



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHYAMPUR SIDDHESWARI MAHAVIDYALAYA

P.O. AJODHYA , P.S. SHYAMPUR , DIST. - HOWRAH PIN - 711312
711312

<https://ssmahavidyalaya.edu.in/home.php>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Greetings from Shyampur Siddheswari Mahavidyalay an educational giant in the district of Howrah under the aegis of University of Calcutta; a globally trusted University developing generations over 160+ years. The Institute is located in the lush green landscape of the rural Bengal Shyampur, a natural beauty surrounded by the river landscape of Ganges, Rupnanarayan and Damodar. The Institute is highly enriched in biodiversity and yet technical sound with green initiatives like nonrenewable solar energy resources. Over past 60 years the Institute is nurturing, developing, incubating rural Bengal and showing them the path of development, progress and higher pinnacles of human life. There are thirteen (13) different undergraduate Single Major Programmes leading to Hons/Hons(Research) and Multidisciplinary courses (erstwhile General Degree) in BA, BSc, BCom; on 21 different subjects covering a wide spectrum of Arts, Science and Commerce discipline. The academic and administrative quality is checked by National Assessment and Accreditation Council (NAAC) and participation in the National Institutional Ranking Framework (NIRF).

It is my pleasure to share that every student here is provided with special care leading to their core academic development as well as overall holistic development in the spheres of co and extracurricular activities like sports and culture. A strong administration supported by a galaxy of dedicated teachers and technical staffs has developed an ecosystem of developing future generation who is not only academically rich but socially, culturally enable and capable of developing a new and modern India. This is reflected in very high success rate at the University examination and significant number of Gold Medalists in the University examination over past few years. Laboratory facilities in Physics, Chemistry, Zoology, Computer Science are state of the art and being upgraded to the next level. 21st century hands on training, value added courses along with computer center, digital library, NPTEL local chapters are part of digital resources of the Institute. I cordially invite all students leaving close to the Shyampur-I and Shyampur-II Block and nearest vicinity to come to this beautiful campus and be part of its momentous journey towards academic excellence.

Vision

To inculcate a sustainable ecosystem of higher education by fostering a state-of-the-art technology-enabled pedagogical approach within the financial reach of rural India as well as create a comprehensive research ambiance with a focus on innovation, skill development, leadership skills, moral & ethical values to combat global challenges

Mission

- 1. Technology-Enabled Higher Education:** To provide the highest level of quality higher education in a technology-enabled environment, infrastructure, learning resources, and a barrier-free environment conducive to social-harmony enrichment of the local community.
- 2. Cutting-edge Research skills:** To ignite teachers and students in the spirit of innovation, entrepreneurship and new-age interdisciplinary research integrating scientific research from basic to applied science, social science, economics, and literary research.
- 3. Skill Enrichment:** To conduct capacity development programmes for students on life skills, soft skills,

entrepreneurship skills, language & communication skills, programming skills, leadership skills preparation for competitive examinations, and at the same time up-skilling, re-skilling of faculty members.

4. **Holistic development:** Promote a culture of overall development of students who are true to moral and ethical values, zeal for life-long learning, and sensible towards societal issues, green initiatives, thereby creating a conscious, sensible future citizen of the nation.

Quality Policy

Consistent quality enrichment of higher education and transformation into an Autonomous Institute with a number of Centre of Excellence having suitable collaboration to ensure the global standard of pedagogy, infrastructure at the same time satisfy the quality benchmarks to ensure a green campus initiative.

Goal:

1. **Excellence in Academic Standard:** To reach the level of providing the highest quality education by advanced educators and state of the art infrastructure.
2. **High Quality of Academic Support and skill enhancement programme:** To provide a number of scholarships, capacity building programmes, value addition programme to uplift the skill of the students.
3. **High performing organization both in research and academics:** Teachers and students will ensure quality academic performance and high-end research contributions at the globally accepted platforms.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has highly qualified and dynamic faculties members who are not only committed to their academic's endeavours but also to disseminate knowledge to foster all around holistic development of the student.
- The college has a vast campus of 6.42 acre, 9 buildings, state of the art library with digital resources
- Large number of Value added courses are offered
- The college has a very active NSS unit which has been consciously participating in every possible outreach programme.
- The college has strong connection with the alumni members, many of whom hold a prominent position in the society and play an important role in the development of college.
- The college is very strong in terms of games and sports facilities
- Career Counselling and Placement.
- Provides education to rural Bengal at lowest possible tuition fees thus serving the community

Institutional Weakness

- Shyampur Siddheswari Mahavidyalaya is rural, remotely located and not so well connected by public transport.
- NEP/CBCS Stipulations call for augmenting human resource pool, both faculty and administrative staff, wanting
- Better infrastructure to be developed for the successful implementation of the NEP
- Quality Research Publications in high indexed journal is still an area of concern and
- Adequate funds are required for especially Research & better infrastructure
- The college has no scope of curriculum revision, assessment, evaluation, examination improvement as it is affiliated to the Calcutta University and has to abide by the rules and regulation of the same.
- Weak socio-economic & education background of the rural students.
- Medium of instruction of most of the student in their school is Bengali. This often becomes a hindrance in higher education specially in science
- No PG programme under affiliating University
- Students' strength in Pure Scienc is a concern on the other not all Bio Sc. (e.g. Botany, Anthorpology) has Hons Programme

Institutional Opportunity

- The RUSA 2.0 Grant made it possible to create new infrastructure and improve teaching learning and research environment. This opportunity was fruitfully implemented through proper planning.
- The college aims to apply for CPE status of the second time to further the excellence of the faculties and student as well.
- The college wishes to increase institutional collaboration.
- To promote skill development courses to help the students to acquire additional quality.
- To start courses on Entrepreneurship Development so as to help the girl student to earn their own income in an independent capacity.
- Collaborate and Community-centric Extension activities.
- To empower the rural Bengal with scope of advancements in various spheres of higher learning
- Learners' Support Centre of RBU and NSOU

Institutional Challenge

- The post COVID situation has severely affected all aspects of life and livelihoods impacting students' mindset in attending regular classes.
- Given inadequacies in funds and functionaries, functions and activities face hurdles
- Language problem of the rural students coming from Bengali medium schools.
- Limitation of the infrastructure with respect to space availability and other resources.
- Reserach infrastructure need to be strenghted to the next level
- Higher Collaboration with Internatioanl Collaborator is needed

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is affiliated with the University of Calcutta and adheres to the curriculum approved by the respective Undergraduate Board of Studies. The curriculum and syllabus are discussed and implemented through the Academic-Council. Members of the Academic-Council prepare this implementation guideline through a well-planned-pragmatic Academic Calendar. The Academic calendar enlists important dates for 'start-of-classes', students' semester-registration, CIE, University-specified-Unit-Tests, Tutorials, SEE, Field-Visits, Study-Tour, NSS-activities, Internship, Co-Curricular-Activities, Commemorative-days, Extracurricular-Activities, Annual-Sports, Cultural-Activities, Seminar, Conferences, Workshops, Invited-Talks, Faculty-Development-Programmes and slots of important statutory and non-statutory committee meetings. Holiday list and consolidated event calendar is also prepared. At the departmental-level, Departmental-academic and event-calendar is prepared in coherence with the Institutional Academic-Calendar after due discussions in the Departmental-Committee (DC) meeting. At the departmental level, syllabus distribution is made, much before the start of the semester teachers are asked to submit related 'Lesson-Plan', 'Session-Plans', Timetable, dates of field-visit/study-tour. As part of practicing the OBE, Course Outcome is prepared by every course coordinator, related mapping with programme outcome is done and discussed in the DC meeting. After publication of SEE results, Course Attainment is calculated, and based on attainment value, related recommendations about 'Add-on/Certificate courses' planning for remedial sessions are made to the Academic Council and IQAC. In specific cases Lesson-plan, Session-plan, digital contents are shared through LMS; enabling anytime- anywhere availability; and blended learning. CIE is an integral part of the Academic Calendar and is controlled by central examination-cell; however, departments have liberty to choose the mode from traditional written-exam to online-examination, Quizzing-assignments, case-studies, presentations, small thematic projects. Performance of the students are shared and they have liberty to check answer scripts/projects generated and consult with respective teachers. Interested students are encouraged for advanced-learning and slow-learners are provided with remedial-sessions. Apart from the regular university-specified internal-tests, tutorials are also conducted by central-examination-cell as per the university-notification. In past 5 years, 66 certificate-courses organized with nearly 70%-students participated in various certificate-courses. Nearly 50% students participated in the Project-work. Cross-cutting issues relevant to Professional-Ethics, Gender, Human-Values, Environment, and Sustainability are required. The curriculum is enriched with feedbacks received from various stakeholders and IQAC-plays an important-role in this regard.

Teaching-learning and Evaluation

The teaching-learning paradigm within the Institute has evolved with time; starting from the traditional chalk-talk method to the modern ICT-enabled classes. There are 17programmes in the Institute offered by 21-departments having diverse origins from literature, social-pure-bio-applied-home-science, performing arts like music and commerce. This diversity certainly demands a multifaceted nature-of-pedagogy depending on the nature of the course with inherent nature of indulging various pedagogical-approaches, traditional to experimental-learning involving mandatory projects by every student, field-work, survey, performing-arts, survey promoting participative-learning; with the ultimate goal of reaching every student. Emphasis has been made on Learning-management-system(LMS) and teachers are also trained. These diverse nature of students-centric methods can be briefed as,

1. **Traditional:**Use of conventional White/Blackboard and chalk/Marker to deliver the content is used. However, depending on the Course-content multifold-pedagogical-techniques are used including, story-

telling, role-play, interrogative-sessions, on-spot-problem-solving sessions, and so forth.

2. **Tutorial-Sessions:** Tutorial-classes are included in the timetable and used as problem-solving-sessions, case-studies, demonstrations etc.
3. **Experiential-learning:** All-science-subjects-have dedicated-lab-sessions for hands-on-learning, thus- implementing experiential-learning. Different-departments-arrange field-tours, Bio-Diversity in nearby water-bodies every year as a part of their course-curriculum. Department of History also conducts 'Educational-Tour'-annually-in-Museums-Historical-places.
4. **Participative-learning:** Classroom-debates are organized in the presence-of-the-concerned teacher to make it participatory for all levels of learners. Advanced-learners play an important role to encourage slow-learners.
5. **Problem-Solving-Sessions:** Dedicated sessions on problem-solving abilities and softskills are organized centrally including training for competitive-examinations.
6. **ICT-Skills:** Fundamentals of ICT-skills are trained to both teachers and students at the entry-level to enrich them about ICT-skills. 6-Smart-Class-Rooms equipped with Computing-tools,-Projectors, Display-board, Sound-System and wi-fi-facilities. The college is now nodal-centre of SWAYAM/NPTEL, teachers have secured highest grade in recent years.
7. **Programming-skills** are improved beyond the curriculum-classes-on **C,-Python**-by concerned departments.
8. **Project-based-learning:** Experiential-learning is further nurtured-through the activities of the Institutional-Innovation-Council.
9. **LMS:** Institution-promotes-LMS where both students-teachers can interact with each other; teachers can share digital-content, students can-watch-the-content, promoting learning-beyond-physical-space.

As a part of the practice of OBE-the Institute-puts-special-emphasis on CIA-conducted by central-examination-cell. Apart-from the central-examination-cell of the-Institute-conducts Internal-Tests as per the CBCS(2018)-curriculum of CU. SEE-is-conducted by the-University at a outside-centre-and-evaluation also done-externally.

Research, Innovations and Extension

Research and Innovations are one of the key focus areas of the Institute. Institutional research facilities are frequently and consistently upgraded based in the industrial needs and societal impacts to meet the objectives set in the Institutional R&D policy. The R&D policy is well defined and focused on promotion of research through a number of initiatives like providing financial assistance, special leave for carrying out research activities, study leave for PhD, incentive for quality publications etc. Advanced R&D lab has been set up in Botany, Chemistry and R&D grant amount Rs. 22-lacs received in past 2-years.

The Institute has taken active-initiatives in creating an ecosystem for igniting innovative minds by inculcating a spirit of conceptualization to prototype-development, filing of intellectual-property-rights, granting of patents to product development and at the same time do active basic-scientific-research, networking with allied-institutions and industries. Considering the impact of Industry-5.0, a paradigm shift of modern education towards self-learning, critical-thinking added with the clarion call of 'Atmanirbhar-Bharat', the Institute has established Institutional-Innovation-Council(IIC) in 2021. Since its inception, IIC-cell has been working actively on promotion and transfer of domain expertise into products and services, startup creation & related fund resources, MSME-UDYAM-registration, life stories of young-entrepreneurs, Leadership-talks, granting and copyright-generation along with all prescribed activities of Ministry-of-Education.

The Institute has its governing body-approved policy and process for inculcating the power of creativity, imagination, and sensitization-of-IPR, transfer-of-knowledge developed within the Institution. Since 2021, every year Institution has been organizing Science-Exhibition(Anweshan) where prototypes developed by students under the mentorship of teachers of 21-diverse areas are showcased in front of experts from Industry and Academia. Top-ranked projects are supported with full-financial assistance for IPR filing to granting. IPR sensitization programmes are organized with experts from National-Intellectual-Property-Awareness-Mission(NIPAM). Till now 15 IPRs filed. 12-MSME Udyam-Registrations completed. Special care is taken on handicrafts developed by students, boutiques-created, food-products along with exposure to marketing skills by commerce and economics department. Every-year, events like Handicraft-fair, Pithpuli-Utsab are organized by the IIC and IQAC to give exposure to entrepreneurs. Selected students are sent to nearby industries for acquaintance to live-industrial-environment jointly by IIC and part of internship-activity.

Infrastructure and Learning Resources

Shyampur Siddheswari Mahavidyalaya is located in the lush green landscape of rural Bengal with a vast campus sprawling over 6.49 acres. The Institute is committed to foster knowledge and to take up these noble initiatives, the Institute provides infrastructure in terms of state-of-the-art 14 ICT-enabled classrooms (6 class SMART classrooms), laboratories, computing systems, LMS added with robust infrastructure for sports and cultural initiatives. The infrastructure is robust with,

Main-Administrative-Building(1971), New-Extension-Building set up in 2015, Central-Library-Building (2019): These infrastructure serves as the nerve-center of the college, accommodating classrooms, administrative-offices, ICT-enabled classrooms, and laboratories, catering to the diverse-academic-needs of students and faculty.

ICT-Facilities: 14-ICT-enabled, 6-Smart-Classrooms, along with a well-equipped computerized-library, students benefit from seamless Wi-Fi-connectivity-campus-wide.

Students-Canteen-cum-Dining-Hall (2017): The canteen offers nutritious meals at subsidized-rates, fostering a sense of community and solidarity among students.

Recreational-Spaces: The college provides sports-and-yoga-centers, along with lush-green-gardens, promoting-physical fitness, relaxation, and overall-well-being among students.

Accessibility-and-Safety-Measures: Upholding the principles of inclusivity and safety, the college is equipped with wheelchair-facilities, Braille-Signages at key-locations, CCTV-surveillance, and dedicated security-room, ensuring secure and accessible-environment.

DivyangToilets, RAMPS are present.

Sports-Emphasis: Encouraging student participation, the college has produced athletes who have excelled at various levels, including district, university, state, and national competitions.

Indoor-Outdoor-Games: The college offers a wide range of indoor games such as Carrom, Table-tennis, DARTs, Chess, alongside outdoor sports like Kabaddi, Kho-Kho, Football, Cricket, Basketball, Athletics,

Badminton.

Cultural-Activities: Orchestrated by the cultural sub-committee and Students' Council, Music Dept. of the college hosts a myriad of cultural events throughout the academic year, including Freshers'-Welcome, Saraswati-Puja, and the Annual-Cultural-Programme.

Library: Automated through the use of Koha-Library-Management Software. The library, equipped with 15 computers running latest stable version of Koha (v21.05.09) since its installation in 2019. Web-OPAC services, accessible via dedicated terminals, enhance user experience. Integrated with the college library website, Koha's cloud-based architecture enables remote-access, empowering faculty, non-teaching-staff, and students to explore the library's extensive collection 'any time any where'. The library, currently houses over 27,000 books, N-List e-resources, boasting 195,000+e-books and 6,000+e-journals, member of the NDLI-Club, IIT-Kharagpur, the College-Library opens-up users' access a vast repository of electronic-resources, further enriching the academic experience.

Student Support and Progression

The Institute has defined policy on providing free-ship/scholarship to the needy students. Every year significant number of students are provided with free-ship/scholarship as support to their academic progress. Apart, from these there is continuous support from the Government. Kanayashree, Aikyashree, Oasis, Swami-Vivekananda-Merit-Cum-Means-Scholarship are provided by the Govt. of West Bengal. In past five years 85% students scholarships either from Govt. or the Institute. Freeship/scholarship was provided to all students during COVID 19 pandemic. Total of 40 capacity development and skills enhancement activities have been organised for improving students' capability in areas of Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills. The Institute has a ecosystem of making students ready for various competitive examinations, in past five years nearly 45% students have been given special training on competitive exam and career counseling. There is a defined students grievance redressal system in online mode, model code of conduct and sensitization programmes on Anti-ragging initiatives, ICC and ethical and moral values. More than 50% students have been placed or progressed towards higher studies. Appreciable number of students qualified in the NET/SET/TET and other Govt. level examinations. Close to 200 sports and cultural activities have been organized to provide support for overall holistic development of students. The Institute being more than 60 years in existence has a very strong and profound at the same time active alumni association. The Aluni association has been registered in recent times.

Governance, Leadership and Management

The vision of Shyampur-Siddheswari-Mahavidyalaya is to transform the institution into a centre-of-excellence of higher-education and contribute to the inclusive development of the country by generating quality human-resources. The college works wholeheartedly with the mission to provide the students with high-quality education and all-round holistic development. The objective of governance and leadership implemented in the institution is typically to meet its mission, vision, and objectives. The Governing-Body makes decisions regarding finance, academics, infrastructure, co-curricular, extracurricular activities. The institutional perspective-plan aligns with the vision and mission of the institution, which are the prime-factors for structuring academic-policies-and-strategies.

The Institute focuses on decentralization and participatory-management within its administrative-and-academic-

practices by involving all-levels of staff-students through-assigning responsibilities at various-levels. Statutory-and non-statutory-committees have-been created as per the norms of apex-bodies and necessity of the Institute after due-discussion at the Teachers'-Council-Meeting, subsequent approval of IQAC and-ratification by-GB. Faculty-and-student members are included in major functional-bodies-IQAC, Academic-Council, Examination-Cell, Research-&-Development-Cell, Institutional-Innovation-Council, Finance-Committee, Building-Maintenance-Committee, Purchase-Committee, Library-Committee, Internal-Complaint-Committee, Women-Cell, Sports-Cultural-Environment & Eco-Club, and other major-committees.

There is a well-defined Standard-Operating-Procedure-(SOP) for the functioning of every committee, sub-committee along with the composition of committees. The Institute believes in the decentralization of power and Departmental-Committee (DC) takes the spearhead-role. Academic-Council takes all major decisions on academics, has taken focus on the implementation of NEP with the multidisciplinary approach, multiple-entry-exist in unison with University-guidelines. There are defined policies in financial-management and regular-auditing is carried out as per norms. All procurement proposals are processed through purchase-committee and infrastructural-development is discussed in the Building-Committee. Finance-Committee takes decisions about financial-processes after due approval of GB. Admission-process is controlled by Admission-Cell. FDP, organization of seminar/conferences, submission-R&D-projects, IPRs-are taken care of R&D-cell. Extracurricular-activities are monitored by NSS-Units, involving-students-council-clubs. IQAC-ensures overall quality-upgradation of the Institutes including perfect implementation of Outcome-based-education and its sustainable development. All these committees are clear implications of participatory-management. Entire Institutional-Governance is e-Governance now at every level of academics, finance and administration.

There is defined performance appraisal system for teachers and staff associated with various welfare measures as per Govt.-norms. Teachers are provided with financial-support to attend seminar/conference/workshops. FDP/SDP are organized to promote skill-sets of teachers and staff.

Institutional Values and Best Practices

The institution has a Definite Action Plan for year-round activities to ensure societal and ethical values, safety, security, and social-justice for everyone irrespective of gender and empowerment of women through certain practices by a vibrant women cell, dynamic Internal-Complaint-Cell-(ICC) and IQAC. The Institute ensures an eco-system of gender-equity through several sensitization-programmes, planned action like Gender-Audit. Apart from creation of an inclusive-environment for quality-education, the Institute aims to shape its students into compassionate, responsible & sensible-citizens.

Some of the Initiatives Taken to Maintain Gender Equity:

- Regular-Annual-**Gender-Audits** and need-based actions.
- Special-lectures, activities to sensitize-students.
- Extracurricular-activities like extempore, quiz, creative-writing related to Gender-Awareness-and-sensitivity.
- Anti-Early-Age-Marriage campaigns in collaboration with Govt.-and-Non-govt. organizations.
- Self-defense-training for female-students.
- Extension-activities on Gender-sensitization in nearby communities and so forth.

The institute has taken multiple-initiatives to maintain an inclusive-environment for students, and staff irrespective of gender-religion-culture-language-sect and-financial background. Some of these includes, some

of them includes,

Cultural and Regional:

- Celebration of ‘Basanta Utsav’ on Doljatra, ‘Rabindra-Jayanti’, Prak-Sharodia, Eid and annual-cultural-fest.
- Saraswati-Puja and celebration of Basan- Panchami.

Linguistic:

- The curriculum permits the students to choose languages such as Sanskrit, Bengali, English etc.
- Observation of **International-Mother-Language-Day** on 21st February.

Communal & Socio-economic:

- Separate classes on ‘**Value-Based-Education**’ are organized for students, topics related to human rights, peace, tolerance, harmony, promotion of social values
- An environment is created in the classrooms and cultural programmes to teach diversity and get sensitized to **tolerance-and-pluralism**.

Best Practices:

Title 1. ‘Sabujer Abhiyan’: Green Initiatives towards Protection of Nature and Natural Resources

OBJECTIVES:

1. Protection and conservation of the Environment and its rich-biodiversity in and around the college-campus.
2. Sensitization of students and local common-people about importance of biodiversity and need of its protection.
3. Empowerment of wildlife-research and conservation of rural-wildlife by encouraging students to make career in wildlife-research.

Title 2: Earn While you Learn: Indigenous Support System to Enhance-Job-Skills of student

Objectives:

i) **Bridging the gap between knowing-and-doing:** To bridge the gap between the content taught in the classroom-situation and the skill-sets required in the actual-job-scenario.

ii) **Expertise:** Students can closely observe real-time operation of several official-procedures including the use of ERP-systems, accounting-software, HR-related-software, data-entry-operation and report-preparation

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHYAMPUR SIDDHESWARI MAHAVIDYALAYA
Address	P.O. Ajodhya , P.S. Shyampur , Dist. - Howrah Pin - 711312
City	Howrah
State	West Bengal
Pin	711312
Website	https://ssmahavidyalaya.edu.in/home.php

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sabyasachi Sen	03214-261221	8436403721	-	ssmahavidyalaya@ gmail.com
IQAC / CIQA coordinator	Dhruba Chandra Dhali	03214-261222	9831813759	-	dhruba.83dhali@g mail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-06-2009	View Document
12B of UGC	23-06-2009	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Ajodhya , P.S. Shyampur , Dist. - Howrah Pin - 711312	Rural	6.49	0.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co	Duration in Months	Entry Qualificatio	Medium of Instruction	Sanctioned Strength	No.of Students

	Course		Result	Medium	Enrolled	Admitted
UG	BA,Bengali Honours And Honours With Research,	48	Twelve passed	Bengali	244	99
UG	BA,English Honours And Honours With Research,	48	Twelve passed	English	99	56
UG	BA,Sanskrit Honours And Honours With Research,	48	Twelve passed	Sanskrit	69	25
UG	BA,Philosophy Honours And Honours With Research,	48	Twelve passed	Bengali	99	37
UG	BA,Political Science Honours And Honours With Research,	48	Twelve passed	Bengali	99	27
UG	BA,Education Honours And Honours With Research,	48	Twelve passed	Bengali	58	29
UG	BA,Geography Honours And Honours With Research,	48	Twelve passed	Bengali	42	21
UG	BA,History Honours And Honours With Research,	48	Twelve passed	Bengali	118	54

UG	BSc,Physics Honours And Honours With Research,	48	Twelve passed	English	58	15
UG	BSc,Chemistry Honours And Honours With Research,	48	Twelve passed	English	40	11
UG	BSc,Mathematics Honours And Honours With Research,	48	Twelve passed	English	78	24
UG	BSc,Zoology Honours And Honours With Research,	48	Twelve passed	English	51	31
UG	BSc,Computer Science Honours,	48	Twelve passed	English	49	0
UG	BA,Ba General And Multidisciplinary,	36	Twelve passed	Bengali	1649	1169
UG	BSc,Bsc General And Multidisciplinary,	36	Twelve passed	Bengali	183	124
UG	BCom,Bcom General And Multidisciplinary,	36	Twelve passed	Bengali	122	17
UG	BCom,Bcom Honours And Honours With Research,	48	Twelve passed	English	179	48

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				7				25			
Recruited	1	0	0	1	5	2	0	7	20	5	0	25
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	1	0	4
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	0	0	0	0
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	1	0	9	3	0	17
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	2	1	0	8	1	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1082	0	0	0	1082
	Female	2579	0	0	0	2579
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	73	85	65	73
	Female	79	102	86	97
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	99	81	115	68
	Female	176	176	148	127
	Others	0	0	0	0
General	Male	519	451	418	399
	Female	933	1008	966	999
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1879	1904	1800	1763

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated under the University of Calcutta, West Bengal. So it has to follow the guidelines prescribed by the university. Due to this, independent planning to include multidisciplinary
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subjects as per National Education Policy 2020 is not admissible. However, the college is preparing itself to evolve into a multidisciplinary institution. Science, Technology, Engineering and Mathematics (STEM) are the four supportive pillars of economic growth of a nation. Regarding the integration of mainstream humanities and science with STEM, to develop variety of skill as well as creativity in students, the college has to go forward. The choice-based credit system (CBCS) had been implemented in all the undergraduate courses taught in the college from 2018. Most of the curricula include relevant project works, in different subjects. Some subjects like Anthropology, Zoology, Commerce and Geography have community-based project works, which requires a clear multi-disciplinary approach. Environmental education is taught to all the students, as Environmental Studies is a compulsory paper for all undergraduate subjects. Study of ecosystem and biodiversity is an integral part of the curricula of biological sciences like Botany, Zoology and Geography. Application of innovative ideas is important key factor to prepare the project works of the students. A number of activities are carried out to nurture value-based education among the student community. In this regard, the Value Education lecture series has been delivered by the institution throughout the 2018-23.

2. Academic bank of credits (ABC):

Shyampur Siddheswari Mahavidyalaya is an affiliated UG college under the University of Calcutta. The college follows the CBCS syllabi in all the programs as prescribed by the affiliating University. The University holds the end-semester examinations and marksheets are awarded to the students by the university after being evaluated by the teachers of the same or other colleges. The college has no role whatsoever in preparing and awarding examination mark sheets. However, the college has authorization for allowing multiple entries or exits as per CBCS and permitted by the affiliating University. Shyampur Siddheswari Mahavidyalaya has initiated 4 years /3 years UG courses under the University of Calcutta under CCF 2023 framed as per NEP 2020. Therefore, execution of the Academic Bank of Credits will be implemented by the rules and regulations of the University of Calcutta(The affiliating University) as

	and when framed by them.
3. Skill development:	<p>Since 2018 concerted efforts have been made by the institution for skill development because Shyampur Siddheswari Mahavidyalaya believes that pursuing mere academic studies is not sufficient for a student to gain the necessary competence for the job market. Skill Enhancement Courses (SEC) are already offered in all subjects as per the syllabi of the CBCS of the University of Calcutta. All students of honors courses need to choose two SECs (in semesters 3 and 4), while all general course students need to take four SECs (in semesters 3, 4, 5, and 6). Besides this, the institution with its very active Career Counselling and T & P Cell and Guidance cell, a Committee especially for add-on courses, and very active IQAC headed by HoI is giving special emphasis on skill enhancement of students by arranging a significant number of add-on/certificate courses, value-added certificate courses, workshops, counseling sessions for placement, career fairs, placement drives, etc. There is a blog on the college website about continuous mentoring with motivational stories. The college offers many Certificate and Add on courses, specifically designed as per their syllabi. Additionally, Institute's Innovation Council (IIC) is also providing opportunities for innovations and creations. Moreover, the college has successfully run NSS units for many years, which encourage skill development in various community services.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>NEP 2020 targets to blend the Indian knowledge system rooted in its languages and cultures with the modern education system. Propagation of IKS is done through different activities and programs and by offering courses on IKS in the curriculum. Shyampur Siddheswari Mahavidyalaya is continuously trying to integrate IKS through the following activities: 1. Organization of Yoga Shivirs, Yoga Workshop, and Certificate course on Yoga. 2. Organization of seminars on Gita, Buddha, and Veda. 3. Delivering lectures in Bengali (Regional Language). 4. Publication of a student journal in Bengali named 'AYAN' 5. Providing an add-on course in Indian Language by the Department of Bengali. 6. As per the curriculum, the institution offers a course on Regional Languages (Bengali) 7. College often organizes many cultural programs in Indian languages (Bengali). Accordingly, as per the syllabi</p>

	<p>prescribed by the University of Calcutta, the college offers the Ability Enhancement Compulsory Courses (AECC) in Bengali and English for the 1st Semester students. Teachers deliver lectures in the classroom in both Bengali and English as and when required. Many departments provide study materials to their students in Bengali. There is an emphasis on Indian tradition and culture in the syllabi of several programs like Education (Hons), History(Hons), and Philosophy(Hons).</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education is practiced in synergy to the programme outcome specified by UGC and Course Outcome of each courses under every programme are mapped with programme outcome. Course Outcomes are set in line with Bloom's Taxonomoy. Attainment of Course Outcome and Programme Outcome through necessary mapping are carried out through internal examinations. Outcome based question papers are set, papers are evaluated and attainment of CO are checked. Attainment levels are decided by respective teachers. Waitage to internal assesment is 80% and feedback from stake holders is 20%. Final attainment level is decided from both contribution and CO attained in discussed in Academic Council and IQAC for initiating necessary actions.</p>
6. Distance education/online education:	<p>We have applied to NSOU and Rabindrabharati University for the Distance learning centre. One Distance learning programme on specific courses have been carried out under Vidyasagar University.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Shyampur Siddheswari Mahavidyalaya has an Electoral Literacy Club since 2017. This club is composed of students, teachers as well as non-teaching staff of the college.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>There is a student coordinator and co-ordinating faculty members who are appointed by the Principal of the college. The Principal is the President of this club while Mrs. Chaitali Chakraborty and Mr. Kinkar Nath Chaterjee (K. N. Chaterjee is replaced by R. M. Pradhan since January, 2022) from the Department of</p>

	<p>Political Science are the joint co-ordinators. ELC in the college is functional. ELC is representative in character. Representativeness of the ELC can be deduced from the participation of relevant stakeholders from teaching, non-teaching and student communities as per the guidelines of the Election Commission of India.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club in Shyampur Siddheswari Mahavidyalaya is a highly active association of teachers, students, and non-teaching staff as well, who are involved in organizing and participating in various programs like quizzes, debates, youth parliament, etc. related to the Indian Electoral Process, Indian Constitution and Parliamentary affairs since its inception. 1. Student members of this club have participated in Youth Parliament Competition in 2017, 2018, and 2022. In 2017. Students of the institution got 2nd prize in the event. In 2022 student members of the club won 'Best Speaker' and 'Best Speaker' in Youth Parliament Competition 2022. 2. The Electoral Registration Office of the Government of West Bengal arranged an EVM-VVPAT Awareness Campaign for the Parliament General Election, 2019 on the college premises, and many club students participated in this EVM Awareness Program. 3. A few non-teaching staff members of this club are also involved in the process of the electoral roll correction. 4. Every year on 26th November, since 2018 till date, this club is organizing various programs like debates to celebrate Indian Constitutional Day. This program also aims to aware students of the Preamble of the Indian Constitution.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. The club, with assistance from the Department of Political Science, has also launched a certificate course on “Citizenship, Constitutional Rights of Indians” in May 2022.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>1. The college, through this club, notifies students above 18 years, who are yet to be enrolled as voters in the electoral roll, to get their name registered as eligible voters in it from time to time.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3447	4001	3611	3706	3934

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

2 Teachers

2.1

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

Response: 73

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	43	32	30	24

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
165.4157090	62.7501646	52.7939285	88.0846543	188.72811

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution is affiliated with the University of Calcutta and adheres to the curriculum approved by the respective Undergraduate Board of Studies. The curriculum and syllabus are discussed and implemented through the Academic-Council. Members of the Academic-Council prepare this implementation guideline through a well-planned-pragmatic Academic Calendar. The Academic calendar enlists important dates for ‘start-of-classes’, students’ semester-registration, Continuous Internal Evaluation (CIE), University-specified Unit Tests, Tutorials, Semester End Examination (SEE), Field-Visits, Study-Tour, NSS-activities, Internship, Co-Curricular-Activities, Commemorative days, Extracurricular-Activities, Annual Sports, Cultural Activities, Seminar, Conferences, Workshops, Invited-Talks, Faculty-Development-Programmes and slots of important statutory and non-statutory committee meetings. Every Academic session begins with Induction-Programme for newly-enrolled students, where students get acquainted with Institutional procedures, prospects of respective programmes, value education programmes and Indian Knowledge System. The Principal along with the HoDs present First-Hand knowledge of Institutional activities, Timetables, learning resources, mentorship-details and essence of Outcome Based Education. Holiday list and consolidated event calendar is also prepared. Important, student-centric events like Parent-Teacher-Meeting, Mentor-Mentee-Meetings, Special sessions on communication Skills are also reflected in the Academic calendar and Timetable. Adjustments brought about by unforeseen-circumstances are taken care of in the calendar.

At the departmental level, Departmental academic and event calendar is prepared in coherence with the Institutional Academic Calendar after due discussions in the Departmental Committee (DC) meeting. At the departmental level, syllabus distribution is made, much before the start of the semester teachers are asked to submit related ‘Lesson-Plan’ and class-wise planning through respective ‘Session-Plans’. Timetable, dates of field-visit/study-tour, quizzes, doubt-clearing sessions are primarily prepared at the departmental level, same is further ratified at the routine sub-committee and approved in the Academic Council. Approved timetable is shared digitally in website, Socialmedia and physically in Institutional Notice Boards.

As part of practicing the OBE, Course Outcome is prepared by every course coordinator, related mapping with programme outcome is done and discussed in the DC meeting. After publication of SEE results, Course Attainment is calculated, and based on attainment value, related recommendations about ‘Add-on/Certificate courses’ planning for remedial sessions are made to the Academic Council and IQAC. In specific cases Lesson-plan, Session-plan, digital contents are shared through Learning Management System (LMS); enabling anytime- anywhere availability; and blended learning.

CIE is an integral part of the Academic Calendar and is controlled by central examination-cell; however, departments have liberty to choose the mode from traditional written-exam to online-examination, Quizzing, assignments, case-studies, presentations, small thematic projects. Performance of the students are shared and they have liberty to check answer scripts/projects generated and consult with respective teachers. Interested students are encouraged for advanced-learning and slow-learners are provided with remedial sessions.

Apart from the regular university-specified internal-tests, tutorials are also conducted by central examination-cell as per the university-notification. Outcome-based Question-papers of the internal assessment are set by respective departments and submitted to the examination-cell. On the other hand, answer-scripts are evaluated by teachers concerned as recommended from DC meeting. Evaluated answer scripts are shown to interested students with proper notification. Evaluation of projects-developed, practical examinations are conducted under the supervision of the examination-cell.

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

1.2 Academic Flexibility

1.2.1

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

Response: 18

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 66.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
1086	1256	2795	3428	3897

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

To integrate the cross-cutting issues relevant to Professional Ethics, Gender, Human-Values, Environment, and Sustainability, our affiliating university has imbibed different types of courses in the curriculum; some enhance professional competencies while others aim to inculcate general competencies like social-values, human-values, environment-sensitivity, etc., thereby leading to the holistic-development of students, which we follow regularly through our teaching-learning process. Additionally, the institution seeks to keep a peaceful and welcoming atmosphere on its campus and seeks to instill fundamental morals and values in students.

- **Professional Ethics**

Professional ethics is included in the curriculum of Philosophy, Education, Anthropology, Zoology, and Commerce.

Various seminars on Professional-values, ethics and Intellectual-Property-Rights are organized by IQAC in association with almost all the departments; where domain experts share their knowledge to inculcate the knowledge of ethics related to profession and sustainable development.

- **Gender**

Gender issues are included in the UG syllabi of almost all the programmes with prominent appearances in the curriculum of Philosophy, Political Science, Education, English, and History to spread knowledge about women's education, inequality, equity, and Women-empowerment. Especially it focuses on Women's role in every sphere of life from literature to social reforms to the latest scientific-developments and initiatives for sustainable development.

- As a part of the gender-sensitization program, proactive measures are taken by the Women Cell of the Institute through gender audit and organizations of seminars/ webinars based on the feedback received on gender audit. Webinar/Seminar at the International level with active involvement of Women Cell, IQAC and academic department.
- The college organized Karate, SCOUT camp for the self-defence, seminar on areas menstrual hygiene.

- **Human Values**

Human values are included in all UG programmes with active presence in courses of Philosophy, Political Science, Sanskrit, Anthropology, History, and Education as a part of Ethics, Peace-education, and value-education.

- Value-based education classes have been introduced in addition to imparting values through the required curriculum.
- Through community service and other social welfare initiatives like village adoption and upliftment of rural people.
- Students are introduced to moral and ethical values during the 'Induction Programme' of 1st Year by Monks of Ramkrishna Mission.
- Valued added courses on 'value-education' are conducted as part of implementation of MoU activities with Vivekananda-Centenary-College-Rahara.

- **Environment and Sustainability**

Environmental awareness is a crucial component of the student's learning process. In Semester-2 of the CBCS curriculum, there is mandatory Environmental Studies Course that is a part of the Ability Enhancement Compulsory Course. Advanced courses on Environment & Sustainability are a part of the Curriculum of Zoology, Philosophy, Geography, Political Science, Chemistry, Physics, English, and Botany.

- The Institute has been declared 'Green-Campus' and initiatives like 'Plastic-free-Campus', 'Waste-Management', 'Rainwater-Harvesting' taken and implemented through Environmental-Eco-Club and students are provided 1st-year projects in line with that only.
- The Environment and Eco-Club of the Institute organize several sensitization programme

including commemorative days like ‘World-Environment Day’, ‘Jal-Diwas’ Aranya-Saptah’, Energy-Conservation Day, National-Pollution-Control-Day, Saap-Kintu-Shap-Noy, Bacterial-Concrete, Agriculture, Polymer-Science-Medicinal-Chemistry.

- The geography department has prepared an ‘Institutional-Map’ and provided an auditing of the Green-area of the campus and provided a road-map to improve the overall green-environment of the Institution.

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

1.3.2

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

Response: 44.21

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

Response: 1524

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
1879	1904	1800	1763	1846

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2664	2664	2664	2664	2664

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 34.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
427	445	416	365	415

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

2022-23	2021-22	2020-21	2019-20	2018-19
1202	1202	1202	1202	1202

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 48.55

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teaching-learning paradigm within the Institute has evolved with time; starting from the traditional chalk-talk method to the modern ICT-enabled classes. Major focus is to improve the learning experience of the students and accordingly upgradation of pedagogical skills of the teachers. There are 17 programmes in the Institute offered by 21-departments having diverse origins from literature, social-pure-bio-applied-home-science, performing arts like music and commerce. This diversity certainly demands a multifaceted nature of pedagogy depending on the nature of the course with inherent nature of indulging various pedagogical approaches, traditional to experimental-learning involving mandatory projects by every student, field-work, survey, performing-arts, survey promoting participative learning; with the ultimate goal of reaching every student. Emphasis has been made on Learning-management-system (LMS) and teachers are also trained. These diverse nature of students-centric methods can be briefed as,

1. **Traditional:** Use of conventional White/Blackboard and chalk/Marker to deliver the content is used. However, depending on the Course content multifold pedagogical techniques are used including, story-telling, role-play, interrogative-sessions, on-spot-problem-solving sessions, and so forth; thus making the classroom situation participatory.
2. **Tutorial-Sessions:** Tutorial-classes are included in the timetable and used as problem-solving-sessions, case-studies, demonstrations etc.
3. **Experiential-learning:** All science subjects have dedicated lab sessions for hands-on-learning, thus implementing experiential-learning. Different departments arrange field-tours every year as a part of their course-curriculum. Department of History also conducts 'Educational-Tour' annually in Museums-Historical-places. Students of literature-departments visit printing-press, observe the process of proof-reading in actual situations.
4. Study of Bio-Diversity in nearby water-bodies is carried out by Zoology- Botany-department and ecology-club.
5. **Participative-learning:** Classroom-debates are organized in the presence of the concerned teacher to make it participatory for all levels of learners. Advanced-learners play an important role to encourage slow-learners.
6. To improve learning-experience, literature departments organize annual- *Literary Meet*- panel discussions by the students under the guidance of the teachers focusing on different aspects of literature.
7. College organizes Annual-Quiz-competitions, Poster-Competitions and seminars in which students from various departments participate; promoting participative-learning.
8. Annual magazine '*AYAN*' is published empowering creative-writings of students. Apart from this, all departments publish wall-magazines annually.
9. **Problem-Solving-Sessions:** Dedicated sessions on problem-solving abilities and softskills are organized centrally including training for competitive-examinations.
10. **ICT-Skills:** Fundamentals of ICT-skills are trained to both teachers and students at the entry-level to enrich them about ICT-skills. 6 Smart Class Rooms equipped with Computing tools, Projectors, Display board, Sound System and wi-fi facilities. Online quizzing system such as QuZZZ, KAHUT are used to make the class interactive. The college is now nodal centre of SWAYAM/NPTE, teachers have secured highest grade in recent years.
11. **Programming-skills** are improved beyond the curriculum classes on **C, Python** by concerned departments. Special application-software is taught on Tally, ERP, Physical, Chemical, Biological sciences.
12. **Project-based-learning:** Experiential-learning is further nurtured through the activities of the

Institutional-Innovation-Council such as the Idea-generation-design- demonstration of science-projects, its exhibition, promotion towards patenting.

13. **LMS:** Institution promotes LMS where both students-teachers can interact with each other; teachers can share digital content, students can watch the content before attending the class offering lower-level cognitive-domains-remembering-understanding before the actual physical-class, promoting learning-beyond-physical-space.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 84.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	71	32	32	32

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

2.4.2

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

Response: 49.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	20	18	14	13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

As a part of the practice of Outcome Based Education (OBE) the Institute puts special emphasis on Continuous Internal Assessment (CIA); same is reflected in the Academic Calendar and a specific time slot is mentioned. CIA is conducted by central examination cell; however, departments are given full liberty to conduct the internal examination in diverse ways starting from theoretical examination, assignment, quizzing, presentation, case-studies, surveys, group discussions, project-works. As per the notification of the examination cell, results of CIA are published; slots are given for showing the evaluated answer-scripts to students after 7 days of publication of results. Students can submit their grievances against the published results to the examination cell accordingly, actions are taken on part of the examination cell within 7 days of grievance application submitted by students. Students and respective mentors are informed about their areas of improvement in the departmental committee (DC) meeting. Accordingly, remedial sessions are taken for weak learners and make them exam-ready and advanced learners are introduced to advanced NPTEL course, invited talks. During pandemic the Internal Assessment was conducted on online mode using Learning Management System.

Apart from the central examination cell of the Institute conducts Internal Tests as per the CBCS (2018)

curriculum of the University of Calcutta; following the schedule mentioned by the University. Depending on the diversity of courses within the Institute, at the start of the semester, there is a mechanism of writing 'Guide Book@SSM' for every student by respective departments and during that interaction, students are made aware of combinations of Core and Elective Papers as well as internal marks component in each paper. Marks allotted is 10% of full marks of each paper. In specific papers (except SEC, LCC papers) some portion of the internal assessment is contributed by Presentation/Viva Voce/Mini Projects (Tutorial Assessment); which contributes 15% of the full marks. As per the notification of the central examination cell, results of Internal Tests are published and students are shown the evaluated answer-scripts like CIA and provisions of grievance submission within 7 days of publication of Internal tests; and actions are taken for addressing students grievances within 7 days of submission of grievances. Thus both the processes mentioned providing a transparent examination mechanism with optimal time grievance redressal related to the examination. Marks in the internal assessment are uploaded in the University portal.

Entire semester end examination (SEE) is conducted by the University at a outside centre and evaluation also done externally. However, university provide an opportunity to the students to review their published results (sum of results of SEE exam and Internal test) through proper notification within a month of publication of SEE results. Performance of individual students of both CIA, SEE and student feedback are used to estimate attainment of course outcome through its mapping with programme outcome. Programme wise course attainment calculation is discussed in the Academic Council and IQAC meeting and necessary recommendations are made to the affiliating for implementing necessary changes in the respective curriculum or broadness of the syllabus offered.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institute runs 14 Undergraduate Programmes offering Hons and Hons with research and 3 Multidisciplinary Courses. The Programme Outcomes (POs) are in line with UGC specified Programme Outcome connecting discipline-specific knowledge, inculcating students' critical-thinking, self-learning as well as research-attributes. To attain programme outcome a number of courses have been designed by the relevant UG BoS of the University; diversing over core-course, skill enhancement courses, ability enhancement courses, value education courses, and discipline-specific and open electives. Several workshops have been arranged to sensitize teachers and students about conceptualization of POs and COs. In workshops, COs were prepared by teachers concerned and mapped with POs along with

Programme Specific Outcomes (PSOs). COs, POs and PSOs are displayed at all notable locations within the college campus including classrooms, department offices, laboratories, campus corridors, lab manual, course file, library, at the college entrance along with the College Website for stakeholders and public view. CO statements for every course are well-defined and describe the competencies to be gained by the student through respective course. COs of each course are approved by the Academic Council and ratified in the Governing Body meeting. Every CO is aligned to one or more POs, and is measured at the end of the course, through various assessments, designed specifically to effectively measure the CO and contribute to the PO that, it is mapped to. Programme and course outcomes are described to the first-year students at the commencement of the programme through the Induction program. Along with Institute website COs, POs and PSOs are also available on the department websites.

The COs are thus in keeping with the prime motto of the college i.e. empowering rural students and preparing them for prospective job-scenario. Departments prepare course files with details of the course objectives, course outcomes, modules, assessment and teaching-tools, reference material, total number of teaching hours and credits at the beginning of the semester. Soft Copies of University Curriculum and Learning Outcomes of Programs and Courses are also shared digitally through social media groups at the start of the classes and LMS. The examination cell ensures Outcome-based Question Paper preparation by the teachers during CIA and Unit Tests. The performance of students are analyzed and marks obtained by students are used to evaluate Course attainment (direct) taking contributions from CIA, Unit Tests and SEE. Course attainments are used to estimate POs and PSOs. A part of the attainment calculation (indirect) is based on feedback from stakeholders. Departments communicate with employers and Alumni by sending mail and or during the Alumni Meeting to receive their feedback. Final attainment is estimated with 80% weightage on direct and 20% on indirect attainment. Attainment of POs are shared with all relevant stakeholders. Exemplary, CO and related PO attainment are also shared on the website, shared for all programmes with apex bodies like IQAC, Governing Body and transmitted to the affiliating University. Based on the attainment calculation COs, mapping with PO and PSOs are reviewed at departmental committee meetings and upgraded accordingly with reflection on website.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

As a part of practicing Outcome-based education, each department prepares CO through multiple brainstorming sessions and feedback mechanisms. Teachers are trained so that COs developed *are well-defined, and describe the competencies to be developed within the students in line with Institutional Vision and Mission. Every CO is aligned to one or more POs and PSOs and is measured at the end of the*

course, through various assessments, designed specifically to effectively measure the CO. COs of each course are approved by the Academic Council and ratified in the Governing Body meeting. The result of attainment of CO is used to evaluate the attainment of PSO and PO.

CO Assessment Processes:

CO attainment is evaluated through Direct and Indirect assessment tools.

In the Direct assessment process, students' performance is fundamental data. It is obtained from various sources,

Marks scored in Continuous Internal Assessment (CIA) and Unit Test

Classroom and laboratory assignments

Semester End Examination

Seminar/presentation

The examination cell ensures outcome-based question paper preparation for CIA and Unit Test with each question mapped with relevant CO. Question-wise score of each student in a course as reflected in CIA and unit test; along with contributions from assignment and SEE is used to estimate the direct course attainment through the rubric stated below.

The Rubric of CO attainment calculation:

In CO attainment distribution of weightage between internal (CIA and unit test) and external part (SEE) of examinations varies faculty-wise; in case of

ARTs programmes: 65% SEE, 35% Internal;

Science and Commerce programmes: 80% SEE, 20% Internal; as per the CBCS guidelines of CU.

The Attainment Level of courses has been primarily set as below by the program:

Target level 1: 50% students must score 60% and above

Target level 2: 70% students must score 60% and above

Target level 3: 80% students must score 60% and above

Overall CO attainment is obtained for

ARTS programmes: 35% credit from internal examinations + 65% from SEE.

Science & commerce: 20% credit from internal examinations +80% from SEE.

Indirect attainment calculations essentially depends on feedback from surveys carried on different stakeholders and contributes to the estimation of PO and PSO attainment.

Alumni-survey

Exit (final-year-students) feedback

Parents-feedback

Employers-feedback

Present-student-feedback

Survey questions for alumni are prepared based on estimated gains in knowledge and skills, continuing involvement with the Institute, employment, higher education, institutional emphases. Employer surveys are connected to the relevance of the course to the employer's needs, student readiness in terms of knowledge and skills. Exit batch survey is important to understand the impact of knowledge and skills they acquired in UG classes, various value-added-courses, career-counselling-sessions.

Overall PO & PSO attainment:

Overall PO attainment = (80% of Direct attainment) + (20% of Indirect Attainment)

Attainment of COs, POs and PSOs are discussed at the departmental level and same is transmitted to IQAC, GB and finally to the University for relevant action taking. Based on CO attainment the IQAC and Academic Council recommends about planning of beyond the curriculum sessions, remedial classes for slow learners, and introduction of value-added/certificate courses.

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

2.6.3

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

Response: 90.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
483	654	764	694	447

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

2022-23	2021-22	2020-21	2019-20	2018-19
574	676	782	726	592

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 19.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	19.2	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute has taken active initiatives in creating an ecosystem for igniting innovative minds by inculcating a spirit of conceptualization to prototype development, filing of intellectual property rights, granting of patents to product development and at the same time do active basic scientific research, networking with allied institutions and industries. Considering the impact of Industry 5.0, a paradigm shift of modern education towards self-learning, critical thinking added with the clarion call of 'Atmanirbhar Bharat', the Institute has established Institutional Innovation Council (IIC) in 2021. Since its inception, IIC cell has been working actively on promotion and transfer of domain expertise into products and services, startup creation & related fund resources, MSME UDYAM registration, life stories of young entrepreneurs, Leadership talks, granting and copyright generation along with all prescribed activities of Ministry of Education. The dynamism of IIC along with the research and development cell of the Institute ensures development of entrepreneurial spirit providing appropriate incubation facilities and thereby forming an ecosystem of innovation.

The Institute has its governing body-approved policy and process for inculcating the power of creativity, imagination, and sensitization of IPR, transfer of knowledge developed within the Institution. Within innovation ecosystem, the Institution takes a systematic approach starting from very first year when all students are exposed to latest technological impacts during ‘Sankalpa Diwas’. Since 2021, every year Institution has been organizing Science Exhibition (Anweshan) where prototypes developed by students under the mentorship of teachers of 21 diverse areas are showcased in front of experts from Industry and Academia. Top-ranked projects are supported with full financial assistance for IPR filing to granting. IPR sensitization programmes are organized on regular basis with experts from National Intellectual Property Awareness Mission (NIPAM). Till now 15 IPRs have been filed. 12 MSME Udyam Registrations have been done. Special care is taken on handicrafts developed by students, boutiques created, food products along with exposure to marketing skills by commerce and economics department. Every year, events like Handicraft fair, Pithpuli-Utsab are organized by the IIC and IQAC to give exposure to entrepreneurs. Selected students are sent to nearby industries for acquaintance to live industrial environment jointly by IIC and part of internship activity.

Institute has 21 diverse departments spreading over literature, social sciences, pure, applied, bio and home sciences, commerce as well as performing arts like music. The essence of ancient India and the cultural and spiritual heritage of our 5000-year-old civilization are covered in the different courses of Sanskrit. The Vedas, Upinashads are taught in the Honours and General classes of Sanskrit. Indian philosophy, its effects and its importance are covered in various papers on Philosophy. The course of Physical Education provides practical exposure to various levels of Yogas. Hence, there is a profound inherent system within Institution that provides exposure to students about the Indian knowledge system and its modern-day importance. In addition, every student during first year “Students’ Induction programme”, are given special session on Value Education by monks of Ramkrishna Mission, Yoga practices by ‘Brahmakumari Foundation’.

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

3.2.2

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

Response: 58

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	10	14	11

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	6	1	0

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

3.3.2

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

Response: 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	24	11	15	8

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

3.4 Extension Activities

3.4.1

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

Response:

The Institute is located in the lush green landscape of Ajodhya village, a picturesque natural beauty surrounded by an exquisite river background. Over past six decades, the Institute has been nurturing, developing, incubating rural Bengal and showing them the path of development. The Institution feels its responsibility and has taken special initiatives for overall growth of the neighboring community. Students, being one of the major stakeholders, play a pivotal role in implementing institutional extension programmes and policies. All extension activities allied to societal development are carried out by NSS Units and vibrant clubs like Community Connect, Environment Club. The Institute has adopted one village, named Nauripara, in its vicinity and is looking after community development of this village through a gamut of sensitization programs on health, hygiene, environment, finance, art and culture.

Over the years, students are actively participating in series of awareness drives and sensitization programme on various social issues and all these activities are conducted in collaboration with local clubs, NGOs, Grampanchayat, Swastha Kendra, Panchayat Samiti. Every year, a variety of sensitization programmes on Swachha-Bharat-Abhijan, Tree Plantation, Cleanliness program, Blood Donation Camp, Sanitizer distribution, Dengue & AIDS awareness camps are organized.

The NSS Team and Institute played a pivotal role during the fight against COVID-19 pandemic. One section of the Institute was utilized as a 'Safe-Home'. Sanitizer was prepared in the Chemistry lab and distributed to the nearby Toto operators. Masks and gloves were also distributed by the institute in nearby 'Belpukur Bazar'.

All these activities have a profound impact on students' attitudes, behavior, and overall perspective toward society. These activities also improved affective domains of students' learning like amicability, teamwork. Community Club, Environment, and Eco-Club also organized several environmental awareness programs like Plastic-Free-Campus, Cleanliness-Drive, Tree-Plantation Programme, Waste-Management, Child-Education, use of Biofertilizers in local agricultural sectors; in association with local clubs, local administration and NGOs. These drives have made students socially responsive and inclined towards acute social problems of hygiene, conservation of energy and water, enrichment of rural people with the light of education, '*the mantra of living and let living*'. Go Green activity, Swachh-Bharat-Abhiyan, Environment Day, Jal-Diwas celebration made students and local youth conscious of how human beings are continuously degrading nature for their own purpose and interest. The Institute also organizes programmes on 'World-Yoga-Day', 'World-Youth Day' to celebrate the power of youth in building a new India. Every year during Puja, Community Connect club of the Institute arranges the distribution of food and garments to the backward people and old age Homes in nearby locations.

As an outcome of these events, majority of the students have been sensitized toward societal needs and responsibilities. At the same time, local people learned the power of togetherness in their fight against the pandemic and importance of maintaining basic hygiene, fundamental precautionary measures, and awareness about conservation of energy. All the latest social issues of have been addressed through these initiatives so that maximum students become responsive to the global challenges.

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

3.4.2

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

Response:

The Institute focuses on the overall holistic development of every student and prioritizes the academic process of conducting co and extracurricular activities organized through active mentorship. In this challenging time of driving students away from self-centeredness, and addiction to digital habits, one of the major responsibilities of the Institute is to make students conscious about the larger family comprised of surroundings and nearby societal challenges. To address this challenge, the Institute has an active

ecosystem of activities oriented to extracurricular actions and outreach programmes, mainly carried over the years. Prestigious certificates like 'Nirmal College' 'Plastic free campus' etc, have been bestowed to the college by the government bodies. The Institute played a commendable role during COVID 19 pandemic as a part of the college building was used as an 'isolation centre'. Some of the noteworthy awards and recognition include -

1. 'Outstanding Green campus initiative' towards building a sustainable environment in an Educational Institute by Dehimondalghat-II Gram panchayat
2. 'Isolation Centre' and continuous support to the civil administration through several sensitization programmes.
3. Self-less initiatives during the Pandemic time by providing 'Isolation Centre'
4. Consistent effort against the spread of Dengue in the localities of Bachhri Gram Panchayat
5. Leading role in organizing awareness drives against AIDS
6. 'Plastic Free Campus' by Kamalpur Gram Panchayat
7. 'Safe Drive Save Life' initiative of the Govt. of West Bengal by Belpukur Nagarik Mancha
8. Cleanliness drive by NSS team presented by Diamond Harbour Rathayatra Committee
9. Active support of NSS units during Gangasagar Mela, recognized by Bharat Sevashram Sangha, Diamond Harbor Branch

Several awards have been received for extension activities carried out by the eco-club in the Sundarban area. Apart from this, a team of teachers and students of the Zoology department arranged several awareness drives about the 'snakes' effects on eco-system. This initiative has been approved through the following awards/recognition

10. 1st-prize in the Elocution Competition on the theme "Our-Biodiversity, Our-Food, Our-Health" organized by Training & Extension Division, Zoological Survey of India, Kolkata on 22.05.2019
11. 'Prakriti Sevak' organized by Srada-Prasad-Tirtha-Jana-Kalyan-Samity, Fishing Cat Protection Committee, Amta, Howrah, The Fishing Cat Project, Human & Environment Alliance League(HEAL) on 23.06.2019
12. Prize in drawing competition organized by IITM (Indian Institute of Tropical Meteorology, Pune)-Environmental Information System(ENVIS), Ministry of Environment, Forest & Climate Change, Govt. of India on 05.06.2020
13. 2nd-prize in poster-campaign competition on "Awareness-and-Conservation of Horseshoe-Crab" organized by Marine-Aquarium and Regional-Centre, Zoological-Survey of India, Ministry of Environment, Forest & Climate Change, Govt. of India, Digha on 20.06.2020
14. Winner in category C of "Tulir-Taane-Projapoti" organized by Nature-Mates-Nature-Club, WINGS, Green-Plateau on 15.09.2020
15. 1st-prize in drawing competition in Category-III, organized by Environmental-Information-System-Resource-Partner(Ministry-of Environment, Forest-&-Climate-Change, Govt. of India) & -TEREE-Policy-Centre, Pune on 16.09.2020

16. Wetland-Biodiversity-Service-Award, 2022 organized by Howrah-Forest-Division, Garchumuk-Mini-Zoo, West-Bengal-Zoo-Authority, The Fishing- Cat-Project, Human & Environment Alliance League(HEAL) on 22.03.2022

17. 4th-prize in poster-presentation-competition, Department of Science & Technology and Biotechnology, Govt. of West Bengal on 14.01.2023

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

3.4.3

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

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	9	11	13

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

3.5 Collaboration

3.5.1

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

Response: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Shyampur Siddheswari Mahavidyalaya is located in the lush green landscape of rural Bengal with a vast campus sprawling over 6.49 acres. The Institute is committed to foster knowledge to rural youth and enlightening them with the power of innovation-entrepreneurship. To take up these noble initiatives, the Institute provides infrastructure in terms of state-of-the-art ICT-enabled classrooms, laboratories, computing systems, LMS added with robust infrastructure for sports and cultural initiatives.

Here's an overview of its comprehensive facilities:

1. **Main Administrative Building (1971):** This three-storied structure serves as the nerve center of the college, accommodating classrooms, administrative offices, ICT-enabled classrooms, and laboratories, catering to the diverse-academic-needs of students and faculty.
2. **ICT Facilities:** Within 51-classrooms, including eight-ICT-enabled, 6-Smart-Classrooms, along with a well-equipped computerized-library, students benefit from seamless Wi-Fi-connectivity campus-wide, enhancing research-academic-endeavors.
3. **New Extension Building (2015):** Expanded in 2015, the new-extension-building provides additional classrooms, seamlessly integrating with the main administrative-building to ensure optimal-connectivity and accessibility.
4. **Central-Library-Building (2019):** A crowning jewel of the campus, the central-library-building, established in 2019, boasts an extensive collection of resources, including books, periodicals, e-resources. It also features smart-classroom and auditorium, Distance-learning-Centre, fostering collaborative learning and academic discourse among students and faculty.
5. **Students Canteen cum Dining Hall (2017):** Inaugurated in 2017, the canteen offers nutritious meals at subsidized-rates, fostering a sense of community and solidarity among students.
6. **Teaching Staff Quarters:** Ensuring the well-being of faculty-members, the college provides comfortable accommodation facilities (optional), complementing their academic responsibilities.
7. **Recreational Spaces:** Emphasizing the importance of holistic-development, the college provides sports and yoga centers, along with lush-green-gardens, promoting-physical fitness, relaxation, and overall well-being among students.
8. **Accessibility and Safety Measures:** Upholding the principles of inclusivity and safety, the college is equipped with wheelchair-facilities, Braille-Signages at key-locations, CCTV-surveillance, and dedicated security-room, ensuring secure and accessible environment.
9. Divyang Toilets, RAMPS are present.

In addition to academic pursuits, the college places a strong emphasis on sports and cultural activities:

- **Sports Emphasis:** Encouraging student participation, the college has produced athletes who have excelled at various levels, including district, university, state, and national competitions.
- **Indoor-Outdoor Games:** The college offers a wide range of indoor games such as Carrom, Table-tennis, DARTs, Chess, alongside outdoor sports like Kabaddi, Kho-Kho, Football, Cricket, Basketball, Athletics, Badminton. These facilities are managed by the Sports & Games Committee, comprising dedicated sports teachers.
- **Facilities Overview:**
 - Gymnasium (2004-05): Spanning 25x20 feet, accommodating up to 25-users-daily.
 - Playground (1964-65): Spread across 90x64 feet, serving around 100-users-daily.
 - Mini-indoor sports complex (2016-17): Measuring 44x34 feet, with an average of 80-daily-users.
 - Common-rooms for girls-boys (1964-65): Equipped with Carrom, TT boards, accommodating 40 and 100 individuals, respectively.
- **Cultural Activities:** Orchestrated by the cultural sub-committee and Students' Council, the college hosts a myriad of cultural events throughout the academic year, including Freshers'-Welcome, Saraswati-Puja, and the Annual-Cultural-Programme. The Music department also provides a range of musical-instruments, enriching-cultural-activities.

Both the Sports & Games Committee and the Cultural-Committee play pivotal roles in nurturing the holistic-development of students, contributing to the vibrant campus life at Shyampur Siddheswari Mahavidyalaya.

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

4.1.2

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

Response: 26.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.39	25.19	17.11	16.41	34.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Central Library of Shyampur Siddheswari Mahavidyalaya is the hub of knowledge and learning resources for all academic activities of the Institute. The central library has a dedicated building, established in 2019, is a crowning jewel of the campus, boasts an extensive collection of resources, including books, periodicals, e-resources. **On the first floor of the Library has a reading Room and book stack room with “Periodical-Display-Section” where magazines, periodicals are displayed, Newspaper-Display-Desk, Reference-collection are displayed. There is a Property counter for keeping personal belongings. The library is enabled with LAN, Internet connectivity, Wi-Fi system with adequate number of CCTV cameras. The air-conditioned Reading Room provides a perfect ambiance for self-study. The Library is digitized with dedicated computing resources including plagiarism software for the use of teachers and students throughout the day.**

The Central Library at Shyampur Siddheswari Mahavidyalaya is a beacon of modernity, having embraced automation through the use of Koha-Library-Management Software. Koha, a globally recognized open-source library management software, powers the Online Public Access Catalog (OPAC), allowing users 24x7 access from anywhere in globe. The library, equipped with 15 computers running the latest stable version of Koha (v21.05.09) since its installation in 2019, offers seamless services. Automation highlights include the fully automated processes of book circulation system. Web-OPAC services, accessible via dedicated terminals, enhance user experience. Integrated with the college library website, Koha's cloud-based architecture enables remote-access, empowering faculty, non-teaching-staff, and students to explore the library's extensive collection ‘any time any where’. Search modules encompass various fields such as title, subject, author, publisher, call number, accession number, and ISBN, facilitating efficient book location and reservation. The library, organized using the Dewey Decimal Classification scheme 23rd edition, currently houses over 27,000 books. In addition to a rich assortment of reference materials, the library subscribes to magazines, employment-news, and newspapers. N-List e-resources, boasting

195,000+ e-books and 6,000+ e-journals, elevate the library's digital offerings. As a proud member of the NDLI Club, IIT, Kharagpur, the College Library opens-up users' access a vast repository of electronic-resources, further enriching the academic experience. Apart from that, link to open-access e-journals, e-books, and other resources are listed on the library website for greater use by students and faculty members. The Library-website-link: <https://ssmahavidyalaya.edu.in/library/>. The library webpage is attractive and simple for any user with easy access to all above-mentioned e-resources along with a dedicated Institutional database of Publications, Books, Book-chapters, Project-Banks, question-banks (University-question). Digital-repository-software-DSPACE is installed from where users can download open-access books, class-notes, and previous year's university-question-papers. To support Divyangs the central library has a dedicated counter on the ground floor of the library building, dedicated machines with Braille-software and Braille-signages at notable locations towards library. Apart from these all-major departments have Departmental library accessible to students-concerned. Library is accessible to students and teachers throughout the day. They can lend books as per the institutional-norms; separate logbook is maintained to record the attendance of teachers and students. To promote better library usage the student with highest library attendance in a month is announced and awarded.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college prioritizes consistent updates to its IT-facilities, facing disruptions during the pandemic but adapting swiftly to online education with a core focus on blended-learning. All departments are well-equipped with computers, accessories, and open Wi-Fi access. The pandemic prompted faculty to enhance their IT-skills for effective online-teaching. The institution organized online-training sessions, introducing tools like 'Streamyard' and 'G-Suite.' Online-resources like Writing-Tab, Google-Forms, QuiZZZ, and KAHOOT were promoted. Smart-classrooms with ICT-facilities increased from 1 in 2017 to 6 in 2022. Recognizing digital-challenges for rural-students, the West Bengal Government provided financial-aid for Android-devices. The college upgraded its IT-capabilities, installing 9-routers with enhanced broadband speed up to 512-Mbps in August 2021 from 256-MBPS before that. Regular maintenance, including computer formatting and

antivirus-software installation, is ensured. Number of Computer-centres has been increased from one-in 2021 to two-in 2022 and accordingly related power-backups have been upgraded to 3 KVA in both centers. Inside these labs computer-to student-ratio is maintained at 13.37:1, reflecting the institution's commitment to technological-advancement and accessible-education.

The Institution has a consistent focus on upgradation of computer-resources and overall-computer resources, computing-software/packages: system-software Windows11, UBUNTU application-software and application-software like Tally, MS-Office 365 are used in departments and offices. A variety of application-software are used by different departments based on their diversity and departmental needs. The Department of Geography uses open-source software: QGIS-3.10 Version. Advanced research-oriented GIS-software ARCGIS are used by students-teachers of Geography. Standard research-oriented and data-analysis software like ORIGIN, SPSS, MATLAB, and SURFER are also used by different departments. Teachers and students of Physics-departments are introduced to Python, IDLE3.7, GNU-Plot, in Physics department. Likewise wide variety of application software like DEV C++, MAXIMA, LATEX, SAGEMATH are used in the Mathematics department. Students of Computer-Science develop skillsets on JAVA, DEV C++, UNIX(UBUNTU), WAMPP, XAMPP, Jupyter-notebook, MYSQL, NETBEANS in. Plotter software and application-oriented software connected to devices like Spectrophotometer are introduced to students of Chemistry-department.

A complete online admission system has been introduced since 2015 as per Government-order and gradually being upgraded with integration of online-payment-system. The examination system under CU is also online starting from examination from-filling-up, approval from college-admin, to submission of marks by examiner-Head-examiner to finally publication of result has been introduced for conducting university-examination-since-2020.

The online feedback mechanism is obtained from stakeholders and is revised time-to-time-on areas of curriculum-enrichment, syllabus-upgradation, institutional facilities, training, higher-studies, career-opportunities.

On the administrative end, dedicated-software for human resource management, HRMS as introduced by the Govt. followed since-2019. Dedicated software on provident fund Govt-WB implemented-in-2023.

The college-website is maintained and upgraded regularly under an annual-maintenance-contract. It has different-portals with the latest updates. Website is a clear reflection of Institutional Vision, Mission, Objective, Policies, Academics, Co-Extracurricular activities, examination and regular notification; it is dynamic in nature and is upgraded on continuous-basis.

Entire campus is wifi enabled so that teachers and students can access high-speed internet facilities across the various-locations; enabling them to overcome digital-barrier. CCTV is placed at all notable locations within the campus and is monitored continuously and same is also available in mobile devices accessible to HoI.

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

4.3.2

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

Response: 11.38

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

Response: 303

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 45.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
91.51	29.94	16.46	63.38	52.63

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 84.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
2992	4001	3611	3273	1933

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 48.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
2292	1913	1439	1584	1843

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 42.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
331	162	332	205	359

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

2022-23	2021-22	2020-21	2019-20	2018-19
483	654	764	694	447

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

5.2.2

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

Response: 5.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	38	12	4	14

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

5.3 Student Participation and Activities

5.3.1

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

Response: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	7	3	4

File Description

Document

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 26.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	28	23	32	24

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association stands as a formidable pillar in promoting the ongoing development and prosperity of the institution through its unwavering commitment to provide essential support services. Comprising graduates who have traversed the corridors of our esteemed institution, with the constitution of the committee as per the G.B. meeting held on 26-04-2023 and registered as a not-for-profit organization or a “society” under the Societies Registration Act, of 1860. The Association plays a pivotal role in ensuring the continuity of excellence. The Alumni Association, Shyampur Siddheswari Mahavidyalaya works on different functional areas like its Activities, Fundraising, Career Assistance, and Alumni Coordination. Periodically review the association’s achievements and challenges to ensure you’re meeting alumni needs effectively. The Governing Body consists of elected or appointed members. The President, Secretary, convenor, student relation officer, office record keeper, and other office bearers. Any former student of Shyampur Siddheswari Mahavidyalaya is eligible for membership. Membership application procedures are defined in the association’s rules. There is a defined Register of Members, safekeeping of its property. Procedure for Holding Meetings. Major objectives of the alumni association are i) Fostering of digital knowledge ii) student support system iii) Preserving College Heritage iv) Contributing to Social Causes and overall Educational Excellence

Contributions of Alumni Association:

One of its most notable contributions is in the financial realm, where alumni generously contribute to scholarships, endowments, and various fundraising initiatives. Beyond monetary contributions, the Association also serves as a valuable resource for mentorship, networking, and career-guidance, bridging the gap between academia and the professional world. By nurturing a sense of community and pride among alumni, the Association reinforces the bonds formed during their academic years and actively engages them in the institution's growth trajectory. Through this collaborative synergy, the Alumni Association emerges as a dynamic force propelling the institution towards ever greater heights. The association closely focuses on areas like organizing reunions, cultural events, and networking sessions. alumni mentoring programs like sports, trips, sponsoring exhibitions at the college, participating in the Annual stakeholder’s meet. With nearly 57 years of strong alumni base, the association is expected to collaborate with various organizations, and institutes and open up novel areas of networking. The association provides scholarships to successful students, certain areas of infrastructure development. Having dedicated bank accounts and it can contribute organizations of events with significant social impact like health camps, sensitization activities on numerous societal issues are also under the purview of the Alumni Association, ethical values and transparency. The association shall document the college’s history through oral interviews, photographs, and written accounts. Finally, the pride and prestige of the Institute with the higher vision and long-term goal strongly depends on the

active and consensus activities of the Alumni Association.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision of Shyampur Siddheswari Mahavidyalaya is to transform the institution into a centre of excellence of higher education and contribute to the inclusive development of the country by generating quality human resources. The college works wholeheartedly with the mission to provide the students with high-quality education and all-round holistic development. The objective of governance and leadership implemented in the institution is typically to meet its mission, vision, and objectives. The Governing Body makes decisions regarding finance, academics, infrastructure, co-curricular, extracurricular activities. The strategic-plan, recruitment, and other academic- administrative proposals are also scrutinized by the Governing Body (GB).

The Institute focuses on decentralization and participatory-management within its administrative and academic practices by involving all levels of staff, students through assigning responsibilities at various levels. Statutory and non-statutory committees have been created as per the norms of apex bodies and necessity of the Institute after due discussion at the Teachers' Council Meeting, subsequent approval of IQAC and ratification by GB. Faculty and student members are included in major functional bodies IQAC, Academic-Council, Examination-Cell, Research & Development Cell, Institutional-Innovation-Council, Finance-Committee, Building-Maintenance-Committee, Purchase-Committee, Library-Committee, Internal-Complaint-Committee, Women-Cell, Sports, Cultural, Environment & Eco-Club, and other major committees. The Institution has a strong Alumni-Association and an eco-system of feedback collection from alumni for Institutional development.

There is a well-defined Standard Operating Procedure (SOP) for the functioning of every committee, sub-committee along with the composition of committees. The Institute believes in the decentralization of power and Departmental Committee (DC) takes the spearhead-role. All academic, infrastructural, students', faculty-centric issues including implementation of NEP are discussed in DC meeting along with the preparation of the departmental-budget, departmental-academic-calendar. Proposals of DC are processed in committees concerned. Academic-Council takes all major decisions on academics, examination-cell controls entire Continuous-Internal-Assessment, Unit-Tests-Tutorials. Academic-Council has taken focus on the implementation of NEP with the multidisciplinary approach, multiple-entry-exist in unison with University-guidelines. All procurement proposals are processed through purchase-committee and infrastructural-development is discussed in the Building-Committee. Finance-Committee takes decisions about financial processes after due approval of GB. Admission process is controlled by Admission-Cell. FDP, organization of seminar/conferences, submission-R&D-projects, IPRs are taken care of R&D-cell. Extracurricular-activities are monitored by NSS-Units, involving students-council-clubs. IQAC-ensures overall quality upgradation of the Institutes including perfect implementation of Outcome-based-education and its sustainable development. All these committees are

clear implications of participatory-management.

The institutional perspective plan aligns with the vision and mission of the institution, which are the prime factors for structuring academic policies and strategies. It is effectively used to focus on bringing quality improvements to the areas of Curricular-Planning and Implementation, Enhancing Academic-Flexibility and Capacity-Building, Teaching-Learning-Processes, Research and Collaboration, students' admission and enrolment-process, scholarship-process and so forth. Special care has been taken for the development- maintenance of 'Green-Campus-Clean-Campus-initiatives'.

The institutional Perspective and Strategic-Plan have been successfully implemented in several areas.

- Introduction of Certificate/Value-added, capacity building Courses
- Enhancement of infrastructure as per increasing requirements including Canteen, library, Teachers' Room
- Upgradation of laboratory-infrastructure
- Enhancement of library-resources
- Enhancement of the learning-resources
- Starting new Programmes as per the contemporary-trends-requirement of 21st Century skills and techniques

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan(2016-2021)aligns with the vision and mission of the institution, which are the prime factors for structuring academic policies and strategies. It effectively focuses on bringing quality improvements to the areas of Curricular Planning and Implementation using the blessing-of-inventions-in-educational-technology, Enhancing Academic-Flexibility and Capacity-Building of students-teachers, Skill-Enhancement through value-added-courses focusing on holistic-development of students, Research&Collaboration, students'-admission and enrolment process, scholarship, and green-campus-initiatives. Deployment of the perspective planning involves areas like augmentation of infrastructural-facilities, support-services and student progression. Entire process is monitored through Internal-Quality-Assurance-Cell. Special care has been taken for the deployment of perspective plan; 14-ICT-enabled classes and 6-Smart Classrooms have been developed. Teachers are trained on LMS,

several e-resources and N-List-e-journals have been subscribed. R&D-projects received from SERB, 5-IPRs filed with a highly vibrant-IIC. Incubation-Centre developed and one UDYAM-Registration done. More than 35-value-added-courses 50+-programmes arranged Skill-Development, training-on-competitive-examinations. To enrich human-resources, financial-assistance provided to teachers; several FDP-SDP programmes organized and financial-incentives provided to teachers for publication-of-papers in quality-journals. NSS is extremely-vibrant and several sensitization-programme along with green-campus initiatives arranged with the adoption of one-village. In-2022, the new-perspective-plan developed keeping the major-thrust-area with a focus-in scalability of areas like-value-addition-programme, ICT-Classrooms, adoption-of-digital-pedagogy, number-of-patents, number-of-publications, amount-of-grants-received, outreach-programmes, internship-employability-enhancement-of-stakeholders.

The College is in the constant process of evolving effective-strategies to meet the challenges-of-academic-delivery. To accommodate the new-programs and conducive-educational-environment, which facilitate free-thinking, efficient knowledge-delivery-system; Governing-Body acted as the nucleus-of-Institutional-growth. The College developed a good organizational-structure over the years for smooth-efficient functioning of College and a well-defined-organogram with decentralization at all levels of academics-administration. Roles-responsibilities of every authority and functionaries in the organogram are defined and duly-approved in GB. There is GB approved policies for various-processes attached to academic and administration and policies-on-R&D, code-of-conduct, IPR, IT, Green-initiatives, faculty-empowerment, grievance-redressal, student-support-systems. The financial-issues are processed through finance-Committee in consonance with the various departments and Bursar and entire procurement-process is done through purchase-committee. Infrastructural-developments are carried out through building-committee. Apart from these there are statutory-committees/cells like Anti-ragging-committee-squad, Internal-Complaint-committee. R&D-Cell, examination-cell, academic-council, NSS-Units are vibrant-committees associated with Institutional-progress.

Being a Govt.-aided-Institute, norms specified by HED-Govt-of-West-Bengal are followed for recruitment and promotion. The Institute follows the service-rules laid down by the HED-Govt.-of-West Bengal and the affiliating-University, College-Rules and Code-of-Conduct.

- Teaching-non-teaching posts are proposed by GB as per the UGC and CU-norms and forwarded to the HED-Govt-of-WB for approval.
- Rosters-authenticated by BCW-Office.
- After approval for HED, requisitions in prescribed format are sent to WBCSC. Faculty recommendations are made by WBCSC-after-interview.
- Recommendations from WBCSC discussed in GB and after subsequent-approval-of-appointment is given.
- Appointment is confirmed after one-year of service, subject to satisfaction-of-norms and laws-laid down by HED-CU-and-GB.
- Pay-Fixation is done by HED

Transfer is allowed as per the rule of WB-Government. The appointment policy of State-Aided-College-Teachers is guided by norms of HED-Govt-of-West-Bengal

There is standard-operating-procedures for the functioning of all committees, processes in the college which are duly approved by GB and shared with all-stakeholders. Some of these are SOP-of-Academic-Council, finance-committee, purchase-committee, examination-cell, conduction-of-meeting, environment-

management, Institutional-budget-preparation, cleaning-and-maintenance, procurement-of-equipment, social-media, remedial-class and so-forth.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Service rule, appointment procedure, and promotion of teachers under Career-Advanced-Scheme(CAS) are executed as per the rules of HED-Govt.of-West-Bengal in consonance with recommendations of UGC and recommendations of the affiliating-University. Entire process is implemented by the GB. The GB ensures Annual-Performance-Appraisal-System creating an eco-system of Faculty-Enrichment; and collects Student-Feedback at the end of every session to appraise the class performance. Summary of Annual-Performance-Appraisal is evaluated in IQAC and GB and necessary recommendations such as FDP, advancements in R&D arena are discussed. The Institute emphasizes Professional-Development as one of the important attributes for Teaching and Non-Teaching staff and frames policies to enhance the same. The college ensures timely promotions of teachers through CAS, supports faculty development, encourages participation in seminars and workshops, and provides necessary financial-aid, study-leave. The institution also maintains an automated HR-system including leave-management. Separate appraisal form is maintained for non-teaching-staffs.

The Institute is committed to foster healthy and conducive atmosphere through various welfare-programs for all related stakeholders. Govt. recommended welfare-measures General-Provident-Fund(GPF), use of HRMS-portal, providing all allowed leaves as recommended in the statute of affiliating-university and HED-Govt.of-West-Bengal, West-Bengal-Health-Scheme(Medical-Insurance), Study-leave are provided to teachers and staff. In addition, Institute provides and facilitates large-number of welfare-measures, which includes;

- Easy-loan-facility from College-Employees' Cooperative-Fund.
- Majority of staff members are linked with GSLI scheme.
- Quick-PF-loan-facility.
- Teachers' promotion occurs periodically through CAS
- Financial support and incentives for paper presentations in seminars-conferences-IPR generation.
- Financial support and incentives for paper publication in repudiated journals, books and book chapters.
- Attendance register along with record of bio metric attendance for all staff is maintained.
- Government welfare schemes are made available to employees for example West Bengal Health Scheme and Swastha-Sathi.
- Female employees are granted child-care leave and maternity leave as per government norms.
- Puja bonus is given as per the bonus-rule.
- Farewell ceremony for the retired-teachers.
- Felicitation to the Teachers who carried out outstanding research-work.

Avenues-for-Career-Development/Progression:

- Faculty members are encouraged and released to attend workshops, FDP, and seminars as a part of their academic and professional development
- Faculty members are encouraged and provided with all logistics to take up research works and projects, and present-papers.
- The IQAC frequently organizes training and development programs for teaching and non-teaching staff members.
- The institution also encourages teachers to undertake Orientation Programmers, Refresher courses, FDPs, FIPs, Short Term Courses
- Financial assistance is provided to teachers to attend seminars, conferences, workshops, etc.

ICT-Facilities:

- Wi-Fi-enabled-college-campus.
- Desktop facilities are provided in the Library and Teachers' Lounge for their use.

- Laptops and projectors for 14-ICT-enabled classrooms of which 6 are Smart Classrooms. Seminar Halls and Tutorial Rooms are provided to encourage student-teacher interaction.
- Facilities such as ramp, wheelchair, specially-designed-toilet etc., for differently abled staff and students.

Hygiene-Maintenance:

- Canteen that serves nutritious and hygienic food.
- RO-based water-purifier for drinking-water-&-Refrigerators.
- Cleanliness and hygiene are maintained in college campus including washrooms, library & staff rooms etc.

Recreational-Activities:

- Annual picnic organized for both teaching and non-teaching staff.
- All staff participate in games on Annual-Sports-Day.
- Other cultural programs like Basanta-Utsab, Briksha-Ropan-Ceremony, Teachers'-Day, Cleanliness-Day, etc. are also organized.

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

6.3.2

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

Response: 52

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	4	3	28	11

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 76.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	43	32	30	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	11	10	14

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College has been undertaking various strategies for mobilization and optimal utilization of resources and funds from its inception. It believes that any source will be a resource if it is optimally utilized.

For this, the Institute sets up the following visions for the said strategy:

- Protect Assets
- Improve Efficiency through automation
- Ensure Compliance and Transparency
- Encourage Adherence to Policies, Rules, Regulations, And Laws.
- Boost Internal Communications and Institutional Culture
- Enhance Stakeholder Satisfaction, And
- Ultimately Achieve Institutional Growth and Success

With this, the Institute sets up the following missions

- Minimize risks & use of ERP
- Promote operational efficiency and consistency
- Promote Continuous Improvement
- Reduce waste
- Decrease costs
- Ensure accuracy of records

The institute also has adopted sound resource management system through planning and scheduling of resources, analysing available and required skills for resources, utilising resources, measuring resource capacity and assigning resource prioritization and allocation. In this field to implement quality management system the Institute follow the following QMS documentation structure-

- Quality Policy
- Quality Procedures
- Quality Work Instructions
- Quality Records

The Institute delegates its authority and responsibility under Centralised decentralisation method. In resource mobilization, this principle is also found, where all departments act independently but under the control of central authority, the Governing Body. The said body extends its controlling power through various sub committees like IQAC, Finance committee, Purchase Committee, Building Committee, Library Committee, Departmental Committee, Academic Council and so others. In this way, resources and funds received from various sources are mobilize and utilize optimally by various departments (by maintaining quality work instructions) under the supervision of various committees (by maintaining quality procedures) and under the absolute control of Governing Body (by structuring quality policy).

In order implement a smooth and transparent Quality policy in the areas of Resource Mobilisation and fund Utilisation following steps are followed:

1. Notice By HOI.
2. HODs submit budget.
3. Finance Committee approval & finally Governing Body approval.
4. HODs submit their requisitions.
5. Finance Committee approval.
6. Purchase Committee procurements the resources either direct purchase or purchase by seeking quotation/tender or by notice inviting quotation/tender or e-tender in compliance with G.O. No -5400- F(Y) dated 25/6/2012.
7. GIN has been assigned on Challan of delivered goods at main gate
8. Recorded into Stock / Assets register in Central Stores
9. Transfer to departmental stores.
10. After getting approval from HOD, HOI and Bursar, the final payment and entry in Books of Accounts have been done by Cashier considering the TDS issue

As a part of Quality Control Management, like Environment Audit, Green Audit, Energy Audit, Administrative audit, Academic audit, the College has engaged an internal auditor for measuring performances and efficiencies of institution and for checking & cross-checking the books and accounts of the Institution with a view to establish "Quality Records". Besides the internal auditor, the College has also sought the services of a Government-appointed auditor (external auditor), the reports submitted by him are sent up to the Directorate of Higher Education, Government of West Bengal, at Bikash Bhavan.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC plays a pivotal-role in ensuring the overall quality assurance of the Institute with diverse-agenda distributed over a minimum of four-meetings in an academic-year. In June/July areas covered are Curriculum-Planning-and-implementation, Review of the final-semester-results, teaching-learning process, exit-feedback-analysis, and introduction-of-Certificate/Skill development-courses, planning for training/FDP/SDP are made for quality enhancement of human-resources. During the meeting in August/September agenda covered are admission-status of 1st-year-students, annual-review of R&D-activities, quality-publications, patenting, IIC-activities, submission of R&D-projects, startups-creation, networking-activities like signing of Memorandum-of-Understanding, socialmedia-impact, major-outcomes of monthly-review-meeting with departments and planning for co-and-extracurricular-activities. Areas like learning-resources and e-journals in the library, application of new-UG and PG programmes, environmental-and-green-initiatives, submission of AISHE-report, AQAR-submission, NIRF-submission, and various audits/ISO-certification, review of several standard-operating-procedures are covered in the meeting of December/January. In the meeting of March/April; budgetary-issues, maintenance of physical-resources, and Infrastructure-development, financial-assistance to teachers, issues like-scholarships, free-ship-to-students, welfare-measures for teachers/staff, review of perspective/strategic-plan, transformation-into e-governance are discussed. Recommendations of IQAC are transmitted to GB for necessary implementations and actions.

IQAC reviews the teaching-learning process regularly and ensures effective implementation of the Outcome-Based-Education(OBE) system and Quality-Assurance-strategies in diverse areas connected to academics-administration-and-students'-centric-activities. The IQAC of the College collects regular feedback from all-stakeholders on Course-content, Semester-plan, areas-of-upskilling, value-addition, academic-calendar, Project-work, continuous-internal-assessment, evaluation-process, learning-resources like Library, infrastructural-facilities like Classrooms and ICT-enabled-classrooms, laboratory-instruments. This process is administered through college-webpage. Principal and IQAC-coordinator meet with each faculty-member for clarification on the feedback received and the major-resolution of IQAC is transmitted to GB for necessary-implementation. IQAC ensures regular-arrangement of parent-teacher meetings and implementation of recommendations received through proper and justifiable action-plans. The IQAC analyses students'-academic-performance-related-data and attainment of learning-

outcomes and actions-thereon. It recommends necessary actions in terms of remedial-classes, learning-resources, value-added-courses, advanced-training, study-tours-field-trips, career-counseling-sessions.

Over the years, based on feedback-received, it has been the responsibility of IQAC to ensure implementation of a dynamic student's-centric teaching-learning-methods through transformation into digital-pedagogy and higher-emphasis on experiential-learning. It periodically reviews the status of ICT-infrastructure, creation-of-smart-classrooms, digitization-of-examination. Number of ICT-enabled classrooms is-14 now with 6 are with Smart-Screen-facility; from nil-during-previous-NAAC-visit. Teachers-are-periodically-trained on the development-of-digital-learning-resources, preparing small-videos on allied-topics and sharing-through-LMS; integrating-usual-digital-support systems like YouTube. The overall office-operation and governance is e-governance starting from fees-payment-to-procurement. IQAC ensured digitization-of-library with the latest software KOHA, plagiarism-software-like-Drillbit, membership-of-N-List, NDL. IQAC continuously reviews operations of other processes like the admission-process and programme-wise drop or increase in admission, and strategies to improve admission. IQAC keenly-focuses on the effective-implementation of-OBE, participation of students in regular-classes. One of the major areas of concern of IQAC has been to improve students'-attendance in specific-programmes; several brainstorming-sessions have-been organized in this regards. With the observation of IQAC, the Institute has adopted one-village and focused on its overall-scholastic-and-cultural-development for past-three years. The IQAC made a paradigm-shift in teachers' focus on career-advancements, in past on -year 4-teachers enrolled for PhD, 6-teachers completed PhD, R&D-grant amounting Rs.22 lacs was-received. Number of publications in WS/SCOPUS/SCI has grown appreciably in past two-years. IQAC is proactive in timely processing of CAS for eligible teachers. Thus, activities of IQAC are vibrant with present-focus on Quality-assurance in terms of NAAC-parameters.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has a Definite Action Plan for year-round activities to ensure safety, security, and social-justice for everyone irrespective of gender and empowerment of women through certain practices by a vibrant women cell, dynamic Internal-Complaint-Cell-(ICC) and IQAC. The Institute ensures an eco-system of gender-equity through several sensitization-programmes, planned action like Gender-Audit. Apart from creation of an inclusive environment for quality-education, the Institute aims to shape its students into compassionate, responsible & sensible-citizens.

Initiatives Taken to Maintain Gender Equity:

- Regular Annual *Gender Audits* and need-based actions.
- Special lectures, activities to sensitize students.
- Extracurricular-activities like extempore, quiz, creative-writing related to Gender-Awareness and sensitivity.
- Anti-Early-Age-Marriage campaigns in collaboration with Govt. and Non-govt. organizations.
- Self-defence training for female students.
- Extension activities on Gender-sensitization in nearby communities.
- Mixed-classroom and equal participation of all students, teachers and staff irrespective of gender in all co-curricular, extra-curricular, and cultural-events.
- Maintenance of Girls' common-room equipped with free-Sanitary-Napkin-Vending-machine.
- Common Sports & Gymnasium facilities for male and female students within campus. Mixed sports events to ignite sense of equality among athletes.
- Participation of students irrespective of gender in cultural-events.
- Day-Care-Centre to provide a supportive environment to the working-parents.
- Out of 21 Departments 8 HoDs are Female. Vice-President and Convener of Institutional Innovation Council are two female members. Dr. Deepshikha, Vice President, Ms. Kakali Seth, Convener.

Safety and Security:

- 24x7-vigilance with CCTV installed throughout the campus to monitor all activities within the campus.
- 24-hours female student security help-line.
- Restricted entry inside the campus only with Identity-Cards issued by the college.
- Fully functional Anti-Ragging-Committee, ICC, Students-Grievance-Redressal-Cell, Women's-

Cell, Students-Health and Hygiene-Subcommittee, RTI-Cell etc.

- "Code-of-Conduct" for different stakeholders operational within the campus.
- Need-based psychological counselling of students to maintain mental-health.
- Special classes for 'Reproductive-Health and Sex-Education' for all students.

Observation of Commemorative-Days promoting Gender-Equity among students organized by the Institutional Innovation Council (IIC)/Women Cell/ICC/Students' Council:

- Birth Anniversary of Swami Vivekananda/National Youth Day
- Parakram Diwas/Birth Anniversary of Netaji Subhas Chandra Bose
- International Women's Day
- International Yoga Day
- World Youth Skills Day
- International Democracy Day
- International Day of Peace
- Birth Anniversary of Iswar Chandra Vidyasagar
- World Ethics Day
- National Education Day
- Constitution Day

List of Special-Events for Gender-Sensitization:

- Survey among students for Legal-Awareness
- Awareness Program for Laws and Legislation for Women-Rights
- Extempore Competition on "Gender-Equity"
- Survey on "Know-your-opposite-Gender"
- Seminar on "Leadership-Development-for-Students"
- Webinar Series on Gender-Studies: A Multidisciplinary Perspective
- Creative Writing-Competition on "Education-Has-no-Gender"
- Survey on "Gender-Sensitivity-among-Students"
- Psychological-Counselling to prevent Early-Age-Marriage
- Workshop on Menstrual-Hygiene and Tackling-taboos about Menstruation
- Poster Presentation on Adolescent-girls' health and nutrition
- Seminar on Reproductive-Health and Sex-Education
- Awareness on Anti-Child-Marriage and Early Union and Prevention of Women Trafficking
- Online Quiz on "Gender-Sensitization"
- Workshop on Gender-based-Violence
- Faculty Development Program on Gender-Sensitization and Women-Empowerment.

Every year Certificate-Courses/Value-Addition-Programmes related to Gender-Equity, Women-Empowerment are organized by different departments (related list provided in the 'Additional Information').

Facilities for women on campus:

- Women-representation in all important committees of the Institute
- Women-representation as Departmental-Heads and presence in the Academic-Council
- Welfare measures like Child-Care-Leave and maternity-leave as per Govt. norms

- Several sports/indoor/gymnasium facilities in the Girls' common-room.
- Free-Sanitary-Vending-machine in Girls' Common-room.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institute has taken multiple initiatives to maintain an inclusive environment for students, and staff irrespective of gender, religion, culture, language, sect and financial background.

Cultural and Regional:

- Celebration of 'Basanta Utsav' on Doljatra, 'Rabindra Jayanti', Prak-Sharodia, Eid and annual cultural fest.
- Saraswati Puja and celebration of Basant Panchami.
- Raksha Bandhan among students, teachers and staff irrespective of religion.
- Teacher's Day Celebration on 5th September.
- Celebration of Freshers' Welcome (Nabinbarn Utsav), Annual Prize Distribution Ceremony.
- Farewell programme for all departments

Linguistic:

- The curriculum permits the students to choose languages such as Sanskrit, Bengali, English etc.
- Observation of **International-Mother-Language-Day** on 21st February.
- Display boards on the Language Diversity of the Nation.

Communal & Socio-economic:

- Separate classes on '**Value Based Education**' are organized for students, topics related to human

rights, peace, tolerance, harmony, promotion of social values, awareness of environmental protection etc. are added to the curriculum.

- An environment is created in the classrooms and cultural programmes in which the students learn to appreciate diversity and get sensitized to **tolerance and pluralism**.
- Extra-curricular activities develop students' attitudes for the **promotion of tolerance and harmony**.
- Adoption of Village “**Naoripara**” under the initiative ‘**BINDU**’ is a step towards the Socio-economic development of nearby society.
- Relief work for the Covid-affected patients and “YAAS”, “Amphan” Cyclone-affected villagers was carried out.
- Adult-Literacy-Drive, Digital-Literacy-Drive are conducted on regular basis.

- Scholarships for socially and economically marginalized communities.

Health and well-being:

- **Covid-19 Vaccination** Camp for students and employees.
- **AIDS awareness camps, Thalassemia-Detection-Camp** centre.
- Awareness programmes on **Menstrual-Hygiene-and-Reproductive-health**.
- During the pandemic period, various awareness programmes were carried out on Rules and Regulations for Covid-19.
- Organization of Health-Checkup-camp and Thalassemia-Awareness-Camp for local communities.
- Need-based **Psychological-Counselling** for students for betterment of Mental-Health-and-wellbeing.

Observation of Days and Activities towards sensitization of students and other stakeholders towards Rights, Duties and Responsibilities to Constitutional Obligations:

- Observation of **Republic Day** on 26th January.
- **Independence Day** on 15th August.
- ‘**National Youth Day**’ on 12th January.
- **Netaji Jayanti (Parakram Divas)** on 23rd January.
- **Yoga Day** on 21st June.
- **Constitution Day** on 26th November.
- **Voter Awareness drive** and observation of International Democracy Day
- Observation of **International Day of Peace** 21st September
- Birth Anniversary of Iswar Chandra Vidyasagar
- **World Ethics Day** on every 3rd Wednesday of October
- Webinar/Seminar on Universal Human Values & Professional Ethics for Teaching Personalities.
- **Observation of National Unity Day** on 31st October
- **National Education Day** 11th November
- **International Volunteer Day** on 5th December
- **Anti-Corruption Day** on 9th December
- **Human Rights Day** on 10th December
- **Commemorative days on startup and innovation announced by IIC**
- Students’ election reflects the promotion of democratic values.

- Participation of students in the **National Youth Parliament**.
- Social activities, Tobacco prevention camps, *Swachh-Bharat* initiative etc.
- Environmental Awareness within and beyond campus by various departments and Clubs along with NSS units.
- Observance of **Environmental-Related-Days** such as Earth-Day, World-Environment-Day, Biodiversity-Day, World-Water-Day, Bi-Cycle-Day etc.
- Awareness programmes on ill-effects of ragging and sexual harassment through Internal Complaint Committee, Student Grievance Redressal Cell & Anti-Ragging Cell.
- Awareness programmes on operation of “**Codes of Conduct**” for students, teachers and non-teaching staff.

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

7.2 Best Practices

7.2.1

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

Response:

TITLE: ‘Sabujer Abhiyan’: Green Initiatives towards Protection of Nature and Natural Resources

OBJECTIVES:

1. Protection and conservation of the Environment and its rich-biodiversity in and around the college-campus.
2. Sensitization of students and local common-people about importance of biodiversity and need of its protection.
3. Maintenance of a clean and green environment for betterment of the students'-health and mental wellbeing.
4. Empowerment of wildlife-research and conservation of rural-wildlife by encouraging students to make career in wildlife-research.

CONTEXT:

The Institution is situated in the floodplain of the Rupnarayan and Damodar-river, hence the area harbours a wide range of biodiversity (both floral and faunal) including several threatened animals such as Fishing-Cat, Jungle-Cat, Golden-Jackal, Gangetic-Dolphin, Monitor-Lizards, Softshell-turtles, Indian-Skimmer, Osprey, numerous numbers of wetland-birds, wetland-vegetations and fishes. Having a deep

connection with the wetland-habitats human-health and food-security also corresponds with the well-being of the ecosystem. Due to anthropogenic pressure, the landscape is facing severe threats that need to be minimized to conserve biodiversity.

THE PRACTICE:

This institution has taken a set of steps to sensitize the students and other-stakeholders about the importance of locational-advantage of the college and its role in maintaining healthy biodiversity-around.

- 1.Regular **awareness-camps-and-exhibitions** within campus and in local-fairs, social-gatherings, schools-and-clubs.
- 2.**Documentation** of biodiversity and maintenance of a **Biodiversity-Register** inside and around the campus.
- 3.Small-**Research-Projects** highlighting the rich-biodiversity involving students.
- 4.Quick action **helpline** and help-team for **snakebite** and **animal-rescue**.
- 5.Active **Environment-Management-System** to monitor all environment-related activities.
- 6.Maintenance of natural **Waterbody** as rainwater-reserve, **Kitchen-Garden and Medicinal-Plant-Garden**, Azolla-Culture.
- 7.**Rainwater-Harvesting**, reduced use of groundwater.
- 8.Strong **Solid-Waste-Management** plan of the institution: Vermicomposting and Bio-Gas Plant for Organic-Waste-Management and collaboration with recycling agencies for Plastic and E-Waste-Management.
- 9.Use of **Solar-Energy**, Energy-efficient and need-based-lighting and **sensor-based switching**-systems. **Bio-Gas-plant** for an alternative energy source.
- 10.Strict-regulations **against the use of single-use-plastics** within campus.
- 11.Regular internal and external **Environmental-Audits, Green-Audit-and-Energy-Audit**.
- 12.**Observation-of-Environment-related-days** and events involving school-students and common-people.
- 13.**Training-Workshops** for students in Wildlife-Research, Wildlife-Tourism and Citizen-Science-initiatives.
- 14.Training on a more **Sustainable-Lifestyle** for both students and teachers.

EVIDENCE OF SUCCESS:

- 1.Recognition and Awards from the Forest-Department and local NGOs.
- 2.**Research-publications** by students on local biodiversity-documentation.
- 3.**Research-career-and-Job-opportunities** for students in Wildlife-Sector.
- 4.Better response from local people about wildlife-rescue and reduced killing-of-snakes, fishing-cats and other-wildlife.
- 5.Eco-Club, SSM has received the data publisher status/approval from GBIF for contribution towards Citizen-Science.
- 6.Beautiful College Campus harbouring various natural resources and rich-biodiversity.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- 1.Lack of awareness about the need for the conservation of natural resources among local people.
- 2.Lack of infrastructure for modern-day environmental-research.

3. Poor financial-background of local-stakeholders that refrains them from choosing more sustainable options.
4. Poor Solid-Waste-Management policy by the local-government.

Title: Earn While you Learn: Indigenous Support System to Enhance Job-Skills of student

Objectives:

- i) **Bridging the gap between knowing-and-doing:** To bridge the gap between the content taught in the classroom-situation and the skill-sets required in the actual job-scenario.
- ii) **Expertise:** Students can closely observe real-time operation of several official-procedures including the use of ERP-systems, accounting-software, HR-related-software, data-entry-operation and report-preparation.
- iii) **Stipend:** Enabling students to pay tuition-fees or associated-expenses utilizing the stipend-received.
- iv) **Job-readiness:** Inculcating skill sets such as knowledge, use of related office-software, collaboration, communication-skills make them potent for job-market.

The-Context:

The Institute is in a rural-background, provides highest-level of education at affordable-tuition-fees for rural-students; however, over the years it has been observed even the said-amount becomes difficult for a section of potential-students to pay tuition-fee in-time, resulting in discontinuation of study even at the final-year.

This scheme is unique as it provides direct-financial-benefit to incumbents; however, it's not just free-ship/scholarship; it has a sense of developing pride among students. Earning-by-doing not only helps financially but also develops real-time job-skills for students.

The-Practice:

- i) At the beginning of the semester official notice is issued by Principal's-Office
- ii) Students are asked to apply within certain time-frame
- iii) Students applying for the scheme are asked for an interactive-session with a panel-of-experts comprising of HoI, Bursar, HoDs concerned, and selected members of IQAC.

iv) List of selected students is published and students are assigned to work under various Job-profiles. In each job-profile they work in a group and are supervised by a faculty-mentor. Some of the areas include i)Accounting, ii)Report-Generation iii)Materials-Management iv) various Criteria-Heads under IQAC-and-NIRF report-submission v) laboratory-upgradation etc.

vi) Only students with 75% class attendance are allowed to be part of this scheme and they do their assigned-job between class-break and recess.

vii) Attendance of students is noted and verified by concerned-faculty-supervisor.

viii) Financial-benefit is provided monthly.

ix) Entire process is reviewed every-year and new-students are included accordingly.

Evidence of Success:

i) Started in 2019-20 Academic-Session, this scheme has enhanced job-readiness and all of them secured placements immediately after completion of their degree. Overall placement scenario (considering all types of job-prospects, Govt.,private, public-sector, local-administration) of the Institute has improved since the inception of this unique-scheme.

ii) Improvement in Drop-out-rate; as it has enabled many students to pay their tuition-fee on-time.

iii) Improvement in student-administration relations; such students become an automatic-part of usual-administrative-process.

iv) Job-seeker-to-Job-giver: Start-up companies have been created by some of the students, many of them opened their businesses in nearby locations.

v) The amount of stipend paid since 2019-20 till date under this scheme (as per annual Income-Expenditure statement) is Rs.45700/- in-2021-22, Rs.35039/- in-2022-23, Rs.161078/- in-2019-20.

Problems Encountered and Resources Required:

i) Mindset: The scheme is unique but there is inhibition from a section of senior-teachers/HoDs about whether this scheme is detrimental against the focus of the students toward their main academic-goal; resulting in diminution-of-performance.

ii) Self-Confidence: Many students lack self-confidence and reluctant to take up this additional-challenge

iii) Since stipend is provided fully by institutional resources, funds, and donations from external-resources will certainly be helpful and enable us to provide higher-stipend and include more-students.

Notes (Optional)

This practice is Indigenous and developed based on Institutional needs; however, it has larger-impact of bridging the gap between knowledge-acquired and skill-developed; which is one of the major influences of NEP-2020.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title of the Distinctiveness:

Transforming the Higher Education Demography of Rural Bengal by Offering the Highest Level of Education at Lowest Financial Involvement: Empowering Rural Bengal in the Light of Education and Manifesting the Power of Self-reliance to Take Up Social Challenges

As envisioned by the founder of the Institution and as stated in part of the Vision statement of the Institute; the major focus and thrust area of the institute has been to inculcate a sustainable ecosystem of higher education by fostering a state-of-the-art technology-enabled pedagogical approach within the financial reach of rural India. The Institute is pinned by three rivers of south Bengal and the surrounding area remained in isolation over the years; the angel touch of education has enlightened first-generation learners of this village. The main occupation of the people in the village has been cultivation and very little industrial development has occurred. This has resulted in poor socioeconomic development and limited financial resources to take up higher studies. This data is certainly against the recommendation of NEP 2020, to increase the Gross Enrolment Ratio (GER) in higher education from 26.13% (2018) to 50% (2030). [source:https://taazakhabarnews.com/higher-education-in-india-road-ahead/]. Several surveys reported that students could join and remain in an educational institution due to three major aspects namely cost factor/fees, quality of the institution, and placement record. Six Indian states namely Uttar Pradesh, Maharashtra, Tamil Nadu, West Bengal and Karnataka account for more than 54% of the total students' enrolment in higher education. An immediate remedy to this problem is to make higher education more affordable, ensuring that the quality of teaching is not compromised. Our Institute focuses on this

important factor and provides basic undergraduate education at the lowest cost. Here a student can learn undergraduate studies in 4 years Honours and Honours with Research programme with an annual fee of Rs. 2300/- for BA & Rs. 2320.00 for Commerce programme and Rs. 2470.00 for Science programme. In case of 3 years MDC programme annual fee is less than Rs. 2250.00 for BA, Rs. 2270.00 B.Com and Rs. 2420 B.SC.(G & BIO.). There has been less than 5% deviation in these annual fees over the past 5 years ensuring the policy of making education available to the larger-section of potential students. In addition, several scholarships are provided to needy-students and full-tuition-fee waivers to the students of villages-adopted by the Institution. The total course fee for a student acquiring an undergraduate BA (4-years) programme is now approximately Rs. 12000/-which is even smaller than the 3-years programme of nearby colleges (Bagnan College: Rs. 15520/- only 20-kms away)

To develop an educational eco-system, in adopted villages, students are addressed by a team of teachers from a very early stage of school-life, who are trained in the academic-skills of science, mathematics, languages and performing arts like art, music and dance. Such students make regular visits to college science-labs and are given special invitations in events like college-sports events, cultural-events and exhibitions.

As per the record, 66.6% of the students in the college over the past five years have been girls' students which may be grossly impacted by Govt. schemes like 'Kanyashree-I, II'. However in the rural background, there are challenges of 'early marriage, early-motherhood resulting in dropping out'; resulting in a significant drop in the number of students admitted to the number graduating-out of the Institute. In this perspective, financial empowerment schemes of the Institute like 'earn while you learn' have given confidence to the students to fight against this challenge; enabling more students to transform their lives towards the spirit of higher education and a professional career of his/her choice.

The darker side of the GER at our College, in the past few years, is the drop in the enrolment rate of male students due to several reasons including their personal family reasons where the reduction in tuition fee is not enough for them to continue with studies and such male students had to take up the path of unskilled labour; not allowing us to reach the desired goal of enlightening education to the larger stakeholder of the society. Hence, the Institute is providing additional job skills and internships to local small companies. At a highly subsidized rate students are provided with training on Basic Computer Skills is provided to every student by reputed organizations like 'WEBEL Technologies Ltd'. Students of commerce are sent to local farms to enhance skill requirements and higher empowerment. Thus, empowering students with higher skill sets for high-profile jobs.

Apart from this, the Institute is in the process of opening of Distance Learning Centre under two different Universities, Rabindra Bharati University and Netaji Subhash Open University where mainly Postgraduate Courses are offered, and students have the option of finding postgraduate pathways at their own college only. Prior to that the Institute acted as a Post Graduate Distance Learning Centre of Vidyasagar University. Minimizing their cost of travel, going to City Colleges or nearest universities such University of Calcutta (approximately 100 Kms away) and Vidyasagar University (approximately 90 Kms away). Thus, satisfying the Institutional objective of sharing the light of the highest education at the lowest expenses.

Thus, being situated in a rural backdrop Shyampur Siddheswari Mahavidyalaya provides a platform to the majority of the economically weaker section of the community. All these efforts have some positive impacts on students' performance. 90% of toppers in University exams from the college are female. Not only institutional students but also local women are given computer training, social sensitization by

Women-Cell, and awareness drives against human-trafficking; keeping a signature on the larger-society even those who are not directly enrolled in the Institution. Girls'-students are trained with additional skill-oriented courses like 'Beautician', 'Embroidery' 'Craft-making', 'front-office-management', 'Sports' are some of them have developed their own business. The overall impact of these initiatives has a profound effect on the mindset of the women of the locality (being 66% of enrolled students) uplifting their self-confidence, creativity, sense-of-independence and individuality, sense-of-equal-rights in all-stages. Eventually, this has reduced early-marriage, domestic-violence against women etc. in local-communities.

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

5. CONCLUSION

Additional Information :

We are thankful to the accreditation body for allowing us to present our Institute, its history, its present status in details. Beyond, various issues discussed, we would like to add some pertinent and meaningful issues,

- i) As a part of the Infrastructural development a separate Science Building Project worth approximately Rs. 5 cr has been sanctioned by the Howrah Improvement Trust, Govt. of West Bengal.
- ii) We have received approval as Learners' Support Centre for Post Graduate programme under Centre for Distance and Online Education of Rabindra Bharati University, West Bengal.
- iii) We have also received approval from Netaji Subhash Open University (NSOU), West Bengal for specific UG Programmes and PG programmes. Selected also for Vocational Courses to enhance skill education under NSOU.
- iv) We have received ISO 9001:2015 and ISO 14001 certification for maintaining the Quality initiatives in academics, administration and environment
- v) Every year we participate in NIRF

Concluding Remarks :

The present Self Study Report is a clear reflection of our Vision Statement 'To inculcate a sustainable ecosystem of higher education by fostering a state-of-the-art technology-enabled pedagogical approach within the financial reach of rural India' and implementation of it in various spheres of academics, research and outreach initiatives. We are keen to implement the major outcomes of NEP 2020 as per UGC guideline and the University of Calcutta. As a future perspective, we want emphasis on digital learning, higher focus on creating state of the art research ambience and larger research outcome in terms of publications, patents and projects. These obviously, require more Honours Programme particularly in streams like Botany and Economics as well as starting of PG programme under affiliating University. We will look forward in maintaining proper student teacher ratio with the approval of competent government authority. We strongly, believe that we would create a proper research oriented, technology enabled academic atmosphere in this rural Bengal with proper support and motivation and create future generations who can lead the Nation forward.

Major Improvements -as per the recommendation of previous cycle:

- i) IQAC is fully functional and active
- ii) All the labs are equipped with modern tools
- iii) 60 Value Added Courses conducted in past 5 years
- iv) Nearly 50 % students participated in various Career Counseling and Guidance towards placement

vi) Nearly 40 programme conducted on Softskill, Lifeskill, ICT-orientaiton, Communciaton Skill

vi) Library is fully automated with N-List Membehip and availability or e-resources adn connected to INFILIBNT [<https://ssmahavidyalaya.irins.org/>]

vi) Teachers are provided with financial support for presentign papers in seminars and conferences. Number of publicatons in journal and book, book chapters have grown up noticeably.

vi) Study leave is given for pursuing PhD work. Morethan 50% teachers are with PhD qualification

vi) Vocational Programme/Skill Enhancement programme to be started with NSOU

vii) One Village adopted for empoweing their livelyhood

vii) IIC has been set and sensitizations on Innovations activites have been carried out. We have several patents, UDYAM Registrtion to support our startup ventures.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :18</p> <p>Remark : Edited as per supporting documents provided.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1086</td> <td>1256</td> <td>2795</td> <td>3428</td> <td>3897</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1086</td> <td>1256</td> <td>2795</td> <td>3428</td> <td>3897</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1086	1256	2795	3428	3897	2022-23	2021-22	2020-21	2019-20	2018-19	1086	1256	2795	3428	3897
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1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1524</p> <p>Answer after DVV Verification: 1524</p>																				
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>34</td> <td>31</td> <td>29</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	36	34	31	29	23										
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	34	31	29	23																	

2022-23	2021-22	2020-21	2019-20	2018-19
34	20	18	14	13

Remark : Edited as per supporting documents provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
528	708	836	748	465

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
483	654	764	694	447

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
914	877	855	787	641

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
574	676	782	726	592

Remark : Edited as per supporting documents provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	20	5	3	3

Answer After DVV Verification :

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

10	16	6	1	0
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3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	17	16	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	24	11	15	8

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54.1	25.19	30.33	16.41	115.91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54.39	25.19	17.11	16.41	34.00

Remark : Edited as per EP 3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99.75389	29.24894	16.46483	63.21242	60.84599

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91.51	29.94	16.46	63.38	52.63

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2061	1759	976	1584	1747

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2292	1913	1439	1584	1843

Remark : Edited as per supporting documents provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	39	12	4	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	38	12	4	14

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	30	34	37	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	28	23	32	24

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	4	3	28	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	4	3	28	11

7.1.2 **The Institution has facilities and initiatives for**

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Edited as per supporting documents provided.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 75 Answer after DVV Verification : 73</p>										
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>71</td> <td>43</td> <td>32</td> <td>30</td> <td>24</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	71	43	32	30	24
2022-23	2021-22	2020-21	2019-20	2018-19							
71	43	32	30	24							

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	43	32	30	24