



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SISTER NIBEDITA GOVERNMENT GENERAL DEGREE COLLEGE FOR GIRLS

HASTINGS HOUSE, 20B JUDGES COURT ROAD, ALIPORE, KOLKATA 700027.
700027

<https://www.snggdcg.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sister Nibedita Government General Degree College for Girls, affiliated to University of Calcutta, began its journey in 2015. It is situated in the campus of Hastings House. The college was inaugurated on 16th July, 2015 by the Honourable Chief Minister of West Bengal, in presence of the other dignitaries from the field of Higher Education of West Bengal. Initially the college was named as Government General Degree College at Hastings House, but later it was renamed after famous social activist, writer, thinker, great patron of Indian school of Art and young Indian scientists and a devout disciple of Swami Vivekananda, Sister Nibedita. Originally born as Margaret Elizabeth Noble in Ireland on 28th October, 1867, Sister Nivedita met Swami Vivekananda in the year 1895 in London. Immensely influenced by the teachings of Swamiji she came to Kolkata in 1898 and became his disciple. Swami Vivekananda gave her the name 'Nivedita' when he initiated her into the vow of Brahmacharya. She was so much immersed into her Indian identity that she not only took an active interest in promoting Indian history, culture and science but also associated herself with Indian nationalism and the freedom movement against the British colonial Government. The most important aspect of her service to people of India is her relentless struggle to spread women's education. She established a girls school in Kolkata, where along with young girls, widows and adult women became her students. **Named after such a great personality this college vows to function with the ideals set by her life and works. We always remember that if we are able to impart value based education to our students they will themselves be responsible citizens, and not only that, as they will be the mother of the next generation they will inculcate those values to the next generation.**

Vision

The vision of this very young institution is to serve our society by empowering women. We strongly believe that education is power, and true education is not confined within only syllabus and degree. For us, information is not knowledge and knowledge is not wisdom; true knowledge enables a person to look beyond here and now. This 'looking beyond here and now' is the basic tenet of sustainability, which is the need of the hour at present. Keeping sustainability as a goal we want to impart that education to our students which will enable them to become complete human beings and true global citizens. A complete human being, according to our vision, is one who is both aware of her rights and duties. On the one hand we sensitize our students regarding their legal rights, constitutional rights, their rights to have an environment which is free from all kinds of discrimination, free from ragging and sexual harassment. On the other hand, we make them aware of their various duties; duties towards themselves which includes determination to be financially independent, their duties towards other persons, towards her country, towards her environment and above all towards the whole nature. And the person who is dutiful towards the whole nature treats everything and everyone as the part of one nature, forgetting the geographical and political boundaries, and thus becomes a true global citizen. Being deeply rooted into our own culture, we want to imbibe into our students the ideal set by Rabindranath Tagore:

“Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments by narrow domestic walls...”

It is our sincere hope that when our students go out of our institution after completion of their courses they go out as knowledgeable, skillful, self reliant, imbibed with moral values and in this way, we dream of ushering in heaven on earth in this country, as envisaged by Tagore.

Mission

With the above mentioned vision we have the following mission

1. The first and foremost thing is to create a proper teaching- learning environment in the institution which is the main purpose of an educational institution. In order to do this teachers prepare a time-table and teaching plans, then share these with the students. The Head of the Institution has the duty to look after the whole teaching-learning process, whether the teachers are taking classes regularly according to the time-table, whether the students are attending classes regularly, She also has the duty to check whether the syllabuses are being covered, whether the internal assessments are being conducted properly, and whether the parents are happy with the progress of their ward. Along with the IQAC she must monitor the mapping of Programme Outcome and Course Outcome.
2. The second mission is to look after the betterment of the faculty members by sending them to attend refresher courses and faculty development programmes, and also to different workshops and seminars to keep them updated on current affairs and modern technologies. It is also the duty of the Head of the Institution to encourage the teachers to do research, to enroll for Ph.D, and to take up research projects.
3. The third most important mission is to create and maintain a safe and secure environment in the institution for all stake holders, which is ragging free, sexual harassment free and free from any kind of discriminations and grievances.
4. As students are the hearts of any educational institution, our most important mission is to look after their all round development. Along with their studies we have to encourage their other aptitudes like creative writing, skills in performing arts, athletic ability etc. We have to ensure their progression to higher studies or to salaried services or to some entrepreneurship. And most importantly we have to imbibe a proper value system into them.
5. Over and above the missions already stated we always remember that environmental sustainability is the need of the hour, and accordingly our other most important mission is to make and maintain our college campus as 'green campus' and work relentlessly towards sustainability.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Situated in the heart of South Calcutta and joined by two main roads, also having two metro stations in vicinity, our college enjoys a good geographical position.
- The whole campus is wifi enabled which is quite conducive to students for their studies in this digital age.
- The college has maintained a good student teacher ratio (7:1) all along. The mentor-mentee relationship

is also very good; teachers help the students not only in their studies , but also help them by doing counseling and if necessary by helping them financially from purely personal means.

- Our teachers are highly qualified, 74% of them are Ph.D holders. We have a mixed group of teachers: some are extremely experienced and have served A rated colleges like Bethune, Lady Brabourne and erstwhile Presidency College, and have joined this college on transfer; and some are young and energetic having first appointment to this college.
- We have MoUs with some renowned colleges and academic and research linkages with certain very reputed institutions.
- On an average 34% of our students have enjoyed different Government Scholarships including financial support under Kanyasree prakalp. Apart from that our college has awarded full or partial non government fees waiver to needy students, who are attentive and have secured good marks in their examinations.
- Our students have done fairly well in the university examinations.
- In order to make our students equipped with all kinds of knowledge and skill we have offered them various add-on courses and skill enhancement courses. Most importantly in order to imbibe a proper value system in them we have organized an Ethics and Value Education Course by inviting different eminent persons to deliver lectures.
- With an aim to make our students ready for financial independence our college has arranged various job oriented seminars with leading companies like Cognizant, George Telegraph etc. Our college has also started classes to prepare our students for civil service examinations. To foster entrepreneurship and self-employment we have initiated the process of establishing an incubation hub. This initiative provides our students with essential mentorship and training to develop their own businesses.
- In order to provide a safe and secure, ragging free, sexual harassment free, and all kinds of discrimination free environment to all our stake holders we have taken all possible measures like forming Anti ragging cell, Internal Complaint Committee, SC/ ST cell, OBC cell, Minority cell and Grievance Redressal Committee. We have organized lectures and sensitization programmes to sensitize all our stake holders about the menace of ragging and about our zero tolerance towards sexual harassment.
- Our college is working towards sustainability and a pollution free environment. We have initiated water conservation by setting up a rain- water harvesting system. A bio composting process has been initiated to manage biodegradable waste in a sustainable way. Again, we have initiated the work of producing renewable energy by installing a 1 KV Solar Photovoltaic (PV) panel on the college rooftop. It has the potential to fully power the Microbiology Department through solar energy.

Institutional Weakness

- Being purely Government college, our teachers are all Group A officers and are therefore subjected to routine transfer. In the middle of an academic session suddenly a teacher gets transferred, again sometimes it happens that someone gets transferred but nobody joins the post and therefore it remains vacant. These kinds of things hamper the academic environment.
- During every election the whole college premise is taken over by the election commission. This incident always hampers the normal teaching-learning environment of the institution immensely. After each election is over when the college premise is handed over to us we get it back in a devastated state. Sometimes the drinking water cum cooler systems are damaged beyond repair, sometimes the sanitary and plumbing system of the toilets are found broken and damaged, the electrical fittings, lights and fans are found dislocated and broken, our flexes and poster showing our institution as a ragging free and sexual harassment free campus are torn.

- As we are a newly built college, students are not familiar with our name, and generally show lukewarm interest regarding taking admission to our college.
- Our library is still not fully automated, though we have started the process, and will be fully automated soon.
- We are yet to have an auditorium, we have a big hall named after Sister Nibedita, but it is not air conditioned and there is a severe problem of cross ventilation in the hall.

Institutional Opportunity

- The institution is a new college opened up with the vision of dissipating low-cost high-quality degree-level education. The college has opened up vast opportunities for marginal sections of the society as the fee structure is very low here.
- The campus shares a rich and unequivocal history and heritage that owes its legacy to the founding pillars of the British colonial era. It was the residential and official abode of Sir Warren Hastings, the first Governor General of British India. He governed the vast expanse of the Indian sub-continent from this vantage point. The area is a heritage site and has the potential of being a spot of tourist interest.
- We have initiated the work of constituting a Centre for Heritage Studies and Sister Nivedita Museum, which holds ample opportunities to attract the attention of scholars, students and common tourists. Even in the future it has a scope of generating revenue through a small entry fee.
- There is a direct scope of major students' intake from the adjacent famed government school that serves as the fountain head of provenance.
- With the MoUs and academic linkages and research collaboration with different reputed institutes and industry our college has the scope to foster greater academic excellence, vast research opportunities and student entrepreneurship.
- The incubation hub that we have set up is now being refurbished with national and international level scientists who will be able to advise and provide mentorship to our students in their future ventures of entrepreneurship.
- The college is fast leveraging e-Governance to power Digitech Visions and Digital Transformations. The college is focussing on latest trends, innovations and strategies in IT and IT-enabled services (IT-es), e-Governance and AI in sync with the vision of Digital Empowered India and Digital-First Nation.
- One most important opportunity that we have is in the field of the production of solar energy. If we get enough government funding for the entire rooftop to be equipped with solar PV panels, our college will have the opportunity to achieve self-sufficiency in energy, significantly reducing operational cost. Additionally, the surplus electricity can be sold back to the electrical grid, creating a substantial revenue stream. This revenue can again be reinvested in students' welfare and environmental initiatives, further promoting sustainability and benefitting the broader community.

Institutional Challenge

- There are many co-ed and girls' colleges in the vicinity, which are quite old and renowned, consequently students are more interested in taking admission to those colleges.
- Our college does not have a hostel facility till date, for this reason students from distant areas do not choose our college.
- This college being purely Government college follows the principle of taking minimum fees from the students. Moreover 100% of tuition fees are submitted to the Government unlike the Government aided colleges who can keep 50% of the tuition fees. We have to wait for Government funding for every little

thing, and after the Covid pandemic there has been a severe crunch in Government funding.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since the 2018-19 academic session, the college has implemented the Choice Based Credit System (CBCS) and has adopted the NEP-2020 (CCF-22 of the University of Calcutta) starting from the academic session 2023-24.

As an affiliated college of University of Calcutta, this institution has little autonomy in making decisions on curriculum planning and design. However, some of our faculty members are also members of the Board of Studies attached to the Undergraduate Council of CU, and as such they actively participate in framing curricula of their subjects. Curriculum delivery is addressed through a meticulous and well-documented process, which includes an academic calendar, well-constructed timetable, constant evaluation, faculty interchange within departments, and the use of innovative teaching methods. This facilitates the monitoring of all academic activities within the departments and the institution as a whole, ensuring thoroughness and effectiveness.

As a demonstration of academic adaptability, many departments effectively offer a variety of add on courses and certificate programs that receive positive feedback from students. These courses primarily go beyond the standard curriculum and are focused on practical application. They aim to build various skills and knowledge while also promoting the overall well-being of the students. These Add-on courses provide a competitive edge in the job market by offering credentials that can complement and strengthen their primary qualifications.

An intensive Value and ethics related add-on course is organized to instill ethical principles in today's youth. During this course students have the opportunity to listen to experts discuss ethical issues and engage in open discussions on matters of morality.

The institution aims to enhance the curriculum by fostering students' understanding of Human Values, Gender Values, Environmental Values and so on.

Multiple departments actively promote student participation in project work, fieldwork, and internships to provide them with valuable experience in advanced academic or professional endeavors. It also provides undergraduate students with practical experience, bridging the gap between theoretical knowledge and real-world application. These opportunities enhance critical thinking, problem-solving, and professional skills, making students more competitive in the job market. Additionally, they offer valuable networking opportunities and a deeper understanding of their chosen field.

Education is a continuous journey that demands unwavering commitment and an optimistic outlook on life. Cultivating this perspective requires surpassing the limitations of the curriculum. In addition to academic activities, our NSS unit organizes a range of character-building initiatives throughout the year like organizing sensitization programmes on health issues, environmental issues, cleanliness and plantation campaigns, celebrating World Environment Day, Aids Day etc. These endeavors increase consciousness of the environment, health care and most importantly about social responsibility.

The college seeks feedback annually (at the end of the academic session) from all possible stakeholders such as students, parents, teachers, employers, and alumni to evaluate the quality of its academic and overall services. Based on the received feedback, the institution reflects on them and takes measures which are displayed on the website.

Teaching-learning and Evaluation

The driving power of an institution is the process of "teaching, learning, and evaluation" which is essential for the growth and prosperity of knowledge-based societies. This emerging organization aims to become a formidable catalyst for women empowerment.

In order to admit students to various courses, the University of Calcutta and the Government of West Bengal conduct the admission procedure transparently. The college's admissions committee oversees a fair and transparent admission procedure which is totally online, no student is allowed to be present physically in the college before commencement of classes. Additionally, the college diligently adheres to the government's reservation policy.

The Routine and Academic Calendar subcommittee, under the creative leadership of IQAC, arranges the events in accordance with the "Institutional Calendar", which every department follows to organize lessons, internal examinations, seminars, and other activities.

A substantial number of teachers, who are valuable human resources for the college, are consistently involved in fostering students' academic development. The professors employ several teaching methods, such as the lecture method, chalk and talk, interactive method, assignment and project-based learning, ICT-based learning, experiential learning, excursions, etc., as fundamental components of the academic process. As the student teacher ratio is very high, we offer special care to the students' academics as well as other important issues like finances, mental health etc. Teachers serve as mentors and tutorial classes are arranged for both slow and advanced learners.

The departments frame the program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) in accordance with the rules and objectives of outcome-based learning established by the University of Calcutta. The Departmental Assessment Committee (DAC) and Program Advisory Committee (PAC) adopt specific measures to oversee the achievement of program outcomes (POs) and course outcomes (COs). The college arranges internal assessments and conducts multiple "class tests" to prepare students before the final semester.

Research, Innovations and Extension

Our college demonstrates a proactive attitude towards research initiatives through a range of scholarly activities. Some faculty members are engaged in research projects, some contribute to peer-reviewed journals (total 50 publications over 5 years), books and book chapters (total 25 publications over 5 years) and secure funding for various research initiatives (total 3 fundings for research over 5 years).

We have always fostered the studies of the Indian Knowledge System, both through curricula and beyond it, like through different webinars organized by the Department of Sanskrit.

The college organizes several extension and social outreach programmes through NSS and other forums in the local community to promote social awareness on health issues, environmental issues, gender sensitization etc. The college shows untiring commitment towards its social responsibilities by delivering relief and rescue services during natural calamity and times of unprecedented upheaval. Awards and recognitions from different

reputable bodies have encouraged the fortitude to continue these services.

The college is actively involved in fostering innovation, exchange of knowledge, particularly through collaborative projects and partnerships with industry and academia and research institutions by signing MoUs and linkages. Initiatives aimed at implementing new technologies and methodologies are encouraged, at the same time nurturing the primordial base of our culture i.e. Indian Knowledge System, which has also been practiced.

By setting up an incubation hub the college has tried to encourage the students to be confident about future business ventures.

Efforts are made to nurture a research-oriented culture among both faculty and students through regular seminars, workshops, and research-oriented programs on pertinent issues such as sensitization on cyber-crime to protect the Intellectual Properties. The focus of this institution is to tirelessly patronize these initiatives in order to address contemporary challenges and to enhance the educational experience of all its stakeholders with an inclusive approach.

Infrastructure and Learning Resources

Campus Infrastructure

The College is equipped well to offer quality teaching & learning in the Graduation (Honours) level for 17 Subjects. There are 19 academic departments in total. There are 50 Class rooms and 26 updated laboratories equipped to conduct the experiments in the present curriculum offered by the Calcutta University. A good number of Computers with robust internet connection serve the necessity of the teaching learning activities almost in all the departments. The Conference Hall (Sister Nibedita Hall) and two other smart classrooms in the Building are mainly used to hold Academic Seminars, Lectures and Workshops and various cultural events. Apart from this, the college has a Canteen for refreshments for all and a reading room (apart from that which is a part of the library) and a common room for girls. There is a waiting room, a parking lot and there are two security coops inside the campus. Our college maintains quality drinking water systems, regular wastage collection and clean lavatories for the students and the staff. Ramps are located at various places to aid the Divyangjan students. This beautiful college garden also has a little medicinal plants garden maintained by the Botany department. Expenditure incurred on maintenance of infrastructure in the last five years amounts to almost 26 Lakhs.

Library as learning resource

The College has a vibrant Library embracing the print and digital resources. Library automation process has been initiated using 'koha' Integrated Library Management Software. The library holds 4,044 books. Open Educational Resource Repositories can be accessed through the Central Library webpage. Research support for faculty members through journal article delivery service is provided. Special Competitive exam guidance books are also available.

Student Support and Progression

Our college has adopted various services, techniques and strategies with an aim to excel its students' academic,

intellectual, emotional and social progression in the right way.

We take every possible initiative to ensure that all eligible students get various government scholarships. The college also offers full and partial non-government fee waivers for needy students. **During and after the lockdown period, session charges are curtailed on humanitarian ground for all students.**

Our college has offered different Capacity Building and Skill Enhancement Programmes to build up students' capacities and improve their skills like, Grooming School on Communicative English and Personality Development, Karate Training Programme, Yoga training course to enhance life skills and ICT/Computing skill to be digitally empowered etc. The career counseling committee has organized different career counseling sessions.

Though the majority of our students prefer to progress to higher education, some have undertaken professional courses and are employed in the private sector, whereas some others have qualified in state/national level examinations for brighter futures during the last five years.

Many Students of our college have achieved Awards, Medals and Acknowledgement for their excellence in Sports and Cultural activities at university/state/district level. Also, students of our college have participated in Annual Sports and many cultural events organized by our college.

The college has effectively and stringently implemented the anti-ragging policies, grievance and internal complaint redressal mechanisms by forming squads and committees to whom students have both offline and online access. Our college proudly states that there is zero occurrence of any unwanted incident till date.

Since this is a newly established college, it has not been possible to form a Govt- registered alumni association till date, but initiatives are being taken in this direction. However, many ex-students have joined an official Alumni Forum in our college portal by their previous students' ID and they are enthusiastic to carry on and participate in different activities for the benefits of this college.

Governance, Leadership and Management

We are committed to educational excellence, equipping students with skills to excel in the 21st century. The college fosters academic and personal growth, preparing women for future challenges.

The college employs a decentralized governance model with participative management. The IQAC Coordinator and Secretary of the Teachers' Council, support the Officer-in-Charge in daily operations. Faculty and students actively participate in various academic and administrative committees, promoting democratic decision-making.

Strategic plans are developed with both long-term and short-term goals. E-governance is implemented in administration, finance, student admissions, support, and examination processes. A performance appraisal system for teaching and non-teaching staff is in place, following Government guidelines. Welfare measures like the West Bengal Health Scheme, various leave schemes, festival bonuses, LTC, LTH, and NOCs for in-service Ph.D. programs benefit staff members. Faculty are encouraged to join orientation programs, refresher courses, and workshops to stay updated. In the last five years, 36 faculty members have participated in Faculty Induction Programs and Refresher Courses.

The college has a resource mobilization strategy, ensuring all financial transactions undergo internal and external audits for transparency. The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing the quality culture, regularly monitoring and reviewing the teaching-learning process. Energy audit and Green audit has been performed. The college also participates in the National Institutional Ranking Framework (NIRF) and other ranking surveys, serving as tools for self-assessment and improvement.

Institutional Values and Best Practices

Our college has taken proactive steps to foster gender equality and ensure a safe and inclusive environment for its academic community. For this purpose, an Internal Complaint Committee has been formed long ago, and a Gender Audit Committee has also been formed. Seminars, lectures, interactive sessions are organized to commemorate International Women's Day each year. From the year 2022 sensitization programmes on Vishakha Guidelines and functions of Internal Complaint Committee are being organized. Through different cultural programmes also the ideal of gender equality has been propagated.

We believe in religious, social, and cultural diversity. Seats are reserved for socially backward castes and classes in all streams. In our college, students, teachers, and office staff participate in all socio-cultural activities and sports and games. This college respects and upholds constitutional values and inculcates the noble visions of our Constitution among students, teachers, and office staff.

Our College is prioritizing the goal of environmental sustainability.

1. Our college has maintained a prolonged and sustainable practice of recycling electronic equipment, particularly computer CPUs, for the past 5-6 years. We have neither completely nor partially discarded any malfunctioning or dead computers during this period. Instead, our tech-savvy and eco-conscious faculty members have taken the initiative to repair, restore, and revive these machines to their fully functional state.
2. Our college has taken initiatives related to alternate sources of energy by installing a solar panel on the rooftop.
3. We have installed a rain water harvesting system for water conservation.
4. We have also taken initiatives towards waste management, and promoting green practices on campus. For example we have initiated a bio composting process by accumulating biodegradable waste in a closed area
5. We regularly organize afforestation programmes and encourage our students to adopt plants in the campus.

These approaches not only conserves our financial resources but also contributes to reducing our carbon footprint.

Our best practices consist in our encouragement and recognition for the holistic development of the students and in our commitment to relentlessly work towards environmental sustainability.

The distinctiveness of our institution lies in our prioritizing students' interest and in our inclusive attitude towards all students and of course in our efforts to imbibe Sister Nivedita's values in them.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SISTER NIBEDITA GOVERNMENT GENERAL DEGREE COLLEGE FOR GIRLS
Address	Hastings House, 20B Judges Court Road, Alipore, Kolkata 700027.
City	Kolkata
State	West Bengal
Pin	700027
Website	https://www.snggdcg.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sebanti Bhattacharya	033-24797100	9830152357	-	contact@snggdcg.ac.in
IQAC / CIQA coordinator	Sharadindra Chakrabarti	033-24797110	9433911215	-	sharad_presi@rediffmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	11-09-2017	View Document
12B of UGC		

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	Hastings House, 20B Judges Court Road, Alipore, Kolkata 700027.	Urban	2.67	4388.66

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali,	48	GEN: (50% in aggregate & 45% in subject/related subject) OR (55% in subject/rel. sub). Reserved: (40% in aggregate & 30% in subject/ rel. sub) OR (40% in subject/ rel. sub). (Bengali A/Bengali B)	Bengali	31	1
UG	BA,English,	48	GEN: (50% in aggregate & 45% in subject/related subject) OR (55% in subject/rel. sub). Reserved: (40% in aggregate & 30% in subject/ rel. sub) OR (40% in subject/ rel. sub). (English/ Eng A/Eng B)	English	31	5
UG	BA,History,	48	GEN: (50% in aggregate	English + Bengali	31	2

			<p>& 45% in subject/related subject) OR (55% in subject/rel sub). Reserved: (40% in aggregate & 30% in subject/ rel. sub) OR (40% in subject/ rel sub). History/ English (A/ B)</p>			
UG	BA,Philosophy,	48	<p>GEN:(50% in agg. & 45% in sub/rel sub) OR (55% in sub/rel sub). Reserved: (40% in agg. & 30% in sub/ rel sub) OR (40% in sub/ rel sub). Philosophy/English/ Psychology/ Maths/ Educ/ Sociol/ Pol Sci)</p>	English + Bengali	31	0
UG	BA,Political Science,	48	<p>GEN:(50% in aggregate & 45% in subject/related subject) OR (55% in subject/rel sub). Reserved: (40% in aggregate & 30% in</p>	English + Bengali	31	5

			subject/ rel. sub) OR (40% in subject/ rel sub). Pol Sci /English(A/B)			
UG	BA,Sanskrit,	48	GEN:(50% in aggregate & 45% in subject/related subject) OR (55% in subject/rel sub). Reserved: (40% in aggregate & 30% in subject/ rel. sub) OR (40% in subject/ rel sub). Sanskrit	Sanskrit	31	0
UG	BSc,Botany,	48	GEN: (50% in aggregate & 45% in subject/related subject) OR (55% in subject/rel. sub). Reserved: (40% in aggregate & 30% in subject/ rel. sub) OR (40% in subject/ rel. sub). (Botany /Biology/Bio-Tech)	English + Bengali	18	7
UG	BSc,Computer Science,	48	GEN: (50% in agg and 45% in	English + Bengali	18	3

			sub/rel sub) OR (55% in sub/rel sub) &30% in Maths. Reserved:(40% in agg & 30% in sub/rel sub) OR (40% in sub/rel sub) and 30% in Maths. (Maths/Com Sci/Phys/Stat)			
UG	BSc,Economics,	48	GEN:(50% in agg. & 45% in sub/rel sub) OR (55% in sub/rel sub). Reserved: (40% in agg. & 30% in sub/ rel sub) OR (40% in sub/ rel sub). Maths/Economics/Business Maths/Business Economics)	English + Bengali	15	0
UG	BA,Economics,	48	GEN:(50% in agg. & 45% in sub/rel sub) OR (55% in sub/rel sub). Reserved: (40% in agg. & 30% in sub/ rel sub) OR (40% in sub/ rel sub). Maths/Economics/Business	English + Bengali	16	0

			s Maths/Business Economics)			
UG	BSc,Food And Nutrition,	48	For GEN: (50% marks in aggregate & 30% marks in Chemistry). For SC/ST/OBC: (40% marks in aggregate and 30% marks in Chemistry)	English + Bengali	18	13
UG	BA,Geography,	48	GEN: (50% agg & 45% Geo)/(55% Geo)/(50% agg & Pass Phy, Chem &Math) Reserved: (40% agg &30% Geo)/(40% Geo)/(50% agg & &Pass Phy,Chem &Math)	English + Bengali	15	9
UG	BSc,Geography,	48	GEN: (50% agg & 45% Geo)/(55% Geo)/(50% agg & Pass Phy, Chem &Math) Reserved: (40% agg &30% Geo)/(40% Geo)/(50% agg & &Pass Phy,Chem &Math)	English + Bengali	16	0

UG	BSc,Geology	48	GEN:(50% in agg and 45% in sub/rel sub) OR (55% in sub/rel sub) &30% in Maths & Chem. Reser ved:(40% in agg & 30% in sub/rel sub) OR (40% in sub/rel sub) and 30% in Maths & Chem (Geolo gy/Geog/Phy s)	English + Bengali	18	0
UG	BSc,Mathem atics,	48	For GEN: (50For GEN: (50% marks in aggregate & 30% marks in Mathematics) . For Reserved: (40% marks in aggregate and 30% marks in Math or 50% marks in Math).ks in Math).	English + Bengali	18	1
UG	BSc,Physics,	48	GEN:(50% in aggregate and 45% in Physics) OR (55% in Physics) and 30% in Mathematics. Reserved:	English + Bengali	31	0

			(40% in aggregate and 30% in Physics) OR (40% in Physics) and 30% in Mathematics.			
UG	BSc,Physiology,	48	GEN:(50% in agg and 45% in sub/rel sub) OR (55% in sub/rel sub) &30% in Chem. Reserved:(40% in agg & 30% in sub/rel sub) OR (40% in sub/rel sub) and 30% in (Geology/Geography/Phys)	English + Bengali	18	7
UG	BSc,Statistics,	48	For GEN: (50% marks in aggregate & 30% marks in Mathematics) . For Reserved: (40% marks in aggregate and 30% marks in Math or 50% marks in Math).	English + Bengali	18	5
UG	BSc,Zoology,	48	GEN:(50% in agg and 45% in sub/rel sub) OR (55% in sub/rel sub).	English + Bengali	18	10

			Reserved:(40 % in agg & 30% in sub/rel sub) OR (40% in sub/rel sub) (Zoology/Biology/Bio-Tech)		
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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				15				43			
Recruited	0	0	0	0	6	9	0	15	14	24	0	38
Yet to Recruit	1				0				5			
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				26
Recruited	9	1	0	10
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	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

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	

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	0	0	0	0	0
	Female	67	1	0	0	68
	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	0	0	0	0
	Female	21	28	28	24
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	5	1	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	12	15	14	16
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	74	101	110	105
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		107	149	153	146

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>This college is affiliated to the University of Calcutta; therefore, it cannot implement any curriculum independently. University of Calcutta has implemented NEP in the name of Curriculum and Credit Framework (CCF) from the academic year 2023-24, so has our college. Under this new system our college offers Four Years Honours and Honours with Research Programme. CCF is committed to an interdisciplinary approach that is included in the curriculum and beyond. It has been made compulsory that each student must take three different Interdisciplinary Courses (IDC); one each in their first three semesters, all of which must be different from their one major and two minors subjects. There</p>
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	<p>are as many as nineteen subjects that are offered in this college: Bengali, English, Sanskrit, Political Science, History, Philosophy, Economics, Geology, Geography, Physics, Chemistry, Mathematics, Botany, Zoology, Physiology, Statistics, Computer Science, Food and Nutrition, and Microbiology. Students are free to select their courses and work towards their objectives. The college arranges various workshops and seminars to facilitate the sharing of ideas. All students attend Annual Sister Nibedita Memorial Lectures, which are on topics from various disciplines like space-science, history and so on. Additionally, we encourage students to participate in outreach programs to serve the community and field trips to get practical experience, firsthand observation, and direct learning. Our institution also fosters interdepartmental teaching.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. Before the implementation of the Academic Bank of Credits (ABC) by the University of Calcutta, we proactively organized a series of workshops and hands-on training sessions to familiarize both students and staff with the ABC system. These initiatives provided detailed guidance on the process and benefits of ABC, ensuring that students were well-prepared to navigate the system. As a result of these efforts, students are now able to create their ABC ID with ease, demonstrating a smooth transition to this important educational framework.</p>
3. Skill development:	<p>Our college follows the syllabus under the University of Calcutta, which contains skill enhancement courses for the students in all subjects. Add-on courses across disciplines provide students the chance to explore new interests, gain confidence, and improve their abilities for securing a job or beginning an entrepreneurship. Under CCF Curriculum University has introduced Common Value Added Courses, in which students are learning domestic application of electronics, occupational health disorders and the importance of ergonomics, and also value oriented life skill education. Long ago our college has organized skill enhancement programmes on martial art for self-defense, Spoken English. Again, "Students' Awareness and Grooming Cell for</p>

	Competitive Exams" of our college develops their skill for cracking competitive examinations.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum of CCF has integrated 'Indian Knowledge System and its Application' in a common value added course. However, CBCS curriculum also had various components that uphold inclusive and culturally sensitive education, and conservation of our native knowledge. Strong, all-encompassing education that combines modern education with Indian knowledge systems has been offered in the curricula of Philosophy, History, Political Science Sanskrit, and Bengali. Our institution has formed a medicinal plant garden based on Ayurveda. Students have been motivated to investigate and value Indian knowledge systems through the celebration of International Mother Language Day and the release of wall magazines and cultural events to mark the birthdays of famous Bengali poets and authors like Rabindranath Tagore, Iswarchandra Vidyasagar et.al.
5. Focus on Outcome based education (OBE):	To promote Outcome Based Education our institution has always informed the students about the programme outcome and course outcome and has made the mapping between the above two. Each year a seminar is organised to sensitize the students about the outcome (job opportunities/ entrepreneurship) of their major/honours course. Again, to bridge the gap between academia and industry and to give our students a clear vision regarding their future college focuses on summer internship programme implemented under CCF and has already arranged a summer internship on mushroom culture for the students of Botany. We have also set up an incubation hub, by which a training programme on silk-screen printing has been arranged. These ventures will provide students opportunities to develop entrepreneurship and self-employment.
6. Distance education/online education:	Online education during the periods of Covid Pandemic and extreme heat wave has played a crucial role in ensuring continuity of learning and foster a sense of community and connection. Online regular classes include PowerPoint presentation, sharing of notes, reading materials etc. to support students for learning and doubt clearing.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>As per the Government's instruction an Electoral Literacy Club (ELC) has been set up by SNGGDCG in 2024 and is duly operational. In its interactive programmes so far it has put in efforts to implement the ideals of SVEEP (Systematic Voters' Education and Electoral Participation) which is a flagship programme under the Election Commission of India. Before the establishment of the ELC several awareness programme were conducted by the NSS unit on the occasion of National Voters' Day (NVD).</p>
<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>	<p>The ELC of the college is quite representative as it is headed by teachers of the college and several students are appointed as members and they coordinate accordingly. The office bearers of the Students' body are coopted as members of the Club. The structure of the ELC is as follows: Joint Convenors: Dr. Kalyanasis Bhattacharyya (Political Science) Debjani Mukherjee Banerjee (NSS Programme Officer; Zoology) Members: Dr. Sanghamitra Chanda (Political Science) Smt. Parul Mondal (History) Smt. Arundhuti Bhattacharya (Economics) Ms. Saraswati Kumari (GS, Students' Council) Ms. Tania Parveen (AGS, Students' Council; Science) Ms.Sohini Debnath (AGS, Students' Council; Humanities)</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 following are the Initiatives undertaken by the ELC of the SNGGDCG: •Right to Vote and its Legal Aspects (whether it is a fundamental right or not) •Take Pledge to enlist one's name in the electoral roll and cast vote. •Awareness in the Institution and in nearby slums •Poster Competition to College Students •Regular Participation in Parliamentary /Assembly / Municipal or Panchayat Elections as voter. •Promotion on ethical voting •Promotion of voting among senior citizens</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>The ELC of SNGGDCG conducts regular awareness programme with the students. Students are encouraged to participate in the election process. They are told to read the newspapers regularly and to bring the matter to the notice of the teachers in case of any confusion regarding anything political. They are encouraged to spread their awareness regarding the voting system in their neighbourhood. They are encouraged to help the aged people to reach to the</p>

	<p>polling station in case of infirmity. And talk to people to ensure ethical voting. The ELC of SNGGDCG has so far conducted two awareness camps on 05.03.2024 and 05.04.2024 respectively. The first camp had series of lectures and interactive sessions and was participated by about 35 students. The Officer-in-Charge of the college, Dr Sebanti Bhattacharya provided encouragement and mentorship that this Club came into being. Since the inception she has remained a constant source of inspiration for the Club to organize regular programmes. The second programme was conducted by a team of the Election Commission of India (ECI) headed by Smt. Aditi Goon and her associates. In a bid to promote Systematic Voters' Education and Electoral Participation (SVEEP) the ECI had sent this team to SNGGDCG considering the ensuing Lok Sabha Election 2024. The team met the ELC members and the students and suggested different proposals regarding the ELC of the college. They informed the students about ethical voting practices and compulsory enlistment of names to the polling list. However, this meeting was attended by rather a thin attendee as students were busy with university exams.</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>As per the established norms under the UGC system undergraduate students in India are well above the required age of being voters and duly registered as they come to the college. However, some students reach that age during their initial semesters. The ELC of the college keep an eye on them on a regular basis and never forget to remind them about enrollment in the electoral roll and participation in the electoral process regular enquiries are made to that end. Indeed, there are some students who do not much care about enlisting themselves in the roll. Such negligence is borne out of the lack of proper socio-political awareness. Such awareness is essential for their political socialization at this stage of life and technically academic institution coupled with the presence of peer groups play serious part in this socialization process. Therefore, SNGGDCG's ELC is very active in conducting regular awareness programme among the students. In every meeting of the ELC students are accordingly informed about the importance of election in a democratic state and being the free citizen of the nation their potential</p>

input therein.

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
367	419	410	375	306

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: 62

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
54	55	53	55	50

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
49.29443	34.84588	27.09398	44.31024	111.07782

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:

Curriculum Planning and Delivery:

Although the college follows the curricula set by the university but it is worthy to mention that some faculty members take active participation in framing that curricula as members of Board of Studies attached to the UG council of University of Calcutta. The IQAC collaborates with the “Time-Table, Academic Calendar and Holiday List Sub Committee” to develop the academic calendar that aligns with the university's curriculum. The calendar is then published on the college website, encompassing provisional dates for session commencements, registration related information, change of subjects, internal examinations, end semester examination, sports, cultural programmes etc. The holiday list is prepared as per rule of Government colleges under the Department of Higher Education.

The college makes a concerted effort to rigorously comply with the Academic Calendar. There was only a deviation from it in the extraordinary situation of COVID-19 pandemic, when the college was closed.

Curriculum delivery mechanism:

The “Time-Table, Academic Calendar and Holiday List Sub Committee” of the College is responsible for creating the Master Routine, which consists of the Class Schedules for undergraduate courses. This committee takes into account the departmental priorities for each semester.

Departmental meetings are conducted at the commencement of each semester. Subsequent to these meetings, the subject topics are allocated among the faculty members. Each teacher is responsible for developing teaching strategies and creating lesson plans that align with the course outcome.

At the beginning of each semester, the students are given a preliminary overview of the course outcome and programme outcome along with detailed discussion on syllabus and teaching plan which is usually walled up. The teachers sometimes distribute the notes and references and other information using WhatsApp groups with the students.

Apart from the traditional chalk-and-talk approach, several teaching and learning tactics are employed, including the integration of information and communication technology (ICT) tools, audio-visual aids, and powerpoint presentations. During the pandemic period online classes were held as per time table through google meet and other tools. We provide a regular timetable of hands-on courses for disciplines that need laboratory work.

Tutorial classes are arranged for each subject, and additional classes are arranged for students who are progressing at a slower rate, based on their specific needs. During mentoring sessions, students have the opportunity to discuss in greater detail any academic difficulties they are facing.

In addition to regular book lending services, the College Library provides an automated mail service for various educational materials such as question papers, study materials, PowerPoint Presentations (PPTs), Electronic Books, Journals, Magazines, learning videos, language learning facilities, Newspapers, information technology facilities, and other resources to students.

Conducting tests in the classroom, home assignments, and arranging student seminars are all elements of the Continuous Evaluation that relates to the teaching-learning process.

Internal Examination is conducted prior to the commencement of the semester examinations provided by the university. Students are invited to attend different lectures and seminars delivered by the eminent speakers, on different topics. This enable students to increase their understanding of the subjects they are studying and also about the other relevant issues.

Multiple departments encourage students to participate in project work, fieldwork, and internships to get advanced academic and professional experience.

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: 25

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: 51.89

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
313	311	237	92	21

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:

Our institution prioritizes the issues of Ethics, Value Education, Gender, Environment and Sustainability. These issues are there in the university curricula but apart from that we have started from 2022 an add-on course on Ethics and Value Education for first semester students from all streams, in which different eminent invited speakers delivered lectures on the issues like Human Values, Gender Values, Environmental values etc. Various National Service Scheme actions serve to reinforce human values.

Gender values and gender rights are integral parts of the curricula of different humanities subjects. Under the Choice Based Credit System of University of Calcutta the syllabi of Political Science, History, English and Philosophy included topics on gender issues like feminist political theory, women's movement in India, violence against women, women participating in Bhakti movement and the relation between mainstream religion and women, women's writings, concepts of sexism, patriarchy and phallocentrism, sex/gender dichotomy etc.

Our college endeavors tirelessly towards inculcating the values of environment and sustainability. We

organize afforestation programme on 5th of June (World Environment Day) every year to enhance plant diversity in the college. Our institution has an asset of luxurious plant habitat that assesses the risk of carbon sequestration, invasive species, ground water management and improving air quality. The Department of Botany and Zoology maintains Herbarium and Museum specimens. Environment awareness programme was monitored by the NSS committee and educational tours are organized regularly by various departments. Our college has imposed restrictions on use of plastic wastes, chewing masticatories and smoking inside its premises. A vermicomposting system has been initiated to manage biodegradable waste in a sustainable way. 'Save energy' initiatives have taken and concern for energy conservation prevails among Teachers, staff and students. A small solar panel has been installed on the rooftop to produce renewable energy to power at least one department. Postering on college campus in any form – graffiti or paper is prohibited. Canteen committee of the college regularly monitors the quality of food supplied by the college canteen, there is a Rain Water Harvest and Storage plant set up in the college campus, a dedicated committee looks after the campus greenery with principles of nurturing the exotic trees as guardian angels of the institution. The Department of Food and Nutrition organizes practical classes on “methodologies to detect adulterants, harmful dyes in food products. Environment related topics are addressed in 1+1+1 and CBCS courses of Humanities and Science subjects. Microbiology department offers an add on course on detection of coliform which is essential for safe drinking water. The Department of Chemistry offers courses on MSDS, material safety data base for safe disposal of chemicals whereas the Physics department offers courses on renewable energy for sustainable developments. A mandatory Environmental studies course for students of all subjects is included in AECC-2 of Choice Based Credit System curriculum of the university , which is given in the attachment.

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: 66.49

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

Response: 244

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: 41.67

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
107	149	153	146	143

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
345	345	345	320	320

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: 24.87

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
32	45	42	40	39

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
164	164	164	152	152

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: 6.8

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:

Education is the process of facilitating learning and the acquisition of knowledge. Our college strongly follows this notion, and strives to ensure that the teaching-learning process involves assessing the learning needs, learning objectives, implementation of various teaching-learning methods, and evaluation of the learning outcomes.

The institution highly emphasizes on the thought process that, teaching-learning is possible and attainable by providing a conducive learning environment to the students. The teachers serve as the prime movers of the educational wheel, while the students are the main stakeholders in the learning process. For this reason, stringent attention is given to the planning and organization of the subject matter, content and activities.

The quality of instructions is another consideration and various methods such as lectures, demonstrations, power points, group discussions, brain storming sessions, practical, field visits, participation in competitions, conducting outreach programs, participation in surveys and internship programs, Add on courses, Seminars ,webinars, formulation of assignments and project work, participation of students in different NSS activities by the institution are powered to make the learning process more enriching and interesting. Classroom management, and appropriate control and discipline is emphasized. Care is taken to understand the Psychology of the learners and to channel instructions keeping their interests in mind. To ensure that learners remain motivated and active, Evaluation of the learning outcomes are monitored by conducting internal tests, assignments and project works. It is highly implicated that the teaching-learning process followed by the college would facilitate better understanding of the different subjects that are being offered to the vast array of students who have different goals and aspirations in their academic life.

Problem-solving methodologies, such as project-based learning and case studies, present students with complex challenges that require analytical thinking and innovative solutions. These approaches help develop essential skills like critical thinking, creativity, and resourcefulness.

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 like digital platforms, educational software, and multimedia content for effective teaching and learning process.

ICT-enabled tools also facilitate personalized learning, allowing teachers to tailor their instruction to meet individual needs. Learning management systems (LMS) and adaptive assessments enable teachers to track student progress, identify knowledge gaps, and adjust their teaching strategies accordingly.

Furthermore, online resources provide access to a vast array of educational content, including videos, podcasts, and e-books. These resources can be easily integrated into lesson plans, enriching the learning experience and providing students with diverse perspectives.

The integration of student-centric methods and ICT-enabled tools has transformed the teaching and learning process. By putting students at the center of their learning journey, educators can:

- Foster a deeper understanding of the subject matter.
- Develop essential skills like critical thinking, creativity, and collaboration.

- Encourage active participation and engagement.
- Provide personalized learning experiences.
- Enhance teacher-student interaction and feedback.

In conclusion, the combination of student-centric methods and ICT-enabled tools has revolutionized the educational landscape. By embracing these innovative approaches, we have created a dynamic, immersive, and effective learning environment that prepares students for success in the 21st century.

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: 90.51

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
59	59	59	59	59

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 98.13

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
53	54	52	54	49

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:

We have structured our Internal/External Assessment process in alignment with University circulars. The College Academic Calendar includes tentative dates of the examination and result publication.

Continuous Internal Assessment and Grievance Redressal:

Continuous Internal Assessment: Internal assessment consists of two components. The first component involves innovative and varied assessments such as **Internships, Fieldwork, Project Work, and Term Papers** as part of the syllabus. The second component includes an **Internal Examination**.

Internal examinations are conducted twice a year under **the 1+1+1 system**, consisting of the **Midterm Examination** and the **Test Examination**. Under the Choice Based Credit System (CBCS), **Internal Assessments** are held at the end of each semester. The Internal Assessment (IA) worth 10 marks per 100-mark paper. Of this, 50% is based on Internal Examinations, while the remaining 50% is assessed based on class attendance. Additionally, under the CBCS, there is a **Tutorial Examination** worth 15 marks per 100-mark paper when no practical component is involved. According to University Regulations, the tutorial examination can be conducted as a written examination, assignment, or viva voce.

The Internal Examination Sub-Committee prepares the schedule for these examinations and

provides the necessary instructions for conducting the examinations. Students are notified via the notice of Internal Examination Sub-Committee, published on the website and notice board.

The **result** of Test and Mid-term examination are displayed on the College notice boards for internal transparency. **Result Consideration Meetings** are held to review overall pass rates across different subjects, and decisions are made to encourage and motivate students for future examinations, particularly those whose performance was unsatisfactory.

Since the evaluation of internal examinations and tutorial exams under the CBCS system is confidential, there is limited opportunity to show the answer scripts to students. However, each department's teachers hold a **Parent-Teacher Meeting** once every year or semester to assess students' academic progress, the effectiveness of the teaching methods used.

Grievance Redressal: Any grievances related to the internal examination are reported through Students' Portal or students may drop a written complaint at the drop box. The students can also approach the department examination sub-committee.

External Assessment:

End-semester (external) examination-related notifications, including **form fill-up** for examination, issuance of **admit cards**, examination schedules, and **centre allocation** lists, are published by the university. These notifications are subsequently circulated through college notices on the website. Question **paper setting, moderation, and evaluation** of answer scripts are carried out by university-appointed teachers.

The practical examinations of generic courses of the university are conducted as home-centre in the college. This college also serves as an examination centre of honours practical papers for the students of other colleges.

During the Covid period, the university changed the mode of examination according to the situation. University question papers were uploaded to the college's website for student access and also sent via email by the respective departments.

Internal, tutorial, and practical marks are preserved by the respective departments and uploaded to the university portal. Students receive a marksheet with SGPA (Semester Grade Point Average) for each semester examination.

Grievance Redressal:

Any grievances related to the evaluation of the answer script are reported to the University for review. 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. We strive to address and resolve issues related to external exams quickly to reduce stress among students.

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:

Programme Outcomes (POs) and Course Outcomes (COs) are key elements in academic programmes, designed to communicate the knowledge, skills, and competencies students will acquire. POs and COs serve as a guide for students, helping them make informed choices about courses and programmes, while also aiding faculty in structuring curriculum delivery.

Programme Outcomes (POs)

POs are broad goals that define what students are expected to achieve by the end of a programme. These include competencies such as critical thinking, problem-solving, communication, and field-specific expertise. POs are typically published on the college website, offering transparency for prospective students and guiding them in selecting suitable programmes. For faculty, POs help shape curriculum development and ensure that teaching practices are aligned with institutional objectives. They serve as a blueprint for assessing whether the overall goals of the programme are being met.

Course Outcomes (COs)

COs are specific to each course and detail the particular skills, knowledge, and abilities that students will gain upon completing the course. COs provide a more focused view, breaking down the broader POs into achievable learning goals for individual courses. These outcomes help students understand what they will learn in each class and assist faculty in designing lessons, assignments, and assessments that align with the course's objectives. COs are typically shared with students during departmental orientation and are also published online.

Orientation Programmes

To ensure clarity, institutions introduce students to POs and COs during orientation programmes. In the general orientation for 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. This ensures

that students start their courses with a clear understanding of expectations.

Conclusion

The clear formulation and communication of POs and COs are essential for aligning institutional goals with student learning. They help students choose courses and programmes that fit their academic and career goals, while guiding faculty in curriculum planning. By making these outcomes accessible online and explaining them during orientations, institutions foster transparency and ensure that students and faculty work together towards shared educational objectives.

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:

To evaluate attainment of CO and PO, all the department have Departmental Assessment Committee (DAC) which consist of all departmental faculties and Programme Advisory Committee (PAC) which consists with the departmental faculty members along with Principal and IQAC co-ordinator. The main moto is to adopt specific measures to oversee the achievement of program outcomes (POs) and course outcomes (COs). The DAC meets at least once in every semester for evaluation of the programme and course outcome and sends report to PAC. Then the PAC meets with Academic Committee once in a year and sends report to IQAC.

The results derived from CO attainment are instrumental in assessing the achievement of PSOs and POs. The evaluation of COs is largely achieved through direct methods, with indirect methods contributing to a smaller degree.

Finally, 80% of CGPA + 20% Internal Assessment is taken for consideration for attainment of COs and POs and those who got less than 50% in this method are termed as slow learner and more than 80%, then termed as advanced learner.

1. DIRECT METHODS: Evaluation of students incorporates both Continuous Internal Assessment throughout the year and the End-of-Semester Examination.

A. Continuous Internal Assessment: Student understanding and the development of relevant skills are assessed through activities such as seminars, assignments, project tasks, laboratory performance, poster presentations, PowerPoint presentations, class tests, and college tests. Students are encouraged to enquire

and engage in critical thinking, which aids in their understanding and analysis of modern societal, environmental, and cultural dilemmas. Efforts are made to develop their communication skills, enabling effective discourse of ideas and information. There are opportunities for students to interact with prominent figures from various sectors, including scientific, academic, industrial, and social workers, enriching their overall exposure and knowledge. As per the norms of the affiliating University, the college conducts an internal assessment worth 20 marks. This evaluation includes 10 marks for attendance and 10 marks for internal assessment.

B. Semester Examination Performance Analysis: The assessment of semester examination performance illustrates that the grades acquired through formative and summative evaluations are direct measures of the accomplishment of specific Course Objectives (COs)

2. INDIRECT METHODS:

A. Effective Feedback Mechanism: The collection of feedback from students, alumni, parents and employers is a vital approach for evaluating student success concerning program outcomes, specific program goals, and course objectives.

B. Comprehensive Development of Students: Instructors aim to install a passion for learning in students, promoting their ability to adapt to changes in their environment and academic disciplines. They also contribute to the development of leadership abilities and essential professional and life skills.

C. Student Progression: A key indicator of program success is the transition of students to advanced studies at various institutions within the state and across the country.

D. Job Placement and Employability: The levels of employability and job placement are important indicators of program outcomes and course objectives.

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: 91.89

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
119	100	115	89	64

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
134	123	116	90	67

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:** 3.94

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: 55.48

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	8.814	6.4695	10.22985	29.96535

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:

Our college has developed a thriving ecosystem for innovation, knowledge creation, and knowledge transfer, fostering partnerships between academia and industry. We celebrate and recognize the innovative achievements of teachers, research scholars, and students, notably during our Annual Day event, Aura, where the Head of the Institution applauds award winners.

To nurture and transfer knowledge, the institution has implemented the following initiatives:

- 1. Expertise Sharing by Faculties:** Our faculty members actively contribute to knowledge sharing by serving as facilitators in discussions, research collaborators, resource persons, and keynote speakers at seminars and conferences.
- 2. Study of the Indian Knowledge System (IKS):** Indian Knowledge System (IKS) is an extensive body of knowledge encompassing ancient Indian traditions, classical texts, Ayurveda, yoga,

language, and more. Our curriculum, particularly in subjects like Philosophy, History, Political Science, and Sanskrit, integrates IKS. Additionally, the Sanskrit Department organizes webinars to deepen students' understanding of IKS.

3. **Encouragement of Faculty Research and Doctoral Studies:** We encourage our faculty to engage in research and pursue doctoral studies. Over the past five years, many faculty members have earned Ph.D. degrees, and numerous others have received No Objection Certificates to begin their doctoral journeys.
4. **In-House Publications:** To support the dissemination of scholarly work, the college publishes *Scientific Vistas*, a journal with an ISBN number, encouraging faculty to publish their original research. Our college magazine, *Krishti*, offers a platform for students to showcase their creative talents.
5. **Incubation Hub:** On November 1, 2022, the college inaugurated an Incubation Hub, starting with a silk screen printing workshop led by Dr. Tuhin Subhra Sarkar, Assistant Professor of Zoology. This initiative aims to provide entrepreneurial training for students.
6. **Student Involvement in Knowledge Transfer and Innovation:** Departments organize seminars, industry visits, and other activities to encourage students' involvement in the academic and industry innovation process.
7. **Collaborations for Knowledge Transfer:** The college has signed Memoranda of Understanding (MoUs) with various academic institutions to facilitate knowledge exchange and achieve the goals of the National Education Policy (NEP) 2020.
8. **Cybersecurity Awareness Seminar:** A seminar on cybersecurity was held to raise awareness about protecting sensitive data and addressing modern cyber threats.
9. **College Library Services:** Our library supports knowledge transfer by offering a vast collection of books, journals, and e-services, such as Web-OPAC, digital resources, and research support services for faculty. We also maintain institutional memberships with NDLI Club and the American Centre Library.

Outcomes:

- The promotion of IKS has enhanced students' intellectual and cultural development.
- Our strong research culture has enriched teaching quality, professional growth, and community impact.
- The Incubation Hub encourages entrepreneurship among students.
- Collaborations through MoUs align with NEP 2020, supporting academic excellence and student development.
- Cybersecurity sensitization promotes responsible digital behavior beyond campus.

This ecosystem continues to support the holistic development of our students and faculty, fostering innovation and academic growth.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 55

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
16	4	13	7	15

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: 0.74

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
15	4	10	9	8

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

3.3.2

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

Response: 0.34

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
8	1	7	3	2

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

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:

Sister Nibedita Government General Degree College for Girls organizes several extension and social outreach programmes in the local community to promote social awareness and holistic development of the students.

Institutional Social Responsibility:

- Nutrition awareness programme in ICDS centre
- Community service and health camp
- Nutrition Awareness drama presentation in slum area
- Outreach Seminar on Gender sensitization involving students of neighbourhood State Institute of Physical Education for Women.
- Donation to West Bengal CM fund for AMPHAN victims
- Nutrition and well-being awareness through social media platforms
- Distribution of cooked food during COVID period among community people by Dr. Jhumur Mallik, Dr. Bhaskar Das, Dr.SK Jahiruddin, Piyanka Sengupta, Dr. Bholanath Pakhira and Dr. Jayanta Nandi
- Student's assistance in Doctoral study and project work of other neighbourhood institutions by providing data

Community Service Projects by NSS Unit, Sister Nibedita Government General Degree College for Girls

- Our college is fortunate to have an active NSS unit comprising of enthusiastic students guided by faculty members who contribute to social services, ignited with the "Not Me but You" motivation. The activities by NSS are-
- Donation to Kerala Relief Fund for 2018 flood victims.
- Organising Themed drawing competition ("Admirable Women") in neighbouring Multipurpose Government School.
- Health related awareness and diet charts for school students of adjacent school students.
- Tree plantation in the surrounding areas of the college.
- Participation in Har Ghar Tiranga Drive.
- Environmental Awareness Generation, Nutrition & Health Awareness Generation, sanitary napkin distribution in adopted slum.
- Raising environmental awareness in children of adopted slum by organizing sit and draw competition.
- Comprehensive evaluation of educational status with an emphasis on girl child education in adopted slum
- Adaption of Swaach Bharat Mission by cleaning adjacent areas of the college

Outcome

1. Community Engagement

- Our college has strengthened its ties with local communities, fostering goodwill and mutual support.
- We have tried to meet up the specific needs within the community, such as overall health, menstrual health, awareness on environment etc.

2. Student Development

- Students gained practical experience through voluntary work
- Students developed important skills like leadership, teamwork, and communication.

3. Diversity and Inclusion

- Underprivileged groups accessed awareness and resources.

4. Institutional Reputation

- Active outreach initiatives enhanced our institution's reputation, showcasing its commitment to social responsibility.
- Rendered the institution more appealing to prospective students who value community involvement.

5. Social Impact

- Engaging in outreach helped foster a sense of civic responsibility among students and faculty.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

- **Recognition of Community Service Projects**

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”

- **Educational Outreach and Skill Development Programs by Government Bodies**

Students have participated in workshops and trainings by Geological Survey of India and Presidency University

- **Cultural and Arts Activities by Government recognized bodies**

Students have participated and achieved awards in various cultural and martial arts events

- **Educational Outreach**

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.

Outcome

1. Enhanced Reputation, Increased Credibility of among peers, highlighting its commitment to social responsibility.

2. Motivation for Faculty and Students as these prestigious recognitions have inspired faculty and students to develop new and innovative programs that further benefit the community

3. Strengthened Community Relations by imparting a sense of Community Pride while partnering with the institution, leading to more active engagement and support.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 10

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
5	1	0	1	3

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

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: 6

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- 50 Classrooms and 26 laboratories to offer quality teaching-learning in 17 Honours Subjects.
- Good number of Computers with internet connection along with Computer Laboratories in the Departments of Computer Science, Statistics, Geography, Mathematics and Economics, for practical classes and certificate courses.
- The Conference Hall named after the venerable Sister Nibedita is used for holding Seminars, Workshops and sometimes cultural events. This seminar Hall is also used for academic purposes.
- Three theatre rooms are used for holding Cultural programs/ Rehearsal programs including programs with audio-visual contents.
- A central Library equipped with cloud based koha-ILMS contains four thousand and forty four books including a large collection of reference and gifted books.
- 02 Smart classrooms are situated in the college building.
- Two separate reading rooms for the Students.
- There is a students' common room in the upstairs of canteen.
- Ample number of toilets for the students and for the Female and the Male staff at each floor are also to mention.
- A large playground is for the students with updated equipment, however the playground is shared by all the Government institutions of Hastings House campus.
- Ramps at different locations to facilitate the *Divyangjan* students are found.
- Waste bins in various places have facilitated solid waste management.
- A Medicinal plants garden and a herbarium maintained by the Department of Botany and an

Animal Museum housed at the Department of Zoology cater to the varied needs of the stakeholders.

- A car parking lot behind the college building facilitates the staffs to park their vehicles.
- The college has a Canteen which is a source of refreshment to the stakeholders in between long working hours.
- Supply of drinking water through water purifiers in the college. Despite shortage of grants, the college regularly maintains the annual maintenance for the drinking water purifiers.
- Several important mechanisms like Grievance Re-addressal Cell, Vigilance Cell, Equal Opportunity Cell, Anti-Ragging Cell and Students' Body have been established.
- A First-aid room in case of emergencies.
- A skill development centre conducts various Awareness programmes and self defence classes for the females.
- This college has Disaster Management Facilities. The Vulnerability Assessment Checks are performed every year.

To promote e-learning environment, some of the initiatives of Library are:

- Wi-fi enabled Central Library.
- Dynamic library web page with full service information.
- Memberships of National Digital Library and American Centre Library, Kolkata.
- A study room for the interested students.
- Links of previous years' University question papers are provided.
- Research support for faculty members through e-mail based journal article delivery.
- Creation of VIDWAN ID database of all faculties.
- Links are provided in the College Website for Library access by visually challenged students to use screen reading software and audio book facilities.
- OER repositories like, e-Shodhganga, ShodhSindhu, epg pathshala, IGNOU eGyanKosh, Swayam, UGC-MOOCs and INTERNET ARCHIVE etc.
- Some of the departments are facilitated with Seminar-Libraries with a considerable collection of books which can be easily accessed by the students.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 37.51

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
2.83388	0	7.45493	13.71311	75.99818

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

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:

- Library automation process of Sister Nibedita Government General College for Girls is continuing using 'koha' Integrated Library Management Software (ILMS). The database of 4,044 most circulated books has been entered in the koha database and is continually being upgraded. The Sister Nibedita Government General Degree College for Girls' library is rather

modest with over 4,000 books including a huge number of reference books, magazines and college newsletters which are being preserved as a special collection. QR code enabled OPAC is a noble service provided by the Library. A dynamic webpage with full service information is highly acclaimed by the user communities.

- Open Educational Resource Repositories (OER repositories) include Sodhganga, E-ShodhSindhu, e-PGpathshala, IGNOU-eGyanKosh, Swayam, Virtual Labs, Spoken tutorial, Dosh, Snltr, UGC-MOOCs, Internet Archive etc. Besides, the links of previous year University question papers are provided in the college website.
- To motivate students about using the Library resources, “The Best Library User Award” is declared annually by the central Library.
- Amount spent on books and journals (2022-23) is Rs. 2,05,698.
- More than seventeen thousands rupees has already been spent on the library automation process.
- Library facilities are frequently accessed by teachers and students as well as research scholars who make a vivid use of its collections. In addition students of the college can freely access the library in search of e-books, e- journals and academic databases. The Central library lends a hand of friendly support to students with special needs who can make use of freely accessible screen reading softwares enabling on its computers. In addition to all these, a large well equipped Reading Room provides provision for cultivating healthy reading habits among the student community.
- A link on Special collection on Sister Nivedita (commemoration, Life and Works, mainly open access resources) is given in the College Website.
- The college has a range of publications of its own which it is striving to maintain with fervent dedication.

File Description	Document
Upload 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 Pandemic situation has led us to get habituated with an IT-assisted teaching-learning-evaluation process. The Google Classrooms, online examination systems via Google forms, Worksheets have helped a lot in curbing health risks. Zoom platform facility had been used for harbouring various academic and outreach ventures such as Webinars, Special Lectures during the pandemic period.
- The College aims to provide IT as a learning aid to the students as well as the faculty members with various study and research materials. All the departments and the Library of the college are equipped with ample numbers of Desktops, Laptops, Scanners, LCD Projectors, Laser Printers. Reprographic facilities are made available for utilizing the library for study and research.
- BSNL wireless internet facility (Wi-Fi) is accessible at different corners of the college and has been updated to two optical fibre (FTTH) networks with one an average bandwidth of 100 Mbps and another one with an average bandwidth of 150 Mbps. Easy access to the internet from every Department gives better opportunities in the teaching- learning process.
- Two Smart class rooms are at work with technical facilities.
- Close Circuit Cameras with HD DVR are installed in the Central Library, the Office of the Principal and various places in the college.
- Audio-visual Classroom set up has been structured in the smart classrooms.
- The Office of the Principal is also using the updated facilities of technology to carry out the administrative works. Apart from this, it also envisions a paperless administration, likewise the notices, general guidelines, circulars are disseminated to all departments through wireless medium.
- To support these IT network systems, all the computers and the requisites are connected to uninterrupted power supply and high-performance computing servers. All computers are monitored through the annual maintenance and are regularly updated as and when suggested by the attending personnel.
- This college has a clearly stated policy regarding IT up gradation with special emphasis on updating curriculum-based software at regular intervals and regarding prevention of IT malpractices as well through Cyber Security Pledge. It is noteworthy here that during the last academic session, the institute organized a one day seminar as a part of Student's Observance Week, whereby students were taught measures to handle the different academic and scholarship portals with utmost care and safety.
- Although the College has its complete financial dependence on the Government of West Bengal, it strives to maintain a liberal budget towards upgradation and maintenance of IT infrastructure.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 11.47

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

Response: 32

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

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: 9.59

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
6.31041	1.61691	3.17144	7.19957	7.2768

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

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: 73.89

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
367	419	410	118	73

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: B. 3 of the above

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

5.1.3

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

Response: 11.35

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
181	0	0	0	32

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 40.25

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
54	47	44	34	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	100	115	89	64

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

5.2.2

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

Response: 4.71

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
2	3	6	2	0

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

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: 17

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
10	1	2	3	1

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

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: 8.6

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

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

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:

Since this is a newly established college, it is hardly possible to form a government- registered alumni association till date, but initiatives are being taken in this direction. However, many ex-students have formed an ‘Official Alumni Forum’ in our college website by their previous students’ ID and they are enthusiastic to participate in different activities for the benefits of this college and their respective departments.

In this connection, it is worthwhile to mention that Subhadrita Das and Sreejita Mukherjee, the alumni from Department of Food and Nutrition joined Nutritional Awareness Programme as a part of 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), as resource persons. They have actively cooperated in the nutritional screening and helped in spreading nutrition education among the beneficiaries of the ICDS centre along with the current student and faculty members of the college.

Kakon Bera, a pass out student of 2019, now works as dietician in Desun Hospital, performed dietary counselling and free health check-up for students, teachers and non-teaching staff of the college in May, 2024.

Ex-students have shown enormous interest to form Alumni Association which is under process now. We are hopeful of greater participation of the alumni students thereby.

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:

Vision:

The vision of this young institution is to empower women through education that goes beyond just syllabus and degrees. It aims to foster true knowledge that encourages students to consider sustainability and become well-rounded global citizens. This involves educating students about their rights and responsibilities, promoting financial independence, and instilling respect for all aspects of nature. The institution is guided by Sister Nibedita and Rabindranath Tagore's ideals, seeking to produce graduates who are knowledgeable, skilled, and morally grounded, with the hope of contributing positively to society and creating a better world.

Mission:

With the vision in mind, our mission includes:

- 1. Creating an Effective Teaching-Learning Environment:** We prioritize establishing a robust educational setting. Teachers prepare and share timetables and teaching plans with students. The Head of the Institution oversees this process, ensuring regular classes, student attendance, syllabus coverage, proper internal assessments, and parental satisfaction.
- 2. Enhancing Faculty Development:** We focus on faculty improvement by facilitating attendance at refresher courses, workshops, and seminars to stay updated on modern advancements. The Head of the Institution also encourages research, Ph.D. pursuits, and research projects among teachers.
- 3. Ensuring a Safe and Secure Environment:** Our mission is to maintain a safe, secure, and discrimination-free environment. This includes being free from ragging, sexual harassment, and any form of discrimination or grievances.
- 4. Fostering Student Development:** We aim to support students' overall growth by encouraging their academic pursuits and extracurricular talents. We guide them towards higher studies, employment, or entrepreneurship while instilling strong values.

Leadership:

Under strong and efficient leadership, the institution develops policies for various academic and administrative functions. The administration is decentralized, with collective decisions made through regular meetings aligned with the institution's strategic plan, addressing both short-term and long-term objectives. Academic activities each year are managed by subcommittees within the Teachers' Council, and departmental tasks are assigned by the Heads of each department to the faculty members. Administrative functions are handled by the Governing Body, IQAC and Principal's Office, supported by subcommittees where both teaching and non-teaching staffs actively participate. Additionally, the inclusion of external members and students in the Governing Body, ICC and IQAC exemplifies the college's commitment to participative management.

The college has implemented a 4-Year Undergraduate Program that focuses on skill development and multidisciplinary learning. The college also offers a range of add-on and value-added courses, taking necessary steps to meet evolving educational requirements.

Various committees of the college can be broadly classified as following:

- 1. Academic Committees:** Teachers Council committees related to admission, academic affairs, tabulation, examination etc.
- 2. Administrative & Quality Assurance Committees: Governing body, IQAC, NSS advisory Committee.**
- 3. Statutory Committees:** Anti-ragging, Internal Complaints committee, Grievance redressal, SC/ST cell, OBC cell, Minority cells.
- 4. Student Affairs Committees:** Students' Council Sub-Committee, Students' Welfare and Career Sub-Committee, NSS,
- 5. Financial Matter Committee:** Purchase committee, Finance Committee, Internal Purchase audit team.
- 6. Special Committees:** Green audit committee, Energy audit committee, Gender audit committee.

Each of these committees plays a crucial role in ensuring the smooth functioning and continuous improvement of the college.

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:

Our college is bestowed with both strengths and challenges that dovetails to shape and face the strategic plan adaptations. Promises galore keep us afloat and avowed to focuses that are relevant, cutting- and competitive- edged.

SNGGDCG is purely a girls' college directly under the control of Higher Education Department (HED), Govt. of West Bengal. All the Professors are Group-A Govt. Officers recruited by Public Service Commission (PSC), West Bengal as per UGC guidelines. The non-teaching staff are given appointments by PSC, SSC, Personnel & Administrative Reforms Department (P& ARD), West Bengal Group-D Recruitment Board, and other govt. recruitment procedures.

The administrative set-up, appointment, service rules and policies are governed by West Bengal Service Rules (WBSR) in consonance with Govt. Orders issued by HED from time to time. Transfer of staffs is governed by HED as per provision of WBSR. The CAS procedures follow UGC norms and executed by HED.

The institutional organogram depicts democratic, decentralized and participatory governance in accordance with the vision and mission of the college.

The college administration is headed by the Principal/Officer-in-Charge who chalks out strategies for development and deployment in consultation with the IQAC and the Governing Body. The decisions are then implemented through the Teachers' Council (TC) and College Office.

The college is enlisted into the folds of Bureau of Indian Standard Institutions (BIS), Govt. of India. There is a well-framed Indian Standards Club managed by students and college management. The recent certifications of ISO 9001 and 21001 is a giant leap in this direction.

The six major founding pillars of strategic development hover around the following ambits:

- 1.Success for All Students
- 2.Excelsior in Teaching- Learning
- 3.Responsive Educational Programs and Support Services
- 4.Integrated and Effective Organizational Structure, Systems, and Processes
- 5.Accessible and Responsive Facilities and Technology
- 6.Impactful Community Connections

The loci of the above focal parameters are categorized into two broad goals:

1. SHORT TERM STRATEGIC GOALS

- (A) Increased learning outcomes of students to be achieved through:
- (B) Enhancement of research and consultancy activities.
- (C) Improving employability of graduates.
- (D) Improving interaction with industry and society.
- (E) promote sustainable practices to realize the “Green Smart Campus”.

2. LONG – TERM STRATEGIC GOALS

- (A) Become a Post-Graduate College and Institution of Excellence
- (B) Promote the College's Reputation Nationally and Internationally.
- (C) Improved human resource management through merit-based hiring, professional development/enhancement programmes for academic/support staff and students, ISO certified operations, and move to green, paperless workplace via Enterprise Resource Planning (ERP) software workflow and E-services.
- (D) Improve College Infrastructure to handle better Student Enrolment, Research, Library, Knowledge Development contributing to higher quality of campus life.

SNGC remains at the **forefront of digital transformations**. The college is digitally pushing its agenda into new ecosystems of **e-governance** and **AI alchemy** to fuel **education economics**.

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

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:

All staff members of the college are evaluated through performance appraisal systems. The following are the different types of appraisal systems implemented at the college:

- **Self-Appraisal Report (SAR):** All teaching faculty members are required to submit self-appraisals on both a monthly and yearly basis. In their monthly Self-Appraisal Reports, which is called performance register, they record key details such as daily attendance, the number of classes allotted and conducted, academic and administrative duties performed, as well as details of any leaves taken. These daily performance registers are submitted to the Principal at the end of each month in hard copies.

There is also a system of yearly online Self-Appraisal Reports which are submitted at the end of each financial year. In this report the teachers who are also Group A officers report their substantive duties, any exceptional achievements outside their substantial duties, leaves taken etc. to the Head of the Institutions, who are their reporting authority. The HoI then comments on their performances, efficiency, integrity etc and makes markings on the performance of the incumbents, which are highly confidential and send them to The Reviewing Authority, who is the Director of Public Instruction. The accepting authority of these online SARs is the Principal Secretary of the Department of Higher Education, Government of West Bengal. These reports play a crucial role in decisions regarding confirmations in service, and career advancements.

- **PBAS:** A Performance-Based Appraisal System is used for the promotion of teachers and librarians under the Career Advancement Scheme (CAS).

Following welfare measures are implemented by the Head of Institution (HOI) for the staff

members:

- Coverage under General Provident Fund (GPF) rules and Group Insurance Scheme (GIS).
- Pension benefits, gratuity, and leave encashment according to Government of West Bengal regulations.
- Access to cashless treatment and reimbursement under the West Bengal Health Scheme (WBHS) for staff and their dependents.
- Availability of various types of leave, including earned leave, child care leave, and medical leave, as per Government of West Bengal rules.
- Provision of on-duty leave for faculty members to participate in Orientation Programs and Refresher Course
- 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.
- Some employees are granted a bonus & festival advance from the State Government before Durga Puja, a major festival in West Bengal.
- All employees are entitled to Home Travel Concession (HTC) and Leave Travel Concession (LTC).

The institution is committed to supporting both teaching and non-teaching staff in accessing various opportunities for career development and progression.

- The institution allows faculty members to attend various courses, including Refresher Courses, Orientation Programmes, and Short-Term Courses, as per UGC guidelines.
- The institution provides No Objection Certificates (NOCs) to faculty members pursuing in-service Ph.D. programs, which support their career advancement.
- Teachers are encouraged to enrol in Ph.D. programs and receive in-service increments upon completion of their doctoral studies.

File Description	Document
Upload 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:** 0**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
0	0	0	0	0

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 / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 10.5**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
4	7	8	11	6

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	14	16	15

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

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 a well-structured process for managing its budget and funds. Following is a summary of the key points regarding the process mobilization and optimal utilization of funds:

- **Budget Proposals and Components:** The college submits detailed budget proposals including categories like salary, equipment, computer peripherals, bills of telephone, internet and other consumables and contingencies, and infrastructure development. These proposals are reviewed and funded by the Higher Education Department of West Bengal.
- **Strategic Fund Utilization:** Upon receiving the grants, the college uses a strategic plan to allocate funds effectively. Various administrative committees like Finance committee, Purchase committee, Internal audit and assessment committee play a crucial role in the strategic management and utilization of funds within the college
- **Encouragement and Optimal Use:** The college administration encourages all staff members—teaching, non-teaching, to use the allocated funds efficiently and within the stipulated time.
- **Utilization Certificates:** Utilization certificates are prepared and submitted to relevant authorities

to ensure transparency and accountability. These certificates are crucial for the approval of future projects.

The college carries out internal and external audits systematically at appropriate intervals.

The Office of the Principal Accountant General (General & Social Sector Audit), West Bengal, conducted an external audit for the period from 1st April, 2017 to 30th April 2022. During this audit, a few queries were raised by the auditors. The college authorities responded promptly, providing detailed documentation in a timely manner. Ultimately, the auditors were satisfied with the responses and documentation provided by the college.

The internal audit has been conducted by Mahalanabish & Associates, a reputable Chartered Accountant firm known for its expertise and thoroughness. This firm has meticulously audited both government (FY 2022-23) and non-government funds, ensuring that all financial practices and records are thoroughly reviewed.

Their comprehensive audit helps to guarantee the accuracy of financial statements, adherence to regulatory requirements, and the effective management of both types of funds.

File Description	Document
Upload 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 college IQAC aims in basic understanding of the leading heights of pedagogy and its management options, from a systems perspective.

The IQAC caters to a wide range of takers with coupling on the emerging facts and facets of education - from tracking, reporting to stewardship. There is an inherent dynamism in the functionalities of our college IQAC, as problems are diverse, variable and in persistent change.

Yet, our IQAC's quest is cardinally aligned towards global excellence; it iterates and ushers an enabler to consistently up-scale the NIRF (National Institutional Ranking Framework) rankings and contribute successfully to the National Education Policy to emerge as the best overall college in eastern India.

The IQAC ensures quality teaching of all processes that operate in the college system.

The IQAC constantly strives for quality assurance by evolving strategies for academic-administrative excellence. It makes significant contributions by effective formulation and implementation of quality manoeuvres through periodic reviews and meetings.

The college IQAC office offers a one stop solution for teachers and students to have seamless response on their queries, redressing grievances, filing intents, seeking facilitations, and monitoring of down-the-pipe administrative decisions.

The IQAC is poised to be a trendsetter in pattern evolution and engagements. The 19 academic departments and college office are integrated to a holistic system.

The IQAC Vision

(i) To be an academic institution in dynamic equilibrium with social, ecological and economic environment striving continuously for excellence in rendering education and research service to the nation.

(ii) To be committed to pioneering sustainability on a strategic journey to achieve e-governance and smart net-zero campus.

The IQAC Mission

1. Democratize by providing quality education accessible to all
2. Strive to build critical systems of local relevance and global importance
3. Promote interdisciplinary culture leading to world class translational research aligned with the SDGs of UN
4. Create and sustain a community of learning in which students acquire knowledge and learn to apply it professionally with credence to ethical, ecological, and economic issues
5. Pursue research and disseminate research findings
6. Provide knowledge-based technological services to satisfy the needs of society and the industry
7. Help in building national capabilities in science, medicine, technology, sustainability, humanities, management, education and research
8. Build e-governance and environmentally smart sustainable campus

The key pillars that moors IQACs vision into the bed-rock of this college are :

- (i) Courses delivered through hybrid pedagogy
- (ii) Increasing multidisciplinary undergraduate pivot options
- (iii) Growing an innovation and entrepreneurial culture
- (iv) Greater focus on faculty development and engagement
- (v) Increasing internationalization, and
- (vi) Focus on campus environment and living.

IQAC will leverage the **10x initiative** through creation of research parks, more start-ups, new technologies, growing capacity in design and innovation with an aim to positively impact people’s lives.

The ‘**systems concept and thinking**’ occupies the very essence of IQAC epistemology, as sought for succinctly in this college. Holistic viewpoints in understanding of dynamism and perturbations have assiduously permeated throughout the IQAC functionalities.

File Description	Document
Upload 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

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:

UNESCO views gender equality as a fundamental human rights issue and a crucial factor for sustainable, people-centered development. Our college is deeply committed to this agenda, with a strong focus on women's empowerment. We uphold both **gender equality** and **gender equity** in our operations. While equality entails providing the same resources and opportunities to everyone, equity acknowledges that different individuals have varying needs and circumstances, and ensures tailored support to achieve equal outcomes.

With this understanding, our institution has taken the following steps to address the unique challenges female employees face:

1. **Child Care Leave:** Female employees are granted Child Care Leave not only for their children's illness or major examinations but also for their annual exams. Male employees are also entitled to paternity-cum-child care leave, promoting a balanced approach to parenting responsibilities.
2. **Gender-Specific Infrastructure:** Recognizing that female faculty make up a significant portion of our staff (65% of the faculty in the last five years), we have ensured adequate facilities, including more toilets for female staff on every floor.
3. **Safety and Security:** To ensure a secure, harassment-free environment for both students and staff, we have installed CCTV cameras in key areas such as corridors, the library, entry points, and the canteen.

We are also proud to report that **76% of our female faculty members hold Ph.D. degrees**, underscoring the institution's commitment to academic excellence and empowerment. In addition, we actively support a nearby girls' hostel by providing water and covering electricity costs, promoting women's welfare within the broader student community.

Our college has maintained a **zero-tolerance policy** towards sexual harassment and gender discrimination. To enforce this, we established an **Internal Complaint Committee (ICC)** and a **Gender Audit Committee**.

Sensitization initiatives aimed at fostering gender equality and awareness include:

1. **Celebration of International Women's Day:** We organize seminars, lectures, and interactive sessions annually to mark this important day.
2. **Vishakha Guidelines Sensitization:** Since 2022, we have held sessions at the beginning of each

academic year to educate staff and students about the Vishakha Guidelines and the role of the ICC.

3. **Cultural Programs:** Gender equality is also promoted through cultural performances. In 2023, for instance, we staged the dance drama *Chitrangada* by Tagore, which explicitly advocates for gender equality.

Gender values are integral to the **curriculum**, particularly in the subjects of Political Science, History, English, and Philosophy and also in our add-on course on 'Ethics and value education'. Topics like feminist political theory, women's movements in India, sexism, and patriarchy are part of our academic discussions, sensitizing students to gender issues.

Our college is committed to ensuring that every student understands their rights and duties in promoting gender equality, making this a central aspect of our mission for a more equitable future.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

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:

An inclusive environment is one in which all stakeholders are able to participate freely, air their voices, respect one another and feel connected through ideas and activities. We, at the Sister Nibedita Govt. General Degree College for Girls, believe in religious, social and cultural diversity and tolerance as the backbone of our institutional framework. Students, teachers and office staff of this college represent different religious, social, cultural and economic segments. Further, students, teachers and non-teaching employees come from different geographical areas. Seats are reserved for socially backward castes and classes in all streams. In our college, students, teachers and office staff participate in all socio-cultural activities and sports and games. For instance, our former Head Office Assistant, Shri Sushil Orang, sang a song in the programme organized on the occasion of “Matri Bhasa Divas” (Mother Language Day) on 21st February 2023. In the same program a Malayali student and a Santhal student made presentations in their vernaculars. Sm, Shanti Hela, a Group D staff of this college was cordially invited to water a plant along with the distinguished speaker in the inauguration segment of the programme on International Women's Day, 2023. Such programmes take place throughout the year. Economically and culturally backward students are supported by the institution through different government schemes and scholarships like ‘Kanyashree’, ‘Oasis’, ‘Aikyashree’ etc.

This college respects and upholds constitutional values and inculcates the noble visions of our Constitution among students, teachers and office staff. The college adheres to the principle of equity

among all students, teachers and non-teaching employees. For this purpose our college has formed SC/ST Cell, OBC Cell, Minority Cell. The college has constituted its anti-ragging units as per the UGC guidelines and maintained a ragging free campus all along. Moreover, in pursuance of constitutional principles, this college follows policies of equality before law and equal protection of laws, it has a RTI cell.

In the New Educational Policy (NEP), a compulsory paper titled “Constitutional Values” has been introduced in Semester I for all the students of the college. Through this paper, teachers try to inculcate constitutional values and constitutional visions among students. Students are taught about their fundamental rights, fundamental duties and about their roles as responsible and responsive citizens. An “Electoral Club” has been formed to sensitize students regarding their constitutional right to cast vote. Our students have successfully participated in Youth Parliament competition, organized by Department of Parliamentary Affairs, Government of West Bengal, through which they have acquired knowledge regarding our constitution. Our teachers and office staff perform election duties as a mark of responsible government employees and of course to pay respect to the world's largest democracy. Republic Day and Independence Day are observed in the college premises by all stakeholders with zeal and passion.

Further, this college sensitizes all its stakeholders, through course curriculum, through seminars and workshops and by forming ICC and Gender Audit Committee values of gender respect, gender sensibility. These are viewed as duties of a responsible citizen.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Empowering Excellence: Reward and Recognition Strategies for Enhancing Cognitive Power and Building Self-Confidence

Objectives: The primary goals of this practice are to enhance students' cognitive abilities for academic decision-making and boost their confidence. It aims to create a sense of belonging and engagement, motivating students to contribute to their academic and career success while fostering their growth, performance, and leadership abilities.

Context: Reward systems have always played a pivotal role in education. They not only boost student motivation but also help build confidence and recognition, aligning with the goals of academic institutions. The implementation of this reward system in the post-pandemic era served as a tool to

encourage physical classroom attendance, essential for hands-on learning as prescribed by the National Education Policy (NEP). This system was introduced to bring students back into the academic fold, ensuring their active participation in skill-based learning courses.

Awards Introduced: The college has announced four special awards to recognize student achievement in different areas:

1. **Sister Nivedita Award** – Given to students who actively volunteer under the National Service Scheme (NSS), commemorating Sister Nivedita's contributions to women's education and social service.
2. **Chandramukhi Basu Award** – 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.
3. **Kadambini Ganguly Award** – Recognizes students who excel in practicals or projects, honoring Kadambini Ganguly's legacy as the first practicing female doctor in British India.
4. **Begum Rokea Award** – Presented to the best reading room user in the college library, highlighting Begum Rokea's efforts in promoting education among Muslim women.

Challenges: The main challenge lies in ensuring fairness in the reward system, as it commonly focuses primarily only on academic achievements. To address this, a balance must be done between rewarding academic excellence and recognizing contributions to moral, physical, and aesthetic development. Maintaining the integrity of the awards while promoting diverse areas of student engagement is also crucial.

Practice: The college rewards students for outstanding performances in various categories, such as practical experiments, leadership under NSS, and creative arts like painting and writing. By ensuring the process is transparent and well-supervised, the institution fosters an environment where both academic and extracurricular achievements are valued.

Uniqueness: The college has balanced between commonly practiced awards and honorary awards, ensuring special emphasis on pioneers of women's education in India, making the awards historically and culturally significant. Additionally, the reward process is kept open, fair, and well-audited, ensuring the funds are used appropriately.

Evidence of Success: The reward system has visibly increased student engagement and performances. Prize distribution events, along with the publication of student work in the college magazine KRISTI, have been instrumental in recognizing student achievements. Post-pandemic, this system has played a crucial role in normalizing academic life, encouraging students to attend physical classes, engage in practical courses, and participate in leadership roles in the field of social service.

Problems Encountered: Adequate funding is required to maintain a material reward system that motivates students. Additionally, ensuring the system remains fair and encourages participation across both academic and non-academic areas remains a challenge.

Best Practice 2: Real-Life Approach Toward Environmental

Sustainability

Objectives: The goal is to promote environmental sustainability by embracing the 7 R's: Rethink, Refuse, Reduce, Repair, Regifting, Recycle, and Recover. The college aims to protect and manage natural resources responsibly, ensuring a healthy environment for future generations.

Context: The college's large rooftop has the potential for rainwater harvesting and solar energy generation. The campus is also enriched with diverse greenery, which can be documented for its socio-medicinal properties. There are also significant opportunities towards sustainability; on the one hand there is ample scope for afforestation and on the other hand there is opportunity for recycling, particularly in managing old electronic devices like computers.

The Practice: The college has implemented various sustainability projects:

1. **Rainwater Harvesting:** A 500-foot deep recharge pit replenishes groundwater rather than merely storing rainwater for surface use. This initiative aims to restore the natural aquifer balance and counter groundwater depletion.
2. **Solar Energy:** A 1KW solar photovoltaic (PV) panel was installed to power the Microbiology Department. This is the first step toward fully embracing renewable energy across campus.
3. **Electronic Recycling:** For over five years, the college has repaired and reused computer equipment instead of discarding it. This reduces electronic waste and conserves financial resources.
4. **Solvent Recycling:** In the Chemistry Department, solvents are recovered through distillation, allowing them to be reused instead of repurchased.
5. **Waste Management and Energy Efficiency:** Biodegradable waste is processed in a bio-compost pit, and LED lights have replaced tube lights to reduce the campus carbon footprint.
6. **Afforestation and Plant Conservation:** The campus has an active afforestation program, with new tree species added regularly. Students adopt and nurture plants, fostering conservation values. Botanical documentation is conducted through herbarium sheets, and the diverse tree population supports various bird species and scientific studies.

Evidence of Success: The campus has seen cost savings through electronic recycling and is recognized as a green zone in an urban area. Its sustainability efforts have contributed to a balanced environmental ecosystem.

Problems Encountered: The primary challenge is securing adequate funding, especially for large-scale projects like rainwater harvesting and solar panel installation. As a government institution with low student fees, financial constraints are a major barrier to expanding sustainability initiatives.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The priority of this institution is its students. We have mentioned in the segment stating our mission that the all-round development of our students is our main objective. The distinctiveness of our institution lies in our relentless endeavor to prioritize the interest of the students. The number of our students is not much, but the number of teachers is quite high in our institution and we function like a close-knit family here, looking after the interest of students individually. All the teachers strive to bring out the best in them by personalized care and love. Teachers' as well as the college authority's efforts for students' benefit consist of counselling, giving emotional support, arranging for every possible facility that is needed, and sometimes giving financial support also. We are distinct because we not only look after the welfare of those students who are toppers, but we extend our helpful hands to each student who is in need in some way or other; she may need financial support, she may need a special arrangement for university examination due to some untoward incident happened to her, she may be a child with special need and needs extra care. Our attitude and functioning may be called "inclusive" in the true sense of the term.

Our efforts to prioritize the interests of the student may be divided into two segments: one in which the interest of a group of students is looked after, another in which care is given to an individual student.

1. Group care:

1. As expressed in our best practice 1 we recognise the sense of belonging and leadership quality of the students and reward those students also who are not examination toppers for boosting self-confidence of students at large. The award in four categories reflect our endeavor to create a close bond with the students, for we reward those students who regularly attend classes, regularly use the library, do practical and project work with close attention, and show their inner kindness by serving the underprivileged people under NSS scheme.
2. Our college has waived fees for meritorious students who attend college regularly but belong to a lower income group family. Recently we have added another condition for this privilege and that is we will waive fees to those students who are not recipients of any scholarship. In this way we are able to cater the interest of a large number of students who are needy.
3. Apart from regularly organizing seminars, workshops on career counselling our teachers have taken a unique measure for guiding the students for future progression. During the observance of student' week each year the teachers of our college arrange a seminar in which a teacher from each subject speaks about the future prospect of studying that subject. This future prospect includes higher studies and research opportunities, job opportunities and entrepreneurship opportunities. This is a perfect example of our outcome-based education.
4. We always remember that not all students will be able to pursue higher studies or will be able to

secure a job, thus we need to do something for them so that they can be financially independent. Our college has set up an incubation hub to foster entrepreneurship and self-employment. This initiative provides them with essential resources, mentorship, and training to develop their own businesses.

5. The college authority always tries to cater to students' demands which are related to their health issues, such as during scorching heat in the month of April the students attending classes at the top floor have requested for some other classrooms downstairs, and their request has been kept promptly. Again, when there is an outbreak of Dengue in Kolkata at the end of monsoon, the students attending classes at ground floor have requested to arrange classrooms for them at first or second floor, their request has also been accepted promptly.

2. Individual Care

1. Teachers of our college sometimes help those students who come from a low income group family, financially for their field trip or any other educational need.
2. All our teachers have financially helped to restore electricity connection at the home of an exceedingly meritorious student of the Sanskrit Department, who comes from a very poor family.
3. On more than one occasion our institution has helped students who have met with an accident just before their university end semester examination or during the end semester examination. On the first occasion we have appealed to the university and arranged for granting of permission for extra time, on the second occasion we have appealed to the concerned college where the seats of our students were allocated.
4. Sometimes we get students who suffer from severe emotional problems and could not continue with their studies at other colleges. We, with our inclusive attitude, and personal care have been able to include them in the mainstream.

In this way our college is trying to empower women with its very distinct student centric performance, honouring the struggle of the women in the past and fostering a dream of ushering in a society having total gender equality.

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

5. CONCLUSION

Additional Information :

We have established our 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. The primary objective of this cell is to foster application-oriented, translational entrepreneurship development among students, empowering them to become self-reliant. By driving the integration of academia and industry, our "concept to commerce" theme aims to transform innovative ideas into real-world solutions. This aligns with the core vision of the National Education Policy, ensuring that our students not only excel academically but also thrive as entrepreneurial leaders in a rapidly evolving global landscape.

We are working relentlessly to constitute a Centre for Heritage Studies and Sister Nivedita Museum showcasing different little-known aspects of the life of this famous personality and her contributions to people of India, which would attract the interests of Scholars and tourists alike. We believe that this effort will imbibe the ethical values and the encouragement to serve the society among our students.

Concluding Remarks :

Our college is really a toddler in the arena of higher education compared to other colleges, but still we are striving to give our best for ushering in a better future; to empower women with knowledge, values and self reliance on the one hand and to work relentlessly towards a sustainable environment on the other.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) 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>33</td> <td>48</td> <td>43</td> <td>40</td> <td>43</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>32</td> <td>45</td> <td>42</td> <td>40</td> <td>39</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years 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>164</td> <td>164</td> <td>164</td> <td>152</td> <td>152</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>164</td> <td>164</td> <td>164</td> <td>152</td> <td>152</td> </tr> </tbody> </table> <p>Remark : In this metrics the number of students admitted from the reserved categories (SC, ST, OBC etc.) should not be more than the number of seats earmarked for the reserved categories, Hence the value is downgraded.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	33	48	43	40	43	2022-23	2021-22	2020-21	2019-20	2018-19	32	45	42	40	39	2022-23	2021-22	2020-21	2019-20	2018-19	164	164	164	152	152	2022-23	2021-22	2020-21	2019-20	2018-19	164	164	164	152	152
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>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:</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>19</td> <td>4</td> <td>10</td> <td>9</td> <td>8</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>19</td> <td>4</td> <td>10</td> <td>9</td> <td>8</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	19	4	10	9	8	2022-23	2021-22	2020-21	2019-20	2018-19	19	4	10	9	8																				
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15	4	10	9	8
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Remark : DVV has reverified and made changes as per considered the publications notified on UGC CARE list with ISSN number only.

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
10	1	7	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	7	3	2

Remark : DVV has rechecked and made changes as per the clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	47	41	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	47	44	34	17

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
119	100	115	89	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119	100	115	89	64

Remark : In 5.2.1.1 DVV has removed the duplicate names.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations
