



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SISTER NIBEDITA GOVERNMENT GENERAL DEGREE COLLEGE FOR
GIRLS
C-52937

Kolkata
West Bengal
700027

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	SISTER NIBEDITA GOVERNMENT GENERAL DEGREE COLLEGE FOR GIRLS Kolkata West Bengal 700027	
2.Year of Establishment	2015	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	19	
Programmes/Course offered:	17	
Permanent Faculty Members:	53	
Permanent Support Staff:	15	
Students:	367	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Educating girls and empowering them with all round development 2. All the faculty members are permanent employees and majority of them are PhD holders 3. Low fee stucture which encourages amission by students from lower socio economic bacground	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-06-2025 To : 06-06-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DEVINDER SINGH	Pro-Vice Chancellor,Chandigarh University
Member Co-ordinator:	DR. SUSHMITA SEN	Professor,The Maharaja Sayajirao University of Baroda
Member:	DR. CHANDRAKANT MANDLIK	Principal,Shri Shiv Chhatrapati College
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</p> <p>Sister Nibedita Government General Degree College For Girls is constituent of Calcutta University. The curriculum of the institute follows guidelines of the curriculum and syllabus prepared by the Calcutta University. They have systematic and well printed documentation for latest regulations and curriculum structure with the syllabus of all the courses for all the undergraduate programs. Some of the faculty members of the college are the BOS members in the University and they take an active part in sharing their views for the revision of courses for the programs Statistics, Philosophy, Economics and Geology. The Institute offers the academic programs using Credit Based Choice System (CBCS) and adopted NEP-2020 prescribed by the Calcutta University.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></p> <p>The institute curriculum has the possibility to inculcate students relevant to professional ethics, human values and environment and sustainability to address the cross cutting issues. The study of subjects like Political science, philosophy, history, English, zoology, chemistry, physics sports, environment and disaster management, inculcate human values and ethical behaviour of the students. Value and ethics related add-on course is organised to develop ethical principles in young minds. The students are provided support to participate in project work and field work to get experience of professional endeavours and develop critical thinking problem solving approach and professional skills. A Communicative English Course is run by the Department of English to develop student's speaking ability.</p> <p>NSS unit organises programs on health issues, environmental issues, cleanliness and tree plantation campaigns, World Environment Day, and Aids Day re celebrated to create consciousness among young generations about health care and social responsibility. Co- curricular activities like International Women's Day, Youth Day are celebrated to create gender equity among students.</p>

Qualitative analysis of Criterion 1

The college offers seventeen undergraduate programs in Arts and Science. Its curriculum integrates cross-cutting issues such as gender equity, sustainability, human values, and professional ethics, with Environmental Studies as a part of the compulsory subject for the students. Add-on courses in English communication skill and personality development further support holistic development. The college actively promotes environmental awareness through NSS activities, including tree plantations, campus cleanliness drives, and water source cleaning. During the COVID-19 pandemic, it organized initiatives like mask distribution, webinars on homemaker roles, and online competitions on water conservation and nutrition. Programs such as

Nutrition Week, and Women's Day highlight human values. The college ensures effective curriculum delivery through ICT-based teaching, a Supervision Committee, and regular feedback system, fostering quality education for rural and economic backward students women.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>The institute implements students centric methods in the teaching and learning system. The teachers employ teaching methods like lecture method, chalk and talk, interactive method, assignment and project based learning, ICT based learning and experimental learning. The efforts are being taken by the college to enhance the learning ability of the students through experimental learning like field visits and project work. It makes the students understand problems, face the challenges and to know environmental resources and Society. The extension activities like cleanliness drive and tree plantation are conducted through NSS. The students participate in various competitions, debates, and cultural programmes. The Wi-Fi in the campus of the institute enables the teachers to access online resources in the classrooms. Problem-solving methodologies, such as project-based learning and case studies, present students with situations that require analytical thinking and innovative solutions. These approaches help develop essential skills like critical thinking, creativity, and resourcefulness.</p> <p>The use of Audio visual tools leave a positive impact of learning on students. The teachers are using audio-video contents related to subjects while teaching. Learning management systems (LMS) and adaptive assessments enable teachers to track student progress, identify knowledge gaps, and adjust their teaching strategies accordingly. These resources are integrated into lesson plans, and providing students with diverse perspectives.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</p> <p>Internal examinations are conducted twice in a year consisting of mid term examination and the test examination. Under the CBCS internal assessments are held at the end of each semester. The tutorial examination is conducted as a written examination, assignment or viva voce. Any grievances related to internal examination are reported through the students portal. The external examinations are held by the Calcutta University. The college acts as a liaison between the University and students for post-publication re-examination and/or self-inspection of the evaluated answer script.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></p> <p>The program outcomes (POs) and course outcome (COs) are published on the college website. The (POs) are guiding the students in selecting suitable programs. These include competencies such as critical thinking, problem-solving, communication, and field-specific expertise. They also help in shaping curriculum development. (COs) are shared with students in the department orientation held on the first day of classes. They help the students to understand what they will learn in each class and assist faculty designing lessons and assist faculty in designing lessons, assignments, and assessments that align with the course's objectives. . Hence, the program outcomes (POs) and course outcomes (COs) are displayed in the corridors of the institute, classrooms, workshops and seminar brochures.</p>

2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>
	Explain with evidence in a maximum of 500 words
	The department assessment committee and program advisory committee have adopted specific majors to overseas the achievement of the program outcomes (POs)and course outcomes(COs). The college arranges internal assessment and conducts multiple class test to prepare students before the final semester.
	To ensure clarity, the college introduces the students to POs and COs during orientation programmes. In the general orientation for the new students at the start of the academic year, the POs of the institution are presented, offering students a broad understanding of what the institution aims to achieve through its academic programmes. In addition, specific course outcomes are discussed in departmental orientations held on the first day of classes. These sessions focus on COs, providing students with a detailed overview of what they will accomplish in each course, how they will be assessed, and what skills they will develop

Qualitative analysis of Criterion 2

The college promotes inclusivity by admitting students from diverse backgrounds, enhancing the learning environment and allowing both slow and advanced learners to thrive. The institution adopts innovative teaching methods like quizzes, games, exhibitions, field visits, and group discussions to cater to local needs and foster collaborative learning. The college has an evaluation system, and an examination committee to address grievances. With thirty eight Ph.D. holders on staff, faculty continually update their knowledge through various academic programs. The teaching approach is student-centric, using experiential, participative, and problem-solving methods. Departments like, Food and Nutrition and Computer science organizes activities, promoting skill development and employability. The integration of ICT tools, Smart Classroom and YouTube, during the COVID-19 pandemic helped students stay engaged, ensuring their success in their fields.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p>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</p> <p>The college faculty contributes in terms of research paper publications in the peer reviewed journals and book chapters. They have published about fifty articles. The teachers have also published twenty five books and book chapters. They received three fundings about fifty five lakhs for various research initiatives. The faculty members have participated in conferences, seminars and workshops. The institute has focused on the studies of the Indian Knowledge System (IKS) through curricula and webinar organized by the College.</p>
3.4	Extension Activities
3.4.1 QIM	<p>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.</p> <p>The college has organised extension activities to create social awareness about health issues, environmental issues and gender sensitization. The institute shows social responsibility by giving relief and rescue services during natural calamity. The college has strengthened its ties with local communities, fostering goodwill and mutual support. They have tried to meet up the specific needs within the community, such as overall health, menstrual health, awareness on environment etc.</p>
3.4.2 QIM	<p>Awards and recognitions received for extension activities from government / government recognised bodies</p> <p>The institute received awards from the reputed organisations to continue social services. NSS of the college has been actively working in the slum area. There have been many functional MoUs and linkages with industries. The Indian Knowledge System is reflected through new technologies and methodologies. The efforts are being taken by the institute to develop research oriented culture among the faculty and students through seminars, workshops and research oriented programs. The college takes initiative to address contemporary challenges and to develop the educational experience of the teachers and students.</p> <p>The college has achieved award and recognition from University of Calcutta in 2019 for their outreach programme and street drama presented on the occasion of National Nutrition week to sensitize local people on “ Har Ghar Poshan Vyavahar”. The faculties and research scholar of this college have achieved awards for participating and delivering presentations in seminars on various subjects, such as technology, science literature or specialized topics in their field of expertise.</p>

Qualitative analysis of Criterion 3

The college fosters a research culture and innovation ecosystem to support academic and professional development. Over the last five years, faculty have published papers in various journals and presented papers in conferences and workshops. The college also focuses on community engagement through extension activities promoting gender equality, social justice, AIDS awareness, and environmental issues. Its NSS unit inspires students to become responsible citizens through activities such as workshops and field visits. The college is contributing significantly to social change and student development.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</p> <p>The College is well-equipped to provide high-quality teaching and learning at the Graduation (Honours) level across 17 subjects. . The institution features 50 classrooms and 26 modern laboratories that are designed to facilitate experiments in accordance with the current curriculum offered by Calcutta University. A significant number of computers with a reliable internet connection support the teaching and learning activities in nearly all departments. The Conference Hall (Sister Nibedita Hall) along with three additional smart classrooms in the building are primarily utilized for hosting academic seminars, lectures, workshops, and various cultural events. In addition, the college provides a canteen for refreshments, a reading room (separate from the library), and a common room designated for female students. The campus includes a waiting room, a parking area, and two security posts. The college ensures the availability of quality drinking water systems, regular waste collection, and clean restrooms for both students and staff. Ramps and one elevators are strategically placed throughout the campus to assist Divyangjan students. Furthermore, the college garden features a small medicinal plants section that is maintained by the Botany department.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><i>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</i></p> <p>The library plays a vital role in supporting the teaching and learning programs, with four main components: the Library Hall, Stack Room, and Reference Section. The College features a dynamic Library that incorporates both print and digital resources. The process of automating the library has commenced with the implementation of the 'koha' Integrated Library Management Software. The library's collection includes 4,044 books including textbooks, reference books, general books, journals, magazines, newspapers and online resources through the INFLBNET. Access to Open Educational Resource Repositories is available via the Central Library webpage. Faculty members receive research support through a journal article delivery service. Additionally, books offering guidance for special competitive exams are also provided. The library aims to fulfil the institution's academic and educational goals.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet</i></p>

bandwidth within a maximum of 500 words

The College has computers, internet, and Wi-Fi services. Softwares used for administration and library functions are updated, and the college website is updated regularly. Various digital and technological facilities are available in the institution, including classrooms equipped with projectors, one digitally equipped conference hall, and six well-equipped laboratories. The college also houses a computer lab with internet access, smartboard classrooms providing students with the resources needed for academic success.

Wi-Fi connectivity is available throughout the college, with open access provided to all students and staff. Every department in the college is equipped with computers and related accessories. Educational websites and digital resources are utilized to aid learning. Most official work within the institution is conducted using ICT, which is regularly maintained to ensure optimal performance. The college also ensures computer maintenance, updates anti-virus software, contributing to a modern educational environment.

Qualitative analysis of Criterion 4

There are fifty classrooms, twenty six laboratories, and ICT-enabled classrooms to enhance teaching. The library provides access to digital resources and utilizing KOHA software. The college also has a canteen, common rooms, ample number of toilets, ramps, water purifiers and parking facilities. Outdoor sports facilities include provisions for games like volleyball, and badminton, along with a 200-meter running track, while indoor games like chess and carrom are also available. The college serves as an examination center, providing classrooms. The library supports teaching with 4,044 volumes and offers services like lending, reading rooms, and photocopying, operating six days a week and promoting reading culture through annual events.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.4 Alumni Engagement

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

As this college is relatively recently established, it is currently yet to create a government-registered alumni association; Nevertheless, numerous former students have established an 'Official Alumni Forum' on the college website using their previous student IDs, and they are eager to engage in various activities that benefit both the college and their respective departments.

In this context, two alumina students from the Department of Food and Nutrition, participated as resource persons in the Nutritional Awareness Programme during the Nutrition Month Celebration 2022 (Date: 14/9/2022 at Sisu Aloy, Tiljala ICDS centre, zone 1, Centre no 11, Tiljala Bayam Samity, 6 Ganesh Ghosh Lane, Kustia-Kolkata -700039). They have actively contributed to nutritional screening and assisted in disseminating nutrition education among the beneficiaries of the ICDS centre, collaborating with current students and faculty members of the college.

Former students have expressed significant interest in forming an Alumni Association, which is currently in progress. They are optimistic about increased participation from alumni students.

Qualitative analysis of Criterion 5	
	Sister Nivedita College focuses on the holistic development of its female students, preparing them as future leaders and contributors to society. The institution offers various scholarships and career-oriented programs to support students' education, alongside a grievance resolution system. The college encourages student participation in activities like , NSS and cultural events, and sports, achieving success in inter-college and national competitions. The institution integrates ICT in teaching through classrooms, a conference hall, and well-equipped laboratories.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><i>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.</i></p> <p>The vision of this emerging institution is to empower women through an education that transcends mere syllabi and degrees. It seeks to cultivate genuine knowledge that inspires students to contemplate sustainability and evolve into well-rounded global citizens. This encompasses educating students about their rights and responsibilities, fostering financial independence, and nurturing respect for all facets of nature. The institution is inspired by the principles of Sister Nibedita and Rabindranath Tagore, aiming to develop graduates who are informed, skilled, and ethically grounded, with the aspiration of making a positive impact on society and contributing to the creation of a better world. The college operates to empower women through quality education that incorporates Indian ethics and values.</p> <p>The institution's mission extends to fostering personal development in students through a blend of academic and extracurricular activities. It seeks to prepare students to address both national and international issues in various fields. The college has adopted the New Education Policy, emphasizing a decentralized, multidisciplinary approach to education. Its mission focuses on providing education to rural and marginalized women, helping them overcome societal barriers and become part of the mainstream workforce. The college aims to equip students with knowledge and skills to face global challenges in teaching, research, and employment, while promoting the development of a dedicated, hard working workforce to contribute to nation-building.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><i>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</i></p> <p>The college has focused on creating a quality academic environment to foster the overall development of students, with a particular emphasis on women's education. The faculty, administrative, and support staff play a crucial role in this mission. Numerous promises sustain their commitment to relevant, cutting-edge, and competitive focuses. This is girls' college operating under the jurisdiction of the Higher Education Department (HED), Government of West Bengal. All teachers are classified as Group-A Government Officers, appointed by the Public Service Commission (PSC) of West Bengal in accordance with UGC guidelines. The non-</p>

	<p>teaching staff are appointed through PSC, SSC, the Personnel & Administrative Reforms Department (P&ARD), the West Bengal Group-D Recruitment Board, and other governmental recruitment processes.</p> <p>The administrative framework, including appointments, service rules, and policies, is regulated by the West Bengal Service Rules (WBSR) in on and mission. The college administration is led by the Principal/Officer-in-Charge, who formulates development and deployment strategies in collaboration with the IQAC and the Governing Body. These decisions are subsequently executed through the Teachers' Council (TC) and the College Office.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>The college has focused on creating a quality academic environment to foster the overall development of students, with a particular emphasis on women's education. The faculty, administrative, and support staff play a crucial role in this mission. All teaching faculty are required to prepare Self-Appraisal Report (SAR) . These daily performance registers are submitted to the Principal at the end of each month in hard copies. A Performance-Based Appraisal System is used for the promotion of teachers and librarians under the Career Advancement Scheme (CAS). Each faculty member maintains a Performance Record, which is verified annually by the department heads and submitted to the Principal through the Internal Quality Assurance Cell (IQAC). At the time of promotion, faculty members provide their academic appraisal forms, which are reviewed by a scrutiny committee. Recruitment on compassionate grounds is available through proper channels in the event of an employee's death in service, in line with Government of West Bengal rules. The institution is committed to supporting both teaching and non-teaching staff in accessing various opportunities for career development and progression.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>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)</p> <p>The college has established a comprehensive procedure for overseeing its budget and financial resources. The college presents thorough budget proposals that encompass categories such as salaries, equipment, computer peripherals, telephone bills, internet expenses, other consumables, contingencies, and infrastructure development. These proposals undergo review and are funded by the Higher Education Department of West Bengal. After receiving the grants, the college implements a strategic plan to allocate funds efficiently. Various administrative committees, including the Finance Committee, Purchase Committee, and Internal Audit and Assessment Committee, play a vital role in the strategic management and utilization of funds within the institution. The college administration motivates all staff members—both teaching and non-teaching—to utilize the allocated funds effectively and within the designated timeframe. Utilization Certificates: Utilization certificates are prepared and submitted to the appropriate authorities to ensure transparency and accountability.</p> <p>The Office of the Principal Accountant General (General & Social Sector Audit), West Bengal, conducted an external audit covering the period from 1st April 2017 to 30th April 2022. During this audit, several queries were raised by the auditors. The college authorities, supplied the</p>

	detailed documentation in a timely fashion. The internal audit was carried out by Mahalanabish & Associates, a distinguished Chartered Accountant firm recognized for its expertise and thoroughness.
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>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</p> <p>The Internal Quality Assurance Cell (IQAC) has played a crucial role in enhancing the quality of education at the college by implementing various quality improvement initiatives. IQAC has fostered a research culture, resulting in the publication of research papers and articles by faculty, including several in UGC-listed journals and other digital databases. The college IQAC is dedicated to fostering a fundamental understanding of the pinnacle of pedagogy and its management options from a systems perspective.</p> <p>The IQAC serves a diverse array of stakeholders by focusing on the emerging facts and aspects of education - encompassing tracking, reporting, and stewardship. There exists an intrinsic dynamism within the functions of college IQAC.</p> <p>Nevertheless, the pursuit of IQAC is fundamentally aligned with achieving global excellence; it reiterates and facilitates an enabler to consistently contribute effectively to the implementation of National Education Policy, aspiring to become the premier college in Eastern India. The IQAC guarantees quality teaching across all processes that function within the college system.</p>

Qualitative analysis of Criterion 6

The College focuses on empowering marginalized women through quality education, aligning its mission with Indian ethics, human values, and constitutional principles. It operates as a government funded college, with transparent governance mechanisms, including the College Development Committee (CDC), IQAC, and various councils. Faculty welfare includes support for qualification upgrades and professional development. The college adopted the New Education Policy (NEP), and alligned with the State Goverenment guidelines. Over the last five years, the Perspective Plan has led to enhanced student support services, a Placement Cell, and career programs, facilitated by MoUs. Financial resources are mobilized through grants from Govt agencies, managed with transparency. Faculty published 50 research papers in peer reviewed and UGC recognized journals, 25 books, and book chapters, and the college promotes ICT for e-content development and online teaching.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>Gender equality is an essential component of sustainable, people-centered development and a fundamental human rights issue. The college has a strong commitment to this agenda, emphasizing the empowerment of women. The College respects gender equity as well as equality more so being a girl's college. Equity recognizes that different people have different needs and circumstances and guarantees customized support to achieve equal outcomes, whereas equality means giving everyone the same resources and opportunities. In light of this, our organization has taken the following actions to address the particular difficulties faced by female employees: Female employees are entitled to child care leave for both their annual exams and their children's illnesses or significant exams. In order to encourage a balanced approach to parenting duties, male employees are also entitled to topaternity-cum-child care leave.</p> <p>The institution has set up prevention of sexual harassment cell and an anti-ragging committee, ensuring a healthy, safe campus atmosphere. Feedback meetings and a student mentoring scheme under the leadership of the student committee to ensure that students' concerns are addressed confidentially. The college offers facilities such as purified drinking water, a common room, lawns, and fire security, ensuring a comfortable and secure environment for its students. Gender equality is also promoted through cultural performances.</p>
7.1.4 QIM	<p>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)</p> <p>The college has created an environment where every stakeholder can freely participate, express their opinions, show respect for one another, and feel connected through shared ideas and activities in an inclusive environment. Management of Sister Nibedita General Degree College for Girls views tolerance and diversity in religion, society, and culture as the cornerstones of their organizational structure. The college faculty, staff, and students represent a variety of social, cultural, religious, and economic groups. Additionally, teachers, non-teaching staff, and students come from various geographic locations. In all streams, seats are set aside for castes and classes that are considered socially backward as per government rules and regulations. All sociocultural activities, as well as sports and games, are participated in by students, faculty, and office staff at our college.</p> <p>The college established SC/ST, OBC, and Minority cells. The college has maintained a ragging-free campus throughout its existence and established its anti-ragging units in accordance with UGC guidelines. Additionally, in accordance with constitutional principles, this college has an RTI cell and adheres to policies of equal protection under the law. According to the New</p>

	Educational Policy (NEP), all college students are required to take the "Constitutional Values" paper in Semester I.
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>The college has announced four special awards to recognize student achievement in different areas:</p> <p>Sister Nivedita Award is given to students who actively volunteer under the National Service Scheme (NSS), commemorating Sister Nivedita's contributions to women's education and social service. Chandramukhi Basu Award is awarded to students with the highest attendance in each honors subject, celebrating Chandramukhi Basu as one of the first women graduates in the British Empire and a pioneer of women's education. Kadambini Ganguly Award is recognizes students who excel in practicals or projects, honoring Kadambini Ganguly's legacy as the first practicing female doctor in British India. Begum Rokea Award is presented to the best reading room user in the college library, highlighting Begum Rokea's efforts in promoting education among Muslim women.</p> <p>There is a very favourable teacher student ratio which helps to cater to the personal needs of each and every students by the faculty members that gives a strong bond of commitment among them</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>Students are the institution's top priority. . The institution's uniqueness stems from their unwavering commitment to putting students' interests first. Although the number of students in the college is low,as compared to the number of teachers, they work together as a close-knit family, attending to each student's needs. Every teacher aims to bring out the best in each student by showing them love and individualized attention. Counseling, providing emotional support, setting up all necessary facilities, and occasionally providing financial assistance are all part of the efforts made by teachers and the college administration to benefit students. The unique approach of the college is to provide assistance to all students in need, including those who require financial support, in addition to attending to the welfare of top-achieving students.</p>

Qualitative analysis of Criterion 7

The institution emphasizes gender equity, environmental sustainability, inclusivity, and professional ethics through various initiatives. Gender equity programs like International Women's Day are celebrated. The campus features safety measures such as CCTV, ID-based entry, and facilities for differently-abled individuals. Environmental practices include solar panels, rainwater harvesting, and waste recycling. The

library offers services like internet and book club. Academic excellence is supported through workshops, seminars, and career counselling, while NSS activities promote values like discipline and love. . Additional facilities include purified water, fire safety, and a common room. The three MoU s strengthens technical skills. Socio-economic and national initiatives include health camps, cleanliness drives, and commemorations of national figures, while environmental awareness is integrated into studies and excursions. The r college's Innovation, Incubation, and Entrepreneurship Cell with a global perspective, bringing together a distinguished group of internationally acclaimed innovators, scientists, applied researchers, and industry-focused translational experts as its honorable members

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

1. Very good teachers student Ratio
2. Staff regularly appointed with government pay scales
3. College is situated with the city and is easily accessible
4. Campus is Wi fi enabled
5. College has good Infrastructure and pollution free environment

Weaknesses:

1. Lack of hostel facilities for the students.
2. Mid session transfer of the teachers
3. Less number of non teaching staff in the Laboratories
4. Low wages for Group D employees who are overworked and working on temporary basis
5. Library is not fully automated
6. Less number of MoUs and linkages with the industries

Opportunities:

1. To introduce a greater number of career oriented UG and PG courses and value-added courses to meet the requirement of industries
2. To install more Solar Panels on Roof tops
3. Establishing incubation centre to promote research and start-ups
4. Enhancing research facilities by obtaining research funding from different funding agencies.
5. Establishing Vocational Educational programmes to enhance the vocational skills and job opportunities.

Challenges:

1. To increase the student enrolment
2. To stop giving non academic duties to the teaching staff.
3. They need more land for games and outdoor activities
4. Empowering students for their successful career in national and international competitive examinations.
5. More sophisticated instruments needed for upgrading their laboratories

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Strengthening of Career counselling and placement cell.
- Provisions should be made to allocate separate research funds for faculty members
- Establishing full-fledged automation of library, equipping with more books and subscription to journals and e-resources.
- Skill and job Oriented programs should be introduced as per the NEP
- Mobilize funds from donors, alumni, industry etc. for developmental activities.
- Registration of Alumina association
- Introduction of BCA program instead of Bsc Computer Science
- Promoting research culture among faculty and students and to obtain research grants from various funding agencies.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. DEVINDER SINGH	Chairperson	
2	DR. SUSHMITA SEN	Member Co-ordinator	
3	DR. CHANDRAKANT MANDLIK	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date