



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

|   |  |   |
|---|--|---|
| <b>1. Name of the Institution</b>             |  | MAYNAGURI COLLEGE                               |
| Name of the head of the Institution           |  | Susmita Pandit                                  |
| Designation                                   |  | Principal (in-charge)                           |
| Does the Institution function from own campus |  | Yes   |
| Phone no/Alternate Phone no.                  |  | 03561234298                                     |
| Mobile no.                                    |  | 8250437213                                      |
| Registered Email                              |  | collegemaynaguri@gmail.com                      |
| Alternate Email                               |  | maynaguricollege@rediffmail.com                 |
| Address                                       |  | Maynaguri College, P.O Maynaguri,<br>Jalpaiguri |
| City/Town                                     |  | Maynaguri                                       |
| State/UT                                      |  | West Bengal                                     |
| Pincode                                       |  | 735224  |

|  |                                |
|--|--------------------------------|
| <b>2. Institutional Status</b>         |                                |
| Affiliated / Constituent               | Affiliated                     |
| Type of Institution                    | Co-education                   |
| Location                               | Rural                          |
| Financial Status                       | state                          |
| Name of the IQAC co-ordinator/Director | Dr. Paramita Ghosh             |
| Phone no/Alternate Phone no.           | 03561234298                    |
| Mobile no.                             | 9475909166                     |
| Registered Email                       | maynaguricollegeiqac@gmail.com |
| Alternate Email                        | collegemaynaguri@gmail.com     |

|  |   |
|--|---|
| <b>3. Website Address</b>  |   |
| Web-link of the AQAR: (Previous Academic Year)                           | <a href="http://maynaguricollege.org.in/doc/AQAR2018-19.pdf">http://maynaguricollege.org.in/doc/AQAR2018-19.pdf</a>                               |
| <b>4. Whether Academic Calendar prepared during the year</b>             | Yes   |
| if yes,whether it is uploaded in the institutional website:<br>Weblink : | <a href="http://maynaguricollege.org.in/iqac/AcademicCalendar2019-2020.pdf">http://maynaguricollege.org.in/iqac/AcademicCalendar2019-2020.pdf</a> |

**5. Accrediation Details**

| Cycle | Grade | CGPA | Year of Accrediation | Validity    |             |
|-------|-------|------|----------------------|-------------|-------------|
|       |       |      |                      | Period From | Period To   |
| 1     | B     | .72  | 2007                 | 31-Mar-2007 | 30-Mar-2012 |
| 2     | B+    | 2.57 | 2016                 | 05-Nov-2016 | 04-Nov-2021 |

|   |             |
|---|-------------|
| <b>6. Date of Establishment of IQAC</b> | 02-Jul-2007 |
|---|-------------|

**7. Internal Quality Assurance System**

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

|              |                  |    |
|--------------|------------------|----|
| IQAC Meeting | 13-Jun-2019<br>1 | 10 |
|--------------|------------------|----|

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[View Uploaded File](#)

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

| Institution/Department/Faculty | Scheme                          | Funding Agency | Year of award with duration | Amount |
|--------------------------------|---------------------------------|----------------|-----------------------------|--------|
| Department of Philosophy       | ICPR, Periodical Lecture Series | ICPR           | 2020<br>120                 | 20000  |

[View Uploaded File](#)

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View Link](#)

**10. Number of IQAC meetings held during the year :**

8

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

Workshops conducted for Teaching and Non teaching staffs and students for administrative and academic purposes. Introduced G Suite as an Institutional LMS for both the Teaching Learning and Extracurricular purposes for the students and staffs in the Pandemic time. Anchored the documentation work and assisted with the physical verification process during the CAG team visit. Arranged for ISO 9001:2015 Certification for the college from QCC, UK Delhi. • Initiated an Academic and Administrative Exchange programme with another institution.

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

| Plan of Action  | Achivements/Outcomes  |                        |              |                                     |             |
|---|---|------------------------|--------------|-------------------------------------|-------------|
| 1. To introduce 'Each One Plant One' project for college students to promote green initiatives.   | 1. 'Each One Plant One' project introduced.   |                        |              |                                     |             |
| <a href="#">View Uploaded File</a>  |   |                        |              |                                     |             |
| <b>14. Whether AQAR was placed before statutory body ?</b>  | Yes   |                        |              |                                     |             |
| <table border="1"> <thead> <tr> <th>Name of Statutory Body</th> <th>Meeting Date</th> </tr> </thead> <tbody> <tr> <td>Governing Body of Maynaguri College</td> <td>24-May-2021</td> </tr> </tbody> </table> |   | Name of Statutory Body | Meeting Date | Governing Body of Maynaguri College | 24-May-2021 |
| Name of Statutory Body  | Meeting Date  |                        |              |                                     |             |
| Governing Body of Maynaguri College   | 24-May-2021   |                        |              |                                     |             |
| <b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</b>  | Yes   |                        |              |                                     |             |
| Date of Visit   | 19-Nov-2019   |                        |              |                                     |             |
| <b>16. Whether institutional data submitted to AISHE:</b>   | Yes   |                        |              |                                     |             |
| Year of Submission  | 2020  |                        |              |                                     |             |
| Date of Submission  | 03-Mar-2020   |                        |              |                                     |             |
| <b>17. Does the Institution have Management Information System ?</b>  | Yes   |                        |              |                                     |             |
| If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)   | Admissions of all the classes are held online. Application Forms for admission and college prospectus are available on the website, as per the University guidelines. Selection of candidates is done by software so that absolute transparency is maintained and merit is given due credit. Data required by the University is sent online based on the information drawn from the Application Forms for admission. The College maintains Students' Database which is updated regularly. Due to the Pandemic situation, the admissions and examinations have shifted to completely online mode since March, 2020 and all the information and guidelines regarding those are published in the college website and made known to the students through departmental sites or Committee notices and bulk smses. The college has developed a dedicated section in the College website to post |                        |              |                                     |             |

the updated guidelines and information regarding Covid19 Pandemic situation. All relevant information regarding the college, notices, announcements, guidelines and tenders are uploaded on the website. The college has also adopted Govt of India's Public Finance Management System (PFMS). The College also regularly submits AISHE data on MHRD portal. All Fees are paid online in the bank. Likewise, fees for University Examination and courses are also remitted online. SMS through notification gateway is sent to parents regarding low attendance and academic performance etc. Information regarding special classes and admissions are also communicated to the students through SMS. Information is disseminated through college website and through the use of social media. Both the Teaching and the NonTeaching Staffs are informed through SMS, WhatsApp groups and verbally through meetings. Staff salary notification and generation of salary slips is done online through FMHS. Finance Accounting MIS transaction with bank is conducted online. All the housekeeping activities of the Library is run through the Integrated Library Management software provided by Graphicom. Online catalogue of the Library which is available on the college website can be accessed by the students through OPAC. Faculty and the students can access the eresources through the individual login ids that are provided by the Library. Due to the Covid 19 Pandemic situation in India and the ensuing Lockdown Phases, starting from March, 2020, the College shifted to G Suite as a Learning Management System (LMS) from April, 2020. All the Teaching Learning and Evaluation systems have been conducted through this LMS by the college. From the latter half of 2020, the College also incorporated the Cocurricular and Extracurricular activities through this LMS. The students are being acquainted with the LMS and its modalities and applications through the notices and guidelines posted in the College Website from time to time.

## Part B

### **CRITERION I – CURRICULAR ASPECTS**

## 1.1 – Curriculum Planning and Implementation

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

While the academic curriculum and its calendar are governed by the University of North Bengal, careful introspection and sustained implementation of the planning is supervised by the college authorities in order to ensure the delivery process over the period of the academic year. The College meticulously develops action plans taking into account the objectives of the curriculum, the number of teachers and students and the infrastructure available. Towards this end, assiduous planning is done by the College before the beginning of each academic year. Before the commencement of the academic year, the Academic Committee of the college, comprising of all the Heads of the Departments, plans and ensures effective and timely implementation of the curriculum through infrastructural planning in terms of aspects such as Departmental resources and teaching-learning planning for the session, number of classrooms, tutorial blocks, availability of books and academic resources and also the exam schedules. Broad guidelines of delivery, pace and assessment are decided in both the Academic Committee and subject-wise Departmental meetings which are then documented in the form of minutes. Faculty has the freedom to decide the pace and transmission of the curriculum within the time frame and requirements of the University. Further, as a review mechanism, departmental meetings, Teachers' Council meetings and formal and informal feedback mechanisms ensure changes in the strategy and action plan, if any, are incorporated on a timely and need-oriented basis. The academic plan is transitioned into effective action through lectures, presentations, assignments, seminars, workshops and discussions. Syllabus is made available to the students in the beginning of the academic session and objectives, lesson plan and expected outcomes are well explained during the introductory lecture. Departmental Bridge Courses are also being held by quite a many departments to facilitate the transition from the school level education to the undergraduate syllabus. Besides traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students. Tutorials are held with mentoring and participative learning encouraged. Internal assessment is done transparently with examined scripts shown to students. Inter-personal skills are enhanced through a selective Mentoring system.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

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

## 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course                   | Programme Specialization | Dates of Introduction |
|------------------------------------|--------------------------|-----------------------|
| BA                                 | SOCIOLOGY GENERAL (SOC)  | 03/01/2020            |
| <a href="#">View Uploaded File</a> |                          |                       |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

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

|     |     |     |
|-----|-----|-----|
| Nil | nil | Nil |
|-----|-----|-----|

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

|                    | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 406         | 0              |

## 1.3 – Curriculum Enrichment

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

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------|----------------------|-----------------------------|
| nil                 | Nil                  | 0                           |
| No file uploaded.   |                      |                             |

### 1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title            | Programme Specialization                       | No. of students enrolled for Field Projects / Internships |
|------------------------------------|--|---|
| BA                                 | Socio Economic Survey at Rumtek Valley, Sikkim | 37  |
| BA                                 | Each One Plant One: Social Forestry Project    | 2922  |
| <a href="#">View Uploaded File</a> |  |   |

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

|           |     |
|-----------|-----|
| Students  | Yes |
| Teachers  | Yes |
| Employers | No  |
| Alumni    | Yes |
| Parents   | Yes |

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

| Feedback Obtained  |
|--|
| <p>The College always encourages and invites the students to provide their feedback directly to the Teacher-in-Charge through the official email, which is displayed in the college website. There is also a separate link, exclusively for Student Feedback on the College Website. There are also Suggestion/Grievances Boxes put outside the Principal's Office and Library and Students' Corridors etc for use by the students to express any grievance or complaint. These Boxes are opened every week by the College Grievance Redressal Committee under the supervision of the Teacher-in-Charge. Besides these, IQAC has a distinct set of mechanisms to gather feedback from various stakeholders. IQAC collects the feedback from the students in two different levels. Firstly, at the departmental level where all the 1st, 2nd and 3rd year Hons students are supplied with a set of questionnaires pertaining to teaching learning aspects only. Here, students are free to assess the teachers individually in the areas like syllabus coverage by teachers, teaching ability and communication skills. The collected data is analysed by the Academic and Administrative Audit Committee (AAAC) and presented to the Head of the institution for discussion and debate. The Teacher-in-Charge intervenes and addresses possible areas of improvement. She also evaluates these with each teacher, motivating her/him to look at specific areas where growth is needed. Secondly, feedback is collected</p> |

from the final year students every year in an inclusive way by covering all areas like teaching and learning, college infrastructure, Office and Administration and Library and Laboratory. These set of questionnaires include the student satisfaction survey queries on teaching-learning process as recommended in NAAC criterion. Beside this, separate proforma is circulated by the IQAC through which the IQAC solicits quality feedback and suggestions from faculty, non-teaching staffs, parents/guardian and the college alumni through specifically designed formats. Parent and Alumni feedback are also received from the Parent and Alumni representatives on the IQAC. This data is compiled and analysed by the AAAC and presented to IQAC. The analysed feedback is used to develop the roadmap for the next academic year which takes into consideration the interests of various stakeholders. The IQAC uses the feedback data as a critical input in designing plans for improvement of curriculum delivery, options for new courses/programs that the College may offer and for going for other curriculum enrichment extension activities. Any serious issue expressed in the feedback is brought to the knowledge of the college management. Further, in order to improve the quality of data collection the IQAC reviews the questionnaire every year and updates regularly as per the requirements.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

| Name of the Programme              | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|------------------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BA                                 | BA General               | 2813                      | 4629                           | 2486              |
| <a href="#">View Uploaded File</a> |                          |                           |                                |                   |

### 2.2 – Catering to Student Diversity

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

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 2922  | Nil   | 52  | Nil   | Nil  |

### 2.3 – Teaching - Learning Process

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

| Number of Teachers on Roll                                   | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 52   | 52  | 4                                 | 4                                | 2                          | 6                               |
| <a href="#">View File of ICT Tools and resources</a>         |   |                                   |                                  |                            |                                 |
| <a href="#">View File of E-resources and techniques used</a> |   |                                   |                                  |                            |                                 |

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

Student mentoring system is active in the College in different forms: academic, personal and psychological counseling, professional and career counseling etc. The institution has well-defined students mentoring system at the academic level wherein individual attention is being provided to each and every student admitted under the



Honours Programme. Faculty members are nominated by the College to be section-wise mentors. Students are divided into groups and each group is allocated a separate faculty member to look into the students' well-being in every sense (a batch of 15-20 students per mentor). Students can seek advice of their allocated faculty not only in the field of education but also towards their career progression and future endeavours. The Mentors counsel the respective students once in a week, to solve, among other things, the problems they come across during their course of study. The primary objectives of the Mentoring System at the college are to improve the mentee's communication and personal skills, to develop her/his leadership and management qualities, to reinforce the mentee's study skills and knowledge of the subject, increase the mentee's confidence and motivation and to generate a sense of belonging with the college and the society at large in her/his mind. Orientation programmes and regular workshops are also conducted in order to sensitize the students about the various aspects of the College and also their careers. While the Mentorship Programme is extended to the Honours Course students of the college only, efforts are underway to include the Program Course students in it too. Likewise, all the units for Social Extension Activities like NSS, NCC and various other Cell/Committees like Women's Cell, Equal Opportunity Cell etc and Students' Union have faculty mentors who advise and guide the students in organizational and leadership qualities and formation of a sense of peer rapport and social responsibility in them. Although the Pandemic situation has hampered the mentoring activities to a significant extent after March, 2020, the College has been trying its best to adapt to the online mode to continue with the mentoring system in the most inclusive way possible.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 1068   | 52                          | 1 : 21                |

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 52                          | 52                      | 0                | 0  | 9                        |

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

| Year of Award                      | Name of full time teachers receiving awards from state level, national level, international level | Designation         | Name of the award, fellowship, received from Government or recognized bodies |
|------------------------------------|---|---------------------|--|
| 2019                               | Dr Apurba Kumar Saha  | Assistant Professor | Ph.D   |
| <a href="#">View Uploaded File</a> |   |                     |  |

## 2.5 – Evaluation Process and Reforms

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

| Programme Name                     | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|------------------------------------|----------------|----------------|--|---|
| BA                                 | BA GEN         | year           | 06/10/2020   | 29/10/2021  |
| <a href="#">View Uploaded File</a> |                |                |  |   |

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

The Continuous Internal Evaluation in our institution is carried out in a systematic method. Since it is a continuous method, the evaluation is performed throughout the year through different methods like Seminars, Term papers, Class presentations, Written Tests, Surprise oral or written tests, Project Works etc., which help the students learn more within the classroom Teaching -

Learning Process. From this session, because of the introduction of the Choice Based Credit System, the Departments have been offered a range of choices to conduct the Internal Evaluation as per the requirements of the students and the subjects they are studying. And as these evaluations carry marks to be considered for the students' SGPA, the college has provided full freedom to the individual departments to choose their modes for Internal Evaluation instead of imposing a uniform Evaluation system. As an affiliated College under the University of North Bengal, Maynaguri College follows the guidelines provided by the affiliating university in this regard (Except for AECC1 2, all other courses are assigned with 15 marks for Internal Assessment: 10 for Assignment/exams, and 5 marks for attendance). The Academic Committee decides on the modalities of the Internal Assessments and informs the concerned students through departmental notification. From 2019-2020 session, the introduction of Online Project Submission (for the vast number of General Course students) has been done to reduce the massive use of paper. Due to the Pandemic situation, however, all the Honours and General Course students were required to submit their assignments online (through departmental emails, Google Forms and Google Classrooms) for all the examinations since March, 2020.. The overall Internal evaluation process is every year assessed by the Academic Committee in the end of an academic session so as to find out method to improve the system and the overall result of the institution.

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

As an affiliated institution, the college adheres to the North Bengal University calendar. In addition to this, an Academic College Calendar is prepared and printed which contains a list of all the interactive and innovative programmes to be conducted by the college, both at the faculty and student level. Detailed schedules with dates are given for Annual Test and Final Examination (for Annual system students) and Internal Evaluation (for CBCS students). Within the College academic calendar, the schedules for Continuous Internal Assessment are also included for which the students take preparations accordingly. The schedule is published in the institution's website, notice board and made known to the students through Departmental Notice Boards by the Heads of the Departments. However, due to the Pandemic situation and the ensuing Lockdowns country wide since March, 2020, the affiliating university had to modify the Academic schedules from time to time, in adherence to the UGC notifications, and as a result, the College too had to deviate from the pre-published Academic Calendar accordingly. But these deviations and re-scheduled activities were made known to the students through Departmental teachers, dedicated Committees to student welfare and college website notifications properly. An IQAC Calendar is also prepared this enumerates academic programmes and activities for quality enhancement to be held in the college. When new programmes to enable quality enhancement are offered during the course of the year, these are availed of for the benefit of the staff and students. The IQAC evaluates such activities during their meetings. This calendar, too, had to be rescheduled from time to time due to the Pandemic situation.

**2.6 – Student Performance and Learning Outcomes**

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

<https://www.maynaguricollege.ac.in/college/iqac/po>

**2.6.2 – Pass percentage of students**

| Programme Code | Programme Name | Programme Specialization | Number of students | Number of students passed | Pass Percentage |
|----------------|----------------|--------------------------|--------------------|---------------------------|-----------------|
|----------------|----------------|--------------------------|--------------------|---------------------------|-----------------|

|                                    |    |            |  |                           |       |
|------------------------------------|----|------------|--|---------------------------|-------|
|                                    |    |            | appeared in the final year examination | in final year examination |       |
| BA GEN                             | BA | BA General | 811                                    | 782                       | 96.42 |
| <a href="#">View Uploaded File</a> |    |            |  |                           |       |

## 2.7 – Student Satisfaction Survey

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

<http://maynaguricollege.org.in/igac/StudentsSatisfactionSurveyQuestionnaire2019-20.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

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

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Nil                   | 0        | nil                        | 0                      | 0                               |
| No file uploaded.     |          |                            |                        |                                 |

### 3.2 – Innovation Ecosystem

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

| Title of workshop/seminar  | Name of the Dept.       | Date       |
|--|-------------------------|------------|
| Workshop on the Threats and Challenges to Intellectual Property Rights Issues in India | IQAC                    | 18/01/2020 |
| Workshop on the Scope of Tourism and Hospitality Sector in North Bengal                | Career Counselling Cell | 21/09/2019 |

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

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| nil                     | nil             | nil             | Nil           | nil      |
| No file uploaded.       |                 |                 |               |          |

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

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| nil               | nil  | nil          | nil                  | nil                | Nil                  |
| No file uploaded. |      |              |                      |                    |                      |

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0     | 0        | 0             |

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

|                        |                         |
|------------------------|-------------------------|
| Name of the Department | Number of PhD's Awarded |
| nil                    | 0                       |

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

| Type                               | Department | Number of Publication | Average Impact Factor (if any) |
|------------------------------------|------------|-----------------------|--------------------------------|
| National                           | Bengali    | 1                     | 0                              |
| <a href="#">View Uploaded File</a> |            |                       |                                |

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

| Department                         | Number of Publication |
|------------------------------------|-----------------------|
| Philosophy                         | 3                     |
| <a href="#">View Uploaded File</a> |                       |

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

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| nil                | nil            | nil              | Nil                 | 0              | nil   | 0   |
| No file uploaded.  |                |                  |                     |                |   |   |

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

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| nil                | nil            | nil              | Nil                 | 0       | 0   | nil   |
| No file uploaded.  |                |                  |                     |         |   |   |

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

| Number of Faculty                  | International | National | State | Local |
|------------------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops        | 52            | 52       | 6     | 52    |
| <a href="#">View Uploaded File</a> |               |          |       |       |

## 3.4 – Extension Activities

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

| Title of the activities                                 | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|--|--|--|
| Introduction programme on NSS for 1st Semester students | NSS Maynaguri College , Jalpaiguri           | 28   | 995  |
| <a href="#">View File</a>                               |  |  |  |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
| 0                    | 0                 | 0               | 0                            |
| No file uploaded.    |                   |                 |                              |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme        | Organising unit/Agency/collaborating agency                                    | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|--|----------------------|--|--|
| Social Forestry           | IQAC, NSS, Eco Club of Maynaguri College, in Collaboration with NAAF, Siliguri | Each One Plant One   | 52   | 2922   |
| <a href="#">View File</a> |  |                      |  |  |

3.5 – Collaborations

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

| Nature of activity         | Participant | Source of financial support   | Duration |
|----------------------------|-------------|---|----------|
| Faculty exchange programme | 75          | Maynaguri College, Parimal Mitra Smriti Mahavidyalaya, Dewanhat Mahavidyalaya and Kalipada Ghosh Tarai Mahavidyalaya. | 560      |
| Student Exchange Programme | 1000        | Maynaguri College, Parimal Mitra Smriti Mahavidyalaya, Dewanhat Mahavidyalaya and Kalipada Ghosh Tarai Mahavidyalaya. | 560      |
| <a href="#">View File</a>  |             |   |          |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|-------------------|----------------------|---|---------------|-------------|-------------|
| 0                 | 0                    | 0   | Null          | Null        | 0           |
| No file uploaded. |                      |   |               |             |             |

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

| Organisation                       | Date of MoU signed | Purpose/Activities                              | Number of students/teachers participated under MoUs |
|------------------------------------|--------------------|---|---|
| Kalipada Ghosh Tarai Mahavidyalaya | 23/11/2020         | Academic and Administrative facilities exchange | 350   |
| <a href="#">View File</a>          |                    |   |   |

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

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

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 7500000  | 2300000  |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities                | Existing or Newly Added |
|---------------------------|-------------------------|
| Campus Area               | Existing                |
| <a href="#">View File</a> |                         |

### 4.2 – Library as a Learning Resource

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

| Name of the ILMS software                                | Nature of automation (fully or partially) | Version | Year of automation |
|--|---|---------|--------------------|
| Advanced Educational Library Management Software (AELMS) | Partially                                 | 49      | 2010               |

4.2.2 – Library Services

| Library Service Type      | Existing |         | Newly Added |        | Total |         |
|---------------------------|----------|---------|-------------|--------|-------|---------|
|                           |          |         |             |        |       |         |
| Text Books                | 18288    | 2083561 | 4198        | 958459 | 22486 | 3042020 |
| <a href="#">View File</a> |          |         |             |        |       |         |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| 0                   | 0                  | 0                                     | Null                        |
| No file uploaded.   |                    |                                       |                             |

### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ | Others |
|------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------|--------|
|------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------|--------|

|          |     |    |    |   |    |    |    |       |   |
|----------|-----|----|----|---|----|----|----|-------|---|
|          |     |    |    |   |    |    |    | GBPS) |   |
| Existing | 76  | 11 | 12 | 2 | 9  | 15 | 21 | 100   | 5 |
| Added    | 26  | 6  | 2  | 1 | 2  | 4  | 10 | 0     | 1 |
| Total    | 102 | 17 | 14 | 3 | 11 | 19 | 31 | 100   | 6 |

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

|                |
|----------------|
| 100 MBPS/ GBPS |
|----------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| 0  | Nil  |

#### 4.4 – Maintenance of Campus Infrastructure

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

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 901100                                 | 478000   | 2890000                                | 1850500  |

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

|  |
|--|
| <p>The College has An inclusive Maintenance Committee for formulating and executing the required procedures and policies for maintaining and utilizing physical, academic and support facilities like the laboratories, Library, Sports Room, computers, classrooms etc. This Committee plays an active in the maintenance of the infrastructural support facilities. A set of Complaint Registers (for various sections) is maintained for reporting malfunctioning, damage and need for repair of every physical support facilities. In this way, any and every malfunctioning and damage is reported at the earliest, while the Maintenance Committee also regularly inspects the college properties from time to time. The Committee maintains a Stock Register for both the immovable and movable properties of the College and also chalks out a plan for maintenance of fixed assets. Certain physical supports facilities like hardware and software maintenance of the computers are done through renewable Annual Maintenance Contracts. Generator is maintained by Ascension Service, photocopy machines by Copier World. The College website is maintained by City Task, Library software, i.e., and software related to office and admission i.e., Advanced Educational Institute Management System is maintained by Graphicom. Up gradation of the computer systems is generally done on quarterly basis and anti-virus softwares are installed on a regular basis. To fulfil the emergency demands, individual system up gradation is carried out keeping in mind the need for update, deployment and maintenance of the computers in the institution. During the Lockdown and the post-Lockdown situation, the college has been giving more attention to the maintenance and utilization of the technological properties of the college as both the Academic and Administrative engagements have been shifted to the online mode.</p> <p style="text-align: center;"><a href="http://maynaguricollege.org.in/iqac/MaintenanceProcedures2019-20.pdf">http://maynaguricollege.org.in/iqac/MaintenanceProcedures2019-20.pdf</a></p> |
|--|

#### CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

### 5.1.1 – Scholarships and Financial Support

|                                      | Name/Title of the scheme    | Number of students | Amount in Rupees |
|--------------------------------------|-----------------------------|--------------------|------------------|
| Financial Support from institution   | nil                         | 0                  | 0                |
| Financial Support from Other Sources |                             |                    |                  |
| a) National                          | 1. Post-Matric Scholarships | 4607               | 22236800         |
| b) International                     | 0                           | 0                  | 0                |
| <a href="#">View File</a>            |                             |                    |                  |

### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved          |
|---|------------------------|-----------------------------|----------------------------|
| Counselling                               | 23/11/2019             | 2922                        | Smt Soma Ghosh, Counsellor |
| <a href="#">View File</a>                 |                        |                             |                            |

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

| Year                      | Name of the scheme        | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---------------------------|---------------------------|--|--|--|---------------------------|
| 2019                      | Competitive Exam Coaching | 5400   | 0  | 61   | 35                        |
| <a href="#">View File</a> |                           |  |  |  |                           |

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

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 2                         | 2                              | 10  |

## 5.2 – Student Progression

### 5.2.1 – Details of campus placement during the year

| On campus                     |                                 |                           | Off campus                    |                                 |                           |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| NA                            | 0                               | 0                         | NA                            | 0                               | 0                         |
| No file uploaded.             |                                 |                           |                               |                                 |                           |

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

| Year | Number of | Programme | Department | Name of | Name of |
|------|-----------|-----------|------------|---------|---------|
|------|-----------|-----------|------------|---------|---------|



|                           | students enrolling into higher education | graduated from                   | graduated from  | institution joined  | programme admitted to |
|---------------------------|--|----------------------------------|---|---|-----------------------|
| 2019                      | 200                                      | B.A (Honours),<br>B.Sc (Honours) | Bengali,<br>English,<br>Geography,<br>Political Science,<br>History,<br>Mathematics,<br>Sanskrit,<br>Philosophy | North Bengal University (Regular and Distance Mode), Cooch Behar Panchanan Barma University, Benaras Hindu University, Rabindra Bharati University (Regular and Distance Mode), Gour Banga University, Alipurduar University, NSOU, IGNOU | M.A, M.Sc.            |
| <a href="#">View File</a> |  |                                  |   |   |                       |

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

| Items                     | Number of students selected/ qualifying |
|---------------------------|---|
| NET                       | 4                                       |
| <a href="#">View File</a> |   |

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

| Activity                  | Level             | Number of Participants |
|---------------------------|-------------------|------------------------|
| College Social day        | Institution Level | 6000                   |
| <a href="#">View File</a> |                   |                        |

### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year                      | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---------------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2019                      | 1st Position            | National               | 1                           | Nil                           | 1115114           | Nilima Roy          |
| <a href="#">View File</a> |                         |                        |                             |                               |                   |                     |

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

The Student Council is an integral part of the college, in terms of academics

as well as administration. The college has an active Student Council and represents the students on academic and administrative bodies and committees of the Institution. The Student Council is a democratic body of students responsible for the overall functioning of all the sections where the benefit of the students is involved. They assist the college administration to maintain discipline on campus and take an active role in keeping the campus clean. Students also take an active role in extension activities and are involved in community projects of the College. The General Secretary (GS) of the Student's Council is the member of IQAC and GB of the Institution. The various elected Class Representatives (CR) have also representation in a number of important Club/ Cell/ Committees like Students Welfare Committee, Cultural Committee, Anti-Ragging Committee, Magazine Committee, Campus Maintenance Committee, Canteen Committee, Equal Opportunity Cell, Boys' Common Room Committee, Girls' Common Room Committee etc and they play a crucial part in organizing requisite activities and programmes of these committees. All the CRs support and promote different Club/ Cell/ Committees and encourage participation among students to promote vibrant campus life. They also act as the liaison between the Teacher-in-Charge, faculty, office and the student body as a whole.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Maynaguri College Alumni Association was registered on 27.01.2017. The activities of the Alumni Association are mainly carried out by quarterly meetings of the association. Special meetings are also conducted based on the urgency of the matters. Apart from that, in the annual general meeting of the association the previous years agenda and activities are reviewed and next years agenda is drawn out. Activities undertaken by the association in the last academic year include: • Workshop on Skill set needed for Interview and Group Discussion • Non financial contribution made by the alumni in the form of donating Almirah, Text books, Benches, white Boards, Notice Boards and fans. • Competitive Examinations Coaching • MA Entrance Coaching • Contributing (24,000/-) towards the admission fees of a number of financially weak but meritorious students during the admission time. • Special Classes conducted by the alumni for economically disadvantaged students.

5.4.2 – No. of enrolled Alumni:

952

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

24000

5.4.4 – Meetings/activities organized by Alumni Association :

4/6

### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 – Institutional Vision and Leadership

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

Two practices of decentralization and participative management during the last year were: 1. Formation of Scholarship Committee and of Equal Opportunity Cell 2. Incorporating Teacher Members from hitherto unrepresented sections of the Teaching Staff of the College Formation of Scholarship Committee and of Equal Opportunity Cell: Maynaguri college aims to implement the requisite practices of decentralization and participative management in as many ways as possible.

The college has, in the last year, formed two committees to formulate and carry out the policies and activities regarding two aspects of College management that were previously carried out by mostly the Teacher-in-Charge. As for the policies and activities regarding the scrutiny and finalization of the scholarship applicants of a year, the Teacher-in-Charge would previously appoint an ad-hoc team for that purpose. But that used to cause a sense of lack of continuity and coordination among the applicants and administrative sections of the college. Likewise, previously there were no exclusive body in the college assigned with the responsibility to safeguard the interests and resolve the problems faced by the students belonging to the marginalized sections of the students, including the Scheduled Castes (SC), Scheduled Tribe (ST), Other Backward Communities (OBSS), Minority Communities, etc. The Teacher-in-Charge, along with a few other Committees from time to time would address their problems. This also created a similar sense of sense of lack of continuity and coordination among the sections and administrative sections of the college who would need to directly access the Teacher-in-Charge when and if any such issues came up. Now, with the constitution of these Committees, this problem has been successfully resolved. Incorporating Teacher Members from hitherto unrepresented sections of the Teaching Staff of the College: While forming the IQAC as per the NAAC guidelines, the College administration has always nominated the permanent teachers appointed by the College Service Commission of West Bengal Government. Although there were a number of Part-time and Contractual and Guest Teachers appointed by the Governing Body of the College who had been working since long in the College, they were unrepresented in the IQAC as their status was deemed as temporary. But in 2019, two teachers from these sections have been nominated by the Teacher-in-Charge to act as IQAC Teacher Members for the duration of July, 2019 to July, 2021. This was done to facilitate an inclusive representation from all sections of the Teaching staff of the college so as to keep a healthy and mutually inclusive exchange of opinions and ideas among all the sections open.

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

Yes

## 6.2 – Strategy Development and Deployment

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

| Strategy Type                        | Details  |
|--------------------------------------|--|
| Curriculum Development               | The academic curriculum is governed by the University of North Bengal, and the college can only provide feedback from time to time to the affiliating University in this regard based on the feedback collected from the teachers and the students. Besides, a few members of the faculty of our college represent the Board of Studies of the University and they also play important roles in revising the curriculum and provide feedback in this regard. |
| Industry Interaction / Collaboration | IQAC has representation from Industry. Various Committees like the Career Counselling Cell arrange regular sessions for students in collaboration with the Industry too.   |
| Teaching and Learning                | Workshops, seminars, regular use of ICT in classrooms contribute to  |

enhancement of Teaching-Learning system in the college. Systematic monitoring, planning and regular evaluation of students are given special attentions. Many of the classrooms are equipped with smart boards and overhead projectors. Special training is provided to the faculty to use these technologies. Inter-Departmental as well as Invited Lectures by other outside Resource Persons are also arranged from time to time to make the classroom experience of the students more interesting. The Faculty and Student Exchange Programme initiated from the last academic session is also considered to have a positive influence on the Teaching-Learning system in the college. Due to the Pandemic situation and the closure of the physical space of the college, the Teaching-Learning has completely shifted to online mode since March, 2020. The college had then promptly adopted an LMS (G-Suite) to facilitate a smooth and unhampered Teaching-Learning mechanism as much as possible.

Examination and Evaluation

The Final Examination and Evaluation modules are maintained by the University of North Bengal. As for the Internal Assessments conducted by the college, all year round evaluation through class tests, tutorials, and student seminars/presentations keep the students in touch with their subject. Due to the introduction of CBCS, the students are also to appear in the Internal Evaluation before their Semester end examinations. The modes of these Internal Evaluations are followed according to the guidelines of the affiliating University and the requirements of the subjects and the students. Parent teacher meetings are conducted for students who have low attendance and are those who have not performed well in college. Due to the Pandemic situation and the closure of the physical space of the college, the Examination and Evaluation system too has completely shifted to online mode since March, 2020. The college had then promptly adopted an LMS (G-Suite) to facilitate a smooth and unhampered Examination and Evaluation system, along with the guidelines provided by the affiliating university in this regard from time to time. While the

Internal Evaluation has been done in a complete online mode, the Written Examinations have been held in a combination of both online and offline mode, as directed by the affiliating university.

**Research and Development**

The College encourages Research Development through the Research Committee which works efficiently towards production of quality research work. The Faculty are involved in research and development extensively. The college also has a Research Fund for the teachers. The College allocates research grants, provided by the government to the faculty in order to support them to conduct their research work smoothly. The Institution has a large number of research projects from Government bodies. Faculty members are actively involved in presenting research papers in International and National Conferences organized both within and outside the country. The Research Committee holds regular meetings and programmes and presentations to broaden the academic perspectives.

**Library, ICT and Physical Infrastructure / Instrumentation**

A separate building for Science department is has been constructed with all the basic facilities like separate staff rooms for teachers, washrooms for boys and girls etc. Virtual room with Smart board facility has been created. A huge number of books have been acquired for the Library. A great number of Laptops have been purchased for the ICT development.

**Human Resource Management**

College has created various bodies and committees to facilitate the smooth management of the Human Resources. Students are given opportunities to develop leadership potential, planning and organizing skills through the various leadership roles in the student senate, clubs and extension activity clubs. There is an active Grievance Redressal Cell in the College that takes care of the grievances, if and any, from the students. The Feedback mechanism, employed at various levels by IQAC–Students, Teachers, Office Staff, Alumni and Parents–ensure that all the stakeholders are given a voice and the individual/group situations are reconciled within the institutional mechanism in a balanced and effective

|   |   |
|---|---|
| <p style="text-align: center;"><b>Admission of Students</b></p> | <p style="text-align: center;">way.</p> <p>Maynaguri College follows the affiliating University's norms for admission. Admission is announced through college website, local newspapers and college notice board. The admission form and prospectus are made available in the website and hard copies of form with guidelines in the college office. The admission process is made fair and smooth with the proper verification of documents of the students to be admitted by the faculties of the institution. Although the admission process had shifted to a primarily online mode from 2015, due to the Pandemic situation, the Admissions for the 2020 batch of students have been held on completely the online platform. The applicants were provided with all the assistance through College website and Helpline numbers to guide them through the process.</p> |
|---|---|

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

| E-governance area  | Details  |
|--|--|
| <p style="text-align: center;"><b>Administration</b></p>       | <p>To better streamline the administrative work, database and records are maintained in electronic form. Notices and other correspondence pertaining to administration are proactively communicated via electronic channels to respective stakeholders. The administrative wing of the College has digitized its records for easy retrieval and storage. Statutory information, student related information and other important forms are uploaded on the institutional website. Further, to ensure convenience of students, the administration promptly responds to email communication sent by students, parents and other stakeholders. During the Pandemic days, the LMS, adopted for Teaching, Learning, Evaluation purpose has also been serving in the administrative purposes. These all can be summed up as:</p> <ul style="list-style-type: none"> <li>• Domain and G Suite</li> <li>• Email facility.</li> <li>• Electronic dissemination of information.</li> <li>• AISHE Data on MHRD Portal.</li> <li>• Live Streaming Infrastructure and Facility through LAN.</li> </ul> |
| <p style="text-align: center;"><b>Finance and Accounts</b></p> | <p>All activities relating to finance and accounts have been computerized. Accounting software, Tally is used to</p>   |

keep track of all financial transactions. These all can be summed up as: Accounting Software (Tally) for all financial data and management of accounting records. • Payroll Software and Staff Management. • Govt. of India's Public Finance Management System (PFMS). • Grants from UGC received through PFMS and booking expenditure thereon. • Expenditure, Advance Transfer (EAT) Module. • The system of Online Procurement of Goods and Services through GeM is complete from the college, and it will be activated once the WB Govt. activates the system state wise.

Student Admission and Support

The Admission process begins with advertisements in newspapers, through social media and the College website. All applications can be acquired and submitted online. Admission fees are collected online. The entire admission process is centralized with the help of e governance. All important notifications regarding the college functioning which is important for the students can be availed from the college website. These all can be summed up as: • Student Information System (College Automation System-AEIMS) which collects all data related to Student, Enrolment including, Admission and Fees. • Dedicated Software for College Fee, Examination Fee etc. • Student Internal Assessment System • Electronic Student Feedback. • Online Grievance and Complaints. • Online Verification of Student Record.

Examination

The Examination office is equipped with computers and software. All the notifications related to the examination like filling up of forms and collection of admit cards, published at the College level or the University Level can be viewed online. The results are declared online. Students can apply for their examination and pay the fees online. These all can be summed up as: • Online Examination Form managed by the affiliating university • Dedicated Student Fee Portal for Examination Fee. • Organizing Online Internal Assessment for all the students during the Covid 19 Pandemic and Lockdown • Organizing Teacher Data Base for Examination Work • Facilitating Online correction of

|                          |  |
|--------------------------|--|
|                          | Papers • Online Reassessment of result Form managed by the affiliating university  |
| Planning and Development | Through E Governance, the Institution is able to interact with all stakeholders in a convenient and efficient manner. The activities of various Departments are well coordinated and implemented with the use of technology in the following way:<br>•Online Tendering through E Tender • Bilingual College Website (English/Bengali). • Dedicated domain IDs for various Academic and Administrative sections like Admission, College Website, G-Suite (LMS), Submission of Internal Assessments, Webinars and other Online Extra-Curricular Programmes • Library Management System- Web OPAC. • Social Media Updates though Facebook and YouTube channels created in the College's account |

### 6.3 – Faculty Empowerment Strategies

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

| Year              | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|-------------------|-----------------|--|--|-------------------|
| 2019              | NA              | NA   | NA   | Nil               |
| No file uploaded. |                 |  |  |                   |

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

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff                    | From date  | To Date    | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|------|--|--|------------|------------|---|---|
| 2019 | NA   | Training for creating and maintaining timetables for room maintenance before and after the classes | 24/08/2019 | 24/08/2019 | Nil                                     | 9   |



[View File](#)

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

| Title of the professional development programme | Number of teachers who attended | From Date  | To date    | Duration |
|---|---------------------------------|------------|------------|----------|
| Orientation Programme                           | 2                               | 28/07/2020 | 17/08/2020 | 23       |

[View File](#)

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

| Teaching  |           | Non-teaching |           |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent    | Full Time |
| 14        | 38        | 14           | 18        |

6.3.5 – Welfare schemes for

| Teaching  | Non-teaching  | Students  |
|---|---|---|
| Yes: Maynaguri College Co-operative Society, Bonus and Advance salary during festive Puja season. | Yes: Maynaguri College Co-operative Society, Bonus and Advance salary during festive Puja season. | Yes: Scholarship schemes and Half-freeships, Low Price Photocopy Facility, Free Health Check-up in Health Centre. |

## 6.4 – Financial Management and Resource Mobilization

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

As a public institution, the College conducts its audit process in accordance with the existing Govt. guidelines. Accordingly, auditing of the annual financial statements is done by an internal auditor who is duly approved by the Governing Body and who is invited through an advertisement published by the institution. The panel of external auditor is decided by the DPI, Govt of West Bengal, who does the auditing on an annual basis.

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

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

No file uploaded.

6.4.3 – Total corpus fund generated

0

## 6.5 – Internal Quality Assurance System

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

| Audit Type | External |                                 | Internal |                         |
|------------|----------|---------------------------------|----------|-------------------------|
|            | Yes/No   | Agency                          | Yes/No   | Authority               |
| Academic   | Yes      | CAG, WB Principal, KGTM College | Yes      | AAAC, Maynaguri College |

|                |     |                                       |     |                               |
|----------------|-----|---------------------------------------|-----|-------------------------------|
| Administrative | Yes | CAG, WB<br>Principal, KGTM<br>College | Yes | AAAC,<br>Maynaguri<br>College |
|----------------|-----|---------------------------------------|-----|-------------------------------|

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

• Parents/Guardians of all students (whose attendance is less than 75) are called to the College on a regular basis. • Parents/Guardians of students who hail from economically poor backgrounds but are meritorious are called for meetings with the departmental teachers and are apprised of the progress of their children. • Parents of the 1st year students authenticate and forward their wards' Anti-Ragging affidavits during admission. • The Guardians' Forum meets regularly to share feedbacks and suggestions on various aspects of the teaching-learning and management of the college. However, due to the Pandemic situation, since March 2020 the activities of the Parent-Teacher Association have been put on hold to a significant extent.

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

1. Ten (10) support staff of the College were trained with the system of online E-Pension scheme. 2. Nine (09) support staff were trained for creating and maintaining timetables for room maintenances before and after the classes 3. Fourteen (14) support staff of the college were trained on the 5 S : Sort, Set, Shine, Standardize, Sustain. 4. Twelve (12) support staff of the college were trained on Online Examination Modalities

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

1. Introduction of Engage in English Sessions by for Teachers and Staff to increase their proficiency in English. 2. Successful follow-up of the Management Resolution taken to have MoUs signed with other nearby colleges to facilitate Academic and Student Exchange Programmes. 3. Requisite steps taken to create/ fill up the vacant Teaching and Non-teaching posts in the college. 4. Introduction of Biometric attendance system for Teaching and non-teaching staff. 5. ISO 9001:2015 Certification done through QCC, UK Delhi 6. Participated in NIRF 7. Adoption of an LMS (G Suite) to ensure a smooth course of Online Teaching, Learning, Evaluation system within one month of the announcement of the Country wide Lockdown in March, 2020

6.5.5 – Internal Quality Assurance System Details

|  |     |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF               | Yes |
| c) ISO certification                   | Yes |
| d) NBA or any other quality audit      | Yes |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC  | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|---|-------------------------|---------------|-------------|------------------------|
| 2019 | Training for creating and maintaining timetables for room maintenances before and after the classes | 24/08/2019              | 24/08/2019    | 24/08/2019  | 9                      |

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

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

| Title of the programme   | Period from | Period To  | Number of Participants |      |
|--|-------------|------------|------------------------|------|
|  |             |            | Female                 | Male |
| International Women's Day Celebration  | 07/03/2020  | 17/03/2020 | 520                    | 401  |
| Celebrating National Girl Child day  | 24/01/2020  | 28/01/2020 | 500                    | 448  |
| Lecture on Gender Equity and Equality  | 30/08/2020  | 30/08/2020 | 640                    | 560  |
| Lecture on Gender Equity in Higher Education in India  | 14/11/2019  | 14/11/2019 | 660                    | 690  |
| Awareness Programme on the Taboo around Women's Health   | 15/02/2020  | 15/02/2020 | 730                    | 420  |
| National Webinar on 'Plurality of Gendered Experiences - Biases, Stereotypes and Rights: Issues and Challenges with special reference to COVID 19' | 28/08/2020  | 28/08/2020 | 633                    | 621  |

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

Percentage of power requirement of the University met by the renewable energy sources

- Rain Water Harvesting System.
- Maintaining a sprawling college ground, garden and a Herbal garden.
- Plastic free campus.
- Segregation of the Bio-degradable and non-bio degradable wastes.
- Encouraging the TS, NTS and the students to use cycle instead of cars and bikes.
- Gradually switching to LED lights in the whole campus.
- Active and vibrant Eco Club.
- Adoption of an LMS to reduce use of paper

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|-----------------|--------|-------------------------|
|                 |        |                         |

|  |     |     |
|--|-----|-----|
| Physical facilities                                      | Yes | 8   |
| Provision for lift                                       | No  | Nil |
| Ramp/Rails   | Yes | 8   |
| Braille Software/facilities                              | No  | Nil |
| Rest Rooms   | No  | Nil |
| Scribes for examination                                  | No  | Nil |
| Special skill development for differently abled students | No  | Nil |
| Any other similar facility                               | Yes | 8   |

#### 7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date       | Duration | Name of initiative                                   | Issues addressed   | Number of participating students and staff |
|------|--|--|------------|----------|--|--|--|
| 2019 | 1  | 1  | 06/11/2019 | 3        | Oriental preparation for First Semester examinations | Examination form fill up, filling up of university answer sheets, exam time table, warning against malpractices etc. | 2558                                       |

[View File](#)

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

| Title                           | Date of publication | Follow up(max 100 words)  |
|---------------------------------|---------------------|---|
| College Prospectus for Students | 10/08/2020          | The College Prospectus is made available to the students (both soft and hard copies) prior to the admissions of the new batches before the new academic session begins. The prospectus lays down the vision and mission of the College to guide the students towards the adherence to human |

values, such as, inclusion of diversity, service and responsibility towards the society and community, environmental consciousness and so on. The Prospectus also prescribes Professional codes of conduct for the students through the observation and following the rules and regulations formulated by the College authority, or the ones adopted by the College authority for maintaining the College Discipline and its Best Practices and Institutional Distinctiveness. These codes are followed up by regular Value Education Classes and activities of various Committees like Anti-Ragging Committee, College Disciplinary Committee, Counselling for Students' Cell etc.

The Guidelines for Professional Ethics for the Teachers and Librarian

24/06/2019

The Guidelines for Professional Ethics for the Teachers and Librarian is based on UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, published in the Gazettes of India and the notifications issued on the basis of those Guidelines by the Higher Education Department, Govt. of West Bengal. It is mandatory for the Permanent Teaching Staff of the college to adhere to these codes of conduct issued by the State Govt. The College also follows the Statutes issued by the State Govt. and the affiliating University in regard to the Code of

Conduct of the permanent teaching staff of the Higher Institutions. The College ensures a proper circulation of all these guidelines among the teaching staff at the beginning of every academic session and also as and when any new guideline is issued from any State or Central Body.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity                  | Duration From | Duration To | Number of participants |
|---------------------------|---------------|-------------|------------------------|
| National Unity Day        | 16/11/2019    | 16/11/2019  | 627                    |
| <a href="#">View File</a> |               |             |                        |

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

- Rain Water Harvesting System
- Maintaining a sprawling college ground, garden and a Herbal garden.
- Plastic free campus.
- Segregation of the Bio-degradable and non -biodegradable wastes.
- Encouraging the TS, NTS and the students to use cycle instead of cars and bikes.
- Gradually switching to LED lights in the whole campus.
- Initiating Online Project submission to reduce the use of paper in the campus
- Adopting an LMS (G Suite) to reduce paper works for the students and the teachers

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

**Best Practice I: Student Friendly Practices**  
**Goal:** Streamlining the academic and the administrative practices to make them easily accessible for the students. This has been done by using:

- Online admission process.
- Online payment of fees.

To nurture a wide range of students' talents and skills and to promote their participation in the various co-curricular and extra-curricular activities, a large number of clubs and committees have been created in the college.

- Value education classes for students.
- Bridge Courses for students.
- Student Mentoring system.
- Two-tier students' feedback mechanism.

Introduction of an LMS (G Suite) for the students to facilitate a smooth transition to the online Teaching, Learning and Evaluation system due to the Pandemic and Lockdown situations.

**Context:** Before digitization, the admission process and payment of fees was a time consuming process for students and the college administration. To make the entire procedure transparent, speedy, efficient and stake-holder-friendly, both the online admission process and online fee payment have been of great help. There exists a vast gap between the curriculum followed in school and the ones that the students are expected to learn when they enter college. Some students find it difficult to follow the class lectures when they enter into college, as a result of which they lag behind their peers. In many instances, their inability to follow class lectures result in their lack of interest in the course. As a result of which hence drop out seem to be the only option left for them. This is where bridge courses come handy. An educational institution, not only imparts knowledge but among its many tasks, building responsible citizens for the future is also a primary responsibility. Since, students in our college come from diverse backgrounds and have been schooled in diverse curriculum, value education classes have been

designed to inculcate in them irrespective of their socio-economic backgrounds, the values of community feeling, social responsibility, and leadership qualities so as to enable them to contribute to the society to where they belong. Student feedback ensures that the stakeholders' concerns are taken into consideration in the proper functioning of the institution. Two tier students' feedback ensures that departmental as well as institutional concerns raised by the students are addressed. During the Pandemic and Lockdown days, it was the need of the hour to adopt a student friendly online platform that could continue the Teaching, Learning and Evaluation Processes uninterruptedly. Upon much deliberation, it was decided that G Suite (which the college was already in the process of adopting for other reasons in the pre-Pandemic days) was the online platform which was the most convenient and safe one for the students.

Practice: The admission process has been computerized by the affiliating university. The online admission portal is made available to the students more than two months before the academic session begins. The portal can be accessed by students from anywhere thereby, making the process of admission much smoother. Similarly, the online fee payment through SBI e-pay system promotes transparency and ease of access both for the students and their parents. The college also has a helpline for those students who are not technologically savvy to assist them in the online admission process. To encourage skill enhancement and refine students' talents, there are a number of clubs, cells and committees for co-curricular activities that range from Cultural Committee, Sports Committee, Study Circle, Readers' Club, Eco Club, etc. Keeping in mind the welfare and all round personality development of the students, our college has instituted a number of other committees like, Students' Welfare Committee, Career Counselling Cell, Counselling for Students' Cell, Grievance Redressal Cell, Spoken English classes, Remedial Coaching, Anti-Ragging Committee, Prevention of Sexual Harassment Cell, Equal Opportunity Cell. Once it was decided that Google Classrooms are safe and convenient for the students, within one month of the declaration of the country wide Lockdown in March, 2020, the college had, by the end of April, 2020, successfully adopted the Google Classrooms and shifted all the Honours students to there. Within June, 2020, the College had applied for and granted a G Suite domain to continue with this platform on the Institutional level. Evidence of Success: Admission process and the online fee payment have become streamlined, systematic and hassle-free. The admission portal of our college being user-friendly, students can apply for admission with a lot of ease. Since the admission process is done through software, chances of error are almost nil. It has also made the entire process more transparent. As a result of the initiatives of the various Clubs and Committees, students have been able to develop their latent talents and skills, which have enabled many of our students to win prizes and awards in various district, state and national level competitions in both the sports and the cultural categories. As it appears, the coverage of the Honours students in the Institutional LMS is almost one hundred percent as far as Teaching, Learning and Evaluation are concerned. The students have also grown proficient with this platform. But, by the end of 2020, this LMS has started to appear as a great student friendly practice to continue not only with the Teaching, Learning and Evaluation mechanisms, but also with the Co Curricular and Extra Curricular activities of the students. Now a lot of these activities are being conducted through this LMS. Problems Encountered and Resources Required: Because of the locational disadvantage of the college, being situated in a rural area, problems encountered are primarily about the servers crashing during the admissions leading to an obstruction of admission process and fee payment due to heavy online traffic. At the same time, since a majority of the students being first generation learners, they find it difficult to keep themselves updated of the latest information which is available in our college website. Records are sometimes inaccessible and not error-free due to technical glitches. At times, stakeholders are not well versed in using online modes and

need to be trained to use technology efficiently. For the same reasons as described above, adoption of an online platform has also appeared to be a challenge for the students of this college, who mostly come from the rural areas. As the Pandemic started, this digital divide was most clearly observed among the students. However, as the Honours students are more strictly academically oriented and usually plan to move to further studies, it has been possible for the departmental teachers to encourage them to continue with their classes online. But, a significant number of the Programme course students could not be accommodated within this online platform. As it was felt, the lack of android phones or internet was a dominant factor for a lot of Programme Course students to be unable to join this online platform.

**Best Practice II: Contribution to environmental awareness/protection:**

- Rain Water Harvesting System.
- Maintaining a sprawling college ground, garden and a Herbal garden.
- Plastic free campus.
- Segregation of the Bio-degradable and non-bio degradable wastes.
- Encouraging the TS, NTS and the students to use cycle instead of cars and bikes.
- Gradually switching to LED lights in the whole campus.
- Active and vibrant Eco Club.
- Adoption of an LMS to reduce use of paper

**Context:** The College is located in a rich eco-biodiversity zone in North Bengal area with its unique flora and fauna, which must be preserved. The institution acknowledges its responsibility in educating its students in conserving the environment. Environmental education prepares the students to be responsible and environmentally conscious citizens in the future. They are made aware as to how their actions affect the environment on a daily basis and how they could address complex global environmental problems locally through communitarian initiatives.

**Practice:** Our college has an active and vibrant Eco Club, which has been engaged in conducting awareness programmes in the neighbouring area playing a communitarian leadership role. The campus is a plastic-free zone and has considerably reduced its consumption of single use plastic. The college canteen uses paper straws, cups and plates instead of plastic ones. The College garden has been set up in the college with the help of NSS students and the college Eco Club. NSS, NCC and Eco club students were also responsible for creating awareness on environmental issues and dangers of using plastic by organizing special lectures, posters and participating in Swachh Bharat Mission initiatives. Further, Herbal garden has been set up by the department of Geography and Eco Club, Maynaguri College. Switching to LED lights have greatly helped to reduce the electricity bill and also helped in less heat emission, a universally accepted environment-friendly practice. We also have a water harvesting mechanism at the very basic level. After the introduction of CBCS in 2018-2019 session, it was discovered that the students used a huge amount of papers to submit their Internal Evaluation assignments. So, the Eco club proposed to introduce the online project submission system for the Internal Evaluations of the Programme Course students. Accordingly, the system was introduced, while IQAC, in consultation with the Eco Club, also started a strategy to implement Google Classrooms to reduce the use of paper for Teaching, Learning and Evaluation system.

**Evidence of Success:** Due to the persistent and continuously innovative practices of Eco Club, recently the College is witnessing a cleaner and greener campus. The Green Audits are also done from time to time. Students also appear to be genuinely interested to join the various activities initiated to make the campus an Eco friendly zone.

**Problems Encountered and resources required:** Our college is located in an area that is ecologically rich in terms of both the flora and the fauna. Problems encountered have primarily been with regard to the response surrounding the development-environment debate. Even though the local populace exhibit a genuine affinity towards saving the green, yet they have been rendered visibly helpless in the face of the goliath like structure of the issues of Development, which are apparent in the form of building flyovers, roads at the cost of unimaginable and irreversible damages done to the environment in the surrounding areas. This rapid destruction of the natural habitat of the animals



in the nearby forests has resulted in the spiralling rise in the incidences of man-animal conflicts. This has been an important issue that we have been grappling with and accordingly we are designing our campaigns for environmental awareness. Also, while shifting to online mode for the Evaluating purpose to reduce the use of paper, it was observed that a great number of students, and also a few teachers, lacked the infrastructure and the knowledge to use this mode efficiently. While the teachers were being trained successfully in this regard, it still remains a challenge, especially in the Pandemic situation to ensure a better infrastructure and training for the students concerned.

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

<http://maynaguricollege.org.in/igac/BestPractices2019-20.pdf>

### 7.3 – Institutional Distinctiveness

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

The vision of Maynaguri College is to transform dreams into reality and the development of holistic individuals in a culturally enriching milieu through the spread of knowledge and wisdom in an environment that is intellectual, aspiring yet emotionally binding, and stands as a testimony to the commitment and concern of the trust towards the future of the society. In keeping with our vision statement, Maynaguri College has always given priority to the education of the underprivileged and the economically weaker sections to empower them. Since our college is located in a rural area, it has been our constant endeavour to serve the local rural community by being a beacon of higher education in this area. It is following this endeavour that within one month after the imposition of the countrywide Lockdown, the College had introduced an LMS so that the students can continue with their studies uninterruptedly. Maynaguri College was, and still is, among the very few colleges in the whole state that has so promptly adopted an LMS for the sake of the students. Our social responsibility towards the society is not served by imparting education only, but it has been our motto to provide holistic education to all. Through various social outreach programmes, organized throughout the year like adopting villages, we have made an effort to give back to the society. The extension activities of the college and its outreach programs help students engage with the community around them and strive to awaken in students a sense of social and civic responsibility, environmental stewardship and sensitivity to the needs of those different from themselves. The NSS Units have organised annual rural camps to provide empowerment and awareness programmes for the community. The NCC cadets are involved in awareness programmes, disaster management and community development initiatives. The Eco club has championed the cause of environmental activism and has been engaged in making the students to be responsible stewards of the environment through tree planting drives, campus cleaning and Swachh Bharat programs, creating awareness on reducing and recycling waste, segregation of waste.

Provide the weblink of the institution

<http://maynaguricollege.org.in/igac/InstitutionalDistinctiveness19-20.pdf>

### 8.Future Plans of Actions for Next Academic Year

- To intensify the Mental Health Support System for the students in the context of the Pandemic situation
- To extend the Community and Extension Programmes by NSS NCC in the changed circumstances
- To increase the number of the enrolment of students in NSS
- To revise and strengthen the Academic practices like Bridge Courses, Inter-Departmental Lectures, Invited Lectures, Faculty Exchange Programmes etc to encourage the students' participation in the Online Teaching

Learning system in the Pandemic Context • To continue with the effort to include General/Programme Course students in the Online Mode of Teaching-Learning to a larger extent • To strengthen the Online Mode of Co-Curricular and Extra-Curricular activities by including more innovative programmes and by involving more students • To continue with the participation in NIRF for the next session • To apply for new Online/Offline courses • To fill up the vacant post for support staff • To prepare the documents and follow the procedure for the CAS of the teachers whose promotions are due • To encourage the faculty to participate in the Online Seminars/Courses • To encourage the faculty to arrange Online Seminars/Programmes • To continue with the preparations and documentation process for the due NAAC visit • .To continue with collaborating with other academic institutions • IQAC to organize/help organize more Online/Offline Training/Professional Development programmes for the Faculty, Support Staff and Students • To encourage the students to get more involved into creative activities in the Pandemic context