



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SIR GURUDAS MAHAVIDYALAYA

**BIPLABI BARIN GHOSH SARANI, 33/6/1, MURARIPUKUR, ULTADANGA
700067**

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

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The genesis of Gurudas Mahavidyalaya can be traced to Gurudas College of Commerce, which in its turn was established to cater to the requirements of business and commerce education of Gurudas College, located in the neighbouring Phulbagan area. Both institutions are named after Sir Gurudas Bandyopadhyay, a famous freedom fighter, a luminary of the Indian Judicial system and the 1st Indian Vice –Chancellor of Calcutta University. A railway halt, garden etc. are also named after him in this locality.

As the first post-Partition generation came of age, there was growing demand for higher education necessitating the establishment of new institutions and expansion of already established ones into newer fields. From the inception of Gurudas College of Commerce on 21.08.1968 till 05.03.2001 it was housed in the premises of Gurudas College in the evening shift. It was a boys' college providing imparting education in commerce at the Higher Secondary and B.com (pass & honours) course level.

From the beginning, Gurudas College and Gurudas College of Commerce were two different colleges with separate Governing Bodies, offices, administration, staff members and students. Its name was changed to Sir Gurudas Mahavidyalaya after its conversion from evening to day shift, uni-faculty to multi-faculty and boys' to Co-education College. Some confusion over its name still persists but the college is not ready to forego the legacy of Sir Gurudas Bandyopadhyay a legend in Indian history. Now the college has its own building, located in the historical Muraripukur area near Ultadanga station. The college offers undergraduate degree programmes in Arts, Science and Commerce Streams. It is a complete day shift college, official working hours being 10.00 AM to 5.00 PM although teaching learning process spills beyond the official hours before 10.00 am and after 5.00 pm. The College has been recognized under Section 2(f) and eligible for receiving central assistance (UGC grant) under Section 12 (B) of UGC Act. The College aims to serve the needs of the local community by providing affordable, quality and inclusive education catering to a wide variety of students with different social, economic and religious backgrounds.

Vision

Our institutional vision is to expand the scope of quality education and make it affordable and accessible to students from all socio-economic backgrounds.

We also want to achieve transparency and promptness in the plan of academic action and to improve employability of our students in the highly competitive job market. Our endeavour is to create a foundational knowledge-base of the students grounded on the sense of community and national values. Expansion, access, quality and performance are the four pillars of the college.

Mission

To enhance Academic Excellence by

• Continuously updating and diversifying the curriculum to include emerging fields and interdisciplinary studies.

• Investing in professional development opportunities to ensure that faculty remain

leaders in their fields.

ÿ Promoting cutting-edge research and provide resources for faculty and students to engage in innovative projects.

To ensure Student Success by

? Ensuring Holistic Education by offering programs that support the intellectual, emotional, and social development of students.

? Strengthening career counseling, internships, and job placement services to ensure students are career-ready.

? Fostering an inclusive environment that supports diversity in all its forms.

To augment Infrastructure and Resources through

? Maintaining and upgrading campus facilities to provide a state-of-the-art learning environment.

? Ensuring the latest technology is integrated into teaching, learning, and administrative processes.

To maintain Sustainable Practices by

ÿ Implementing eco-friendly practices to promote sustainability on campus.

ÿ Broadening Community Engagement

ÿ Building strong partnerships with local businesses, government, and non-profits to benefit students and the community.

ÿ Encouraging student support service by ensuring by their involvement in community service projects.

To improve Alumni Relations:

ÿ Strengthening alumni networks to create a supportive and engaged community of graduates.

To retain Cultural Exchanges

ÿ Promoting cultural exchange programs to enhance global understanding and cooperation.

Financial Stability

ÿ Securing grants from higher bodies.

ÿ Fund raising to develop robust fundraising strategies to increase endowments and scholarships.

ÿ Cost Management and Implementing effective cost management practices to ensure financial health without compromising quality.

ÿ Striving to make education affordable and accessible to students from all socioeconomic backgrounds.

Stakeholder Engagement

ÿ Involving all stakeholders in decision-making processes to ensure diverse perspectives are considered.

Strategic Planning

ÿ Regularly updating the college's strategic plan to adapt to changing circumstances and opportunities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Sir Gurudas Mahavidyalaya is situated at the heart of suburban Kolkata. This facilitates good communication through both railways and road ways. Students from different socio-economic**

groups come with a dream of a prospective future.

- The institution offers Honours program in Nine [09] major disciplines with three [03] General Degree programs, encompassing all the three broad streams of Arts, Commerce and Science. It has a dedicated and competent faculty and staff members to cater to the changing needs of the society.
- Along with all the regular educational programs, the college offers various interesting Add-on-courses fostering knowledge beyond the prescribed syllabi for skill enhancement, career advancement and specialization.
- As students from diversified socio-economic stratum join the institution for higher education, along with delivering curriculum based instruction, the differentiated spectrum of student profile is mapped to yield satisfactory academic as well as overall holistic attainment.
- The institution actively promotes co-curricular activities among the students through various cultural, sports, social and extension activities. It helps the students to have the holistic development of mind.
- For successful execution of the vision and mission of our institution, we not only provide various Government and Non-government scholarships but college authority also offers institutional free studentship to the needy and meritorious students, who are mostly first generation learners.
- The institution has a good collection of textbooks, reference books and journals in a fully automated Central Library as well as an E-Library through NLIST subscription facility. It helps the students and teachers to empower their reading and research skills.
- The institution promotes gender neutrality and equal opportunities to all its stakeholders thereby evolving into a congenial environment for the pursuance of its vision and mission.
- The institution has Memorandum of Understanding (MOU) with varied institutions to enrich the quality of education and open opportunities for students to explore areas beyond boundaries.

Institutional Weakness

- The institution has not received funds/ grants from UGC and other Government / Non Government organization for the last few academic years. This has resulted in a bottleneck for carrying out the mission and vision of the institution.
- The institution has acute infrastructural deficiency in comparison to the large student base. The institution needs more quality classrooms, laboratories and smart rooms. There is also a lack of instruments/ apparatus that are useful modern teaching aids.
- The present strength of permanent office staff as sanctioned by the Government for the institution is inadequate for carrying out all the office-job efficiently for a large student-base like ours. Skilled computer-educated office staff is an urgent requirement for providing quality service to the students. In

the academic front as well, in some of the Departments there is a dearth of permanent academic faculty as the numbers of sanctioned posts are far less than what is required.

- The institution caters to students from far-away places like the Sunderbans. In this context, the hostel infrastructure/facility provided by the institution is inadequate to meet the requirement of a large section of students. There is no hostel facility for girl students till date.
- During the course of delivery of service to such a large student base, we are often encountered with students with physical and mental health issues. The institution has not been able to provide an in-house facility for physical health care and mental counselling through skilled / professional persons in the institution.
- The institution lacks infrastructure and skilled manpower resources for carrying out the mission of “Inclusive Education” of the society- i.e. incorporating students from all strata of the society including physically and mentally challenged persons.

Institutional Opportunity

- The institution has an immense opportunity to offer newer disciplines like Journalism, Biotechnology, Legal Studies, Information Technology, Microbiology, Food and Nutrition, and undergraduate Management Programmes like Bachelor of Business Administration to attract diverse student body.
- The institution has a huge opportunity for organizing career counseling and campus placement workshops for our final year students by inviting potential employers from the industry and the government. Introducing interdisciplinary programs and certificates in collaboration with industry leaders can also meet evolving market demands.
- **Strengthening Industry Partnerships:** Building robust partnerships with industry leaders and companies can enhance internship and job placement opportunities for students. Collaborations on research projects, guest lectures, and real-world problem-solving can bridge the gap between academia and industry.
- **Infrastructure Development:** Investing in modernizing campus facilities, including state-of-the-art laboratories, smart classrooms, and recreational areas, can create a conducive learning environment. Sustainable practices and green technologies can be incorporated to promote environmental responsibility.
- **Enhancing Research and Innovation:** Establishing dedicated research centers and providing funding for faculty and student research initiatives can drive innovation. Encouraging participation in national and international research conferences can elevate the college’s academic reputation.

- **Alumni Engagement:** Developing a structured alumni network to facilitate mentorship opportunities, career guidance, and funding for college initiatives. Regular alumni events and networking platforms can strengthen ties and support the college's growth.
- **Integrating advanced technologies** such as e-learning platforms, virtual labs, and AI-driven administrative tools can enhance the educational experience and streamline operations.
- **More Community Engagement:** Fostering strong connections with the local community through outreach programs, workshops, and collaborative projects can enhance the college's social impact and reputation.

By capitalizing on these opportunities, Sir Gurudas Mahavidyalaya can position itself as a leading institution committed to excellence and innovation. Strategic planning and execution in these areas will be pivotal in ensuring sustained growth and development

Institutional Challenge

- The most important challenge to the institution presently is to overcome the financial and infrastructural bottleneck for smooth delivery of service.
- The institution being understaffed both in the teaching and non-teaching front, it becomes a challenge to provide quality service to such a large student base.
- Owing to the diverse socio-economic background of students that we cater, it becomes a challenge to elevate them to a level so that they can adapt with the ever-growing needs of modern curriculum under CBCS & NEP.
- In the last decade we have experienced a declining trend of student admission in various disciplines. This trend can mostly be attributed to the challenging job market scenario in recent times. It is becoming increasingly difficult to motivate students to study in General Degree Programme (both Honours and General) instead of job-oriented technical/ professional and vocational degree and diploma courses.
- Faculty members of HEIs are expected to carry out research and administrative duties beside their job of dissemination of knowledge. It becomes a challenge in an under-staffed and financially- challenged institution like ours, to provide ample opportunities in terms of infrastructure, space and given time period to carry out all these activities as required by the modern job condition.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution emphasizes effective curriculum planning and execution through well-maintained and documented processes such as preparing academic calendars, lesson plans, IQAC and Academic Committee meetings, conducting continuous evaluation, interdepartmental faculty exchange, special lectures, e-learning platforms, and other innovative teaching mechanisms. Each department puts in place a well-framed academic plan based on the published academic calendar. Unit/module-wise lesson plans are prepared according to credit points and made available in the library as well as on the college website for the perusal of students and stakeholders.

In addition, as part of academic flexibility, all departments successfully conduct Add-On, Certificate, or Value-Added Courses with satisfactory responses from students. These courses are mostly job-oriented, focusing on the development of multiple entrepreneurial skills and expertise, as well as ensuring the holistic well-being of students. As an institution affiliated with the University of Calcutta, the college follows the evaluation methods and examination schedule laid down by the affiliating university.

However, it has instituted a system of Continuous Internal Evaluation (CIE). Participative learning is encouraged through quizzes, viva-voce, interactive sessions, and paper presentations. Regular class tests are held to track both the growth and expediency of students. Regarding curriculum enrichment, the college consistently promotes awareness among students about 'Professional Ethics,' 'Human Values,' 'Gender,' 'Environment, and Sustainability,' adhering to the prescribed curriculum and beyond. Several departments encourage students to undertake project work, fieldwork, and internships to gain experience in higher academic or professional engagements in the future. The NSS unit works diligently to prepare students to become good citizens who will serve society with commitment and integrity.

The college has instituted a robust feedback system. Feedback is sought from stakeholders such as students, guardians, faculty, employees, and alumni on the overall infrastructure, evaluation process, quality of curriculum delivery, and other relevant aspects. This feedback is collated, quantified, and analyzed, and necessary steps are proposed to the IQAC, which forwards it to the principal, concerned committees, and the apex body.

Teaching-learning and Evaluation

Sir Gurudas Mahavidyalaya ensures equitable access to students from diverse backgrounds, including socio-economic, cultural, and regional diversity. The admission process is transparent and follows the guidelines of the University of Calcutta and the Government of West Bengal. The Admission Committee monitors a fair and transparent admission process and publishes the merit list on the institutional website at the onset of the admission process. The college strictly follows the reservation policy as per government norms.

All activities are organized according to the "Institutional Calendar" prepared by the Academic Sub-Committee. Participative and experimental learning is integrated into the classroom experience through intra-departmental and inter-departmental quiz competitions, student seminars, group discussions, film screenings, stage plays, etc. Departments organize educational tours and field visits to encourage experiential learning. Newsletters and magazines are published to nurture creativity, writing skills, and presentation potentials in students. Certificate and Add-on courses supplement the core curriculum and give students a competitive edge. Remedial and tutorial classes are organized for both slow and advanced learners.

In strict compliance with the norms and objectives of Outcome-Based Learning set by the affiliating university, the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the departments. The RTI Cell and Grievance Redressal Cell of the college act effectively. The institution takes pride in having a highly qualified teaching staff, representing a broad spectrum of academic and professional expertise. All sanctioned posts of full-time teachers, except one, are filled as per UGC guidelines, and teachers hold NET/SLET or Ph.D. degrees. Faculties have MOUs through which faculty exchanges have been accomplished to provide academic resources to students. All teaching faculties regularly participate in Refresher, Orientation, FDP, and Short-Term Courses.

The college has a robust evaluation system and conducts internal and external assessments as per the regulations of the affiliating university. A robust Internal Assessment mechanism is monitored centrally by the Examination Committee. Students can register their examination-related grievances through departments, the Grievance Redressal Committee, the Principal's office, and the Examination Committee. The college communicates closely with the university to resolve all post-publication result-related issues.

Research, Innovations and Extension

Sir Gurudas Mahavidyalaya has always encouraged research and innovation among faculty members. The Computer Science Department has proposed and received a five lakh grant from BEUP for a research project on a fingerprint-based attendance system. Under the Gopa Memorial Award, an endowment of fifteen thousand is awarded each year to the top girl student in the Bengali Department.

As part of the innovation ecosystem, the college launched a collaborative learning platform to introduce ICT skill development for students, faculty, and staff. The faculty and students are encouraged to publish research in UGC Care-listed journals, indexed academic journals, and other publications such as magazines and newsletters. The faculty of this college has over one hundred national and international publications in the last five years. There is a multidisciplinary, multi-lingual Annual Academic Journal titled Knowledge and Advancement of Learning, 'Aajkaal: SGM', serving as a vital platform for the dissemination of scholarly research and creative endeavors since 2021. Concurrently, the college also publishes a vibrant trilingual magazine named Ayush, showcasing literary and creative contributions from both esteemed faculty and talented students. The Central Library publishes a newsletter, Central Library Interface, providing updates on books, e-resources, and new initiatives.

The institution fosters a vibrant cultural environment through initiatives such as theatrical activities, a drama club, and a film club. Extension activities through the NSS, NCC, and Cultural Subcommittee are carried out relating to mental health, environmental sustainability, and gender equality through celebrations like Communal Harmony Week, Tree Plantation Day, Earth Day, World Environment Day, Health Awareness Camps, Ban Plastic Campaign, Water Preservation Campaign, etc. About forty students have participated in and won State and National Level Sports and Cultural awards. The annual festival "UTKARSH" is organized by the students and alumni to foster a sense of pride and reverence for their cultural heritage.

The college celebrated the Golden Jubilee of its fifty-year completion with cultural programs involving stakeholders and the community. Several Memoranda of Understanding have been signed with educational institutions and industries, leading to effective collaborations for faculty exchanges,

seminars, professional development courses, add-on courses, awareness camps, waste management programs, etc.

Infrastructure and Learning Resources

The institution has a comprehensive array of physical facilities to support academic and co-curricular activities, creating a dynamic learning atmosphere. The college comprises adequate infrastructure and physical facilities such as ICT-enabled classrooms and seminar rooms, laboratories with equipment for scientific studies, a gymnasium, and a canteen. The college has also installed one herbal garden.

The college library has extensive ICT infrastructure, including LMS, KOHA, INFLIBNET subscription, open-access e-journals, e-books, and the N-LIST program, along with web-OPAC services. It is equipped with computers with upgraded configurations, LAN, and Wi-Fi, and is under CCTV surveillance. The implementation of a digital library platform allows users to access e-books, e-journals, and databases remotely. Student management software CMSYS has been introduced. A Learning Management System (LMS) has been introduced to ensure quality learning among the learners. Student Profile Mapping and subscription to G-Suite were used to continue online teaching-learning classes during the pandemic.

Office automation is implemented through LAN. The daily undertakings of the college administration and examination are conducted through computational means. Free Wi-Fi internet facilities are provided to the students, faculty, and office staff. Audio-visual learning has become an indispensable part of the learning process through ICT classes, film screenings, recorded lectures, and interactive content by departments. The Institute has established a drama club and a film club. Additionally, the Department of Computer Science, the physics laboratory, and the library are ICT-enabled.

The Governing Body and concerned committees of the College, through the Principal, ensure that the physical requirements and facilities or infrastructure needed for active teaching-learning processes are regularly upgraded for the smooth running of comprehensive study and research. It assures the stakeholders that all physical attributes and technological support are available. Annual maintenance and quality checks of user facilities are performed. Audited utilizations are placed before the apex body, and all maintenance payments are made through the Finance Committee and Governing Body. Feedback mechanisms are also in place to gather input from students and faculty regarding infrastructure and resources.

Student Support and Progression

The student support mechanism aims to eliminate all kinds of obstacles to the holistic development of our students, ranging from financial and academic support, mentoring, career guidance, skill development, placement, sports and cultural activities, and awareness camps. Students also receive merit scholarships, minority scholarships, fee concessions, student aid, and so on from the State and Central Government and the institution. More than sixty percent of our students have availed of scholarships and financial benefits in the last five years. Sir Gurudas Mahavidyalaya was awarded the best Kanyashree Prakalpa College in Kolkata district in 2021 for enrolling the maximum number of students under the Kanyashree project, providing Rs. 25,000 to unmarried UG students.

During Covid, admission fees and laboratory charges were reduced. The college offers various

certificate/capacity-building and skill enhancement initiatives, as well as add-on/value-added courses as collaborative endeavors.

The Career Counseling and Placement Cell, under the guidance of IQAC, organize programs for guidance for competitive examinations and career counseling. Over the last five years, seminars, workshops, professional development courses, add-on courses, and awareness camps have been organized, benefiting almost five thousand students, i.e., over fifty percent of the student body. The college follows UGC and Government guidelines by establishing a Grievances Redressal Cell, Anti-ragging Cell, and ICC. Meetings of these committees are held periodically; campaigning against ragging and sexual harassment is done by fostering awareness within the college campus, through website notices, online programs, and so on. A good number of students have progressed to higher education, and many students have been employed during this period. Our students successfully participated in annual sports and cultural activities, inter-college competitions, and district-state-national level championships. There are departmental alumni groups that regularly meet and engage in interactive sessions, mentorship lectures, and academic exchanges.

Governance, Leadership and Management

The College provides operational autonomy to work towards a decentralized governance system. Our college Organogram reflects the decentralized and participative management of the Academic, Administrative, Finance, Cultural, and Sports wings, which work together to ensure Student Support and Services. Sir Gurudas Mahavidyalaya employs e-governance by effectively using information and communication technologies to manage administrative and academic activities efficiently. The college makes a sincere effort to underscore the importance of faculty empowerment through comprehensive development strategies, financial and welfare measures, effective appraisal systems, and opportunities for research and leadership. In the last five years, almost one hundred percent of the teaching and non-teaching staff has engaged in workshops/seminars. There are robust Annual Appraisal Systems, Self-Appraisal Systems, and Feedback Mechanisms. Implementation of the UGC pay scale for substantive posts, Government pay packet for State-Aided College Teachers through the HRMS portal, Provident Fund (PF) for both teaching and non-teaching staff, Puja ex-gratia for non-teaching staff, acknowledging festive occasions, refundable as well as non-refundable loans from the Provident Fund, comprehensive health insurance, and medical facilities for faculty and their dependents under the West Bengal Health Scheme, Students Health Home for Students, Provident fund, pension schemes, and other retirement benefits to ensure financial security post-retirement. The institution has strategies for mobilization and optimal utilization of resources and funds. Funds for recurring expenses are met from the grants received from the State Government through the WBHRMS Portal every month for staff salaries. The non-recurring grants are mainly from the State Govt., UGC, MP / MLA LAD, etc. The annual budget is prepared by the budget committee. Internal audit is done specifically by a qualified chartered firm and an external annual audit of books and accounts is done by a Government-appointed audit firm. The IQAC, as an advisory body, monitors the academic and administrative spheres. Our Internal Quality Assurance System ensures continuous improvement in academic and administrative performance through regular meetings with stakeholders, implementing systematic reviews, feedback mechanisms, collaborations with other institutions, and action plans. By fostering a culture of continuous improvement and accountability, IQAS ensures academic excellence, effective governance, and overall development of the institution.

Institutional Values and Best Practices

The institute has a robust student profile mapping system which provides a comprehensive overview of the demographic and academic characteristics of the student body. Students from diversified socio-economic stratum join the institution for higher education. Delivering curriculum based instruction uniformly will never yield satisfactory academic attainment unless the differentiated spectrum of student population is taken into consideration. In this perspective the student profile mapping assumes special significance. It helps in understanding the diversity, background, and academic preparedness of the students enrolled in various programs offered by the institution. Through this information, we try to evaluate the effectiveness of teaching methodologies, resource allocation, and student support services. The demographic and social-economic background of the students enables us to include them in scholarship and financial-aid programs. Gender audit helps in planning gender equality measures. Academic counseling and mentoring is provided according to the students' academic profile and also helps us to provide Career guidance and placement services, Health and wellness services, extracurricular activities and clubs. 360 Degree Appraisal of Teachers is one best practice adopted by Sir Gurudas Mahavidyalaya. This appraisal, also known as multi-rater feedback is a process through which the employer evaluates employees' performance from multiple sources. The College has developed this anonymous employee performance review process known as '360-degree Appraisal System' since the last two academic sessions to monitor the scope, strength and weakness of the teachers for qualitative development. The process of completing 360-degree feedback provides the institution deeper insight and understanding about the faculties which help in the formulation of plans, policies and targets of the institution and improve academically and holistically. 360-degree appraisal has five integral components- Self-appraisal, Principal's appraisal, and Students' appraisal on teachers through online feedback form, Peer appraisal, and External experts' assessment. The appraisal is based on a feedback system which is structured to get responses for parameters like communication skill, knowledge about discipline, work ethics, effective curriculum delivery and ability of the teacher in creating an interactive, discussion-oriented and democratic classroom.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIR GURUDAS MAHAVIDYALAYA
Address	Biplabi Barin Ghosh Sarani, 33/6/1, Muraripukur, Ultadanga
City	Kolkata
State	West Bengal
Pin	700067
Website	https://www.sirgurudasmahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Manishankar Roy	091-9433203084	9123662028	-	principal.gurudas@gmail.com
IQAC / CIQA coordinator	Subhendu Dasmunshi	091-6289106452	9831647108	-	iqacsgm@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular 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	02-01-1982	View Document
12B of UGC	02-01-1982	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Biplabi Barin Ghosh Sarani, 33/6/1, Muraripukur, Ultadanga	Urban	0.307431	2292.98

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, Honours	48	Class Ten plus Two	Bengali	100	13
UG	BA,English, Honours	48	Class Ten plus Two	English	100	36
UG	BA,Education, Honours	48	Class Ten plus Two	English + Bengali	76	24
UG	BA,History, Honours	48	Class Ten plus Two	English + Bengali	59	24
UG	BA,Political Science, Honours	48	Class Ten plus Two	English, Bengali	70	32
UG	BA,Sanskrit, Honours	48	Class Ten plus Two	Bengali, Sanskrit	31	0
UG	BSc,Computer Science, Honours	48	Class Ten plus Two	English	33	7
UG	BSc,Physics, Honours	48	Class Ten plus Two	English	32	1
UG	BSc,Mathematics, Honours	48	Class Ten plus Two	English	32	1
UG	BCom,Commerce, Honours	48	Class Ten plus Two	English + Bengali	281	128
UG	BA,Ba, Multidisciplinary	36	Class Ten plus Two	English, Bengali	422	351
UG	BSc,Bsc, Multidisciplinary	36	Class Ten plus Two	English + Bengali	42	3
UG	BCom,Bcom, Multidisciplinary	36	Class Ten plus Two	English + Bengali	314	144

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				5				35			
Recruited	1	0	0	1	2	3	0	5	14	20	0	34
Yet to Recruit	0				0				1			
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						12
Recruited	7		1		0	8
Yet to Recruit						4
Sanctioned by the Management/Society or Other Authorized Bodies						5
Recruited	5		0		0	5
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.	1	0	0	1	3	0	4	6	0	15
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	1	0	0	10	15	0	26
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
	1	2	0	3	
	1	2	0	3	

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	1106	9	0	0	1115
	Female	949	4	0	0	953
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	71	96	70	84
	Female	58	68	60	54
	Others	0	0	0	0
ST	Male	5	0	0	2
	Female	5	2	1	1
	Others	0	0	0	0
OBC	Male	20	21	20	8
	Female	12	18	10	12
	Others	0	0	0	0
General	Male	397	451	432	391
	Female	310	357	262	287
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		878	1013	855	839

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Before the implementation of NEP 2020, the institution was running Choice Based Credit System (CBCS) under the affiliation of University of Calcutta. The CBCS system was equipped with interdisciplinary approach to some extent. There were core courses, generic elective, skill enhancement course, and discipline specific elective courses, compulsory ability enhancement courses emphasizing on the communication skills and creating awareness on the sustainable environment issues in CBCS curriculum. The college tries its best to be equipped for the NEP by offering interdisciplinary add-on courses to the students and encouraging them to enroll. These courses are conducted by the departments in the institution or third party organizations that have specialization in the respective fields. The Internal Quality Assurance Cell of the college monitored the designing of the course curriculums from multidisciplinary arena keeping in mind the enhancement of the ethical value education, life skills, soft skills and job-oriented skills of the students. Also the college collaborates with other higher education institutions with academic initiatives, so that faculty and student exchange programs can be undertaken that would be beneficial to both the institutions. The institution also was preparing for multidisciplinary teaching mode by participating to seminars and workshops. The college appealed to the university for adding new disciplines considering the demand of the new age students. As per the directive of the University, the institution is already offering multidisciplinary education as required by the National Education Policy 2020 from the academic session 2023-2024. There are undergraduate degree programs in 13 disciplines that can be broadly categorized into Arts, Commerce and Science streams. Among these, 10 disciplines are for undergraduate major degree programs with major as a subject. The college applied the understandings of CBCS curriculum in implementing the structure of NEP from 2023-2024 session.</p>
2. Academic bank of credits (ABC):	<p>As per the directive of the University, the institution is already offering multidisciplinary education as required by the National Education Policy 2020 from the academic session 2023-2024. One of the basic motive of NEP 2020 is to enabling the mobility of the students across higher education institutions. This</p>

	<p>would be possible through the establishment of an Academic Bank of Credit, the road map of which would be given by the affiliating University in accordance with the lines of the National Academic Depository (NAD). Through ABC, students will be able to register or commence credit transfer and academic institutions like our college will track the final outcomes of credit redemption and will be able to issue the certificates, as well as to compile award records via the NAD Platform. The National Education Policy being implemented from 2023-2024, the university is preparing the norms and protocols of an Academic Bank of Credit (ABC) to ensure a flexible teaching learning curriculum. The norms and protocols for ABC would be shared with affiliating institutions like our college that would implement this formal system of credit accumulation and transfer. As an initiative for preparedness relating to ABC, Faculty Members of this college has been participated to a Workshop on Academic Bank of Credits (ABC) based on DigiLocker Framework. The requirements for DigiLocker were noted. It requires to register at NAD and maintain a digital repository from the institution end. The institution is well equipped to manage a digital repository of its own or function as a partner to the central DigiLocker of the university, as the case may be, along with the documentation required to ensure a successful credit transfer method between high education institutions. The institution already digitally manages the admission process, academics and administration with the help of a third party organization. Students register in the college portal on various platforms to access academic and administrative processes in the institution right from the time of admission. The DigiLocker for ABC would be another digital platform where the student would have to register and access the ultimate benefits of NEP. The IQAC and the academic sub-committee of the institution are constantly tracking the preparedness for ABC.</p>
3. Skill development:	<p>The institution was running Choice Based Credit System (CBCS) for Commerce discipline from 2017-2018 session and for Arts and Science disciplines from 2018-2019 session under the affiliation of University of Calcutta. Skill Enhancement Courses are value-based and/or skill-based and are aimed at providing hands-on-training,</p>

	<p>competencies, skills, etc. CBCS allowed the students to choose skill oriented papers according to their learning needs, interests and aptitude. The institution incorporated the idea of CBCS to enhance the skills, knowledge and confidence of students which would help in employment in future. In addition to the core curriculum, the IQAC of the institution emphasize on designing add-on/ value-added courses for the students. The course curriculum of the add-on/ value-added courses were framed in such a way that would help students to acquire skills and knowledge that are not covered in their core curriculum. Add-on courses are often designed in collaboration with experts in the field, which ensures that students receive industry relevant training. The institution conducted an UGC-sponsored computer hardware and networking add-on course for three sessions successfully. The departments of the institution arranged add-on/ value-added courses with the course outcomes emphasizing on the ethical values, life skills, soft skills, job-oriented skills, mental stress management, health & hygiene. The main purpose of the courses is to impart various types of skills to the students. IQAC of the institution ensures that each student take at least one add-on/value-added course before graduating. The college signed MoU with different academic institutions and also non-academic organisations and then under the collaborative ventures of MoU, several add-on courses have been conducted to improve the capacity of students. “Entry-in-Service” features also was enabled to provide guidance for competitive examinations.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution runs undergraduate programs in 13 disciplines under the Choice Based Credit System in Arts, Science and Commerce disciplines from 2018-2019 session. The syllabi of various courses integrate the issue of the Indian knowledge system and are based on Indian heritage and culture. The medium of instruction for most of the courses is mostly in Indian languages i.e. either Bengali or in a bilingual mode that is English and Bengali together. The Department of Sanskrit uses Sanskrit and Bengali as medium of instruction. Cross cutting issues of universal human values and professional ethics are an integral part for transacting the course curriculum in many programs. The institution offers honors program in humanities like Political Science</p>

and History and Indian languages like Sanskrit and Bengali. Courses in humanities address issues of universal human values and Indian culture and ethics as well as the cultural and historical heritage of India. Courses in Indian languages like Bengali and Sanskrit address issues of human values and Indian culture through its various courses in their course curriculum. As per the directive of the University, the institution is conducting program in CCF as required by the National Education Policy 2020 from the academic session 2023-2024. The core idea of NEP 2020 purports to promote indigenous Indian systems of knowledge through its curriculum. Observation of days like Antarjatic Matri Bhasa Divas (February 21st is celebrated as the International Mother Language Day) helps to create awareness regarding Language. It is an essential part of our identity, culture and heritage. As per the standard educational requirements in India, the Bengali and History undergraduate studies are so designed which incorporates the Indian ancient traditional knowledge vis-à-vis Indian arts, Indian culture and tradition. To appreciate and understand the Indian traditional knowledge, we have to gauge through the historical pages and evidences existing in the present time in the form of the country's cultural and historical hubs. Educational tour to iconic places such as Santiniketan, Indian museum etc. helps student garner hands-on experience and practical knowledge. Considering, the Indian heritage sites as a yardstick for educational values, our college has marked the rooms of all the classes with celebrated names of our country which purports educational importance, educational identity and most importantly awareness among students to respect and remember our lost heroes. In the heart of a bustling college campus, a serene oasis awaits – an Ayurvedic medicinal plant garden named Jagadish Udayan. This unique green space not only provides a tranquil escape for students but also serves as a living laboratory for hands-on learning. The college has put up a board in the entrance passage to the garden. The board consists of the list of all medicinal plants and herbs cultivated in the garden explaining the medicinal values each plant/ herb serve. To make learning more progressive and integrated, we extend our warmth to students by celebrating cultural festivals and occasions throughout the year. All these nurture deeper

	<p>compassion for Indian beliefs and practices among all of us.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Being an affiliated college under the University of Calcutta, the institution have no role in designing the core curriculum. But the institution took initiatives to transform the curriculum into Outcome Based Education during curriculum delivery. IQAC of the institution played a significant role to promote Outcome Based Education through the teaching and learning processes. Following the directive of IQAC, each department prepares the Program Outcome (PO) for each program offered by the college from 2018-2019 academic session. Also, the Program Specific Outcome (PSO) and detailed Course Outcome (CO) for each course of a program are prepared following a uniform tabular format. PO and CO of each program are kept in each department, library and displayed in the college website for easy access of the students. To deliver the Outcome Based Education properly, the institution emphasizes on the attainment of Program Outcome and Course Outcome through the analysis of the academic and co-curricular expertise. The institution offers various add-on courses related to ethical values, life skills, soft skills, job-oriented skills, mental stress management, health & hygiene etc. It helps students acquire industry-specific skills, making them more employable in today's competitive environment. Courses beyond regular curriculum have been offered to impart interdisciplinary knowledge, fostering a holistic approach to problem-solving. In the process, students learn to apply theoretical concepts to real-world problems through hands-on experience. It boosts critical thinking enabling them to analyze complex situations and make clear and informed decisions. Students continuously cultivate a mindset for lifelong learning, adapting to new technologies and innovations. By aligning Course Outcomes with Programme Outcomes, Add-on Courses ensure that students achieve the desired learning objectives, making them more competent and industry-ready.</p>
<p>6. Distance education/online education:</p>	<p>Our college Sir Gurudas Mahavidyalaya is committed to creating an engaging and effective learning environment that prepares students for success in an increasingly interconnected world. To achieve this goal, frequent Library Orientation Sessions or Induction Sessions are conducted to offer</p>

a unique opportunity for skills sharing, innovation and knowledge exchange. A collaborative venture between Library and computer science department was organized to make the students and faculty adept with the technological inclusions and effective utilization of Library facilities especially during the pandemic. As a blessing, the pandemic pushed the boundaries of the academia and the academicians to upgrade and transform with the changing times. It solidified the foundations for Online Teaching and Learning process and skills sharing related to the ICT. This further prepared the way for a hybrid classroom model that leverages collaborative learning, cutting-edge technology, and innovative pedagogies. Collaborative learning is an educational approach that emphasizes active participation, mutual support, and shared responsibility among students. By working together, students develop essential skills such as communication, problem-solving, and critical thinking. We have implemented this entire system through intensive trial and error method. Faculty training and support was one of the primary step towards fulfilling such a challenging task. Students had also undergone orientation programs and workshops. Through continuous assessment and feedback and upgradation of technical/ technology infrastructure, a monumental and stimulating assignment was taken care of. The result of such a tremendous effort was realized in enhanced student engagement and motivation, exchange of innovative ideas and increased flexibility and accessibility for students. It also improved an overall academic performance and retention power among students. Students developed data-driven insights for informed instruction and assessment. By embracing collaborative learning and the hybrid classroom model, our college is poised to revolutionize the educational experience, empowering students to succeed in an ever-evolving world. The integration of Information and Communication Technology (ICT) in teaching has transformed the educational landscape, offering innovative and engaging ways to learn. ICT-based teaching harnesses the potential of digital tools, resources, and platforms to create a student-centered, interactive, and immersive learning environment. Our college believes in such technical integration which fosters educational transformation and enhanced engagement through Interactive

multimedia content and simulations to captivate students, increasing participation and motivation. ICT connects students to a vast array of online educational materials, experts, and collaborative opportunities. ICT-based teaching has the potential to revolutionize education, offering a dynamic, inclusive, and effective learning experience. By embracing digital technologies and addressing challenges our college as a whole has visualized creating a 21st-century learning environment that prepares students for success in an increasingly interconnected world.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In 2022, Sir Gurudas Mahavidyalaya established the Electoral Literacy Club (ELC), which operates in tandem with the college's NSS Unit along with the Dept. of Political Science and History. The NSS Program Officer and Professor Dipannita Sanyal are the faculty coordinators; the principal is the club chairman, and two students represent the club as student coordinators. There are now 80 students involved in the club. The club takes the initiative to educate the students about their democratic rights, which include the right to vote.</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>Yes, the college-appointed coordinating faculty members and student coordinators are appointed for smooth operation of the ELC. The ELC is fully functional. Through demonstrating power point presentations and screenings of documentaries and videos about voting rights, election history, and democracy, the Club conducts various awareness projects on electoral literacy. The ELC takes part in an active awareness program and encourages college students' names to register for Electoral Voter Card registration</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</p>	<p>The following initiatives have been undertaken by the ELC of Sir Gurudas Mahavidyalaya: 1)Power Point Presentations by Professor Dipannita Sanyal as generating awareness. Total number of participants in the program was sixty (60). 2)Screening of films and documentaries related to voting rights, the history of elections, and democracy. Total number of participants in the program was fifty five (55)</p>

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</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>Special talk was arranged about each Indian citizen's Rights, Responsibilities, and Obligations under the Constitution. Every student enrolled in the Academic Session 2022–2023 for Semesters I, III, and V have participated in the lecture enthusiastically.</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>Reviewing and making sure that all of its eligible students register to vote is something that the Sir Gurudas Mahavidyalaya ELC does on its own initiative.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2031	2306	1767	1386	1644

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: 48

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
41	43	47	46	13

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
73.31	21.82	33.24	38.87	79.57

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:

As an affiliated college under University of Calcutta, we cannot frame our syllabus for the main programs of the college. We frame the curriculum delivery planning and its implementation for the students. Additionally, some of our departments offer the Add-on-Courses and some Value-Added Courses for the students. These syllabuses are being prepared by the respective departments.

The programs follow Choice Based Credit System (CBCS). A semester comprises fifteen weeks of teaching learning. Along with regular class-lectures we offer tutorials for each course and for that one credit is also allotted in the curriculum. Projects and home-assignments are integral part of the program as well. These tutorials are helpful for the students to face the End-Semester Exam. To implement the proper academic framework, the institution develops and deploys the following action plan:

- **Curriculum Planning:** The entire planning is designed in a five-tire system:
- **Academic Calendar:** IQAC of the college prepares the Academic Calendar before every Semester. The calendar proposes the teaching-learning days with other academic and institutional activities. It also reflects the proposed day of the University examination and other instructions on commencement of classes, proposed date of mid-term and internal assessments. The proposed date of admission and form-fill-up are also cited in this calendar.
- **Routine:** According to this calendar, the Routine- Committee frame the master routine according to stipulated credit point of the course as far as possible. The routine of the college is displayed in the college notice board and college website. This routine is also circulated in the students' groups.
- **Lesson Plan:** After receiving the routine, the Head of the Departments plan the unit-wise lecture plans with their faculties and assign respective course coordinators for each course. The records of the Lesson plans are kept in the library and Principal's Room. It is also made available in the college website.
- **Role of Departmental Meetings:** Departmental meetings are held in the initiation of every semester to ensure an effective curriculum delivery. Here the issues which are generally discussed include: distribution of syllabus and class distribution among teachers, planning of Mid-term and other tests and its evaluation, teaching method, required infrastructure, books and about other departmental co-curricular activities.
- **Uses of ICT Tools:** Earlier the teachers were familiar with the chalk and talk teaching structure. But with the advancement of technology and the undeniable need of the hour, the teachers now also use ICT tools frequently for ensuring effective teaching-learning process. From 2022-2023 college implemented Learning Management System (LMS) through which all components of teaching-learning method came under one digital umbrella. Online evaluation and MCQ

examination portal have also been set up to help the students for their better preparation.

- **Continuous Internal Assessment:** Continuous Internal Assessment is an integral part of CBCS. Teachers conduct CIA in various modes like **viva-voce, oral-examination, class tests, term-paper, quiz, group discussion, debate, student seminars etc.** Through this assessment teachers can identify the slow-learner and advanced learner group of students within the class. Accordingly, department arrange some special classes for the students as per their level of advancement.

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: 27

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
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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: 63.5

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
2003	2298	143	765	591

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:

In last five years of Teaching-learning (2018-2023) the students of this institution are exposed to TWO different system of learning. 1. Annual System and 2. CBCS. CBCS is implemented in 2017 for B.Com students and from 2018 that was introduced to B.A and B.SC students. As per our integrated knowledge system, in both this method incorporated different cross cutting issues of Professional Ethics, Gender, Human Values and Environment and Sustainability into the curriculum of both Honours and General. If we study this matter from a bird's eye view, we will observe the following matters:

A. In both the system there is a Compulsory Course on Environmental Studies. This is a compulsory integrated paper on current environmental issues for both Honours and General students.

B. In both the system there is also a Compulsory Course on Modern Indian Language (MIL) that integrates texts where issues of Ethics, Gender and Human Values are prevalent. Therefore, all students of both Honors and General programs have an exposure to these cross-cutting issues while transacting his curriculum through these compulsory courses.

C. Most of the programs offered by the Arts Faculty integrate all the cross-cutting issues of Ethics, Gender, Human Values and Environment. Especially, the syllabus of Bengali and English department covers majorly the Human Value and Gender Issues.

Again in the Syllabus of Education Department focused its vision towards Women Education and Holistic Development of human nature through modern education system. The syllabus of History department describes and analyze the women empowerment in ancient and modern India. The role of

Women in development of civilization is integrated part of their syllabus. With this the reading and thoughts on Laws and Human Rights play an important part of History and Political Science Department. D. Programs in different Science streams, both Honors and General, usually covers the question of sustainability and holistic concept of growth within its syllabus.

E. Program offered in Commerce stream, in both Honors and General, usually covers the Professional Ethics and the field of sustainability.

F. Both the Honors and General students is a student of Multi-disciplinary Course of study in both Part-System and CBCS. A Honors student have to take one subject as his/her CORE OR MAJOR subject and he/she has to take two subject as the GENERAL COURSE. On other hand, the general student also has to take two subject as his/her CORE Subject and One subject as his/her GENERAL COURSE. Students of both stages have to study and must have to clear the COMPULSORY LANGUAGE AND ENVIRONMENT STUDIES paper. So one student of any stream have to study these cross-cutting issues.

G. More so over along with the regular program offered by the institution, different departments initiated some value-added courses and some add on courses to all its students. These courses usually integrate the issues of Gender, Professional Ethics, Human Values and the Environment. These courses can enable a student's interested in acquiring knowledge in an issue that is not integrated in his curriculum.

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: 37.12

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

Response: 754

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.14

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
878	1013	830	836	754

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1301	1220	1220	1193

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: 31.33

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
171	196	153	161	173

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
568	568	530	530	530

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: 49.54

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:

Teachers at this college have tried to develop the practice of student-centric methods for different streams of students. Some departments practice their student-centric method within the framework of the given curriculum, and some of the departments are considering developing new methods to address the issues in their own unique and effective ways. Experiential learning is essential for the students for the hands-on experience beyond the chalk and talk classroom. On the other hand, participative learning develops the interactive power of a student. This method also makes the classroom environment more interesting. The participation of the students in the classroom enhances the dynamism of the learning system by allowing two-way communication to flourish. It helps the students enhance their communication skills, which is indeed a necessary aspect. With the introduction of the online platform, the teaching-learning process has now become more effective. Having an audio-visual medium helps students grasp knowledge faster and in a more effective manner. The use of these ICT tools is effective for the faculties as well, as they get to use another medium to communicate their ideas and make their lectures more engaging.

Experiential Learning:

- a. Several departments conduct educational tours.
- b. Students actively participate in various programmes of the NSS unit to get to know the local community better.
- c. Students participate in Youth Parliament.
- d. Some departments organise a film show with an introductory lecture for the students.
- e. Students participate in drama performances along with the teachers.

Participative Learning:

- a. Departments conduct regular practical classes.
- b. Some departments provide project work. Especially in environmental studies, a small- ssmall-oject with proper assignment.
- c. The students participate in intra-departmental and inter-departmental quizzes, debates, group discussions, and student seminars.
- d. Students prepare the wall magazines. Such efforts enhance their creativity.
- e. Students are encouraged to maintain cleanliness and decorate or beautify their respective class rooms and the campus as well. It helps them develop a proper bond with the college and its culture

f.Students' Profile Mapping: It involves creating a comprehensive overview of individual student characteristics, academic performance, and personal attributes to facilitate personalized education strategies and support.

Problem-Solving Methodologies:

- a. Students of science faculty are taught logical and analytical problem-solving methodologies.
- b. Skill Enhancement The coursement of every department under CBCS aims to enhance logical, technical, and analytical skills along with their theoretical knowledge base.
- c. **Competitive Examination Facility:** Students are offered with 48000 questionnaires involving Mathematics and Reasoning for their self-evaluation process.

Uses of ICT Tools:

- a. Teachers of all departments have used the Learning Management System (LMS) of the college in recent times.
- b. Teachers are now using ICT tools and e-resources for the effective delivery of curriculum.
- c. Some departments also provide opportunities for students to give PowerPoint presentations so that they also get attuned to the smart tools.
- d. Faculties often organise departmental meetings and other important interactive meetings through an online platform.
- e. During the pandemic, ICT-enabled teaching-learning systems were widely used by teachers and students for the smooth running of their class lectures. Even the university examination was conducted in online mode. In this connection, it was important for the teachers to encourage the students to use this new mode of education.

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:** 96.94**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
44	45	46	46	15

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

2.4.2

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

Response: 60.53

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
23	26	29	25	12

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:**Mechanism of Internal/ External Assessment:**

Initiation of CBCS mode of teaching –learning since 2018 made internal and external assessment system more formal & structured.

- **10 marks is scheduled for internal assessment as per the directive of the affiliating University.**
- **15 marks is rated to assess Tutorial and project work on the subject taught.**
- **10 marks is rated for attendance.**
- **In the first orientation meeting students are told about the mechanism of internal/ external assessment system to ensure transparency regarding the system.**
- **The institutional and academic calendars mention tentative dates for commencement and completion of internal assessment, class tests and tutorials etc**
- **Each department of the college organize class tests, presentations, tutorials to track the performance level of students after the completion of each module.**
- **The college has a separate examination committee comprising of both teaching and non-teaching staff to maintain the sanctity of examinations.**
- **Principal, IQAC, Academic Sub-committee analyse result and meet students to motivate them for improvement.**
- **Assignments and mock tests give students multiple opportunities to improve their performance.**
- **In parent-teachers meetings the performance of each student is discussed with their parents.**
- **Our Students are encouraged towards self- learning process and their original thoughts and ideas given additional credence.**
- **Different techniques and methods like MCQs, analytical tests, case studies, book reports, classroom presentations, individual and group project schemes applied to widen the horizon of students.**
- **College encourages teachers to adopt innovative method, such as open book tests, MCQs on regular basis.**
- **Remedial classes/classes for the advanced learners are offered regularly.**
- **Teachers follow the evaluation method designed by University, as well as students are encouraged to participate in interactive sessions, group discussions and making presentations of what they learn.**
- **Students' knowledge on theoretical class teachings are translated to practice through continuous engagements in projects, assignments, experiential learning etc.**

Grievance Redressal System:

The students have several options at their disposal for registering grievances related to Internal Assessments and End-Semester Examinations. They are –

Departments and Faculties:

Aggrieved students can approach their respective Departments and Faculty members with their Grievances and complaints which are solved in turn by the Departments through deliberation in Departmental meetings.

Principal's Office:

Students can submit Examination related Grievance applications to the Office. They are solved by the Office staff and Annual reports are also prepared.

Examination Committee:

Students can submit Examination related Grievance applications to the Office. They are solved by the Office staff and Annual reports are also prepared.

Post Results publication Review system:

The students can apply for Review of their Results. As and when the University publishes review Notifications, the College circulates the Notices online. The Review Submission is done through online mode in the University portal

State Public information Office:

Thus any student with queries related to internal examinations can approach the SPIO with an RTI Application under section 6(1) of RTI Act, 2005.

Mentoring Programme:

Mentoring sessions are conducted for the students where they can express their grievances.

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:

Sir Gurudas Mahavidyalaya offers a total of 12 programs in the under graduate section. These 12 programs included more than 270 courses in different departments. Alongwith these regular programs

and courses the college also offered 31 add on courses for our students in recent years.

1. The college clearly announced the programme and course outcomes in the institutional website.
2. These outcomes are also visible in the concerned departmental page of our website.
3. On the printed curriculum circulated by the University, often these course outcomes are clearly mentioned.
4. Details of course outcomes that are expected from each course are explained in departmental orientation programmes at the onset of an academic session and at the beginning of each semester in the Choice Based Credit System (CBCS) framework.
5. While creating the programme outcomes and course outcomes, departmental teachers simultaneously consider the field of higher studies and provision of employability.
6. Prior display of such program outcomes and course outcomes of different programs naturally assist students in selecting their Choice of courses in the entire program.
7. After the publication of result a separate Result collection and result Analysis Sub committee analyze and prepare the attainment of Program outcome and course outcome of the institution.
8. To reach the desired outcome the holistic development of a student is very much important. Keeping this points in mind, the department also encouraged their student to participate in participative learning and insists them to participate various sports and cultural programs.
9. All the programs and seminars of individual departments and other mega events of the college (like Saraswati Puja and Freshers Welcome) completely organised by the students under the guidance of the teachers. It develops the power of Leadership among the students. The come to Know how to organise a event with others. Thus the mentality of team spirit also developed in the students.
10. By encouraging such group activities in a variety of departmental, cultural, and extended events, value of teamwork is instilled in students. In addition to acquiring leadership skills, students learn to appreciate and value diversity, manage conflicts, and uphold moral principles in both personal and professional lives.

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:

The Attainment of POs and COs is typically evaluated to assess the effectiveness of a Program or Course in achieving its intended learning objectives. This evaluation is of paramount importance for continuous improvement and improvisation.

The Attainment levels of the designed Outcomes have to be evaluated in a robust, scientific and comprehensive manner. The Outcomes are the set of Objectives that a student should be attaining or

acquiring when successfully qualifying the Final Semester (Semester-VI) Examination. The various methods employed for evaluation of Attainment of these POs, COs can be classified into 2 broad categories –

1.Direct Attainment Evaluation Strategies

2.Indirect Attainment Evaluation Strategies

1.Direct Attainment Evaluation Strategies

A. End-Semester Examination Results

Detailed Analysis of End-Semester Examination results provide a vivid picture regarding the Attainment of the laid down POs, COs. Detailed analysis of the Results is attached.

B. Internal Examination Results

Analysis of the Internal Examination results provide a basis for evaluation of attainment and planning for the future remaining span of the Semester.

2.Indirect Attainment Evaluation Strategies

A. Academic Progression related Departmental Faculty Members' Meetings

The Faculty Members convene Departmental meetings to evaluate Academic Progression of the students. These meetings are generally held after the Internal Examinations in each Semester. Thus, there are 02 such Departmental Academic Progression Related Faculties' Meetings in an Academic Year (that is one for the Odd Semesters and one for the Even Semesters).

B. Students Performance and Attainment Mapping Software Portal

The college uses a Web-portal for mapping the Courses to POs and for grading all the Final semester students in accordance with the laid down POs. The portal uses a well-defined Algorithm for computing the Attainment Score of each Student of the college based on both CGPA and the Faculty members' Grades.

Attainment Score = 80% of CGPA + 20% of Faculty given grade

This score gives a robust idea regarding the Attainment levels and it is evaluated for each and every student passing out of the College.

C. Progression to Higher Education

Students' progression to Higher Education serves as an important metric for Attainment evaluation. Progression to Higher Education acts as a marker for evaluating successful attainment of the laid down Programme and Course Objectives and Outcomes.

D. Placements Achieved by the Students

Placements achieved by students also serve as an important metric for Attainment evaluation.

E. Students' Feedback Reports

The Students' Feedback Reports for the last 5 completed academic years are a basis for self-evaluation of Objectives and Outcomes enlisted earlier. The attainment levels are exercised and evaluated by the students themselves through their responses in the annual Students' Satisfaction Survey (Feedback).

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: 71.06

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
212	261	405	294	188

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
430	460	429	304	291

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:** 3.77

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: 5

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	0	5.00	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In the realm of academia and literary pursuits of Sir Gurudas Mahavidyalaya, AAJKAAL stands as a beacon of multidisciplinary exploration and scholarly advancement. Comprising two volumes thus far — VOL.1 (2021-2022) and VOL. 2 (2022-2023) — this bi-lingual annual journal, titled "An Academic Journal of Knowledge and Advancement of Learning," embodies a commitment to fostering intellectual discourse across various domains. Concurrently, the college also publishes a vibrant tri-lingual magazine named AYUSH, showcasing literary contributions from both esteemed faculty and talented students.

AAJKAAL serves as a vital platform for the dissemination of scholarly research and creative endeavors. Each volume of the journal encapsulates a diverse array of articles, essays, and research papers spanning disciplines such as humanities, social sciences, natural sciences, and beyond. The bi-lingual nature of AAJKAAL reflects its commitment to inclusivity and

accessibility, catering to a broad readership both locally and internationally.

Volume 1 (2021-2022) marked the inception of AAJKAAL, setting the stage for rigorous academic inquiry and the exchange of ideas. Scholars, researchers, and students alike found a medium to articulate their findings and perspectives, thereby enriching the academic landscape of the institution. Building upon this foundation, Volume 2 (2022-2023) continued to uphold the journal's standards of excellence, featuring cutting-edge research and critical analyses that contribute to the advancement of knowledge.

In addition to AAJKAAL, the college publishes AYUSH, a tri-lingual magazine that celebrates literary creativity within its community. AYUSH showcases a rich tapestry of prose, poetry, artwork, and reflections contributed by both faculty members and students. This magazine not only serves as a platform for artistic expression but also nurtures a culture of literary appreciation and engagement among its readership.

Beyond scholarly publications, the institution places a strong emphasis on holistic development through various initiatives. One such initiative is the encouragement and support provided to faculty and students for seminar presentations and publication at both national and international forums. These seminars not only provide a platform for showcasing research but also facilitate meaningful dialogue and exchange of ideas on a global scale.

Moreover, the institution fosters a vibrant cultural environment through initiatives such as theatrical creative activities, Drama Club, and Film Club. These platforms serve as collaborative spaces where faculty members and students come together to explore their artistic talents and express themselves creatively. The participation in these clubs and activities not only enhances interpersonal skills but also fosters a sense of camaraderie and community spirit among participants.

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

3.2.2

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

Response: 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
20	06	15	11	03

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: 0.79

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
06	3	9	4	16

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

3.3.2

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

Response: 0.83

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
06	05	14	04	11

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

3.4 Extension Activities

3.4.1

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

Response:

Extension and outreach activities form an integral element for holistic development and wellbeing of the students though aimed to create ripples of awareness having a far-reaching impact on the students and the community at large. Community partnerships and civic engagement are essential part of higher education.

Respect,compassion,empathy,inclusion,integrity,collaboration,teamwork,creativity, accountability,learning and innovation are inherent in the endeavours of the extension and outreach activities.

The sensitisation of students and active involvement enhance their skills and capacities. Society-centric programs create an ecosystem for the holistic development of the students and the community at large by exposure to societal challenges. These foster a sense of community responsibility and collective

action. Skills and competencies thus acquired, essentially help in boosting self confidence, discover strengths and interests, develop life skills, enhance thinking and problem solving capabilities, build up leadership skills, foster team building, enable self awareness and ability to grow from experiences. Active participation develops adaptability and readiness to learn new things, cooperation and collaboration enhance the overall aspects of life skill development and personal empowerment. Community engagement helps develop empathy, positive outlook, and accountability. Ethical values are instilled.

Themes and issues on social problems or wellbeing of the community are taken up under NSS programmes. Spreading awareness on basic requirements for health including keeping surroundings clean (Swachh Bharat), personal hygiene, safe drinking water, road safety, vector borne diseases, blood related disorders, communicable diseases, healthy lifestyle and gender issues, psycho-physical wellbeing, psycho-social well-being of the community are the thrust areas.

Cultural programs are planned with holistic development as an integral part. Sports and games both indoor and outdoor enhance a multitude of skills.

Participation in Electoral literacy, Youth parliament, Student's Week, and celebration of remarkable days for the college ensure essential participative learning and sensitisation of the youth. Active engagement of students in extension activities by the Central Library namely Curriculum Enrichment Book Fair and endeavours for information literacy is aimed towards holistic development and soft skill development of students. "Green Campus Clean Campus" and "Think Environment Initiative" specially encompasses sustainability issues and green initiatives, vital for developing a sense of responsibility towards sustainable living and responsibility towards Mother Earth.

Gender sensitisation is instilled with programmes under women's health and hygiene. Students are encouraged to participate equally irrespective of gender.

Awareness programs on vaccination drives, awareness on personal health and hygiene has been conducted specially during COVID 19 Pandemic.

Time counts success. Extension and outreach services towards engaging the community have probable qualitative attributes rather than quantitative. A qualitative analysis, as is evident from the interest of the student, attitudinal changes, positive response, interesting suggestions, and encouragement are the parameters to understand whether the planning on the set objectives has resulted in desired outcomes. "Survival of the adaptable" is the truth for the social adaptability of an institution. The more it is in line with society, the more it is worth towards society.

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

3.4.2

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

Response:

Sir Gurudas Mahavidyalaya has been selected as the first rank among the best performing colleges under DPMU on the basis of performance for implementation of Kanyashree scheme during 2020-21. Sir Gurudas Mahavidyalaya was felicitated at the state level Kanyashree Day celebrations at Rabindra Sadan on 14th August 2020. On behalf of West Bengal Government, State Minister for '**Development and Women and Child Development and Social Welfare**' Sashi Panja handed over the valuable award to Sir Gurudas Mahavidyalaya.

Government of West Bengal launched 'Kanyashree Prakalpa' in the state on 8th March 2013. Mamta Banerjee, The Honorable Chief Minister of West Bengal has launched the Nobel project 'Kanyashree'. The scheme is widely known and praised for its Noble project. This project has been launched to educate the girl child. As the families of the girl are poor and they do not send their daughter to the school or college. This scheme helps them to continue their study. This project helps to stop the child marriage. It increases the number of educated girl in West Bengal. With the advantages of time 'Kanyashree Prakalpa' has been popular in whole India as well as in the world. United Nations Honours 'kanyashree' with the highest Public Service award.

The scheme has 3 components:

Scheme name	Form	Age	Kanyashree Prakalpa Amount	Duration
Kanyashree Prakalpa k1	K1	13 to 18	Rs 1000	Yearly
Kanyashree Prakalpa k2	K2	18 to19	Rs 25000	One time
Kanyashree Prakalpa k3	K3	above 19	Rs 2500 for Science Rs 2000 for arts	Monthly

Eligibility:

- The girl must be unmarried
- The girl must be a regular student of a government – recognized institute.
- Parent's voter identity card must be from West Bengal.

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

3.4.3

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

Response: 30

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
11	02	02	07	08

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

3.5 Collaboration**3.5.1**

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

Response: 26

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Sir Gurudas Mahavidyalaya is guided by the policy of equilibrium between demand and supply of infrastructure ensuring optimum utilization of resources for effective and quality teaching and learning.

Facilities available for curricular and co-curricular activities of the college are housed in the 4-storied college building constructed on its own land within the Kolkata main city. The college premises consists of a total of **32 (thirty-two) rooms in the main building** in addition to **01 (one) room for night guard, 01 (one) for students' union, 01 (one) for pump and generator** and another **01 (One) for canteen.**

Teaching – learning and ICT – enabled facilities

- The college currently has ...22..... classrooms for catering to the needs of students across ...12..... UG courses.
- Some of the rooms are endowed with fixed projectors for ICT enabled teaching learning practices.
- Many departments are also endowed with portable projectors.
- The Departments of Computer Science, Physics, Chemistry have their own laboratories.
- The Department of Physics has **1 Optical Laboratory, and 1 General Laboratory (Electrical & Electronics Lab, Thermal and mechanical Lab).**
- The Department of Chemistry has **1 General Chemistry Laboratory (with organic, inorganic and physical lab facilities).**
- The Department of Computer Science has a laboratory with 14 desktops and various modern software.
- The college has a Learning Management System (LMS) for all the teachers and students.
- The college has **1 diesel generator.**

Facilities for Cocurricular Activities:

- 1.The institution has **Two separate Common Rooms** for Boys and Girls students with some arrangements of Indoor Games.
- 2.The college regularly hosts various Cultural Programs and Seminars **in the AV and PA Room.**

3. During the pandemic, the departments encouraged the cultural activities of the students by hosting **different programs online**.
4. On the corridor there are 7 Soft Boards for the display of Wall Magazines published by the students.
5. Every class room and common spaces are **decorated with well-planned educational quotes**.
6. The college organizes annual sports for students and staffs at a **nearby playground of KMC**.
7. The Students' Union also hosts Annual Freshers' Welcome and other Cultural activities which are generally held at the **nearby Govt Sponsored Auditoriums**.
8. There is a calendar of co-curricular activities published with Academic Calendar which the College uses to coordinate different cultural events.
9. **07 (Seven) Washrooms** along with a disabled-friendly washroom are there in the college.
10. Recently college authority made a **long (30 ft) concrete sitting arrangement** inside the college.
11. Recently the college inaugurated a new **Student and staff canteen** inside the college campus with 490 square feet approximately.
12. **Rails, ramps and toilets for differently abled students** are created to enable their access to infrastructural facilities.
13. The college is a member of **Students' Health Home** located not far from the college.
14. There are **sufficient arrangements for Safe Drinking Water with water purifier and cooling system**.
15. There is a **Sanitary Napkin Vending Machine** in a common space on the corridor for Girl Student.

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

4.1.2

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

Response: 28.5

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
37.19	7.44	13.82	4.87	7.02

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

4.2 Library as a Learning Resource :Library is partially automated with facilities using Integrated Library Management System KOHA (version 23.11.02), Subscribes to e-resources and journals through INFLIBNET NLIST.

4.2.1

Response:

The Central Library has flourished as an essential support service to contribute to advancement of learning and actualise the objectives of NEP 2020 by strengthening and enhancing the teaching-learning-research process for holistic, interdisciplinary and multidisciplinary pursuits through resources, services and initiatives.

1. Library Automation:

Integrated Library Management System: KOHA ensures efficient technical-processing functions and user services.

- ? Patron Cards with BARCODE.
- ? Automated borrowing/lending Service.
- ? Books with barcode Label.
- ? Faster Checkout-Check-in with hand-held scanner.

- ? OPAC Account and 24x7 online renewals of books.
- ? Automatic mail alert to users for overdue reminders.
- ? Library Clearance with discharge records.
- ? Generate reports instantly.

Online Public Access Catalogue (OPAC): WEB-OPAC enables beyond the campus access to library resources. Important links are embedded to navigate through the e-resources and important websites.

2. Collection Development: The library procures books and maintains records.
3. Remote Access to E-Resources through membership in N-LIST (Inflibnet): Access to a wide range of digital resources.
4. Open Educational Resources (OER): Broadens the scope of access to educational materials and resources for overall quality of teaching-learning-research.
5. Subscription to Magazines: Employment updates and resources pertaining to current awareness are provided.
6. Institutional Membership: For exposure to more resources and facilities.
7. Library user services 1: Registers are maintained parallel to automated services.
8. Library Subcommittee: The Library Subcommittee holds regular meetings for discussing the concerns about enhancing library facilities and services.
9. Participative and interactive activities: Apart from regular user services, organisation and maintenance of resources, the library effectively imparts environmental consciousness, fosters value education, boosts career advancement with skill development sessions, encourages ICT enabled learning and motivates resource utilization adopting various initiatives. Collaborative Learning and Sharing ICT Skills(Attached link additional information)for effective ICT enabled teaching and learning initiated during COVID 19 pandemic. Webinars, orientation sessions and induction sessions are conducted.
10. Library user services 2: Services during Covid pandemic period we provided with special safety concerns and requirements of student and faculty.
11. Academic Events: Promotes reading habit and supports acquiring, developing and applying knowledge with Curriculum Enrichment Book Fair, Reading festivals, Book Exhibitions, Webinars, Seminars and information literacy programmes.
12. Outreach and Extension Services: Regularly conducted as an essential part of exposure of students to new experiences and develop social responsibility.
13. Library orientation sessions / Library induction class: Ensure that students and faculty are acquainted with available resources and be adept in utilising library resources and technology efficiently.

14. Activities under MOU and resource sharing: Collaboration for intellectual pursuits (webinar, seminar, talks) and collaboration for e-content creation and online resource repository (WBCoLOR) has been accomplished.

15. Library Webpage: Essentially designed for access to resources and facilities.

16. ICT Infrastructure: LCD TV, desktop computers and Smart Classrooms effectively utilised with WIFI Access.

17. Departmental Library: Supports academic pursuits.

18. Newsletter: “The Library Interface” is a platform to communicate about advancements in the library services and keeps the students and faculty engaged, informed and connected to the scopes and opportunities for furthering teaching-learning (Attached link for additional information).

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Our college Sir Gurudas Mahavidyalaya believes in standardized and upgraded educational and administrative programmes. To fulfill this prime criterion in a revolutionized educational and competitive environment, Computer –Based Educational System (CBCS) serves as a principal and dominant tool, making education more accessible, engaging, and effective. CBCS integrates computers, software, and Internet resources to create a dynamic learning atmosphere. We are highly equipped with ICT enabled classrooms benefit the students exceptionally as the audio-visual classes/ lectures are highly captivating and interactive in nature. The day to day undertakings of the college administration and examination along with the normal teaching-learning process are planned, prepared and conducted through the computational mode.

The internet data facilities are segregated to the essential departments as per necessity such as the Student Union uses 160mbps data speed, Principal has access to 160mbps data speed, the College Office uses 160mbps data speed, Science department uses 90mbps data speed and the Library has an access to 90

mbps data speed. Due to this seamless internet connectivity in our college, students, teachers and all the other stake holders are able to manage their work effectively. The most rewarding category out of the lot is our beloved students coming from the backward section of the society who cannot afford data recharges time to time. This data accessibility in our college aligns with the necessity of the digitalized version of the academic world. Running with a preferred 160 mbps speed in the Student Union section, our students had benefitted and are benefitting tremendously.

College management system developed for entire admission process and fees collection part of the college is also operated digitally.

Learning Management System developed for advance teaching-learning methodology helps the teachers to upload their study materials time to time through this LMS portal.

Student Welfare system are also monitored through the online system. College frequently uses Government Portals to keep an eye on the data provided by the college to the Universities. At times, it is seen that the data of eligible candidates are to be taken from the University portal or downloaded from the university site. In this connection it is important to have huge internet access. So a massive internet connection is provided to serve and cater the entire college. College offers each of its department with strong internet facilities. Departments are provided with separate desktops so that the faculty members can upload the marks of the students directly and they can also go through the University Portal as and when required. Students can use wi-fi to search the essential documents for their regular studies.

Addition to the above provisions, it is important to mention that our College had furnished a special package from G-Suit during the pandemic period. This effort benefitted the on-line educational system in the difficult time. Teachers were able to deliver classes effortlessly through the online mode.

Thus the entire Academic process in our college has witnessed a Revolutionization in the process and we are happy to be a part of such reformation.

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

4.3.2

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

Response: 54.89

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

Response: 37

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 14

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
2.61	4.25	15.88	10.26	1.56

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.35

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
735	2308	1795	1154	1073

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 49.65

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
1332	1386	975	788	54

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 8.01

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
98	10	00	00	01

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
212	261	405	294	188

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

5.2.2

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

Response: 0.33

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
01	01	02	00	00

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

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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
04	02	04	03	05

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 17.8

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
22	18	16	15	18

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:

Alumni of the college are not registered under Societies Registration Act as a registered society. A structured alumni association under a legal structure is not there for our college.

However the alumni of our college are essentially involved in providing voluntary support in different ventures of the college. However special mention can be made of alumni being actively involved in the different categories of activities for the college as can be mentioned hereunder.

1. Being an indispensable part for organising social events viz cultural events:

With special mention of participating in “Golden Jubilee Celebration” of the college and every subsequent cultural programme organised by the college, the alumni members shared their expertise in dance composition, stage performance and assistance in musical instruments, music compositions and other important cultural events with active engagement and support.

2. Being an integral part of festivals and celebrations:

Saraswati puja is celebrated with great enthusiasm by the college with essential involvement of alumni.

3. Being an active support for the sports events:

With special mention of the Sports tournaments conducted by University of Calcutta and West Bengal Government, the alumni provide active support to conduct sports events essentially sharing their expertise in sports.

4. Being an active part in sharing the expertise and knowledge learnt by being involved in diverse professions and jobs. Software support and other technological support is provided by alumni students.

5. Being an active part as student mentoring support:

The alumni voluntarily provide support in mentoring students serving as mentors for providing guidance for navigating career challenges and providing insights for achieving personal growth under workshops, guest lectures and alumni interaction sessions organised by the academic departments of the college.

6. Being an active part of physical and mental wellbeing:

Yoga sessions and physical wellbeing is taken care of by voluntary support of our alumni. The college encourages the engagement of the alumni for being connected with the endeavours of the college for collective growth of the alumni and developing an ecosystem of rendering services to the present students of the college.

In the near future the college aims to form an alumni association with clearly defined goals and values to foster overall upliftment of the college including raising funds for the organisation and community. The college aims to make a core team with potential members under a legal structure thereby creating an

action plan for the alumni engagement in diverse pursuits of the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision of the college is to impart, sustain and foster all-round holistic and quality education to maximum number of students at affordable cost. Expansion, Access, Quality and Performance are the four pillars of the vision statement. According to this pathway, the college stated **Vision and Missions with the code of conduct which are clearly stated at college website and inside the college premises.**

Keeping this vision in mind, the Governing Body, the Principal, the IQAC and the Teachers' Council implement various policies and programs of the college in administrative and academic areas. These initiatives have fostered sustained institutional growth.

Institutional Governance: The apex administrative body of the college is the Governing Body. It monitors the academic and overall functioning of the institution. The Governing Body, the Principal and the IQAC work in collaboration for proper functioning of the institution. The Governing Body of the college is formed according to West Bengal Act VII of 2017 with the leadership of the President and Principal Secretary. The IQAC plays an important role in designing developmental plans and implementing them for achieving certain short term and long-term goals in a systematic and phased manner with the available funds.

NEP implementation

For the implementation of NEP, the academic and routine sub-committees framed its plan of action. The departments are engaged and upgraded their role in education to fulfill the needs of students of this new batch. The librarian of the college is now delivering classes to offer Library Studies, the faculties of the Political Science Department are offering their knowledge to value-added courses like Constitutional Awareness, and the Department of Computer Science is participating to serve in another Value-added course like Digital Empowerment. As all the Internal Examinations are now organized by the college authority on behalf of university, so Principal and IQAC, Coordinator jointly formed a separate cell to monitor the university Internal Examination.

Decentralization for the sustained institutional growth: The Governing Body, believes in the effective delegation of authority and decentralization of governance. Departmental programmes are integrated into institutional action plan. Principal consolidates requirements of all the departments and

forwards it to the Governing body for approval. IQAC proposed, offering consultancies and includes departments to the enhancement of academic activities of the college. IQAC is responsible for the holistic development of the college and to recommend the enhancement of student facilities, students' life and experiences at the Institute.

To orient the younger generation with multidisciplinary courses and make the students capable of higher studies and research activities the different departments of the institution organize various value-added courses and Add-on-courses.

Participation in the institutional governance and their short-term and long-term institutional Perspective Plan.

For the attainment of this destination, it is our plan to develop a new annex building with new class rooms, a new auditorium and to establish a new gymnasium and Yoga Centre at this place. It is important to have more teaching and non-teaching staff for the smooth running of the administration.

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:

Effective strategy development and deployment are pivotal for the growth and success of any higher educational institution. Our college emphasizes the importance of well-defined strategic planning processes and their systematic implementation to achieve institutional goals.

Effectiveness of Institutional bodies and Stakeholder Engagement: Regular consultations with faculty, students, staff, and industry partners to ensure the plan reflects diverse perspectives.

- **Organizational Structure, Decision-Making Processes:** Our institution's organizational structure supports efficient decision-making and effective implementation of strategies. Academic and Administrative Councils: Facilitate academic planning, policy formulation, and administrative functions. Specialized committees and departments focus on specific areas such as curriculum development, student services etc.

- **Goal Setting and Action Plans:** Establishing clear, measurable goals aligned with our vision and mission and developing specific action plans for each goal, detailed timelines, responsible parties, and resource requirements.
- **Monitoring and Evaluation:** Continuous monitoring of progress and periodic evaluation to ensure alignment with strategic objectives.
- **Environmental Scanning:** Analysis of internal and external environments to identify opportunities and threats.

Decentralization and Participative Management:

- **Departmental Autonomy:** Departments have the autonomy to design and implement academic programs and initiatives.
- **Inclusive Committees:** Representation of faculty, staff, and students in various committees to ensure diverse input and collaborative decision-making.
- **Feedback Mechanisms:** Regular feedback from stakeholders is solicited and incorporated into planning and decision-making processes.

Appointment and Service Rule:

The institute follows –

- Prescribed rules regarding recruitment
- Service conditions as per Govt. rules and regulations
- Promotions under Career Advancement Scheme
- Retirement and pension benefits.

Perspective/Strategic Plan and Deployment:

Our institution has developed a comprehensive Strategic Plan that outlines our vision, mission, and long-term objectives. This plan serves as a roadmap, guiding our efforts to enhance academic excellence, research capabilities, and community engagement. The strategic planning process involves:

- **Collaborative Effort for Academic Development Plan:** MoU (Memorandum of Understanding) was signed between our institution, various schools and colleges to enrich and get enriched academically.
- **Collaborative Effort for Administrative Development Plan:** MoU (Memorandum of Understanding) was signed between our institution and corporate bodies to incorporate various

initiatives.

Institution implementation of e-governance in its operations:

- **Online Students' Admissions and Registrations:** Streamlining the admission process, including application form submissions, document verification, and fee payments etc.
- **Examination - Digital Student Records:** Maintaining and accessing student records, such as academic performance, attendance, and personal details, in a secure digital format.
- **Learning Management Systems (LMS):** Platforms that facilitate online learning, providing resources like lectures, assignments, and forums for student-faculty interaction.
- **Fee Management Systems:** Automating the collection and management of fees, including generating receipts and tracking payments.
- **Faculty and Staff Management:** Systems for managing faculty records, payroll, leave, and other HR- related functions.
- **Communication Tools:** Platforms for effective communication between students, faculty, and administration, including announcements, notifications, and feedback mechanisms.
- **Library Management:** Digital cataloging and management of library resources, allowing students and staff to search for and access materials online.

Through a well-defined strategy development and deployment process, our institution strives to achieve its mission of providing quality education and fostering holistic development. Continuous evaluation and stakeholder engagement ensure that our strategic initiatives remain relevant and impactful, driving the institution towards excellence.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Sir Gurudas Mahavidyalaya makes a sincere effort to underscore the importance of faculty empowerment through comprehensive development strategies, financial and welfare measures, effective appraisal systems, and opportunities for research and leadership.

A. Faculty Empowerment Strategies

i) Organization of Workshops and Seminars:

- Regular organization of workshops, seminars, and conferences to keep faculty updated
- Felicitation for teachers achieving Ph.D. to recognize academic accomplishments
- Salary enhancement on being awarded MPhil, PhD degree
- Financial assistance for seminar and workshop participation

ii) Encouraging Faculty and Staff for faculty development programs like:

- Orientation/Induction Programs to familiarize them with institutional policies and teaching methodologies
- Refresher Courses to help faculty stay abreast of new pedagogical techniques and curriculum

changes

- Online Courses and MOOCs – Teachers are encouraged to join online courses and MOOCs through platforms like SWAYAM

B. Annual Appraisal, Self - Appraisal Systems and Feedback Mechanisms

i) For Teachers

- Teachers' appraisal through regular academic and administrative audits, ensuring accountability
- Implementation of a 360-degree teacher appraisal system, incorporating feedback from various stakeholders for a comprehensive evaluation.
- Faculty performance is evaluated through the Annual Self-Assessment within the Performance Based Appraisal System (PBAS), through API scores, verified by department heads, the IQAC Coordinator, and the Principal.
- The college recognizes and assigns weightage to additional duties and responsibilities towards University Assignments undertaken by faculty members, contributing to a holistic assessment.

ii) For Non-Teaching Staff

- The college conducts annual performance appraisals for non-teaching staff, overseen by the Principal and the Bursar, IQAC and the Head Clerk.

C. Financial and Welfare Measures

i) Financial Measures:

- Salary and Incentives: Implementation of UGC pay scale for substantive posts, Government pay packet for State Aided College Teachers through HRMS portal
- Provident Fund (PF) for both teaching and non-teaching staff.
- HRMS for streamlined personnel management.
- Festival ex-gratia for non-teaching staff.
- Refundable as well non-refundable loans from Provident Fund

ii) Healthcare Benefits:

- Comprehensive health insurance and medical facilities for faculty and their dependents.
- Health scheme providing medical benefits to employees.
- West Bengal Health scheme for substantive teachers
- Swastha Sathi Scheme for SACT & NTS
- Students Health Home for Students

iii) Retirement Benefits: Provident fund, pension schemes, and other retirement benefits as per Govt. norms to ensure financial security post-retirement.

D. Research and Academic Freedom

- Autonomy for faculty in designing and updating the curriculum to keep it relevant.
- Freedom in Pedagogy to adopt innovative teaching methods and assessment practices.
- Regular workshops and training programs to develop leadership skills among faculty.

E. Mentorship Programs

- Mentorship and Peer Support: Establishing a culture of peer support and collaboration among staff to enhance professional growth through the establishment of Collaborative Learning Platform.

F. Leave Policies

- The College prioritizes staff well-being with study leaves, maternity and childcare leave, earned leave based on tenure and performance, medical leave for health concerns, and casual leave for unforeseen circumstances.

G. Grievance Redressal Mechanisms

- Effective Redressal: Establishment of grievance redressal cells to address faculty issues and concerns.
- Anonymous Reporting: Mechanisms for anonymous reporting of grievances to ensure faculty feel safe and supported.

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

6.3.2

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

Response: 68.42

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
41	43	00	46	00

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

6.3.3

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

Response: 64.44

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
42	59	07	65	01

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
14	15	17	17	17

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Sir Gurudas Mahavidyalaya is a Government sponsored and aided college. The college accumulates funds from different sources and it has effective and efficient mechanism for utilization of funds. It has basically two sources of income, namely, internal source and external sources. Again, these sources are divided into two – recurring and non-recurring. Funds for recurring expenses are met from the grants

received from State Government through WBHRMS Portal in every month for the staff salaries. Another source of recurring income and expenditure is mainly from students' fees. There is an upward revision of students' fee structure from time to time. The non-recurring grants i.e. the external sources of funds are mainly from the State Govt., UGC, MP / MLA LAD etc. Annual budget is prepared by the budget committee. Necessary inputs are collected from departments and other areas of probable expenditure. Vision, strategy, plans and policies are analyzed in the allocation of fund for non-recurring expenditure. The Budget Sub-Committee submits a budget in the form of proposals involving different components like, non-recurring and recurring heads. The draft budget is placed before the finance committee for its consideration, revision and approval. In this process performance and implementation of the previous budget is taken into consideration. Finally the budget with recommendations of Finance Committee is placed before the Governing Body for acceptance and adoption. Continuous monitoring of different financial transactions is ensured by the joint effort of Cashier, Head-clerk cum Accountant under the efficient leadership of Bursar. Transactions are checked and verified on daily basis. All cash are collected through bank and all payments are made through banks except petty expenses. Customized accounting software for computerized accounting system has been introduced since 2017. Internal audit is done specially by qualified chartered firm. External annual audit of books and accounts are done by Government appointed audit firm. Audit report and audited statement of accounts are approved and accepted by the Governing body on the basis of recommendations of finance sub-committee. A copy of audit report is submitted to Government in time. A copy of the same is also submitted to the Government directly by the Government auditor. At present, external internal audit is completed up to 31.03.2017 and external audit is incomplete due to non-availability of auditor from government. Initiatives have been taken for external audit but till to date government has not appointed any empanelled auditor from their end. Utmost care is taken in avoiding misuse of fund and ensuring need based optimum utilization of resources. Internally audited income and expenditure statements for the period 2018-2023 have been produced here.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC since its inception consistently played a very important role for maintaining and developing the quality of performance of the institution. The IQAC as an advisory body monitors the academic and administrative spheres, improving and empowering faculty through research activities and career advancements, facilitating students support mechanism and taking steps to

enhance the overall infrastructure of the institution.

A to Z of Achievements of IQAC through the following strategies:

- a. IQAC introduced new Add-on-Courses and Value-added courses for the students.** It is the mission of IQAC to include almost every student to participate in their AOC as per their choice and need.
- b. Implementing Learning Management System (LMS)** in the institution to ensure quality learning through centralized study materials, video lessons and academic plan.
- c. Collaborating with other academic institution** through working MoUs.
- d. Subscribing to G-Suit and implementing Collaborative Learning System.**
- e. Implementing office automation program through LAN and departments with internet connection.**
- f. Improving the library facility and enhancing e resources.**
- g. Encouraging the teaching faculty to publish papers** in reputed Research Journals as well as house journal published by the institution. A multidisciplinary journal ‘AAJKAAL: SGM’ by Teachers’ Council is published annually from 2021 in e-format to encourage institutional research activities.
- h. Assuring academic excellence,** IQAC ensures periodical review of the teaching learning process and assigns remedial and mentoring classes.
- i. Equipping the Central Library with ICT infrastructure** including LMS, KOHA, Inflibnet subscription, open access e-journal, e-books and N-LIST programme, web-OPAC services.
- j. Organizing Seminars and workshops.**
- k. Implementing E-Governance in administrative and academic activities.**
- l. Performing Academic audit, Green Audit, Gender Audit and Energy Audit.**
- m. Monitoring attendance of students and arranging guardian’s meet.**
- n. Student performance is judged through continuous internal evaluation and remedial classes** are arranged for the weak learners.
- o. Maintaining leave records** of all the teachers and facilitating Promotions and Retirement Benefits.
- p. Qualitative development** through self-appraisal of teachers is conducted through **self-appraisal (API)** scores.
- q. The IQAC had initiated the attainment of CO-PO** department wise that helps the teacher frame teaching methodology with futuristic approach for improved learning outcomes.
- r. Developing a feedback system from the stakeholders** for evaluation of the teaching learning and administrative process.
- s. Providing career guidance to students** through the Career Counselling Cell.
- t. Audit** of the library books are carried out annually and the IQAC accordingly supervises the restocking of new and updated published books with the input of Librarian.
- u. Supervising** whether the books of accounts are examined periodically by Bursar and overseeing **internal and external financial audit.**
- v. Campus Beautification with the vision of sustainability and institutional distinctiveness.**
- w. Student Welfare Monitoring and accordingly action taken.**
- x. Outreach programmes involving stakeholders and community.**
- y. Review the functioning of the Grievance Redressal Cell, Anti Ragging Cell and other statutory cells.**
- z. Preserving Health and hygiene within college campus.**

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Sir Gurudas Mahavidyalaya has spearheaded several efforts to commemorate national and international memorial days, events, and festivals during the previous five years, all while actively promoting gender equity. These initiatives seek to increase knowledge of important social, cultural, and historical concerns while promoting an inclusive and diverse campus community.

1. Workshops and seminars on gender sensitization: Frequent workshops and lectures were focused on gender sensitization, particularly on International Women's Day. These programs aim to educate students and staff about gender issues, dispel preconceptions, and build a culture of respect and equality. Experts from diverse professions are invited to speak about gender bias, discrimination, and the importance of gender equality in both personal and professional contexts.

2. Grievance Redressal Cell: It addresses issues and complaints about women's safety and well-being on campus. It offers a confidential and friendly environment for female students and staff to express their problems and seek resolution. The cell conducts fast and fair investigations of grievances, ensuring a safe and courteous atmosphere.

3. Gender Audit: Regular gender audits are carried out to analyse the gender inclusion of college policies and procedures. These audits assist in identifying areas for improvement and implementing the required changes to enhance gender parity. Audits often include an evaluation of curriculum and extracurricular activities, as well as safety and support systems on campus.

4. Internal Complaint Cell: It ensures an unbiased and equitable investigation procedure and gives victims a private place to report events. In order to educate the campus community about issues connected to gender sensitivity and sexual harassment, the ICC also hosts awareness programmes and workshops. Moreover, it works in conjunction with other committees and interested parties to execute guidelines and procedures that promote a gender-neutral campus environment.

Initiatives to Celebrate National Commemorative Days: Some samples are-

1. Celebration of Republic Day: Republic Day is observed with great patriotism and is marked by flag hoisting ceremonies, parades and cultural events. Students and teachers are encouraged to feel united and proud of their country while also acknowledging the importance of the Indian Constitution.

2. Celebration of Independence Day: We celebrate Independence Day with flag-raising ceremonies, motivational talks, and artistic displays. These events honour India's independence while encouraging cohesion and pride in the country among students and faculty.

3. Celebration of Antorjatik Bhasa Diwas: Literary activities, poetry recitations, and cultural performances showcasing language diversity are held in honour of Antorjatik Bhasa Diwas. Students and staff are encouraged to participate in these activities that support the preservation and appreciation of local languages and cultural heritage.

5. Celebration of Saraswati Puja: Dedicated to the Hindu goddess of learning and the arts, observed with great cultural fervour and devotion. Rituals and prayers, performed by students and staff, fostering a lively environment that honours learning, creativity.

6. Observation of Communal Harmony: Communal Harmony is observed in our college through interfaith dialogues, peace marches, and cultural programs that promote unity and understanding. These foster a spirit of inclusivity and respect among students and staff from diverse backgrounds.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: 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
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

3. Clean and green campus initiatives**4. Beyond the campus environmental promotion activities****Response:** A. All of the above

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

7.1.4

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

Response:

Through initiatives promoting cultural, linguistic, and communal harmony, Sir Gurudas Mahavidyalaya strengthens inclusivity. It also fosters an environment that is true to the spirit of the nation by fostering tolerance and educating staff and students about their rights, duties, and civic obligations in light of the Constitution.

1. Inclusive Environment Policy: Sir Gurudas Mahavidyalaya has created a thorough Inclusive Environment Policy that acts as a cornerstone and outlines the institution's dedication to promoting an atmosphere of harmony, tolerance, and acceptance.

2. Communal Harmony Programs on Important National Holidays: The college actively plans Communal Harmony Programs, particularly on *Independence Day and Republic Day*. In celebration of the rich cultural, geographical, and linguistic diversity that defines the country, these activities provide a forum for faculties and students to interact.

3. Programme for Socio-Economic Sensitization: Sir Gurudas Mahavidyalaya has carried out a number of sensitization campaigns in recognition of the socio-economic difficulties. In order to guarantee that students are aware of and have access to financial help during all of the sessions, this

project includes sensitizing students about state scholarship programs including *Kanyashree, Aikyashree, and the Student Credit Card*.

4. SC/ST/OBC and Minority Cell: To assist students from marginalized communities, such as SC/ST/OBC and minority groups, the college developed a special cell. This program seeks to ensure that these students have equal opportunity and access to resources by addressing the unique issues they experience.

5. Inviting students from Diverse Backgrounds: Students from various linguistic, cultural, and religious backgrounds are cordially invited to Sir Gurudas Mahavidyalaya. Through the cultivation of an awareness and understanding of diversity, this deliberate inclusivity enhances the campus community.

6. National Service Scheme (NSS): The NSS plays an important role in organizing activities that promote diversity and national values. This unit observes important occasions like *Beat Plastic Pollution and Tree Plantation, Green Campus -Clean Campus and Health and Hygiene* Programs and many such other activities.

7. Observance of Special Days: The college designates specific days to commemorate events such as *Baishe Srabon, Haate Haath, Varna Porichye, Juboshakti, Amar College, Amar Bhalobasa, Guru Pranam, Mukto Akash, Tumi Robe-Nirobe, and Archarya Smarane*, fostering both the cultural and linguistic essence.

8. Initiatives Concerning Accessible: The college has constructed facilities for people with disabilities and ramps to guarantee accessible for all. This shows a dedication to establishing a physical setting that is inclusive and meets the requirements of each student.

9. Code of Conduct: Respect, tolerance, and treating everyone fairly are the cornerstones of Sir Gurudas Mahavidyalaya's code of conduct. This code promotes a peaceful and welcoming community by acting as a guide for both staff and students. This code of conduct is available on the official website for the *Principal, Teachers, Students, and Non-Teaching Personnel*.

10. Additional Events and Programs: The college hosts numerous events, such as festivities in honour of *International Mother Language Day, Celebration of International Women's Day, Teachers' Day, the Annual Cultural program*, and other significant day festivities and observance events are all carefully honoured. By showcasing the many talents and accomplishments of the college community, these activities promote a lively and welcoming campus environment.

The diverse programs and events of Sir Gurudas Mahavidyalaya demonstrate a strong dedication to fostering inclusivity, encouraging tolerance, and educating staff and students about their constitutional responsibilities as responsible citizens.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice#1:

Title of the Practice -- 360-degree Appraisal of Teachers (JOY OF SERVING)

Objectives of the Practice –

A 360-degree feedback also known as multi rater feedback is a process through which employer evaluates employee's performance from as many sources as possible. The College has developed this anonymous employee performance review process known as "360-degree appraisal system" to monitor the scope, strength and weakness of the teachers for qualitative development.

The Context –

The process of completing 360-degree feedback provides rater with greater insight and understanding to formulate their own expectation and achieve the ultimate success.

The Practice -

360-degree appraisal has four integral components

- **Self-appraisal**
- **Principal's appraisal**
- **Students' appraisal on teachers**
- **Peer appraisal**

Evidence of Success-

The appraisal ultimately led to an overall performance of the teachers. When successfully implemented 360-degree feedback initiates and facilitates a vast positive change among the teachers. Work relations improve which leads to increase in productivity among the faculty. It opens an environment rich in teaching, research work and efficiency enhancement. It opens the channels of communication with the learners which ultimately widens the scope of work and allows problems to be addressed and resolved.

Problems Encountered and Resources Required-

Initially setting up of the system was a challenge for the institutional Head following through with an action plan created from the feedback was initially difficult and critical for HOI.

Best Practice #2

Title of the Practice – ' Student Profile Mapping' (Learner Centric Practices)

Objectives:

To determine the abilities of students in an objective and quantifiable manner and identify the slow and advanced learners so that appropriate support can be provided by the institution.

1. Better design instruction and materials

2. Focus on knowing your students and helping students know themselves

3. Analyse how the students' profiles are progressing

4. Learners learn how to create their own profiles

5. Allowing Students to grow and learn

The Context:

Students often face diverse challenges with respect to their skill attributes: while some may belong to economically backward families and have access to limited resources; some may be intellectually bright or slow irrespective of their economic status; others may have different skills, emotions and behavior. A systematic assessment of these attributes of the students may help in providing an insight into their strengths and weaknesses. The profile mapping exercise enables the institution to hone the students' strengths and overcome their weaknesses.

The Practice:

- Students need to login with their login ID and password and answer an online questionnaire.
- Scores on 'General Quotient (GQ)' and 'Empowerment Quotient (MQ)' are calculated on the basis of the answers provided. The General Quotient comprises of Academic score, Intelligence score and Knowledge score. The Empowerment Quotient assesses different types of abilities. It also makes a comparison of the particular student in comparison with his/her peer group. Finally, a weighted average of GQ and MQ gives the final score, which represents the capability of the student.

Their aptitude profiling is done under the following heads

1. Academic Score
2. Knowledge Score
3. Propensity to use tools
4. Propensity to communicate
5. Propensity to think
6. Propensity to accept tasks
7. Intelligence Score

Evidence of success:

- The manual method of psychometric test or profile mapping is too engaging and time consuming, whereas the online mapping is fast, accurate and error- free.
- Marks obtained in class/internal tests are not always reflective of the students' ability; external factors may affect their time spent on studies, understanding of the subject and answer writing skills. However, online mapping appraises their innate capabilities.
- Often, teachers depend on students' class performance or behaviour to gauge their level of knowledge or aptitude. However, this method is suitable only for articulate students. Online mapping is equally effective for shy and introvert students.
- The teachers assert that their assessment about the students matches with the profile mapping results, which confirms to the authenticity of the mapping mechanism.

Problems Encountered and Resources Required:

- The major problem pertains to availability of internet facilities in college. The existing computer infrastructure is inadequate so that online profile mapping takes longer than usual time.
- The students, mostly from poor families have limited access to high-speed data connection.
- Often the students are unable to understand the questions, and so need the guidance of teachers for filling the questionnaire.
- The resources required are competent software developer to implement the entire idea of online profile mapping along with adequate computer infrastructure.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

Sir Gurudas Mahavidyalaya is located in Muraripukur. The road in which the college Building is located, is named after the great Indian revolutionary Biplabi Barindra Nath Ghosh. Barin Ghosh was the brother of Aurobindo Ghosh, one of most important revolutionary of modern Indian history. Later Aurobindo went to Pondicherry, now Puducherry, where he found a great ashram. In earlier days he was closely associated with revolutionary ideas. He was one of the publisher of Jugantar, a Bengali weekly. Barin Ghosh was also the founder member of Jugantor Dal, a revolutionary organization in colonial era and he also found the secret organization at Manicktala, Kolkata. This organization of Manicktala was a secret place where bombs were manufactured and arms and ammunition were collected to combat the British Raj. Our college is situated in that very place with such a rich legacy.

OBJECTIVE:

In the time of Azadi ka Amrit Mahotsav, when every corner of our nation is celebrating this great moment, our college also wanted to be a small part of this Mahotsav as an academic institution. Keeping this enlightened spirit alive and continuous, our institution is taking every effort to protect this magnificent past. In this time of darkness, when youths are not too much concerned about our heritage and history, as an educational institution, it is our moral duty to spread the knowledge about our ancestors and spread the knowledge about the great contributors of Indian Heritage and Culture.

OUR MISSIONS:

A. DECORATION OF ROOM

We have designed our floor Plan and decoration of each class room as a great Wall of Fame. To honour the value of great past and contribution, we have named our rooms after Indian revolutionaries, philosophers and pioneers. This is one of the ways to pay tribute and homage to such individuals while also raising awareness among our students so that they too, are aware of our magnificent heritage. Even our corridors are so designed as if it displays a series of Exhibition, where we are trying to spread the Indian Knowledge System.

B. CULTURAL ACTIVITIES

Cultural activities make learning a more enjoyable experience. It plays an important role in students' overall development. They allow students to discover and express their gifts, boosting creativity and improving social and communication skills. Participating in cultural activities also fosters a sense of community and belonging. It encourages collaboration and cultural appreciation, and enhances the entire educational experience. We celebrate and observe both national celebrations like Jana Gana Mana Adhinayak, Gurupronam, Beti Bachao Beti Padhao, Hathe Hath, Mukto Akash and regional celebrations, such as Archarya Swarone (Gurudas's Birthday), Basanta Utsav, Agonomi etc. Contemplating the importance of a cultural continuation we celebrate the Day with National Urgency by not only celebrating it in a ritualistic manner but also trying to organize some lectures and cultural programmes. On the day of Indian Independence or on the Republic Day we put an effort to organize atleast two programs named Mukto Akash; and Jana Gana Mana Adhinayaka. Along with these days, on the day of Raksha Bandhan or on the day of Holi, we organize two colorful cultural programs

named Hate-Hat and Rangiyе Diye Jao. The birth anniversary of Swami Vivekananda is celebrated as Yuva Shakti and the birth anniversary of Vidyasagar as Varna-Parichay. Again along with these annual events we organize some different events on some special program.

C. SARASWATI PUJA

Saraswati Puja is celebrated with a lively spirit in our college. We observe a two-day festival with entire concentration and devotion to keep the spirit of Cultural and Traditional Significance, Academic Inspiration, Community Building, as well as Stress Relief and Well-being. Our students, instructors, non-teaching staff, principal, and student union not only celebrate, but also feast on Khichuri and other Bengali delicacies. On the day of Saraswati Puja all stakeholders of the college come together and organize this auspicious occasion. After the Puja we all meet in bho- bitaran utsav.

D. GARDENNING

We have emphasized the principles of traditional knowledge preservation, educational enrichment, health and wellness benefits, community engagement and social responsibility, as well as the strength of innovation and entrepreneurship, by establishing 'Jagdish Udayan' ; at the backside of our campus. There are several Ayurvedic medicinal and indigenous plants. This at its best serves the Indian Knowledge System. There is a display on the entry points of this garden where we place a board through which our students can acquire knowledge related to benefits of Indian medicinal herbs.

E. BOOK CORNER

There is a dedicated corner in the library with the books on IKS. The Indian Knowledge System (IKS) is significant for many reasons, including its historical, cultural, and intellectual contributions to India and the globe. Keeping this in mind, our library offers a special section for this worthy cause. We have encouraged the power of Indology to be shared with our students, thus we have books, display boards, and e-resources to reach out to them.

F. FILM CLUB

Our Film club organized a film festival on the film on national heroes where we arranged the film show of Gandhi, Subhaschandra Bose, Khudiram and so on.

G. AWARENESS

We realize that Electoral Literacy Club play an important role in developing politically informed and responsible adolescents, hence improving democratic practices in society. Since November 16th, 2022, our institution has hosted an Electoral Literacy Club to increase awareness and understanding, encourage active citizenship, and counteract misinformation. The group routinely educates students through various awareness events and screenings.

CONCLUSION:

We feel it is most important to develop a distinctive identity of the college. According to us, our plan of action is highly beneficial for our students. It also enlightens their knowledge and holistic development. This effort develops a sense of nationhood and belonging among the students.

Our purpose is to provide a holistic approach for students in the field of education where skill development is an integrated part of their curriculum so that individuals can grow and succeed.

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

5. CONCLUSION

Additional Information :

The location of Sir Gurudas Mahavidyalaya has rich legacy. It is situated in Muraripukur which was a hub of Indian freedom movement. The road on which the college is situated is named after great Indian revolutionary, Biplabi Barindra Nath Ghosh, younger brother of Rishi Aurobindo Ghosh, one prominent revolutionary of modern Indian history. Our neighbouring area is the famed bomar math, a secret place where bombs were manufactured and arms and ammunition were collected to combat the British Raj. In the time of Azadi ka Amrit Mahotsav, our college as an academic institution endeavored to spread knowledge about our historical lineages. In this connection, we have planned a for tire initiative to fulfil our mission and designed our floor Plan and decoration of each class room as great Walls of Fame, to pay tribute and homage to Indian revolutionaries, philosophers and pioneers raising awareness on our magnificent heritage. Our corridors are designed as a series of Exhibition, where we tried to spread the Indian Knowledge System. Cultural activities allow students to discover and express their creativity improving social and communication skills, fostering a sense of community and belongingness. We celebrate and observe both national days of significance like Jana Gana Mana Adhinayak (Republic Day), Gurupronam (Teacher's Day), Beti Bachao O Padhao, Hathe Hath (Rakshabandhan) MuktoAkash (Independence Day) and regional celebrations, like ArcharyaSwarone (Gurudas' Birthday), Basanta Utsav, Agonomi (Pre-Puja Celebration). On the day of Indian Independence or on the Republic Day we organize two programs named 'muktoakash' (the sky of freedom) and 'jana Gana Mana Adhinayaka'. On the day of rakshabandhan and on the day of holi, we organize two colorful cultural programs named hate-hat (keep your hand in others hand) and rangiyediyejao (soul's colour). Swami Vivekananda birth anniversary celebrated as Yuva Shakti and birth annivarsary of Pundit Iswar Chandra vidyasagar as Varna Parichay Day. We observe a two-day festival on the occasion of Saraswati Puja to uphold the spirit of cultural and traditional significance, academic inspiration, stress relief and well-being. We installed "Jagadish Udyan", a garden of medicinal plants to preserve the principles of traditional knowledge, health and wellness benefits.

Concluding Remarks :

Our institution reflects a dedicated effort towards academic excellence, quality enhancement, and sustainable development. We have systematically evaluated our strengths, identified areas for improvement, and implemented strategic plans to address these gaps. Our commitment to provide high-quality education is evidenced by our robust curriculum, dynamic teaching methodologies, extensive research output, and strong community engagement. Moving forward, we remain committed to continuous improvement and innovation, ensuring that we meet the evolving needs of our stakeholders and maintain our position as an integral part of higher education. We believe that the insights gained from our self-study will serve as a catalyst for further growth and development.

Our mission is to provide an exemplary educational environment that nurtures student growth and success through state-of-the-art infrastructure and dedicated human resources. We are dedicated to continuously developing our facilities and investing in our faculty and staff to create a supportive, dynamic, and innovative learning community. Recognizing the importance of financial resources, we actively seek funds and government grants to sustain and enhance our offerings, ensuring that we can provide the best possible education to our students. Our vision is to become a leading institution known

for excellence in undergraduate education, where advanced infrastructure and outstanding human resources collaborate to deliver a transformative educational experience. We aspire to prepare our students to excel in their chosen fields and to contribute meaningfully to society by fostering a culture of continuous improvement, inclusivity, and community engagement. To achieve this, we aim to secure adequate funding and government grants, enabling us to maintain and improve our infrastructure and services to the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :27</p> <p>Remark : DVV has made changes as per shared clarification.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1987</td> <td>2298</td> <td>143</td> <td>803</td> <td>591</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>2003</td> <td>2298</td> <td>143</td> <td>765</td> <td>591</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded. DVV has removed the duplicate courses and considered as per 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1987	2298	143	803	591	2022-23	2021-22	2020-21	2019-20	2018-19	2003	2298	143	765	591
2022-23	2021-22	2020-21	2019-20	2018-19																	
1987	2298	143	803	591																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2003	2298	143	765	591																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 772</p> <p>Answer after DVV Verification: 754</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
878	1013	830	836	754

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
878	1013	830	836	754

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1301	1241	1241	1241

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1301	1220	1220	1193

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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*

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:

2022-23	2021-22	2020-21	2019-20	2018-19
171	204	158	161	177

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
171	196	153	161	173

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:

2022-23	2021-22	2020-21	2019-20	2018-19
568	568	530	530	530

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
568	568	530	530	530

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. 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.

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	29	25	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	26	29	25	12

Remark : DVV has excluded those teachers having less than 11 months experience.

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)

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.15	0.15	5	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5.00	0	0

Remark : DVV has excluded awards money.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	05	15	10	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	06	15	11	03

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	14	7	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	3	9	4	16

Remark : DVV has made changes as per UGC care list.

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	03	03	11	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	02	02	07	08

Remark : DVV has considered only for the benefit of the community.

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <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>40.36</td> <td>14.95</td> <td>12.44</td> <td>29.01</td> <td>25.78</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <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>2.61</td> <td>4.25</td> <td>15.88</td> <td>10.26</td> <td>1.56</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per considered only Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities).</p>	2022-23	2021-22	2020-21	2019-20	2018-19	40.36	14.95	12.44	29.01	25.78	2022-23	2021-22	2020-21	2019-20	2018-19	2.61	4.25	15.88	10.26	1.56																				
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
2.61	4.25	15.88	10.26	1.56																																					
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <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>129</td> <td>15</td> <td>00</td> <td>00</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1388 1046 1523"> <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>98</td> <td>10</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1603 1046 1738"> <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>212</td> <td>261</td> <td>405</td> <td>294</td> <td>188</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1818 1046 1953"> <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>212</td> <td>261</td> <td>405</td> <td>294</td> <td>188</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per shared reports.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	129	15	00	00	05	2022-23	2021-22	2020-21	2019-20	2018-19	98	10	00	00	01	2022-23	2021-22	2020-21	2019-20	2018-19	212	261	405	294	188	2022-23	2021-22	2020-21	2019-20	2018-19	212	261	405	294	188
2022-23	2021-22	2020-21	2019-20	2018-19																																					
129	15	00	00	05																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
98	10	00	00	01																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
212	261	405	294	188																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
212	261	405	294	188																																					

5.3.1	<p>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</p> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <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>05</td> <td>08</td> <td>07</td> <td>09</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 817"> <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>04</td> <td>02</td> <td>04</td> <td>03</td> <td>05</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the shared certificates.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	05	08	07	09	08	2022-23	2021-22	2020-21	2019-20	2018-19	04	02	04	03	05
2022-23	2021-22	2020-21	2019-20	2018-19																	
05	08	07	09	08																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
04	02	04	03	05																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p><i>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1178 1046 1310"> <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>38</td> <td>34</td> <td>32</td> <td>24</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1523"> <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>22</td> <td>18</td> <td>16</td> <td>15</td> <td>18</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per excluded activities conducted under an event on the same date.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	38	34	32	24	28	2022-23	2021-22	2020-21	2019-20	2018-19	22	18	16	15	18
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	34	32	24	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
22	18	16	15	18																	
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1962 1046 2094"> <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>47</td> <td>47</td> <td>00</td> <td>51</td> <td>03</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	47	47	00	51	03										
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	47	00	51	03																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	43	00	46	00

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names and exclude less than 2000/- financial supports.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	64	08	69	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	59	07	65	01

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	17	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	17	17	17

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2032</td> <td>2308</td> <td>1795</td> <td>1386</td> <td>1644</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2032	2308	1795	1386	1644
2022-23	2021-22	2020-21	2019-20	2018-19							
2032	2308	1795	1386	1644							

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2031	2306	1767	1386	1644

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

Answer before DVV Verification : 49

Answer after DVV Verification : 48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85.97	27.71	33.45	43.50	48.96

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73.31	21.82	33.24	38.87	79.57