Value Added Courses on topics like Smart Agriculture organized but also several Capacity Building Initiatives are undertaken. Through an arrangement with Aksharekha Foundation, an NGO, the College has introduced Training for Self-employment in Bridal Make Up, Mehendi and Handmade Jewellery. Through its sustained efforts, the

College thus distinguishes itself as relevant to its immediate socio-cultural ambience.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

While endeavoring to raise the standards of excellence in Khejuri College, we are determined not to avail of temporary makeshift arrangements to hide its deficiencies but work incessantly in the quest of academic excellence. It is true that there are definite limitations imposed on us due to the remoteness of the institution, its relative youth and the limitations of financial resources. Moreover, in the present scenario, professional programmes are often preferred in comparison to programmes taught in General Degree Colleges. However, the management of the college has never lost sight of the true aim of an educational institution – fostering of knowledge and life skills among students.

Concluding Remarks :

Being located in remote rural region of West Bengal, the College prioritises an accessible Teaching-Learning environment, based on amicable bond between Faculty Members and students. Moreover, being a General Degree College aided by the State Government, the College is aware of its social responsibilities in a locality of socio-economically marginalized population. Hence, the Programmes taught in the institution are at Affordable fees. The College is aware that the present education ambience focuses on job-oriented and application-oriented curriculum. Hence, in the recent years, the College has organized various Add-on/ Value Added Courses, Capacity Building Programmes and Workshops. Moreover, it has prioritized the use of ICT in Teaching and aims at enhancing the quality of its Academic output. This quest for Academic excellence will not neglect the core values of the syncretic local ethos, focusing on inter-religious harmony and inculcation of gender, class and community based equity.

It is the conviction of the management and staff of the college that in future years, the college will reach new pinnacles of success and glory and will materialize its aim of becoming a premier sanctum of Higher Education.