

K. K. Das College

GRH – 17, Baishnabghata – Patuli

Kolkata – 700084

West Bengal

India



CRITERION VI

Governance, Leadership and Management

Key Indicator

6.5.2 Internal Quality Assurance System

6.5.2

***Quality Audit Certificates & Reports for the Assessment
Period***

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K. K. DAS COLLEGE

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GRH-17, Baishnabghata Patuli

P.O. - Garia, Kolkata - 700 084, West Bengal

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ISO CERTIFICATES



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Certificate of Registration

K.K. DAS COLLEGE

**GRH-17, BAISHNABGHATA-PATULI,P.O.- GARIA KOLKATA - 700084,
WEST BENGAL, INDIA**

has been assessed and Certified by Otabu Certification Pvt. Ltd.
as meeting the requirements of:

ISO 9001:2015

Quality Management System

For the following scope of activities:

PROVIDING THE B.A. HONOURS COURSES IN BENGALI, ENGLISH AND HISTORY, B.SC. HONOURS COURSES IN MATHEMATICS AND ECONOMICS, B.COM. HONOURS COURSE IN ACCOUNTING & FINANCE, B.A. GENERAL COURSES IN BENGALI, ECONOMICS, ENGLISH, EDUCATION, HISTORY AND SOCIOLOGY, B.SC. GENERAL COURSES IN COMPUTER SCIENCE, ECONOMICS, MATHEMATICS AND STATISTICS AND B.COM GENERAL

Issue No : 01	Revision No () : NA
Date of Initial Certification: 20 December 2019	2nd Surveillance Due: 18 December 2024
Date of this Certificate: 19 December 2022	Certificate Expiry: 18 December 2025
1st Surveillance Due: 18 December 2023	<small>(subject to the company maintaining its system to the required standard)</small>

Certificate No:- 1220Q77219

To Verify this Certificate please visit at www.otabucert.com






Dr. Anita Gupta
 (Managing Director)

*Validity of the certificate is subject to successful completion of surveillance audit on or before due date (in case surveillance audit is not allowed to be conducted, this certificate shall be suspended/withdrawal). *This Certificate of Registration remains the Property of Otabu Certification Pvt. Ltd. and shall be returned immediately upon request.
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1 st Surveillance Due: 19 December 2020	Certificate Expiry: 19 December 2022 (subject to the company maintaining its system to the required standard)

Certificate Number: 1220Q77219
Validity of this certificate can be verified at www.otabucert.com






Managing Director

Validity of this Certificate is successful Annual Surveillance audits to be done. This Certificate of Registration remains the Property of Otabu Certification Pvt. Ltd. and shall be returned immediately upon request.

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GRH-17, BAISHNABGHATA - PATAULI, GARIA, KOLKATA-700084,
WEST BENGAL, INDIA.




has been assessed and found to conform to the requirements of
ISO 9001:2015
for the following scope :

TEACHING, LEARNING AND EVALUATION PROCESSES RELATING
TO AWARDING OF BACHELOR DEGREES IN ARTS, SCIENCE &
COMMERCE CONSIDERING ENVIRONMENT FRIENDLY AND
ENERGY EFFICIENCY MANNER IN COLLEGE GREEN CAMPUS.

IAF CODE: 37

Certificate No	: 23EQMR26	Issuance Date	: 27/12/2023
Initial Registration Date	: 27/12/2023	Date of Expiry*	: 26/12/2026
1st Surv. Due	: 27/11/2024	2nd Surv. Due	: 27/11/2025

[Signature]
Director

(Scan to Verify)

Assurance Quality Certification LLC
Head Office: Sharjah Media City, SHAMS, Sharjah, UAE. e-mail: info@aqcworld.com
Key Location: A-60, Sector - 2, Noida, Uttar Pradesh, 201301, India.
*Validity of the Certificate is subject to successful completion of surveillance audits on or before of due date. (in case surveillance audits is not allowed to be conducted, this certificate shall be suspended/withdrawn).
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[Signature]
Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84



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Certificate of Registration

This is to Certify that
Environmental Management System of
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GRH-17, BAISHNABGHATA - PATAULI, GARIA, KOLKATA-700084,
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for the following scope :

TEACHING, LEARNING AND EVALUATION PROCESSES RELATING
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COMMERCE CONSIDERING ENVIRONMENT FRIENDLY AND
ENERGY EFFICIENCY MANNER IN COLLEGE GREEN CAMPUS.

IAF CODE: 37

Certificate No	: 23EEMQ22	Issuance Date	: 27/12/2023
Initial Registration Date	: 27/12/2023	2nd Surv. Due	: 27/11/2025
Date of Expiry*	: 26/12/2026		
1st Surv. Due	: 27/11/2024		

[Signature]
Director

(Scan to Verify)

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Certificate of Registration

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WEST BENGAL, INDIA.

has been assessed and found to conform to the requirements of
ISO 50001:2018
for the following scope :

TEACHING, LEARNING AND EVALUATION PROCESSES RELATING
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COMMERCE CONSIDERING ENVIRONMENT FRIENDLY AND
ENERGY EFFICIENCY MANNER IN COLLEGE GREEN CAMPUS.

Certificate No	: 23EEenMN34	Issuance Date	: 27/12/2023
Initial Registration Date	: 27/12/2023	2nd Surv. Due	: 27/11/2025
Date of Expiry*	: 26/12/2026		
1st Surv. Due	: 27/11/2024		

[Signature]
Director

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ENERGY AUDIT CERTIFICATES



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Service Provided: Legal, Safety, Fire, Environment, Energy Audit and ISO, Information Security, Automotive, NABL, NABH, CSR, Food, Medical Certification and Training services
Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

Energy Audit Certificate

This Certificate is awarded to

K K Das College

As part of the Institution's Initiatives for a Healthy & Sustainable College the audit was conducted.

We appreciate the immense efforts taken by Staff and Students towards the Energy Management and Conservation.

Issued on April, 2022 valid till March, 2023

Amallesh Kr Mandal

MANAGEMENT SYSTEM CONSULTANCY

Authorization:

- National Safety Council Certified (EMS: Registered ID No. 20210701001, OH&S Auditor: Merit Certificate No. 20211013005)
- National Productivity Council Certified (Energy Management Auditor: Certificate No. N95P15C244453/EL/50)
- ISO 14001:2015 (Environment) (CQI-IRCA Delegate ID: 173839, Certificate No. 46957) Lead Auditor Certificate
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- ISO 45001:2018 (OHSAS) (CQI-IRCA Delegate ID: 111285, Certificate No. 44532) Lead Auditor Certificate.
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- Certified PG Diploma in Fire and Safety Management from Jawaharlal Nehru Technological University Hyderabad (Cert. No. 15359120506)

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Amalesh K. Mandal

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Amallesh K. Mandal

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ENVIRONMENT AUDIT CERTIFICATES



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Environment Audit Certificate

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Amallesh Kc Mandal

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As part of the Institution's Initiatives for a Healthy & Sustainable College the audit was conducted.

We appreciate the immense efforts taken by Staff and Students towards the

Environment Protection and Conservation.

Issued on April, 2020 valid till March, 2021

Amallesh K. Mandal

MANAGEMENT SYSTEM CONSULTANCY

Authorization:

- ISO 14001:2015 (Environment) (CQI-IRCA Delegate ID: 173839, Certificate No. 46957) Lead Auditor Certificate
- ISO 9001:2015 (Quality) (NABET Accredited, Certificate No. IRCLASS/QMS/2016/02/03/01 of 07) Lead Auditor Certificate
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GREEN AUDIT CERTIFICATES



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Amalesh Kr Mandal

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Authorization:

- National Safety Council Certified (EMS: Registered ID No. 20210701001, OH&S Auditor: Merit Certificate No. 20211013005)
- National Productivity Council Certified (Energy Management Auditor: Certificate No. N95P15C244453/EL/50)
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**ACADEMIC
&
ADMINISTRATIVE AUDIT
CERTIFICATES**



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ACADEMIC AND ADMISTRATIVE AUDIT CERTIFICATE

The External Quality Assurance Cell has conducted Academic and Administrative Audit of the Academic Year **2022-23** for **K.K. DAS COLLEGE, GRH-17, BAISHNABGHATA-PATULI, GARIA, KOLKATA – 700084.**

The purpose of the audit was to ensure that the practices followed in the campus are in accordance with the Academic policies adopted by the institution. With this in mind, the specific objectives of the audit were to evaluate the adequacy of the management control framework the Departments to ensure that they are in compliance with the applicable regulations, policies and standards.

During the initial planning of the audit, an analysis was conducted in order to identify, evaluate and prioritize the quality parameters in line with the global accreditation standards. The analysis was based upon an examination of the policies, manuals and standards that govern the academic quality and sustainability, on data analysis, and on the results of preliminary interviews with personnel considered key in the academic/administrative management in the campus. The criteria and methods used in the audit were based on the identified risks.

The methodology used included physical inspection, review of the relevant documentation, and interviews. Reliance was placed on the third-party data provided by the institution.

Statement of Assurance

This audit has been conducted in accordance with the International Standards for the Professional Practice of Internal Auditing.

In our professional judgment, sufficient and appropriate audit procedures were completed and evidence gathered to support the accuracy of the conclusions reached and contained in this report. The conclusions are based on a comparison of the situations as they existed at the time of the audit with the established Criteria.

Amalash kr. mandal

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- ISO/IEC 17020:2012 (Quality Inspection) (QCI Accredited, Certificate No. EQUEST/QCI/031023/06-001) Auditor ship training Certificate.

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In our professional judgment, sufficient and appropriate audit procedures were completed and evidence gathered to support the accuracy of the conclusions reached and contained in this report. The conclusions are based on a comparison of the situations as they existed at the time of the audit with the established Criteria.



MANAGEMENT SYSTEM CONSULTANCY

Authorization:

- ISO 9001:2015 (Quality) (NABET Accredited, Certificate No. IRCLASS/QMS/2016/02/03/01 of 07) Lead Auditor Certificate
- ISO 9001:2015 (Quality) (CQI-IRCA Accredited, Certificate No. 44514, CQI-IRCA Delegate ID: 111285) Lead Auditor Certificate

UMA Apartment, Rishi Arobindo Road, Madhyamgram, Kolkata-700130

Email ID: managementsystemconsultancy@gmail.com

Website: www.managementsystemconsultancy.in



K. K. DAS COLLEGE

[NAAC Accredited]

(Affiliated to the University of Calcutta)

GRH-17, Baishnabghata Patuli

P.O. - Garia, Kolkata - 700 084, West Bengal

Web: www.kkdascollege.ac.in

E-mail : kkdascollege@gmail.com ; kkdascollege@yahoo.com



(033) 2462 5999

+91 8902384436

WASTE MANAGEMENT CONFORMITY CERTIFICATE



K. K. DAS COLLEGE

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Service Provided: Legal, Safety, Fire, Environment, Energy Audit and ISO, Information Security, Automotive, NABL, NABH, CSR, Food, Medical Certification and Training services
Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

Waste Management Conformity Certificate

This Certificate is awarded to

K.K. DAS COLLEGE

As part of the Institution's Initiatives for Waste Management Activities performed against Reduce, Reuse, Recycling, Recover and Disposal.

The audit was conducted to check physical implementations and document evidence.

We appreciate the immense efforts taken by College Management, Staff and Students towards the Efficient Management of Premise to fulfil legal & general requirements.

Issued on April, 02.04.2022 valid till March, 2023

Amalesh Kr Mandal
MANAGEMENT SYSTEM CONSULTANCY

Authorization:

- National Safety Council Certified (EMS: Registered ID No. 20210701001, OH&S Auditor: Merit Certificate No. 20211013005)
- National Productivity Council Certified (Energy Management Auditor: Certificate No. N95P15C244453/EL/50)
- ISO 14001:2015 (Environment) (CQI-IRCA Delegate ID: 173839, Certificate No. 46957) Lead Auditor Certificate
- ISO 50001:2018 (Energy) (CQI-IRCA Delegate ID: 218048, Certificate No. ENR-00728617) Lead Auditor Certificate
- Certified PGDiploma in Environment and Sustainable Development (En Roll No-BU/13/706432) from Bundelkhand University.
- ISO 17020:2012 Competency certified from QCI (Certificate No. EQUEST/QCI/031023/06-001)
- National Productivity Council Certified (Sustainable Waste Management: Certificate No. N80P12C958750/EL/31)
- National Productivity Council Certified (Water Audit in Industries: Certificate No. N66P30C160424/EL/33)
- Quality Council of India (Solid Waste and Hazardous Waste Management Certification: Cert No. TCB/QCI/110623/02-001)
- United Nations Institute for Training and Research (E-Waste management Certification: Date of issue: 27.09.2021)
- United Nations Institute for Training and Research (Introduction to Green Economy Certification: Date of issue: 29.11.2021)
- United Nations Institute for Training and Research (Sustainable Development in Practice Certification: Date of issue: 11.09.2022)
- Verification of Carbon footprint Introduction cum Implementation Training Course (ISO 14064) from BSI (Cert No. ENR-01361999)

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Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84



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E-WASTE MANAGEMENT RECYCLING CERTIFICATE



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(033) 2462 5999
+91 8902384436

CERTIFICATE OF E-WASTE RECYCLING

This certificate is proudly presented to

K.K. Das College

for the ethical collection and
channelization for recycling of

386.79 kgs of E-waste.

This document certifies that all materials/equipment have been
channelized for recycling under standards set down in the
E-waste (Management) Rules, 2016 and amendments thereafter.

Chief Executive Officer

Certificate No.: 1901/23-24/01001

Date: 01-Feb-2024



Hulladek[®]
Hungry for Waste

CPCB REGISTRATION NO.: B-29016(12)/(PRO)/18/WM-III Division

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

GENDER AUDIT REPORTS

K.K. DAS COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality



REPORT OF THE GENDER AUDIT 2023

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

According to UN Sustainable Development Goal 5: Gender equality, gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- Information and knowledge management on gender issues
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies
- Organisational culture and its effects on gender equality.

K.K. DAS COLLEGE as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfill its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology. Towards this end, I made two visits (Online and onsite both applicable) to K.K. DAS COLLEGE and had interactive sessions with the teachers, staff and students of the College on the College premises. With the cooperation of the Principal, teachers and students of the College I was able to visit the various facilities and structures of the College premises and examine them in relation to their gender quotient. I also examined various records and documents of the College as provided by their office. I am satisfied that I have sufficient data to prepare a comprehensive gender audit that is presented below.

Given below is a brief profile of K. K. Das College:

K.K. Das College affiliated to University of Calcutta was established in 1964 as K. K. Das College of Commerce, with the vision of enlightening the under-privileged students of this predominant refugee inhabited hinterland despite several odds and constraints. The college had a modest beginning, a difficult adolescence and youth, but has a promising future, as stakeholders in this institution possess the desire to change and the capacity to actualize the desire. Initially it was an evening college. The initiative of establishing a Commerce College in evening shift was felt by prominent educationists of the locality. The dream became a reality with a generous donation from Dr. K. K. Das. The college was named after the great philanthrope. Along the last decade or so, the college has been showing vitality and planned consolidation on the basis of the strengths acquired in the past. We hope to gradually move towards growth and maturity. The college shared the premises of Dinabandhu Andrews College since its inception. The college with a handful of teaching faculty was serving its purpose well. In the late 90's, however, demand for starting B.A and B.Sc programmes came up. The governing body and the faculty rose to the occasion which resulted in

the introduction of B.A and B.Sc honours and general programmes in the 2001-2002 Academic year. In the same year, the college was also transformed into a Co-education college. Inclusivity became the motto. The college is now K.K.Das College, multi-faculty and co-education. The college now wanted to spread its wings and needed premises of its own for its expansive goals. With huge support from the locality, students, teachers and non-teaching staff, the governing body went ahead and a plot of land was acquired from KMDA. The stone laying ceremony was held on 14th February, 2001. The college organised quite a few blood donation camps, walks and a huge musical extravaganza at Nazrul Mancha as part of fundraising programmes for the construction of the college building. Huge efforts on the part of students, the Principal, faculty and nonteaching staff and good wishes and spontaneous donations from well-wishers and help of MP and MLA LAD funds the construction was partly completed with a much needed computer laboratory and a modest but well stocked library in March 2008. The college started operating from its new premises since 28th March 2008 as a day college.

The college has only ten departments. Our quality policy is “Small is Beautiful”. We focus on maintaining quality. With the quality control aspect in mind a large number of Cells/Sub-Committees have been formed including the Internal Quality Assurance Cell (established in the year 2010) to look into both academic and non-academic aspects. An understanding Governing Body, co-operative teaching and non-teaching staff, supportive students’ union are always striving to make the college a better place to work, to learn to develop and to grow. The college boasts of an active NSS unit, an NCC unit and Eco-Club. They inculcate value-based education to the students. Students learn to become active participants in the transformation of the society. Cultural Society and Literary Society bring out the hidden talents of the students and help them grow beyond academics. We encourage all students to take advantage of the opportunities provided by the college and involve themselves in all the extra-curricular activities that are offered.

Under the able stewardship of the Principal K.K.Das College got accredited by NAAC(1st cycle) in 2016. The college has always been striving for betterment. The number of Teaching & Non-Teaching Staff and students have increased day by day. Different Add-on courses have been introduced for the benefit of the students.

The college has started to move towards ICT empowerment since 2015 by providing the students with e-Teaching-Learning benefits. Now, we can claim ourselves almost ICT empowered. We can proudly state that we are encouraging other institutions for ICT empowerment by providing different training programmes in connection to “Use of ICT in Teaching-Learning and Evaluation” and promise to continue the training programme.

THE AUDIT

1. Student Data Analysis

- **Overall Gender Ratio:** The student body comprises 45.73% females and 54.27% males, indicating a slightly higher representation of male students.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, males show higher representation compared to females. Notably, in ST and OBC category students, female representation stands at 59.4%, indicating higher enrollment of females from this category.
- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of male students (58.79%) successfully passing their semesters compared to female students (41.21%), indicating better academic performance by males.

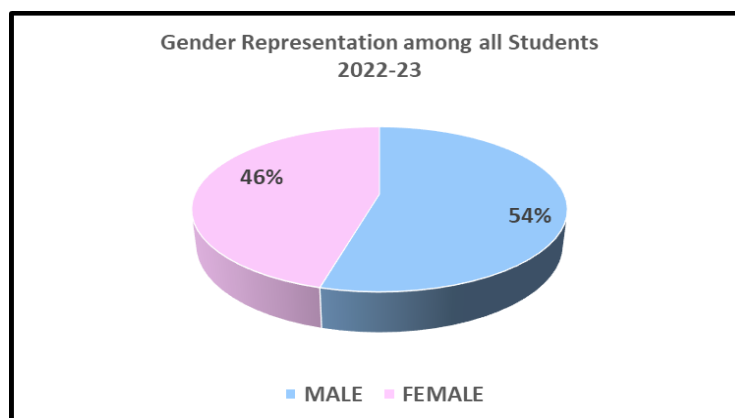
2. Teacher Data Analysis:

- **UGC Teachers in Substantive Post:** The gender distribution among permanent teachers shows 50% female teachers and 50% male teachers.
- **SACT (State-Aided College Teachers):** The gender distribution among SACT teachers shows a higher percentage of female representation at 61.12% compared to 38.88% male teachers.
- **Non-Teaching Staff:** There is a significant gender disparity among non-teaching staff, with 86.67% being male and only 13.33% female, indicating a severe lack of gender diversity in administrative roles.

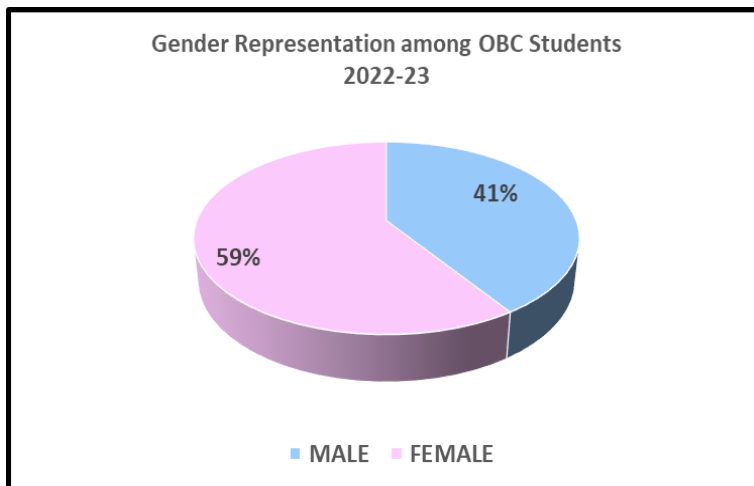
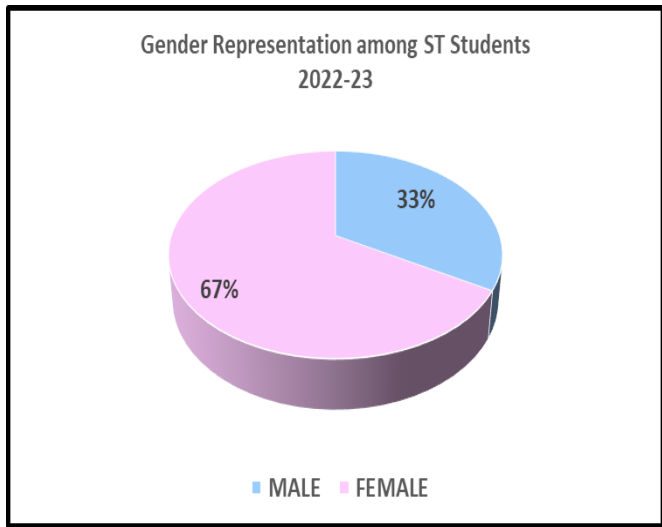
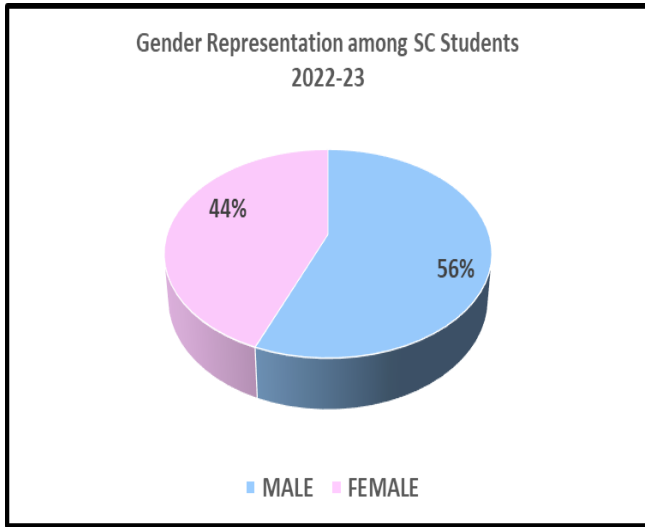
3. Summary and Observations:

- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of male students, particularly noticeable.
- **Gender Disparities in Teaching Roles:** While permanent teachers have equal representation, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrollment:** Males tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

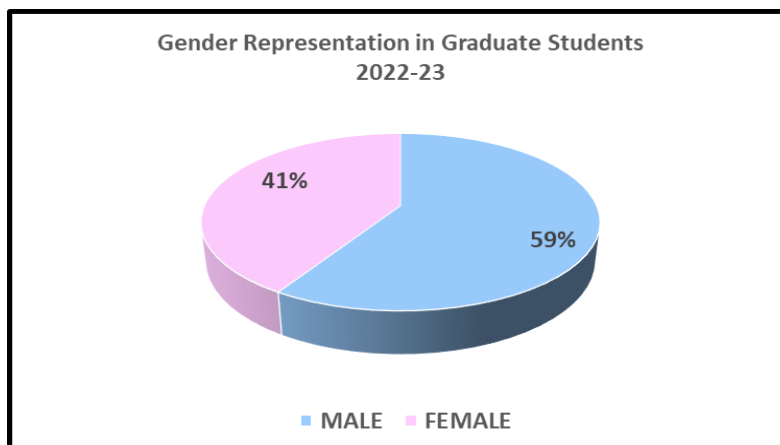
STUDENT DATA [2022-23]



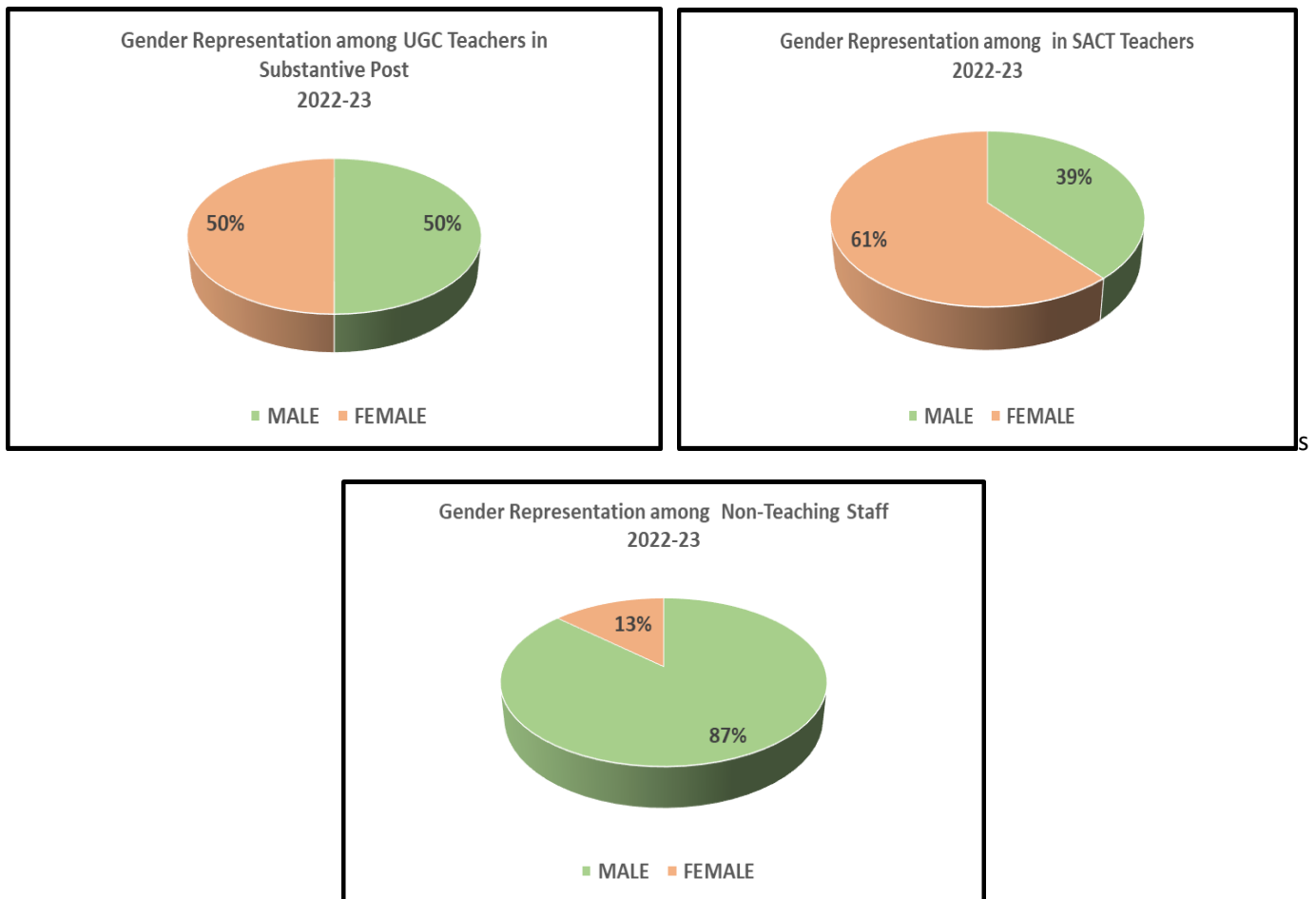
RESERVED CATEGORY



SEMESTER RESULT



TEACHING AND NON TEACHING STAFF [2022-23]



Suggestions and Recommendations:

1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

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5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

6. Celebrating Success Stories:

Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

8. Also suggest that more female students be encouraged to participate in sports and to contest for college-level leadership positions.

Concluding Remarks:

Considering the global scenario the Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education.

In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.

Amalish Kr. Mandal

Amalish Kumar Mandal

Chief Consultant/Auditor from Management System Consultancy

Authorization:

Certified from United Nations Institute for Training and Research on:

- 1. Gender Equality and Human Rights in Climate Action and Renewable Energy**
- 2. Sustainable Development in Practice**
- 3. Green Economy**

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K. K. DAS COLLEGE

GRH – 17, Baishnabghata-Patuli,
Garia, Kolkata – 700 084



GENDER AUDIT REPORT

2021-2022



K. K. Das College
Gender Audit Report

2021-22

Promoting Gender Equality in Higher Education



Introduction

Gender Audit considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. A gender audit enhances the collective capacity of the organization to examine its activities from a gender perspective and identify strengths and weaknesses in promoting gender equality issues. It identifies critical gaps and challenges; and recommends ways of addressing them, suggesting possible improvements and innovations. It also documents good practices towards the achievement of gender equality.

Follow-up action on the gender audit's recommendations is crucial and is observed in every corner of the college system by various activities like Anti-ragging, Internal Complaints and Harassment Prevention. By providing adequate facilities to girls, gender equality is kept upright in the college.

Background of the College:

K. K. Das College was established on 5th September, 1964 as a night college in pursuit of enlightening the under privileged boys of the hinterland. It served as a night college, commerce being the only stream taught to the youths who were striving for livelihood during the day and quality education in the evening. Over time, the institution transformed herself to a multi-faculty co-educational day college at her current address.

The college always concentrates on students' qualitative performance along with their overall personality development. The **Gender Audit** at K. K. Das College is an attempt to study whether the institution has good gender balance and identify ways to make college campus safer for women.

Objectives of Gender Audit are:

The Gender Audit has the following objectives:

- ❖ To find out the areas where gender balance exists
- ❖ To establish good gender balance in decision-making processes in all areas of the college activities
- ❖ To Foster gender equality in all aspects of college community
- ❖ To see the work and capacity for prevention of sexual harassment at the college

Facilities for Students in K. K. Das College:

All basic amenities for students are available in the college viz.

- Information boards
- Aqua guard supplemented drinking water points
- First aid facilities
- Canteen for students and faculties
- Stationary centre (cheap store)
- CCTV- cameras at different points covering whole campus
- Girl's common room with all basic facilities
- Unique ID number provided to all students for their identification
- Online admission and examination form submission system available
- Separate washrooms for faculty (gents and ladies) and students (boys and girls)



- Central library with a wide range of text books / reference books in each subjects with a reading room
- Smart class rooms

Some Initiatives:

Certain other initiatives and programmes are organized in this regard. They are:

- ✓ **Grievance redressal Cell:** The College has a Grievance Redressal Cell to deal with the concerns of all the stakeholders, including staff, students and parents. The committee The Committee works in close association with the Principal of the college
- ✓ **Equal Opportunity Cell:** As an educational Institution, K.K. Das College feels the need to sensitize their female and their male students about the rights for equality. Special awareness programmes are organized to promote gender equality:

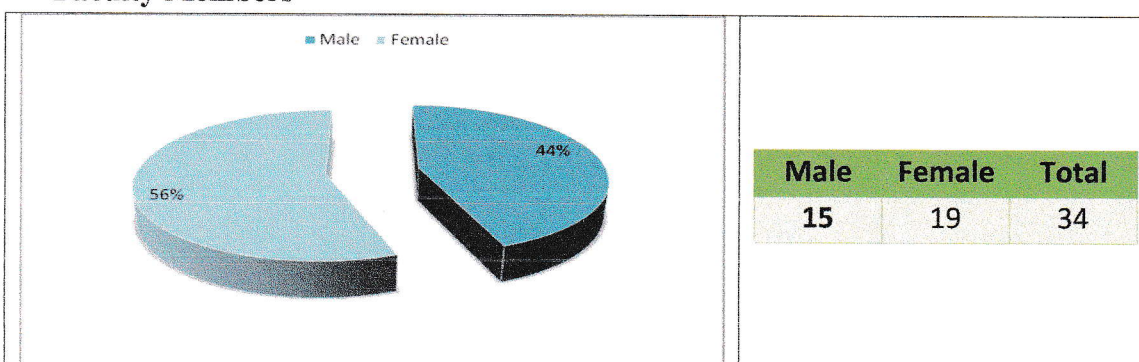
Observation of International Women’s Day – This year, K. K. Das College took a very unique way to observe the International Women’s Day. There are some food-stalls around our college run by women from under-privileged section of our Society. They are the sole bread-earner of their family. The College decided to recognize their struggle and to felicitate them on the occasion of Women’s Day. Three ladies, Smt. Nanda Halder, Smt. Shikha Sarkar, and Smt. Ratna Biswas shared their experiences in life with the students which showcased the empowerment of women in society and helped to motivate the students. There was also an interactive session with the teachers and the students.

Some Relevant Information and Observation:

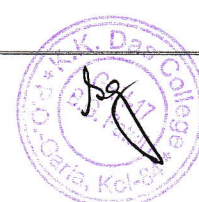
• **Governing Body**

- There are four female members in the governing body of the institution out of twelve
- The important post of Bursar is also held by a female member – a senior faculty member from the Department of Commerce
- All the three teacher members in GB are female
- Out of the two C. U. Nominee, one of the members is female – Principal of a College

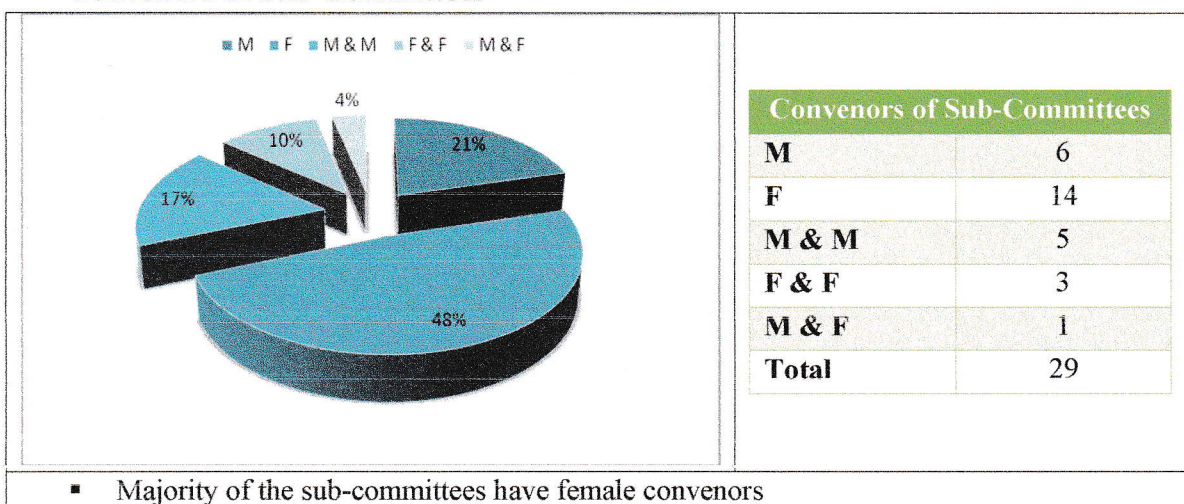
• **Faculty Members**



- Majority of the faculty members are female



• **Convenors of Sub-Committees**



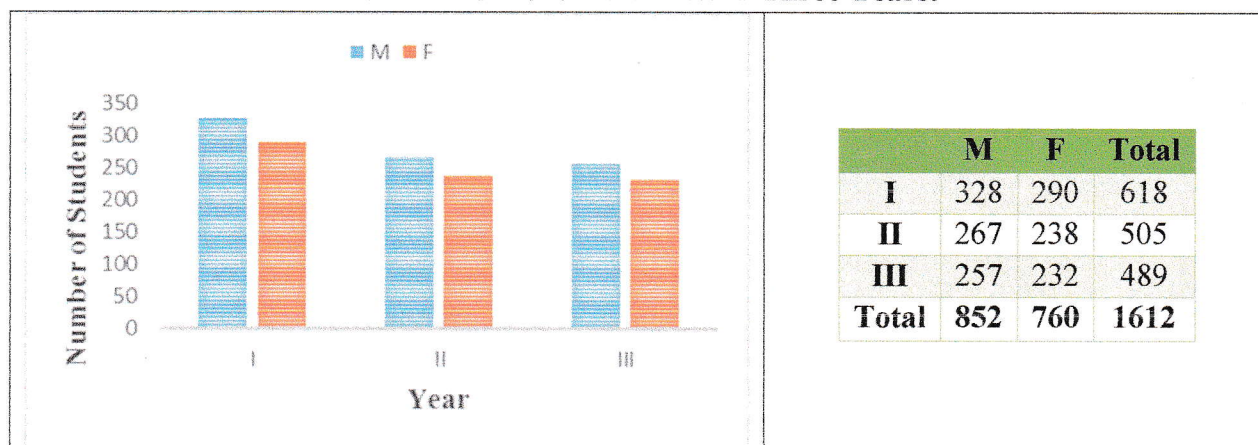
▪ Majority of the sub-committees have female convenors

• **Non-Teaching Staff**

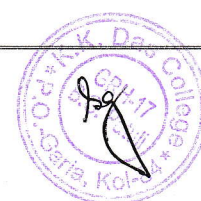
- Out of 10 Non-teaching staff working in the college, there are only two female employees

• **Enrolment of Students**

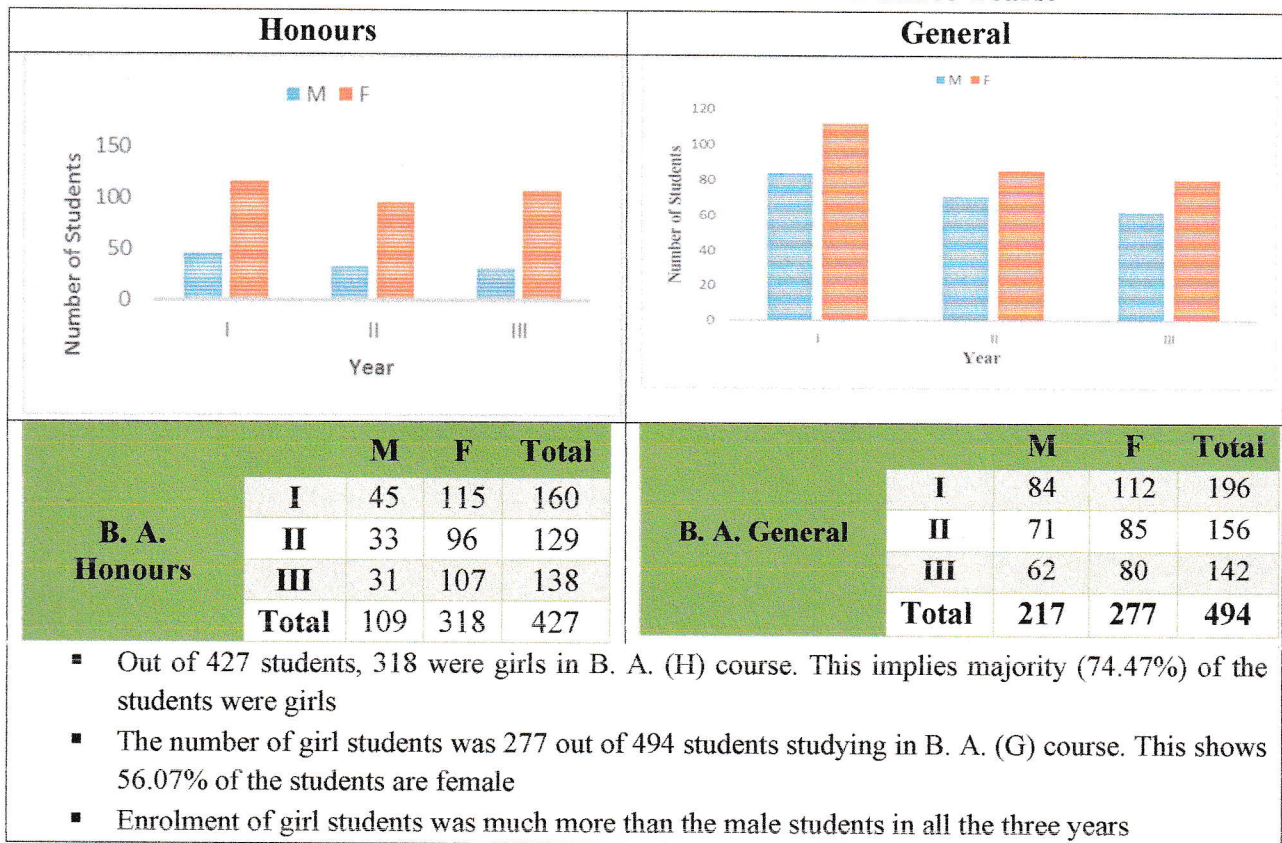
- **Gender wise Total Enrolment in 2021-22 in Three Years:**



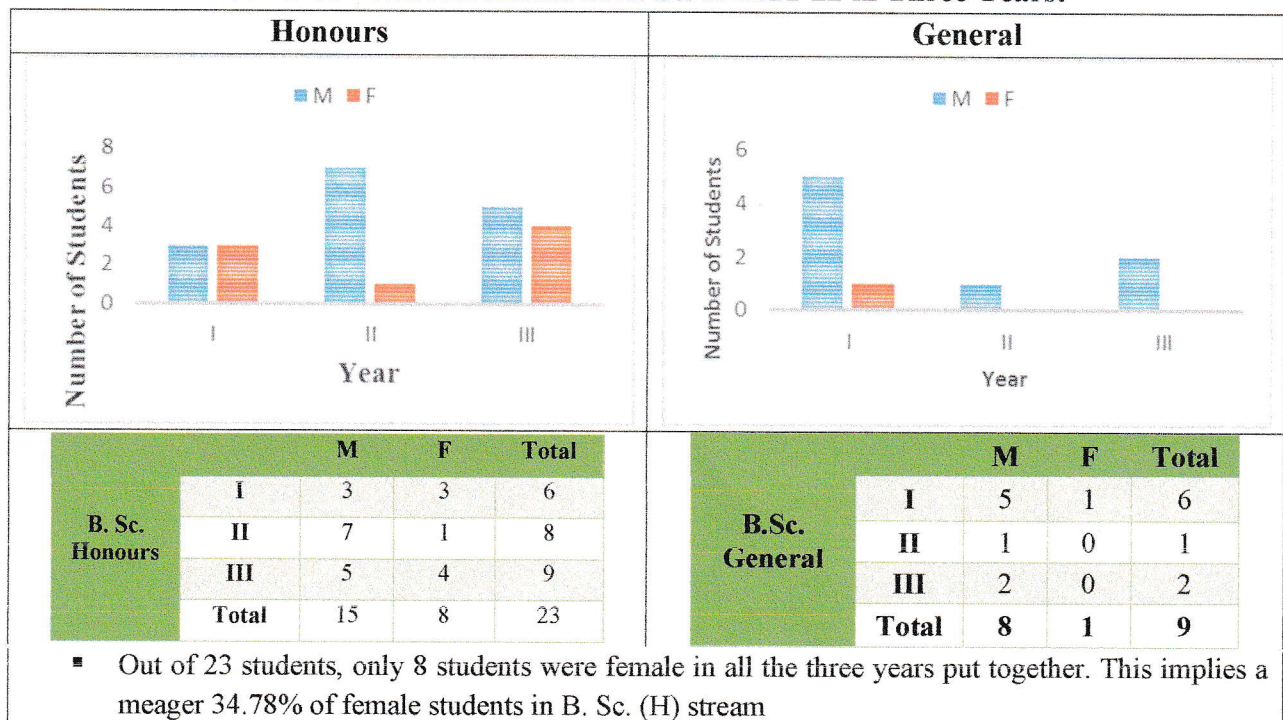
- Out of 1612 students in three years all streams put together, 760 were girls in 2021-22. 47.15% of the students enrolled were girls. This shows a fairly even distribution of students gender-wise
- Enrolment of girl students was less than the male students in all the three years



○ Gender wise Total Enrolment in B. A. in 2021-22 in Three Years:

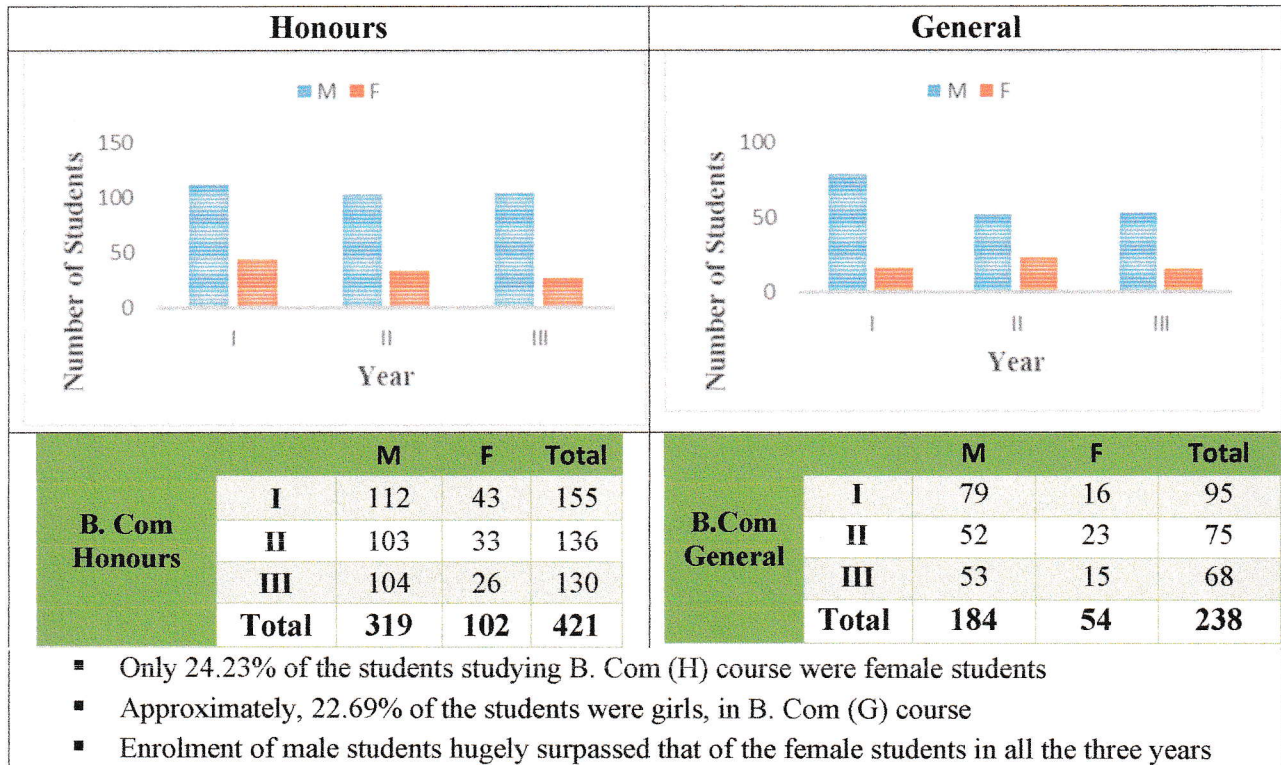


○ Gender wise Total Enrolment in B. Sc. in 2021-22 in Three Years:



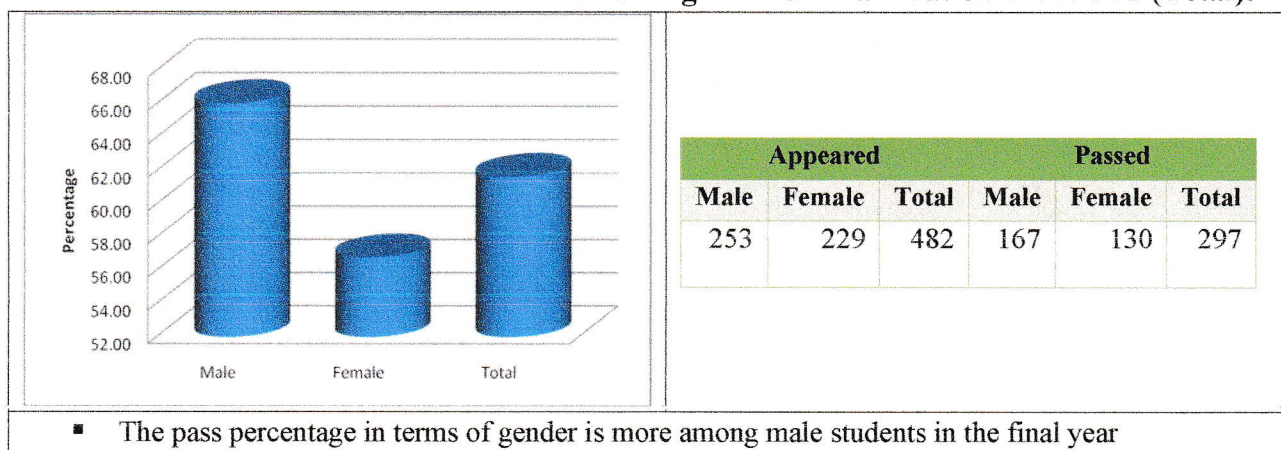
- Out of 9 students, only 1 were girl students. Approximately, 11.11% of the students studying B. Sc. (G) are female
- There were no girl students in second and third years in B. Sc. (G)

○ Gender wise Total Enrolment in B. Com. in 2021-22 in Three Years:



- Only 24.23% of the students studying B. Com (H) course were female students
- Approximately, 22.69% of the students were girls, in B. Com (G) course
- Enrolment of male students hugely surpassed that of the female students in all the three years

○ Gender wise Number of Students Passing in Final Examination in 2021-22 (Total):



- The pass percentage in terms of gender is more among male students in the final year



- Gender wise Number of Students Passing in Final Examination in 2021-22 (Stream - wise):

	Appeared			Passed		
	Male	Female	Total	Male	Female	Total
B. Com (G)	51	15	66	34	12	46
B. Sc. (G)	2	0	2	1	0	1
B. A. (G)	27	28	55	27	28	55
Bengali (H)	14	49	63	10	33	43
English (H)	11	32	43	7	23	30
History (H)	4	25	29	3	11	14
Economics (H)	1	0	1	1	0	1
Mathematics (H)	4	4	8	3	0	3
B. Com (H)	103	27	130	81	23	104
Total	217	180	397	167	130	297

- In Commerce (both Honours and General), the number of male candidates qualifying for the final examination is more than the number of female candidates
- The picture is not much different when we consider the Science (General) stream, Mathematics (Honours) and Economics (Honours). The male students outnumber the female students
- We observe a contrasting picture in case of Arts (general) stream. Number of female candidates is higher than the number of male candidates. The scenario is same for Bengali (Honours), English (honours) and History (Honours).
- **Summary of Observations:**
 - There are a number of female members in the governing body, although not equal. But some of the female members are performing important duties
 - The number of female teachers in the institution is quite impressive
 - However, the gender distribution is highly skewed when it comes to non-teaching staff
 - In case of the students, except Bengali (II), History (II), English (II) and B. A. (G) courses, in all the other streams, i.e. B. Sc. (H & G) and B. Com (H & G) the girls were lesser in number than the boys in terms of both enrolment and success in final examination

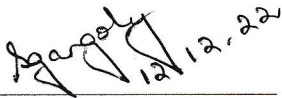
Conclusion

Gender audit of the college makes clear that the college has much strength and some limitations. The limitations can be reduced with gradual changes. The findings show that college plays a key role to maintain harmony and discipline among students. Doubtless, the enrolment of girls has been increasing. There is no complaints based on gender issues which implies a healthy female friendly environment within the college campus. Programs are conducted for both male and female students, from time to time to make them aware of their rights and responsibilities. With the strong will power and commitment to gender equity, K. K. Das College would certainly make a mark in gender justice.



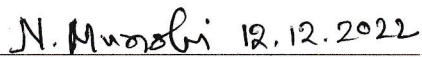
Declaration

This is to certify that the Gender Audit Report is prepared by Shumonika Gangoly, SACT, Department of Economics and the database used in the report is truthful and can be validated if need be.



Shumonika Gangoly
SACT, Department of Economics





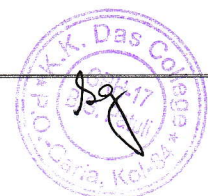
Dr. Nasima Munshi
IQAC Co-ordinator
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Garia, Kolkata - 700 084



Rumpa Das
Principal
Maheshtala College
DR. RUMPA DAS
Principal
Maheshtala College
P.O.-Maheshtala, Chandannager
West Bengal
Kolkata-700 141



Dr. Ramkrishna Prasad Chakroborty
Principal
Principal
K. K. DAS COLLEGE
GRH-17, Baishnabghata-Patuli
Garia, Kol-700084



GREEN AUDIT REPORTS

Green Audit Report (2022-23)

of

K. K. Das College



GRH-17, Baishnabghata-Patuli, Garia,

Kolkata – 700084

Email- kkdacollege@gmail.com

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1. Introduction:

The results and conclusions and suggestions from a thorough green audit carried out at K.K. Das College are presented in the report that continues. The audit's goals were to evaluate the college's environmental impact and spot areas where sustainability may be improved. The audit addressed topics like journeys, disposal of trash, water use, electricity consumption, and general environmental awareness.

Energy Volunteer of K. K. Das College (2023-24):

Sl No	Name of the Members	Designation
1	Dr.Ramkrishna Prasad Chakraborty	Principal
2	Dr.Sreyashi Sarkar	Teacher Member
3	Dr. Mohan Bir Subba	Teacher Member/ Convenor of Eco Club
4	Mr. Sudip Das	Non-teaching Member
5	Mrs. Arati Majumder	Non-teaching Member
6	Mr. Kishore Das	Non-teaching Member
7	Ranjoy Sarkar	BA Bengali Hons (Sem V)
8	Barsha Pramanik	BA General (Sem V)
9	Imraj Mondal	BA General (Sem V)
10	Arpita Naskar	BA General (Sem V)
11	Saraj Dey	BA General (Sem III)
12	Bristy Naskar	BA General (Sem I)
13	Suman Mondal	BSc General (Sem V)
14	Soumitra Mondal	BSc General (Sem V)
15	Neha Das	BSc General (Sem I)
16	Rajlakshmi Roy	BA English Hons (Sem V)
17	Itu Adhikary	BA English Hons (Sem V)
18	Soumajit Mitra	BCom Hons (Sem V)
19	Rupankar Ghosh	BCom Gen (Sem I)
20	Mistty Roy	BA Hons (Sem I)
21	Jyoti Sapui	BA Hons (Sem III)
22	Joy Tikader	BA Hons (Sem V)

2. Need for Green Audit:

Green audits, also known as environmental audits or sustainability audits, are becoming more and more necessary in today's society for several reasons:

(a) Environmental Impact: Green audits assist in evaluating and reducing an organization's negative environmental impact. They assess variables like energy use, waste production, water use, and emissions, identifying areas that might be improved to lessen environmental harm.

(b) Regulatory Compliance: Businesses must abide by the environmental laws and standards that have been set in many nations. Green audits assist businesses in complying with regulations and avoiding fines or other legal repercussions for non-compliance.

(c) Cost Reduction: Green audits can reveal inefficiencies and wasteful behaviours within a company, opening up chances for cost savings. Businesses can apply methods to save operational costs and boost overall efficiency by analyzing energy usage, resource consumption, and waste management.

(d) Reputation and Stakeholder Expectations: Consumers and other stakeholders now demand more environmentally conscious company practices. Green audits offer organization transparency and prove its dedication to sustainability, strengthening its reputation and fostering trust among clients, staff, investors, and communities.

(e) Risk Management: Environmental hazards can have serious financial and reputational ramifications for firms, including pollution events, regulatory non-compliance, and supply chain interruptions. By evaluating environmental management systems, ensuring sufficient controls are in place, and putting preventative measures in place to deal with possible problems, green audits assist in identifying and mitigating these risks.

(f) Continuous Improvement: Green audits encourage a continuing commitment to sustainability rather than being one-time events. Organizations can see trends, set goals, and implement improvement initiatives by routinely evaluating and tracking environmental performance. This iterative process promotes a culture of sustainability and propels long-lasting transformation.

(g) Sustainable Development Goals (SDGs): An international framework for solving urgent environmental and social issues is provided by the Sustainable Development Goals. Organizations can better align their operations with these objectives with the aid of green audits, paving the way for a more just and sustainable future. To evaluate, enhance, and confirm environmental

performance, green audits are essential. They allow companies to control risks, comply with rules, cut costs, improve reputations, and support sustainable development.

3. Methodology for Green Audit:

Audits of an organization's environmental performance and practices are known as "green," "environmental," or "sustainability" audits. They entail assessing the company's influence on the environment, resource usage, waste management, and adherence to environmental legislation. Here is a procedure for carrying out a green audit:

- (a) Planning:
- (b) Identify audit team and resources:
- (c) Develop an audit plan: Create a detailed plan outlining audit activities, timelines, responsibilities, and communication channels.
- (d) Data Collection:
- (e) Gather information:
- (f) Conduct site visits and interviews:
- (g) Review documentation:
- (h) Evaluation and Analysis:
- (i) Assess environmental impacts:
- (j) Evaluate compliance:
- (k) Identify strengths and weaknesses:
- (l) Quantify results:
- (m) Reporting:
- (n) Prepare an audit report:
- (o) Communicate results:
- (p) Follow-up and Improvement:
- (q) Develop an action plan:
- (r) Monitor progress:
- (s) Continuous improvement:

The methodology adopted to conduct the Green Audit of the Institution had the following components.

3.1. On-site Visit :

The Green Audit Team carried out the five-day field trip. The tour's main goal was to evaluate the Institution's waste management procedures, energy

conservation tactics, and other aspects of its green cover. The protocols for sample collection, preservation, and analysis were followed scientifically.

3.2. Focus Group Discussion :

The Eco Club, staff, and management members participated in focus group discussions on various facets of the green audit. Identification of attitudes and awareness towards environmental issues at the institutional and local levels was the main topic of discussion.

3.3. Energy and waste management Survey:

The audit team evaluated the college's waste generation, disposal, and treatment facilities as well as its energy usage pattern with the assistance of teachers and students. A comprehensive questionnaire survey method was used to carry out the monitoring.

4. Target Areas of Green Auditing:

A process for resource management includes a green audit. The actual usefulness of green audits lies in the fact that they are conducted at predetermined intervals and that the results might show improvement or change over time, even though they are individual events. The concept of an eco-campus primarily emphasizes the effective use of energy and water, the reduction of waste output or pollution, and economic efficiency.

These indications are evaluated during the "Green Auditing of this Educational Institute" procedure. In order to reduce emissions, obtain a reliable and affordable energy supply, promote personal responsibility, encourage and improve energy conservation, reduce the institute's energy and water use, reduce waste going to landfills, and incorporate environmental considerations into all contracts and services deemed to have significant environmental impacts, Eco-campus focuses on these goals. Water, energy, trash, and green campus are the focus topics for this green audit.

4.1. Energy Consumption:

4.1.1. Lighting:The audit showed that many of the college's lighting fixtures were ineffective and outdated. It is advised to use natural light whenever possible, add occupancy sensors, and swap out conventional light bulbs for energy-efficient LED ones.

4.1.2. Heating, Ventilation, and Air Conditioning (HVAC):

The HVAC systems were discovered to be working less efficiently than necessary. Energy usage can be considerably decreased by switching to energy-efficient HVAC equipment, using programmable thermostats, and performing routine maintenance.

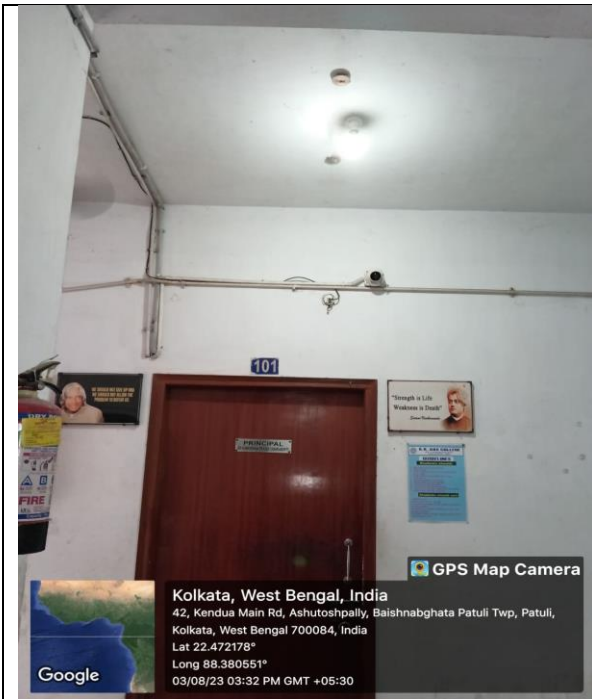
4.1.3. Energy Awareness:The college should promote energy conservation practices among employees and students. Campaigns, educational activities, and financial incentives for energy-saving projects can all help achieve this.

Electrical device/items	Number	Power (Kilo watt)	Usage time
AC 3 star	12	13.25 kW	7hrs/day during summer months
Biometric Device	1	0.003 kW	7 hrs/day
Calling Bell	3	0.3 kW	7 times/day
CCTV	26	0.01 kW	24 hrs/day
Ceiling Fan	141	10.57 kW	7hrs/day
Ceiling LED	44	2.64 kW	do
Computer	77	7.7 kW	4 hrs/day
Exhaust Fan	6	0.18 kW	Occasional
Generator	1	66 kW	Occasional
Induction Oven	2	2 kW	30 min/day
Laptop	8	0.4 kW	7hrs/day
LED Bulb	30	450 kW	7hrs/day
Microwave oven	2	1.2 kW	30 min/day
Pedestal Fan	3	0.18 kW	2hrs/day

Photocopier Machine	2	1.6 kW	2hrs/day
Printer	9	0.36 kW	2hrs/day
Projector	18	9 kW	1hr/day
Refregerator	1	113 kW	7hrs/day
Scanner	7	0.08 kW	1hr/day
Tube Light 40w	5	0.2 kW	7hrs/day
Tube Light LED	145	2.18 kW	7hrs/day
TV	2	0.14 kW	4hrs/day
UPS	19	570 kW	4hrs/day
Wall Fan	8	0.4 kW	5hrs/day
Water Pump	1	1.5 kW	2hr/day
Water Purifier	5	0.25 kW	7hrs/day



In many classroom places, we must replace common tubes with low-wattage LED Bulbs instead. We obtain sufficient illumination with low-wattage led tubes. As a result of this, we conserve power. Note: The fact that all of the power switches are on demonstrates that the electrical equipment is being maintained properly.



LED Bulb & save energy

Performing routine maintenance on electrical fans. The accumulation of dust and debris can hinder the fan's performance. Regular cleaning of the grilles, blades, and motor housing is necessary to maintain optimal operation, ensure smooth airflow & save energy.



Silent DG sets are designed to generate a very low level of background noise, just as their name suggests. Their structures are constructed to eliminate virtually all noise and vibrations due to careful design. Because of this, they are not harmful to the environment and are ideally suited for use in residential areas.

4.2. Waste Management:

4.2.1. Recycling: Although there were recycling containers all across the campus, the audit showed that there was a lack of effective separation and information about recyclable products. Increased recycling rates can be achieved by upgrading signage, giving clear instructions and implementing a comprehensive recycling education programme.

4.2.2. Composting: The institution can set up a composting system to handle the organic waste. Composting can help drastically reduce the quantity of garbage dumped in landfills while also producing beneficial compost for campus landscaping and gardening.

Table: Different types of waste generated in the college and their disposal

Types of waste	Particulars	Disposal method
E-Waste	Computers, electrical and electronic parts	Store these in a separate tank, and we can start selling them directly after a certain amount of time.
Plastic waste	Pen, Refill, Plastic water bottles and other plastic containers, wrappers etc	Items made of plastic that are only intended to be used once, such as bottles, jars, and

		bags. Encourage people to use water bottles and other containers that may be reused. Establish distinct recycling containers for plastic garbage, and after a predetermined period of time, we will be able to begin selling the collected recyclables directly.
Solid wastes	Paper waste, Damaged furniture, paper plates, food wastes	Reuse after maintenance energy conversion. Installing composting systems on a college campus will allow for the conversion of discarded food into nutrient-dense compost that may be used in the campus landscaping or in community gardens. Another option is for institutions to form partnerships with farmers in the surrounding area to collect food waste.
Wastewater	Washing, urinals, bathrooms	Soak pits
Sanitary Napkin	-	Napkin Incinerators

4.3. Water Usage:

4.3.1. Water Fixtures: Numerous locations within the college had outdated and ineffective water fixtures, which caused excessive water use. Water resources can be saved by swapping these fixtures for low-flow models and encouraging staff and students to practice water-saving habits.

Water management table:

Water Management Tasks	Frequency	Responsible Party
Routine examination of water supplies	Monthly	Green Audit Working Team
Testing for drinking water quality	Half-yearly	Do
Awareness of water conservation	Half-yearly	Green Audit Working Team & various department
Infrastructure for water distribution that needs upkeep and repair	As needed	Caretaker
Reporting and analysis of water use	Annually	Green Audit Working Team & Caretaker
Learn what causes excessive water consumption.	As needed	Caretaker


Tabular data detailing the subject at hand:

SI No	Parameters	Response
1	Source of water	Municipality, Underground, Pond (1500 sqft) & Rain Harvesting Water Note: The ground's water serves as a drinking water supply for around 4,500 people, including students and staff members.
2	Source of Drinking Water	Ground's water
3	Any treatment for drinking water	Nil Note: Water purifiers have been installed in 1-2 numbers on each floor and are maintained for 3–4 months afterward.
4	What is the total number of motors that are used?	01 numbers
5	What is the total number of water tanks? Capacity of tank	2 numbers @ 1000 liters each 1 number @ 20,000 litre
6	Tap water	50 numbers
	Quantity of water	18000 liters/per day


	pumped every day	
7	Do you waste water, and if so, why?	No
8	How much water is required for gardening purposes?	100 liters/per day
9	How many water coolers are there in total?	01
10	Do you have access to rainwater harvesting?	Yes
11	The number of units harvested and the total volume of water	01 number, We have connected a 1000 litre tank with the terrace via a pipe to collect rainwater.
12	Any leaky taps	None
13	Daily amount of water that is lost.	Not applicable
14	Is there any kind of plan for the management of water?	Raise public awareness regarding the importance of water conservation, the prevention of pollution, and the implementation of sustainable water management practices. Unambiguous water rights and equitable water allocation regulations should be established to ensure that water is distributed fairly among the many different users.
15	Have any methods for conserving water been implemented?	Rainwater Harvesting

5. Transportation:

5.1. Public Transport: The college's carbon footprint can be significantly reduced by encouraging employees and students to use public transport. Sustainable transport solutions can be promoted by offering cheap bus passes, encouraging carpooling, and supporting bicycle infrastructure.

	Students	Employee	Total
	Average numbers over 6 days in a peak session		
Bicycles are being used as modes of transportation for getting to and around the college by students, non-teaching staff and teaching staff.	Girls- 20 Boys-50	5	75

5.2. Electric Vehicles:To aid in the switch to electric transport, the college may choose to invest in infrastructure for charging EVs. Additionally, encouraging the use of electric vehicles through awareness programs and incentives can help lower the emissions produced by on-campus transportation.


Scooter with an electric motor that is utilized by a member of the college's faculty. There are large numbers of electric motor cycles that both our pupils and our employees use.

6. Overall Environmental Awareness:

6.1. Curriculum Integration:The institution can integrate environmental awareness and sustainability into its curriculum across various subject areas.

This strategy will guarantee that students receive instruction and training in environmental stewardship, encouraging sustainable thinking.

Environmental awareness across different subjects	Parameters	Program time
Language Arts	Discuss texts from literature that are in some way connected to topics concerning the environment, such as conservation or environmental advocacy. Compose poetry or essays that argue for the protection of the environment and use persuasion. Conduct research on a variety of environmental topics, then present your findings. Through various awareness programs, they understand the environmental laws and regulations that apply on the local, national, and international levels. Discuss the roles that governments, NGOs, and people play in the effort to solve environmental problems. Investigate the environmental concerns from both a historical and cultural point of view.	Whole year
Arts	Investigate the causes of climate change and possible solutions to the problem. Analyse the impact that human activities have had on different landscapes as well as the distribution of natural resources. Studies should be done on urbanization, logging, and industry's impact on the natural environment. Investigate geographical approaches to resolving environmental issues, such as environmentally responsible land management planning.	Whole year
NSS	To enhance the amount of green cover and fight deforestation, organizing tree-planting events in local communities and educational institutions is important. To combat littering and to encourage a	Whole year

	<p>clean environment, it is important to organize routine clean-up efforts in public places like parks and beaches. To educate both students and members of the general public about environmental issues such as climate change, waste management, renewable energy, and conservation, workshops and seminars should be organized. It should be a priority to create opportunities for individuals to engage with the natural world and develop a sense of ownership over its preservation through participating in hikes and other outdoor activities. To raise awareness about environmental issues and motivate people to take action, you might use social media, posters, and booklets.</p>	
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Plantation Programmes

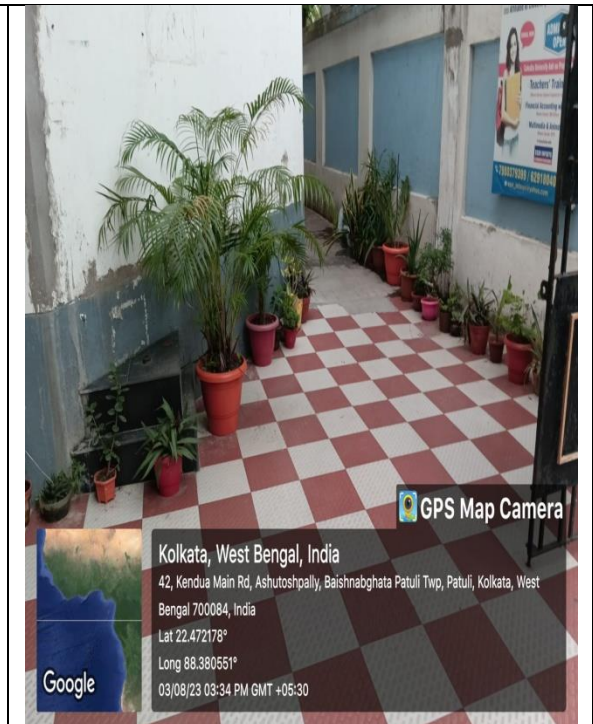
6.2. Student Engagement: A culture of sustainability can be promoted among students by supporting student-led projects, creating environmental groups, and holding awareness events and workshops.

7. Green Campus:

7.1. Floral Diversity:

The following are some actions to take into account when setting up a plantation programme at your college:

- Organise a group of academics, employees, and students who are interested in managing the plantation programme. Assign roles and duties to make the execution go smoothly.
- Consult with local forestry professionals or environmental groups to discover native or adapted tree species that are well-suited to the climate, soil, and goal of the plantation programme. Research and choose suitable tree species.
- To obtain the necessary approvals or permits for planting trees on campus or in the neighborhood, check with the college administration or other appropriate authorities.
- Look into possible funding options, including grants, sponsorships, or collaborations with nearby companies or environmental organizations. This will aid in defraying the price of buying trees, equipment, and other required supplies.
- Establish the plantation event's date, time, and venue. Plan the delivery of the trees, tools, and equipment to the planting location. Make sure that safety precautions are in place, including appropriate instruction on planting methods and equipment use.
- Promote the planting programme within the campus community by using various communication channels, such as posters, social media, emails, and word-of-mouth, in order to raise awareness and find volunteers. Encourage everyone to volunteer, including alumni, faculty, staff, and students.
- Volunteers should be gathered at the planting site on the appointed planting day. Give them the equipment, instructions, and direction they need to plant trees correctly. Foster a sense of accomplishment and community pride while fostering teamwork.
- Stress the significance of taking care of the freshly planted trees. This could entail routine weeding, mulching, watering, and pest or disease inspection. To guarantee the long-term well-being and survival of the trees, think about setting up a system for volunteers or staff members.
- After the plantation programme, evaluate the impact and accomplishment of the effort. Keep an eye on the trees' growth and survival rate. To determine areas for improvement and to organize upcoming plantation programmes, collect participant and stakeholder input.



Floral Diversity of the Campus



Encourage participation from the pupils at the institution, faculty, and staff in the upkeep and preservation of the grassland. Volunteer programmes, instructional workshops, and awareness campaigns are all excellent avenues for accomplishing this goal. A wide variety of plant and animal species can thrive on grasslands. A grassland encourages biodiversity on

campus by serving as a habitat for various plant and animal species, thereby contributing to the maintenance of ecological equilibrium. Grasslands can remove carbon dioxide from the air and store it in their soil, which contributes to the fight against climate change by lowering overall levels of greenhouse gases.

Various plants in the campus:

One garden is developed in our college premises. Besides a garden, the college also has a wide variety of other plants grown on ground and pots as much as the limited premise of the campus permits.

Plants Identified inside K.K.Das College Campus by the Department of Botany, Vijaygarh Jyotish Roy College on February 2023.

Serial no.	Common name	Scientific name	Family	uses
1	Krishnachura	Caesalpinia pulcherrima	Caesalpinaceae	used as fuel. It is used as a binding agent, used in textile industry, tanning industry.
2	Kadam	Anthocephalus chinensis	Rubiaceae	Powerful antioxidant. ,reduce the risk of cancer. ..reduces risk of heart diseases. ... Helps in the management of diabetes. ...
5	Kalojum	Syzygium cumini	Myrtaceae	antidiabetic
6	Bilati Jhau	<i>Casuarina equisetifolia</i>	<i>Casuarinaceae</i>	<i>It exerted many pharmacological activities including antimicrobial, antidiabetic, antioxidant, cytotoxic, hypolipidemic, gastroprotective, hepatoprotective and many other pharmacological effects</i>
7	Mango	<i>Mangifera indica</i> ,	Anacardiaceae	Mango is rich in vitamins, minerals, and antioxidants,

				having anticancer effects, improved immunity and digestive and eye health, to reduce inflammation of the heart. can help stabilize digestive system.
8	Kalmegh	<i>Andrographispaniculata</i>	Acanthaceae	Antidiabetic
9	Dracaena	<i>Dracaena sp</i>	Asparagaceae	Dracaena is one of the indoor plants that help reduce indoor pollution levels. Increase humidity: ∴ The plant releases water vapour and increases moisture levels in air, thus, reducing dry-air conditions
10	Betel nut	<i>Acacia catechu</i>	Fabaceae	The extract of this plant is used to treat sore throats and diarrhoea, also useful in high blood pressure, dysentery, colitis, gastric problems, bronchial asthma, cough, leucorrhoea and leprosy. It is used as mouthwash for mouth, gum, sore throat, gingivitis, dental and oral infections
11	Palm	<i>Areca sp</i>	Arecaceae	
12	Shiuli	<i>Nyctanthes arbor-tristis,</i>	Oleaceae	
13	Satamuli	<i>Asparagus racemosus</i>	Asparagaceae	roots have been used as a remedy for schistosomiasis and tuberculosis..
14	Kata mehendi	<i>Durantarepens</i>	Verbenaceae	
13	Guava	<i>Psidiumguajava</i>	Myrtaceae	
14	Mehagoni	<i>Swieteniamacrophylla,</i>	Meliaceae	
15	Guava	<i>Psidiumguajava</i>	Myrtaceae	People use guava leaf for stomach and intestinal conditions, pain, diabetes,

				and wound healing.
16	Rangan	<i>Ixora</i>	Rubiaceae	
17	Curry leaves	<i>Murrayakoenigii</i>	Rutaceae	Powerful antioxidant. .may reduce the risk of cancer., .,reduces risk of heart diseases. ..Helps in the management of diabetes. .Help deal with stomach ailments.
18	Papaya	<i>Carica papaya</i>	Caricaceae	Papaya is used for preventing and treating gastrointestinal tract disorders, intestinal parasite infections, and as a sedative and diuretic. It is also used for nerve pains
19	Cactus	<i>Opuntiasp</i>	Cactaceae	
20	Mother-in-law's tongue	<i>Sansevierasp</i>	Asparagaceae	.
21	Neem	<i>Azadiractaindica</i>	Meliaceae	neem tree- leaves, flowers, seeds, fruits, roots and bark have been used traditionally for the treatment of inflammation, infections, fever, skin diseases and dental disorders.
22	Mehagini	<i>Swetiniamehagini</i>	Meliaceae	
23	Jackfruit	<i>Artocarpusheterophilus</i>	Moraceae	It is a good source of fiber, help keep bowel movements regular.Ulcers..Diabetes.High blood pressure.,Skin problems.
24		<i>Abutilon indica</i>	Malvaceae	
25		<i>Achyranthusaspera</i>	Amaranthaceae	
26	<i>RudraPalas</i>	<i>Spathodiacampanulata</i>	Bignoniaceae	
27	<i>Dalim</i>	<i>Punicagranatum</i>	Punacaceae	

28	<i>Chatim</i>	<i>Alstoniascholaris</i>	Apocynaceae	Used for pyorrhoea, pimple, urinary diseases, leprosy, fever, cough, cold, worm, asthma, used to treat a variety
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Number of Plants in the Campus:

Sl. No.	Scientific Name	Family	No. of Plants
1.	<i>Sansevieria Trifasciata</i>	Asparagaceae	32
2.	<i>Liebgis Sansevaria</i>	Asparagaceae	27
3.	<i>Aglaonema</i>	Araceae	6
4.	<i>Barleria Prionitis</i>	Acanthaceae	1
5.	<i>Codiaeum Variegatum</i>	Suphorbiaceae	1
6.	<i>Rhychosia Viscosa</i>	Solanaceae	1
7.	<i>Catharanthus Roseus</i>	Apocynaceae	1
8.	<i>Ixora</i>	Rubiaceae	15
9.	<i>Nyctanthes Arbor-tristis</i>	Nyctanthaceae	2
10.	<i>Aloe Barbadosensis</i>	Liliaceae	15
11.	<i>Tabernaemontana</i>	Apocynaceae	4
12.	<i>Jasminium</i>	Oleaceae	2
13.	<i>Atrocarpus</i>	Moraceae	1
14.	<i>Hibiscus Rosa-sinensis</i>	Malvaceae	6
15.	<i>Bougainvillea Glabra</i>	Caryophyllaceae	1
16.	<i>Coleus</i>	Labiatae	4
17.	<i>Andrographis Paniculata</i>	Acanthaceae	4
18.	<i>Nerium Indicum</i>	Apocynaceae	4
19.	<i>Murraya Coenigii</i>	Rutaceae	1
20.	<i>Philodendron</i>	Areceae	1
21.	<i>Carica Papaya</i>	Cucurbitaceae	1
22.	<i>Cycus</i>	Cycadaceae	2
23.	<i>Dracaena</i>	Asparagaceae	2
24.	<i>Ocimum Sanctum</i>	Labiatae	5
25.	<i>Azadirata Indica</i>	Meliaceae	1
26.	<i>Areca</i>	Plmae	3
27.	<i>Syzygium Cumini</i>	Myrtaceae	1
28.	<i>Thuja</i>	Gymnosperms	3
29.	<i>Delonix Regia</i>	Fabaceae	3
30.	<i>Anthocephalus Chinensis</i>	Rubiaceae	1
31.	<i>Psidium Guajava</i>	Myrtaceae	1
32.	<i>Annonus Squamosus</i>	Annonaceae	1
33.	<i>Swetoenia Macrophila</i>	Maliaceae	1
34.	<i>Euphorbia Tirukali</i>	Suphorbiaceae	1
35.	<i>Trachyspermum ammi</i>	Apiaceae	4

36.	Plumeria Alba	Apocyanaceae	1
37.	Swetenia Mehagini	Maliaceae	2
38.	Hibiscus Mutabilis	Malvaceae	1
39.	Bryophyllum	Crassulaceae	1
40.	Ficus Elastica	Moraceae	1
41.	Aurocaria Hiterophylla	Gymnosperms Aurocariaceae	2
42.	Ficus	Moraceae	1
43.	Ficus Bengalensis	Moraceae	1
44.	Rhoeo Discolor	Commelinaceae	2
45.	Clitoria Ternata	leguminosus	1
46.	Hylocereus	Cactaceae	6
47.	Phoenix Sylvestris	Areceae	2

7.2. Faunal Diversity:

Studying faunal diversity can increase awareness about environmental challenges and conservation's significance. Colleges that are home to a wide variety of animal species may be more likely to adopt environmentally friendly policies and methods of operation to safeguard the campus environment and the people who live there.

Following is a list of various animals (mammals, aves, arthropods, etc) identified in the college campus:

1. Crow
2. Squirrel
3. Snake
4. Butterfly
5. Field rat
6. Mosquito
7. House Fly
8. Sparrow
9. Starling
10. Earthworm
11. Tailor bird
12. Woodpecker
13. Doves
14. Parrot

15. Cuckoo
16. Frog
17. Millipede
18. Lizard
19. Black hooded oriole
20. Red whiskered
21. Honey Bee
22. Cockroach
23. Dog
24. Cat
25. Civet
26. Ant
27. Wasp

8. Conclusion:The K. K. Das College's green audit identifies some areas that should be improved to advance sustainability initiatives on campus. Reduced energy use, better waste management, optimized water use, sustainable transportation options, and raised environmental awareness can all result from implementing the suggested solutions. K. K. Das College can set an example of environmental stewardship for its students and contribute to a cleaner future by implementing these improvements.

Audit Reported and conducted by “Management System Consultancy”

Auditor

Amalish Kr. Mandal



MANAGEMENT SYSTEM CONSULTANCY

Authorization:

- National Safety Council Certified (EMS: Registered ID No. 20210701001, OH&S Auditor: Merit Certificate No. 20211013005)
- National Productivity Council Certified (Energy Management Auditor: Certificate No. N95P15C244453/EL/50)
- ISO 14001:2015 (Environment) (CQI-IRCA Delegate ID: 173839, Certificate No. 46957) Lead Auditor Certificate
- ISO 50001:2018 (Energy) (CQI-IRCA Delegate ID: 218048, Certificate No. ENR-00728617) Lead Auditor Certificate
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WASTE MANAGEMENT REPORTS



MANAGEMENT SYSTEM CONSULTANCY

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Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

K.K. DAS COLLEGE

Waste Management Report

2023



UMA Apartment, Rishi Arobindo Road, Madhyamgram, Kolkata-700130

Email ID: managementsystemconsultancy@gmail.com

Website: www.msystemcon.com



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Management of the various types of degradable and nondegradable waste

K. K. Das College has taken proactive steps towards managing different types of waste, including degradable, non-degradable waste by establishing a Memorandum of Understanding (MOU) with the Kolkata Municipal Corporation for responsible waste removal.

1. Waste Management MOU:

The college has forged a partnership with the Kolkata Municipal Corporation to collaboratively address the proper disposal and management of various types of waste generated within the college premises. This MOU outlines the responsibilities and roles of both parties in handling different categories of waste materials in an environmentally conscious manner.

2. Categorization of Waste:

The college has implemented a waste categorization system to distinguish between degradable and non-degradable waste. This sorting allows for appropriate handling and disposal methods tailored to each type of waste material.

3. Responsibilities and Procedures:

As per the MOU, the college and the municipality have defined procedures for the collection, segregation, transportation, and disposal of waste. Degradable waste might be earmarked for composting or bioconversion, while non-degradable waste undergo specialized treatment or recycling processes to ensure responsible disposal without environmental harm.

4. Awareness and Education:

Additionally, K. K. Das College conducts awareness campaigns and educational programs within the college community to promote waste segregation at the source. This effort aims to sensitize students, faculty, and staff about the importance of responsible waste disposal and the implications of improper waste management on the environment.

5. Monitoring and Evaluation:

The MOU also likely includes provisions for regular monitoring and evaluation of waste management practices. This ensures that the agreed-upon procedures are being followed effectively and allows for adjustments or improvements in waste management strategies as needed.

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6. Community Impact:

Through this collaboration with the municipality, the college contributes positively to the community by demonstrating a commitment to environmental sustainability. Proper waste management not only maintains a clean and healthy campus environment but also sets an example for responsible waste disposal practices in the broader community.

K. K. Das College's partnership with the Kolkata Municipal Corporation showcases its dedication to implementing systematic and eco-friendly waste management practices, thereby contributing to a cleaner and greener environment.

MEMORANDUM OF UNDERSTANDING (MOU) between K. K. Das College and Kolkata Municipality for Waste management

K. K. DAS COLLEGE
[NAAC Accredited]
(Affiliated to the University of Calcutta)
GRH-17, Baishnabghata Patuli
P.O. - Garia, Kolkata - 700 084, West Bengal
Web: www.kkdascollege.ac.in
E-mail : kkdascollege@gmail.com ; kkdascollege@yahoo.com

(033) 2462 5999
+91 8902384436

Ref. No. Date:/...../ 20

MEMORANDUM OF UNDERSTANDING BY AND BETWEEN

K.K.Das College, GRH-17, Baisnabghata Patuli, Kolkata -700084 (hereinafter referred to as "First Party") and Kolkata Municipal Corporation ward No 101 (hereinafter referred to as "Second party") and jointly as parties represented by the Principal, Dr. Ramkrishna Prasad Chakraborty, or whosoever shall hold the chair of the principal in his stead, and Councillor Sri Bappaditya Dasgupta, or whosoever shall hold the chair of the Councillor in his stead, respectively, henceforth come into mutual agreement to undertake the following activities or programmes jointly or with active support from each other and shall cooperate in:

1. Campaign on awareness about Green Environment & Sustainability among the inhabitants of 101 No ward, Kolkata Municipal Corporation
2. Dengue awareness campaign programme among the inhabitants of 101 No ward, Kolkata Municipal Corporation
3. All kinds of daily waste (Degradable & Non- Degradable wastage) will be collected by Kolkata Municipal Corporation from the College premises on a regular basis.
4. The College will contribute to the beautification of 101 No Ward, Kolkata Municipal area in various ways.

That this agreement shall remain valid for maximum period of five years from this day and either of the parties may decide to end the agreement before the due date with at least a month's prior notice to the other party.

Signature of the first party
Date: 15.03.2022
Seal: Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

Signature of the second party
Date: 15.03.2022
Seal: BAPPADITYA DASGUPTA
CHIEF WHIP
Municipal Party-AITC
The Kolkata Municipal Corporation

WITNESS: Nalina Kundu
15.03.22
IQAC Co-ordinator
K. K. Das College
GRH-17, Baishnabghata-Patuli
Garia, Kolkata - 700 084

WITNESS: 48/7/1 Kendra main road.
Kol- 84.
15.03.2022.

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BIODEGRADABLE AND NON BIODEGRADABLE WASTE



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The Waste management project verified and given them conformity on it.

Issued on April, 2022 valid till March, 2023

Amalish Kr. Mandal



MANAGEMENT SYSTEM CONSULTANCY

Authorization:

- National Safety Council Certified (EMS: Registered ID No. 20210701001, OH&S Auditor: Merit Certificate No. 20211013005)
- National Productivity Council Certified (Energy Management Auditor: Certificate No. N95P15C244453/EL/50)
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