SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SOUTH CALCUTTA GIRLS' COLLEGE

SOUTH CALCUTTA GIRLS COLLEGE 72, SARAT BOSE ROAD,
KOLKATA-700025
700025
www.southcalcuttagirlscollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

South Calcutta Girls' College, affiliated to the University of Calcutta, was established in September, 1932 by eminent scholars and educationists like Peary Mohon Chatterjee after whom the college Library is named. It was initially a sister organization of the Beltala Girls' School and functioned as a minority college in the school premises till mid July, 1946. The college then shifted to 72, Sarat Bose Road, Kolkata – 700 025, where it stands now. South Calcutta Girls' College is the third oldest girls' college in West Bengal and first girls' college in South Calcutta. The College has a special position in Kolkata heritage.

South Calcutta Girls' College has undergone two cycles of accreditation by the NAAC and was accredited with Grade B++ in December, 2016. The College has received the RUSA 2.0 grant in the year 2018-19. In the year 2020-2021 the college has received two recognitions from Mahatma Gandhi National council of Rural Education, Ministry of Education, Govt. of India.

- Recognized as a "Social Entrepreneurship" Swachhta & Rural Engagement Cell (SESREC) institution.
- Received recognition as a member of Beat Covid Campaign initiative.

The Principal of our college has been honored with Dewang Mehta National Education Awards (Education Leadership Award) in the academic year 2019-2020 and Top 30 Iconic Principal Award by Golden aim Awards in the academic year 2020-2021.

In the 2020-2021 academic year total 892 students are pursuing honours and general programmes in undergraduate level. The college presently comprises 18 subjects out of which in 14 subjects, students can pursue honours. Vocational training courses in Tailoring and beautification and Diploma in Computer application are also offered by the institution. The college has a L.S.C. of Netaji Subhas Open University which conducts open and distance learning for Under Graduate Programme in BNGA, ENGA, HISA, B. COM, BLIS and PG in Bengali, English, History, Library Science, Public Administration, Mathematics, PGDJMC and PGDPR & AD.

Most of the recommendations made by NAAC peer team has been implemented by the institution with priority, such as upgradation of Science Laboratories, Introduction of KOHA and RFID tagging of books in the Library, Introduction of Chemistry as a new course, In house Computer training programme for students and staffs, Arrangements of National and International Seminars, Activity of Placement Cell, signed MOU with other academic institution, Office automation , Green initiatives , Implementation of facilities for physically challenged person etc.

In the academic year 2020-2021, the college has introduced oncloud LMS and G-Suite for Education to continue Teaching Learning and Evaluation in online mode via Google Meet due to COVID-19 pandemic.

Vision

To empower women with self-confidence, thirst for knowledge, free from prejudices and respect for right values is the vision of South Calcutta Girls' College.

Core Values:

1. To strive for Excellence

2. To be responsible to Society

3. To inculcate Environmental awareness

4. To implement Inclusiveness

5. To grow self-confidence

6. To respect Indian culture

7. To encourage Empathy building

Mission

Our college is dedicated to the all-round development of young women, helping them to face the challenges of the modern world. Besides encouraging educational achievements, our institution also lays emphasis on fostering self confidence and inculcating the right values so that our students can establish themselves as responsible Citizens. Our College motto "Sa Vidya Ya Vimuktaye" implies knowledge is that which liberates.

Our Objectives:

- To provide holistic quality Education.
- To encourage students to participate in co-curricular, extracurricular and extension activities for their overall development and to build up a sense of social responsibility.
- To provide a safe and secure environment for girls.
- To inculcate core values that will help them to be responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- South Calcutta Girls' College provides a peaceful, disciplined and congenial environment for teaching and Learning at the heart of the city
- The hostel is a boon for girls coming from distant places. The charges in the hostel are extremely reasonable catering to the needs of the middle class families.
- South Calcutta Girls' College is an institution with a rich heritage.
- The college has strong infrastructure.
- Wi-fi enabled and plastic free campus.
- Well equipped laboratories.
- Upgraded library with installation of KOHA and RFID tagging of books.
- Functional placement cell.
- Effective Counseling cell for providing mental support to the students.

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- Freeship scheme for providing financial support to the economically backward students.
- Strong NSS unit executing social outreach programmes
- Innovative and supportive extension activities.
- Majority of the faculty hold Ph.D degrees.
- National and International Seminar arrangement.
- Participative learning through several student activities
- Efficeint Mentor mentee system
- Implementation of e-governance
- Fully online admission process
- Effective Utilisation of RUSA 2.0 Grant
- Gymnasium and YOGA session for Physical fitness
- Green campus

Institutional Weakness

- Actual intake is very poor for subjects like Sanskrit, Philosophy, Economics.
- The Results of average students are to be improved.
- Renovation of the top floor of the hostel building is required.
- The college has space constraints for any kind of sports complex.
- ICT infrastructure

Institutional Opportunity

- Medium and low income group students are getting opportunities for higher education.
- The institution provides computer training programmes.
- The students prepare themselves for future development by participating in seminar, intra and inter college events through Power Point presentation.
- For the overall development of the students the college provides psychological counseling and yoga class.
- Opportunity to provide social service in the adjacent slum area through

  a. Awareness programme.

  b. Community Service.

  c. Free Medical Camp.

  d. Environmental Awareness.

- To cultivate Research Culture among staff and students.
- Encourage students to apply for different kinds of scholarship through the institution.
- Encourage staff to apply for WBHS and Swastha Swati Card through the institution.
- Due to the onset of the COVID-19 pandemic, an opportunity to re-invent modes and methods of teaching have opened. Teaching Learning and evaluation process has been continuing by the introduction of on cloud LMS and G-Suite for Education.

Institutional Challenge

- Further improvement of infrastructure.
- Improvement of IT structure.
- To increase intake capacity for the subjects with high demand ratio(Psychology, Journalism, Geography, Zoology, English).
- More Solar Panel installation.
- To create placement opportunities.
- Strengthening of the Hostel building of 1932

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

To ensure the effective curricular delivery, South Calcutta Girls' College adheres to the curriculum laid down by the affiliating University and prepares a well-planned programme at the beginning of each academic session.

- Orientation/ Induction programme is held for the freshers and Academic Calendar is given to the students.
- Regular departmental meetings are held for syllabus distribution and also to discuss the extent to which the syllabus has been completed, on each and every academic semester.
- Our College has a very rich Central Library and many departments of the college separately maintain a Seminar Library for the purpose of easy access of books. A good number of journals are subscribed by our college. INFLIBNET facility is available for teachers and students. In 2019, the central library of our college has installed KOHA ILMS to improve the existing library services. Presently the institute uses the updated version (18.11.02.000) of this software. The software is integrated with RFID technology.
- Well-constructed weekly timetable for each semester is provided by the college administration.
- Apart from chalk and talk method, ICT based teaching-learning methods are extensively used.
- Educational Tours, Add-on programmes, Students' Seminars, Webinars and One-day special lectures by experts/resource persons are arranged regularly for the benefit of the students.
- Class notes, e-resources, lecture-videos, PPT and e-books are available in college LMS.
- Question Bank (for Honours & General) has been prepared and provided for the students of CBCS.
- Self-appraisals are prepared by the teachers.
- Parent-teacher meeting on each semester is held by the respective departments. Feedbacks are collected from different stakeholders and its proper implementation are done with utmost effort. Students' feedback form is filled in by the student at the end of the semester sessions.
- A strong mentor-mentee system is available in the institution where the overall development of the student is guided by the mentors.
- Differentiation between slow learners and advanced learners is done meticulously. Remedial classes are arranged for the slow-learners while advanced-learners are dealt with more attention.
- Feedback analysis of different stakeholders are conducted regularly and necessary actions are taken on its basis for the development of the institution.
- Internship programme is another noteworthy feature for the institution.
- IQAC as well as the academic calendar of the institution is sincerely followed for the spontaneous progress of the college.
- Introduction of Curriculum Record Card is another venture to monitor the continuous progress of the

students.

- CBCS introduced in 100% of all the existing programmes.
- Finally, students are very keen in their project works/ fieldworks/ excursion and internship where utmost efforts are given for the continuous development and progress of the students.

Teaching-learning and Evaluation

The college underscores the significance of the two fold process of teaching - learning and evaluation.

Teaching and Learning:

• The College has total 18 subjects out of which 14 subjects have Honours programme.

• The average enrollment percentage for last five years of the institution is 42.76.

• At the beginning of the session, an induction program is organized by the institution.

• An academic calendar is prepared for each academic year;

• Teaching process follows both the traditional methods and ICT tool enabled processes. The college is equipped with 7 ICT enabled classrooms and 2 smart classrooms.

• Due to COVID-19 pandemic the college has introduced "G-Suite for Education" for effective online teaching-learning process.

• The student -full time teacher ratio for the latest completed academic year is 23:1.

• A strong student mentoring system has been introduced since 2019-20. In the latest completed academic year the Mentor Mentee ratio is 1:25.

• Average percentage of full time teachers against sanctioned posts during the last 5 years is 87.5%.

• Average percentage of full time teachers with Ph.D during last 5 years is 72%.

• The College has a counselling cell for all the students and need based personal counselling is also arranged.

Evaluation:

- The attainment level of the students is assessed through direct method (internal examination, tutorial/practical and semester end examination)
- Several yardsticks like regular and surprise class tests, tutorials, group discussions, quiz and debates are used for evaluation.
- The average pass percentage of the last 5years is 88.52

Research, Innovations and Extension

- The academic environment of the College is being enriched through facilitating capacity building and professional development of faculty members to take up minor projects sponsored by UGC. The research funds received are utilized successfully within the stipulated time.
- The teachers publish their works regularly in the journals notified on UGC website. The number of papers published during last five years is 40.
- Faculty publication of books, chapters in edited volumes and papers published in national/international conference proceedings is 104.
- The number of seminars/webinars and conferences of national and international levels organized by different departments on various relevant topics is 51.
- Organised National seminar in collaboration with ICPR in the year 2017.
- As a part of social service and commitment, the NSS Unit organized twenty extension and fourteen outreach programs towards environmental and health awareness. It has been actively and responsibly involved through various regular and special camps to promote social development and wellbeing.
- Empathy building activities among the students of different departments and NSS Unit, in collaboration with MGNCRE have been initiated to develop resilience in the COVID and POST-COVID situation.
- The Institution has received three prestigious awards for extension activities.
- Several collaborative programmes have initiated new vistas of opportunities.
- Signature of MOU with different institutions has enhanced academic and social progress through healthy exchange of ideas.
- During the pandemic, webinars, online NSS programs and collaborative activities were arranged regularly for the benefit of the students and teachers.

Infrastructure and Learning Resources

- The College is situated on 3598 square meter campus area with a six storied building comprising of 25 classrooms and 10 laboratories. The whole campus is Wi-Fi enabled and 5 classrooms are equipped with LCD facilities. The college maintains a hostel for 60students' capacity.
- Special facilities for 'divyangan', special wash-room, 2 ramps, wheel-chair and software for visually impaired students are provided.
- Physical activities are encouragedthrougha well-equipped gymnasium and Yoga course which continued even during the COVID-19 pandemic. I also includes indoor games, board-games in the girls' common-room.
- Various co-curricular activities, are encouraged and performed in an air-conditioned multipurpose auditorium. Students are members of different clubs of their choice.
- Students are provided with canteen, cheap-store and structured counselling wherever necessary.

The average percentage of expenditure for infrastructure augmentation during last five years is 43.79% of total expenditure.

- Library has a rich collection of 23,179 books, print journals, newspapers,CDs/DVDs etc. Library is the member of INFLIBNET-NLIST through which we can access 6000+ e-journals and 1, 99,500+ e-books. KOHA software with OPAC facility is used for the automation of the library. For security and safety RFID& CCTV are used. Library has its own website www.scgclibrary.in.

Average annual expenditure on books, e-books, journals and e-journals during the last five years is 1.69

lakhs.

- The whole campus is Wi-Fi enabled with 500 mbps bandwidth.Faculty members are provided with individual G-Suite id for academic and administrative purposes. They regularly upload study materials in their respective Google Classrooms.
- The physical, academic and support facilities of the college is well maintained. Lightning arrester and fire-extinguishers are installed as measures of safety. Security is ensured through CC TVs located at strategic locations over the entire campus. The average percentage of expenditure incurred on maintenance during the last five years **is 56.2%** of the total expenditure of the College**.**

Student Support and Progression

- **The college has created a fabric of social inclusion and empowerment, through student-centric financial incentives and welfare measures provided by the government. The total number of students benefited by scholarships and freeships provided by the Government during last five years : 870**
- **Apart from government scholarship the college has a scheme called "Student Aid Fund" to support marginalised students in continuation of education and to reduce the dropout rate. The total number of students benefited by fees concession during the last five years : 553**
- **Following Capacity development and skills enhancement initiatives are taken by the institution: 1. Technological skill by introducing computer course 2. Life skills (Yoga, physical fitness, health and hygiene) 3. Mental health and Personal Counselling, 4. Beautician Course, 5 Tailoring Course, 6. Entrepreneurship Training, 7. Induction programme, 8. Mentor Mentee System**
- **Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the last five years : 1053.**
- **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**
- **The placement cell facilitates the students' professional growth and success as many leading corporate like Tata Consultancy Services Limited (TCSL) recruit number of students from the college.**
- **The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment**.
- **The institution promotes active participation of the students in social, cultural and social awareness activities like Sports, Social, Inter college fest, National Science Day, Mental Health Day, World Yoga Day, NSS activities etc**
- **Total number of awards achieved by our students in state level for outstanding performance in sports during the last five years: 5**
- **Total number of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/ NET/SLET/GATE/ GMAT /GRE/ TOEFL: 9**
- **The Student Council actively participates in different academic, cultural programmes, sports and social outreach programmes of the college.**
- **Alumni Association is a registered organisation and it actively tries to contact with the Ex Students and also organize meetings and activities in regular interval.**

Governance, Leadership and Management

South Calcutta Girls' College has a transparent and multi layered governance system. Its vision and mission are designed to ensure the accountability, transparency, responsiveness, decentralisation, impartiality, inclusiveness, empowerment and overall development.

The Governing Body of the college has the representation of both Teaching and Non-teaching Staff reflecting the participative management system.

e-governance is implemented in all the areas of operation: Administration, Finance and Accounts, Student Admission and Support and Examination

Faculty Empowerment Strategies are reflected through:

1. Travel Grants for presenting papers in International seminars by the faculties
2. On duty for attending Orientation , Refresher and Short term courses
3. Faculty development Programme for Pursuing Ph. D. (on duty)
4. On duty for presenting papers in Seminar, workshops etc.
5. The number of seminars/webinars and conferences of national and international levels organized by different departments on various relevant topics is 51.
6. The number of faculty members with Ph.d at present is 23.
7. Presentation of papers by the Faculty members abroad utilising UGC grant
8. Faculties are encouraged to attend ICT workshops
9. Separate stand in the Library for display of the publications of the faculty

Some of the Welfare measures include:

1. The medical insurance of the willing employees and their family members
2. The Group Life Insurance of the willing Employees

The Institution's Performance Appraisal System for teaching and non-teaching staff encourages the achievements through uploading those on the college website.

Internal and external Financial Audits of the college are done regularly.

Quality assurance initiatives of the institution include:

1. Introduction of New subject : Chemistry
2. Introduction of Mentor Mentee System
3. Introduction of Internal Academic Audit
4. Strengthening of Feedback system
5. Infrastructure development through renovation of Laboratories, Library, Office, Auditorium
6. Renovation of Boundary wall and Gates, Installation of CCTV camera
7. Wi Fi enabled campus with 500 Mbps band width
8. Installation of Lightning Arrestor
9. Renovation of Boundary Wall and Gates
10. Installation of more CCTV cameras to ensure the security
11. Installation of Sanitary Napkin Vending Machine

12. Increase in load capacity (Electrical)
13. Ramps, Wheel Chair for Physically Challenged ones
14. Purchase of huge amount of books in the library (RUSA 2.0 Grant)
15. Introduction of G Suite for Education during COVID-19 Pandemic

Institutional Values and Best Practices

- South Calcutta Girls' College is committed to a strong value system with an emphasis on ethics with implementation of discipline and safe environment on the campus.
- The College gives importance to nurturing young women with quality education.
- Safety and security were strengthened on the campus by providing CCTV camera coverage and repair of the existing boundary walls.
- The College provides hostel facilities.
- Other facilities are Common Room, Gymnasium, Psychological Counseling Cell, Vocational Beautician course and Yoga certificate course.
- College attempted to use alternative sources of energy like solar panels.
- For achieving environmental sustainability, hostel kitchen waste is turned into a composite pit and sanitary napkin incinerators have been installed. Special pit has been created for chemical waste. Use of plastic has been prohibited.
- Importance is given to maintenance of greenery on the campus.
- College has received certificate for improving sanitization, hygiene and conservation of greenery.
- Facilities for people with special ability include ramps, wheelchair, lift, washroom and screen reading software.
- College provides an inclusive environment for students and staff of linguistic, regional and religious diversities. Programmes to promote social harmony, creating awareness about responsibilities of citizens, and human and ethical values.
- College maintains a peaceful and disciplined academic environment.
- The Code of Conduct is displayed on the website.
- There is a committee to monitor adherence to the Code of Conduct.
- Annual awareness programmes on Code of Conduct are organized.
- National and international commemorative days are observed regularly.
- Best practices of a college are Adult Literacy programmes for the underprivileged women in the neighbouring slums and Psychological Counseling Cell for the students.
- Mentoring system has been adopted for the overall development of the students.
- Anti-plastic drive, reduce, reuse strategies for paper, E-waste and solid waste management initiatives have created an eco-friendly campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SOUTH CALCUTTA GIRLS' COLLEGE
Address	South Calcutta Girls College 72, Sarat Bose Road, Kolkata-700025
City	Kolkata
State	West Bengal
Pin	700025
Website	www.southcalcuttagirlscollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Aparna De	033-24542265	9836195339	-	southcalcuttagirlscollege@gmail.com
IQAC / CIQA coordinator	Rehana Khatun	033-24753785	9830168446	-	iqacscgc@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	12-09-1932

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	12-09-1932	View Document
12B of UGC	12-09-1932	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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	South Calcutta Girls College 72, Sarat Bose Road, Kolkata-700025	Urban	0.8890852	483

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	36	Higher Secondary w passed in English	Bengali	82	15
UG	BA,Education	36	Higher Secondary with passed in English	English,Bengali	48	19
UG	BA,English	36	Higher Secondary with passed in English	English	53	37
UG	BA,History	36	Higher Secondary with passed in English	English,Bengali	82	19
UG	BA (Journalism),Journalism And Mass Communication	36	Higher Secondary with passed in English	English,Bengali	48	42
UG	BA,Philosophy	36	Higher Secondary with passed in English	English,Bengali	82	1
UG	BA,Political Science	36	Higher Secondary with passed in English	English,Bengali	82	20
UG	BA,Sanskrit	36	Higher Secondary with passed in English	Bengali,Sanskrit	48	1
UG	BA,Sociology	36	Higher Secondary with passed in English	English,Bengali	34	9

UG	BSc,Botany	36	Higher Secondary with passed in English	English,Bengali	34	14
UG	BSc,Economics	36	Higher Secondary with passed in English	English,Bengali	16	3
UG	BA,Psychology	36	Higher Secondary with passed in English	English,Bengali	12	9
UG	BSc,Psychology	36	Higher Secondary with passed in English	English,Bengali	5	4
UG	BSc,Zoology	36	Higher Secondary with passed in English	English,Bengali	34	23
UG	BA,Geography	36	Higher Secondary with passed in English	English,Bengali	13	12
UG	BSc,Geography	36	Higher Secondary with passed in English	English,Bengali	35	30
UG	BA,B A General	36	Higher Secondary with passed in English	English,Bengali	100	52
UG	BSc,B Sc General	36	Higher Secondary with passed in English	English,Bengali	60	3

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				14				25
Recruited	0	1	0	1	1	13	0	14	8	16	0	24
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	9	1	0	10
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	7	5	0	12
Yet to Recruit				0

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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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	10	0	4	8	0	23
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	4	0	3	5	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	2	8	0	10
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	2	19	0	21
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**	**Others**	**Total**
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	879	11	0	0	890
	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	0	0	0	0
	Female	136	106	120	99
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	9	11	16	10
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	75	57	64	46
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	672	688	823	767
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		892	862	1023	922

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The mission of the college is already in tune with the purpose of multidisciplinary/interdisciplinary education. The overall development of the students through holistic education is ouraim to build a knowledgeable, enlightened, thoughtful, socially conscious and skilled nation. We have arranged several multidisciplinary seminars, webinars, poster presentations etc. to provide a broad spectrum of knowledge to our students. We provide with many subject combinations to our students to opt for.It facilitates increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increased social and moral awareness, etc., besides general engagement and enjoyment of learning.
2. Academic bank of credits (ABC):	The institutional preparedness in implementation of Academic Bank of Credits is dependent on the guidelines of the Affiliated University (University of Calcutta) and Higher Education Department, Govt. of West Bengal. To satisfy the purpose of this initiative, a link between centralised database and the database of the college is to be established for digitally storing the academic credits earned by the students from various courses. ABC will allow higher education institutions to maintain a digital repository of credits earned by students to enable the students to study one course in a year in one institution and switch to another one the next year.The college is ready to carry forward the instructions of the University of Calcutta.
3. Skill development:	The college is already conducting the skill enhancement courses as designed by affiliating University of Calcutta from 3rd Semester. Besides CBCS, the college provides Computer Training Course. The college also encourages the soft skill development of the students through arranging lectures by the students (Power Point Presentation), debate, Quiz etc. Through Skill Development,students may actively engage with the practical side of their learning and resulting further improvement of their employability.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	For the slow learners, the medium of the teaching is Bengali as the situation demands. The college celebrates many commemorative days related to the

	Indian culture. Online Yoga course was effective during COVID-19 pandemic, a well-established methodology for fitness in Indian culture. The college is trying to implement appropriate integration of Indian Knowledge system. Indian medicinal plants are planted in the campus to strengthen the understanding of the utility of those medicinal plants and the relevant Indian culture.
5. Focus on Outcome based education (OBE):	Variety of approaches in teaching Learning process include lectures,seminars,tutorials/workshop/practical and project- based learning field work, technology enabled learning. Course Outcomes and Programme outcomes are discussed by the faculty members of all the departments and displayed on the website. During pandemic, virtual tours were explored by several departments online. Successful alumni are invited to share their experiences to highlight the Outcome Based Education.
6. Distance education/online education:	During the COVID-19 pandemic, the college has successfully implemented online teaching through G Suite for Education, by providing individual account of each faculty through the college domain. All the online classes were held using the G Suite account only. The online Education was not only confined to the teaching but also assignments and evaluations were done online. All the meetings were held online. Several webinars and student activity programmes were organised (intra and inter college) through G Meet. Study materials were uploaded by the faculty members on college website as well as through On Cloud LMS portal through individual login. Besides the traditional education, the college is a LSC for Netaji Subhas Open University.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
467	351	230	188	188

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	15	14	14

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
892	862	1023	922	985

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
400	400	400	335	287

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
267	283	301	225	300
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	32	31	32
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	39	39	39
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
74.28	66.60	135.83	57.80	29.53

4.3

Number of Computers

Response: 45

4.4

Total number of computers in the campus for academic purpose

Response: 25

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

South Calcutta Girls' College is consistently working for the overall development of the students. Sincere and consistent initiatives iare taken for systematic implementation of the prescribed syllabus. Curricular and co-curricular activities are properly planned to lead towards the set outcomes. Curriculum itself encompasses many processes which enables learners to achieve their learning goals.

• At the beginning of the session, an orientation / induction programme is held for the freshers.

• After the orientation programme, academic calendar is given to the students, prepared by each department. It contains the activities to be carried out during the academic year.

• In every academic year, various committees are formed for effective curriculum planning and its delivery.

• The college administration designs and provides well-constructed weekly routine / time table for each year/ semester . The lesson plan   is prepared by the respective faculty members.

• Departmental meetings for syllabus distribution are held on each and every academic year/semester. Besides, each department periodically reviews the extent of completion of the syllabus and students' progression.

• The curriculum delivery is effectively done through lectures, by providing study materials in class rooms as well as Learning Management System (LMS). Classes are also taken through ICT-enabled teaching-learning method, including smart-board, power-point presentation, audio-visual support, video links, NPTEL lessons, e-pathsala etc.

• At present the institution offers 18 programmes in its CBCS curriculum, the latest addition is Chemistry (general) in 2018.

• For making the classes lively and for active participation of the students, quiz, debate, group discussion, paper presentation, tabloid publication, wall magazine and short documentary production are organized in the departments.

• Adequate instrumentation facility is given to the students for their practical classes through well-equiped laboratories.

• National and International seminars are organised by the college. One-day special lectures by the resource persons are arranged regularly for the benefit of the students.

- For the effective implementation of the curriculum educational tours, field- studies, virtual tours and projects are done regularly.

- The college has a rich and well equipped library with prescribed, recommended and reference books as suggested by the University,thereby satisfying the academic needs of the students.INFLIBNET facility is available for the students and teachers. Further the departments have seminar/ departmental library to issue text and reference books for the use of its faculty and students.

- Regular class-test, mid-term test, tutorials/practical examinations are conducted for the improvement of the students.

- Preparation of question bank is another significant addition in the fulfilment of the curriculum.

- Cumulative record cards of the students enable the respective mentor to track their regular academic progress.

  - Self appraisal diaries of the teachers help in effective curriculum delivery.

- In order to assess and monitor the effectiveness of the curriculum, the institution has a feedback system. Inputs are gathered from various stakeholders, which are reviewed carefully and acted upon.

During the present Covid 19 pandemic situation, the college has taken all possible measures to continue and impart the CBCS curriculum to the students. Online classes encompassing ICT enabled teaching learning methods, demonstration of various theoretical and practical using video links, MHRD sponsored NPTEL lessons, e-pathsala of UGC are elaborately introduced. Introduction of G-SUITE FOR EDUCATION is another striking venture in this context. Extra-curricular activities as well as students' supportive programmes are also performed online.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The college adheres to the academic calendar for conduction of continuous internal evaluation system. It serves as follows:-

- It plans the academic, co-curricular, extra-curricular and examination schedule.
- The academic calendar and IQAC calendar include information regarding the commencement of the university examinations, schedules of internal, tutorial, practical and theoritical examinations (CBCS), mid-term test, class-test, selection test etc.
- The faculty members prepare teaching plans by proper distribution of syllabus according to the

academic calendar.

- The college conducts internal examination (of 1st, 3rd, and 5th semester) in the month of November (CBCS) along with tutorials and practical examinations.Commencement of 1st semester(conducted by the University of Calcutta) is commenced generally in the month of December. The end semester examinations of even semester (2nd, 4th and 6th) are generally held in the month of May/June, while the internal examinations as well as tutorials / practical are arranged in the month of April.Thus, throughout the session, the academic performance of the students is evaluated to upgrade them.
- Assignments and their corrections are done regularly by the teachers of each department.
- After the evaluation (class test, unit-test,mid-termetc.), each faculty member of the respective department clears the doubts of the students with advice and if needed model answers are delivered to them. Along with the continuous internal evaluation, the departments conduct the students' seminars, group discussion,quiz, paper presentation etc. for enhancing the knowledge of the students.
- All the above mentioned programmes help the students to become self- dependent and intellectually competent. The academic programmes include professional ethics, gender,human values, and environmental values etc. which are relevant to the social context.
- Three years degree(Hons and General) course existed in the institution where under graduate syllabus and evaluation system are also distributed in PART I, PART II, PART III (1+1+ 1, 2009 regulations) Examinations.
- CBCS was introduced in the year 2018.
- In CBCS, the evaluation process is marked with :- a) Internal Assessment (where allotted marks is 20 , b)Tutorials/Practicals (where allotted marks is 35/30). c) End Semester examinations (where allotted marks is 65/50).
- The tentative time span for Tutorials and Practical Examinations are scheduled by the University of Calcutta which is followed by the Theoretical Exams.
- The mentors regularly monitor academic progress of the students.
- In addition to adherence of the academic calendar remedial classes are arranged for the slow learners.
- Advance learners are encouraged for their further academic development beyond the academic calendar.
- Parent teacher meeting and feedback analysis are the integral part of adherence to the academic calendar.
- Yearly prospectus is published by the institution.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following

academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 16

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 5

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 14.76

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
258	63	70	71	227

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Our College is committed to adopt best practices blended with educational value system to achieve goal of excellence in providing quality education to our students. The Institution follows the curriculum of University of Calcutta and attaches high priority to core areas of human endeavor. The socially relevant issues relating to environmental sustainability, professional ethics, human values, sensitivity to gender, community development, national integration etc. are integral part of the larger framework of syllabus through a series of programmes of various Departments like Botany, Economics, English, Geography, History, Political Science, Psychology, Philosophy, Sociology, Zoology etc. The syllabus of Environmental Studies redresses various topics of environment and its sustainability. In Departments like Botany, Geography and Zoology, field exposure is used as tool to deepen the understanding. In addition, project works are compulsory for all the students as part of the Environmental studies (compulsory subject in Part III and Semester II) curriculum. The curricular programmes are designed in such a way, so that

students can relate their learning with their surroundings.

Eco Club and NSS of the College has relentlessly pursued its' good work of spreading awareness among the students and the larger community about the threats to our environment and the need to promote sustainability of the environment. Our College arranges Voters' Awareness programmes to create awareness among students about the Election machinery. A Fire Safety Drill has also been arranged for all the students and staff members of the Institute. Conference/Seminars/ Academic programmes that address contemporary concerns such as gender issues, environment sustainability are organised to inculcate a good value system.

To summarise, South Calcutta Girls' College always strives to shape and fine-tune the values and qualities of Women- Our Valued Students. Thus, the institutional values are reflected in its' conscious and responsible activities towards environment and society.

VALUES	SUBJECT	COURSE
Environmental Sustainability	Botany	Plant geography, ecology and evolution, horticulture, post-technology, medicinal and ethnobotany, natural resour management.
	Economics	Understanding of sustainability for renewable resourc environmental changes, externalities and measurements to and improve the quality of environment
	Environmental studies	Ecology and ecosystems, Natural resources, Biodiversity conservation, Pollution, Environmental policies and prac
	Geography	Environmental geography, Disaster management, risk redu climate change vulnerability and adaptation.
	Psychology	Interplay between individuals and their surroundings (na social, built environment), applied psychology.
	Zoology	Ecology, population, community, ecosystem, applied eco
Gender sensitisation	English	Women's writing and Contemporary India: women a empowerment.
	Economics	Poverty and Inequality - gender inequality and impact on economy with reference to difference social and demogra issues.
	Philosophy	Gender equality and social equality among student comm
	Political Science	Women, power, politics and feminism - theory and poli
	Psychology	Roles of men and women in present society and to view Ge a continuum, justice and equality for both genders an understanding human psychology
Human values	History, Philosophy	Inequality and difference
	Political Science	Gender and environment, Human rights in a comparati perspective
	Education	Philosophy for development of humanity, Rights and dut

		Indian Constitution, Domestic harmony, Interrelation bet culture, religion and education, Educational reforms for in society, peace and value education	
Professional Ethics	Journalism and mass communication	Ethics in Journalism	
	Psychology	Ethics in psychological research	

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.2

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 49.44

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 441

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

    1.Feedback collected, analysed and action taken and feedback available on website
    2.Feedback collected, analysed and action has been taken
    3.Feedback collected and analysed
    4.Feedback collected
    5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 42.76

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
339	304	361	335	421

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

2020-21	2019-20	2018-19	2017-18	2016-17
868	868	868	803	746

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 22.11

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
89	75	84	67	82

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Student evaluation is a continuous process as part of the academic system of the college. The institution has a strong Mentor-Mentee system which was introduced in 2019. Mentor-Mentee interaction is a valuable initiative that helps the faculty to be in constant touch with the students. The main objective of this system is to provide individual guidance to the mentees. Mentors play a key role in upgrading the academic performance, level of alertness and interest generation in the subject.

At the entry level, class XII scores are taken as the initial indication of the learning abilities of the students. Once the students take admission, they are assigned to mentors who play a key role in their overall grooming in subsequent years till their graduation. After a few weeks into the course students are evaluated on the basis of written tests. On the basis of the observations, made by their mentors and performance in the tests, slow learners or advanced learners are identified.

Steps taken for slow learners

- Academic performance of these learners is gradually monitored through class tests, tutorials, and group discussions
- Special remedial classes tailored to the needs of the slow learners are also arranged by the various departments.
- Efforts are made to identify the cause of their problem and appropriate solutions are worked out.
- The mentors also target to stimulate the overall personality development of these students
- Slow learners are especially encouraged to take part in different departmental activities such as quiz programs, group discussions, debates etc.
- Teachers coordinate with parents of slow learners so that their needs can be catered to
- Mentors give a patient hearing to the slow learners even beyond scheduled classroom hours
- The mentors provide all sorts of assistance to slow learners including reading materials, reference and text books.

Steps taken for advanced learners

- Motivating advanced students towards setting high academic goals for themselves

- Providing guidance to them for career planning
- Conducting departmental seminars on advanced level topics

- Circulating advanced reading material including journal articles and high-level text books
- Encouraging them to make presentations and participate in various symposiums like inter-college

quiz, poster presentation,

- Boosting students for participation in national and international conferences, seminars and workshops
- Choosing class representatives from the students to boost leadership qualities
- Encouraging the learners to participate and interact with the resource persons in the seminars and webinars
- Imparting awareness about the various competitive exams and how to prepare for them. The library is well equipped with various periodicals that help students for preparing themselves for competitive exams and providing information for employments
- Increasing the level of awareness about the prospect of higher studies and research in India and abroad and the corresponding level of preparation required for the same
- Organising seminars and webinars in collaboration with other universities for career counselling for advanced students
- Conducting offline and online faculty exchange programme for advance learning
- Encouraging students to apply for internship in reputed institutions

The mentors continuously guide their respective mentees to resolve problems other than academic that create obstacles in carrying out their studies like financial ones. By arranging meeting with the students who are facing financial hurdles as well as contacting the parents if required, the mentors try to mitigate the issues for the smooth running of the entire learning process.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 23.47

File Description	Document
Any additional information	[View Document](#)

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

Response:

Student centric learning method is followed in all the courses. The method includes the following:

Experiential Learning Method:

Projects &Educational Excursions & Field works

- In house student projects are assigned as part of the curriculum of CBCS.
- Educational Excursions are organised by the Departments of Zoology, Botany, Physiology and Geography every year. Field works and projects are carried out by the students as part of it.
- Students of Political Science, Economics and Journalism took part in surveys at various places for the project on "The Crucial Nexus between Man and Nature: A Case Study of East Kolkata Wetland", under UGC Educational Innovation Scheme, XII th Plan, 2016-2017.

Educational Visits to local places:

Educational visits to significant local places are organized by the various departments to provide the students with hand on learning. Like:

- Visit to Bidhansabha by the students of Dept.of Political Science,
- Visit to the Indian Botanical Garden, and Agri-Horticultural Society of India by the students of Dept. of Botany,
- Visit to the house of Ram Mohan Roy and Tagore Research Centre by the students of Dept. of Bengali.
- Visit to the Indian Museum by the students of dept. of History
- Visit to places like Zoological Museum, Chintamani Kar Bird Sanctuary etc by the students of Dept. of Zoology.

Film and Documentary screening

- Film and documentary are screened by the Dept. of Journalism & Mass Communication, History, English and by the Cine and Photography Club to provide an insight to the study.

Internship

- Journalism & Mass Communication assists students to secure internship in various media houses in order to provide them opportunity to learn along with first-hand experience.

Participatory Learning Method:

Students' Seminars and Interactive Lecture Sessions by Eminent Scholars:

- Student seminars are organized by all the departments to make the curriculum more engaging and participatory.
- Students participate in inter and intra college quiz and debate, extempore sessions, and inter and intra departmental PPT and Poster Presentation Competitions
- Environmental, scientific and social awareness are imparted by celebrating commemorative

days by organising inter & intra college PPT and poster presentation competitions for the students.

- Students are sent to other institutions to attend seminars and workshops
- Special Lectures are arranged where students interact with eminent scholars

Documentary Making:

- Students of Journalism and Mass Communication make Documentary as part of the syllabus.

Creative Writings:

- Departmental Wall magazines are published by the students at regular intervals.
- 'Sensation'-a lab journal is published by the Dept. of Journalism and Mass Communication.
- Students are encouraged to write stories, poems, articles and to draw pictures for the College magazine 'Barnika' which was published online during the pandemic also.

Problem Solving Methodology:

- A strong student mentoring system is available in the institution to solve the academic and other problems of the mentees.
- Regular assignments are given and assessed
- Remedial classes are arranged for the slow learners.
- Advanced learners are provided with advanced references and are guided for higher studies.

E-Learning During Pandemic:

- Introduction of 'G-Suite for Education' for online learning.
- Online classes for students through Google Meet Platform.
- Study material upload to college Website, On Cloud, and Google Class room.
- Virtual tours to provide an in-depth analysis of some topics of the syllabus.
- Introduction of Online portal 'Blank Canvas' where students can express their creativity.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)	

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The college has made all possible efforts for effective teaching-learning through ICT enabled tools.

ICT tools used for teaching:

- 25 computers are used for effective teaching learning process

- The Wi-Fi access spread throughout the campus. The college subscribes for unlimited package of high speed broadband with data speeds upto500Mbps for 365 days. Both the teachers and students can use this benefit in their classrooms, laboratories and library. The hostel boarders can also have access to this facility.

  - The seminar hall is provided with fixed /portable LED and LCD
  - The College is equipped with two smart classrooms, one Audio Visual Room and a virtual classroom.
  - Printers and scanners are available for academic use.
  - Faculty members use various devices like Digital camera, short throw projector, LaserJet printers, Microphones, Pen Drives, CDs and DVDs.
  - The college library has membership to Information and Library Network (INFLIBNET). Both the teachers and faculty members through their individual log in ID in N-List can get access to 6000+ e-journals and 199500 e-books.
  - Students are encouraged to prepare presentations, assignments, projects by using M S Words and through power point.

Use of ICT enabled tools during Pandemic

- With the onset of the pandemic, classroom teaching has shifted to an **online** mode.
- The college has provided an On cloud LMS account to all teachers and students. Teachers have uploaded study materials audio and video lectures .

- 'G-suite for Education' is introduced to continue teaching, learning and evaluation process during the pandemic. All the faculty members get access to it through their individual institutional mail id.
- Each faculty member has created a Google classroom for the different courses of each semester where PPTs, images, notes, audio and videos related to teaching are uploaded. A variety of e-books on the curriculum are also shared with the students.
- Regular assignments are given in the Google Classrooms for continuous assessments. Some departments use Google forms for assignments.
- Virtual whiteboards and COREL draw are used by some faculties
- Video links, MHRD sponsored NPTEL lessons, e-Pathshala and e-Gyankosh of UGC are made available for students to continue self learning during the pandemic situation.
- Department of Economics has provided statistical software like STATA while assigning tutorials to their students.
- Grades on assignments are maintained in the classroom and shared by the teachers to the students.
- Regular webinars are held where resource persons from different fields deliver speeches and interact with students.
- Regular online student seminars, poster presentations and intra and inter college online competitions are arranged
- Virtual tours are organised by some departments like Bengali, History and Zoology.
- Teachers use social media platform like whatsapp to connect with the students individually and collectively for providing information, instruction and support to the students.
- The college has created a U-Tube channel during the pandemic period.

ICT enabled technology has upgraded classroom teaching from the traditional chalk and talk mode to new standards.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 24.78

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 36

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
Mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 87.69

File Description	Document
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 73.58

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	28	27	24	23

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 12.89

2.4.3.1 **Total experience of full-time teachers**

Response: 490

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The college and the University are continually thinking of the holistic development of the students through innovative ideas. The examination process is compliant with the University of Calcutta guidelines. Students and their parents are informed about examination process through induction program held at the beginning of the session. The transparent and robust mechanism of Internal Assessment in terms of frequency and mode are maintained in the following manner:

Internal Assessment under 1+1+1 system:

- According to the regulation of 2009, three-year undergraduate courses were divided into 1+1+1 system in which the students had to appear for examination once in a year.
- Unit Tests and mid-term examination were conducted internally by the college.
- Before the final examination, the test examination had been conducted by the college. The students are allowed to appear for the University examination on the basis of their marks obtained in the test examination and on the basis of their class attendance.
- Students are informed of their class attendance at regular intervals

Internal Assessment under CBCS:

- To ensure quality learning, under CBCS, three-year undergraduate programmes are divided into six semesters from 2018-19.
- In this system, the students have to appear for the examination twice in a year at the end of each semester.
- In the semester system, for tutorial-based paper, 100 marks are distributed in the following manner: 65 marks (End semester exam) +15 marks (Tutorial) +10 marks (Internal) +10 marks (Attendance).For practical-based paper, 100 marks are distributed in the following manner: 50 marks (End semester exam) +30 marks (Practical) +10 marks (Internal) +10 marks (Attendance).
- The tutorial examination is conducted via assignment/project/viva.
- Question paper setting and the evaluation of answer-scripts of the internal assessment are

conducted by the college faculty members.

- The students have to qualify both the end semester examination (theory & tutorial/practical) and the internal assessment (internal examination & attendance) separately.
- If a candidate secures pass marks in Practical Paper(s)/ Module(s)/ Project Work/ Tutorial but fails to secure pass marks in Theoretical paper(s)/ module, the marks of Practical Paper(s)/ Module(s)/ Project Work/ Tutorial along with Internal Assessment shall be retained. She has to appear only for that particular Theoretical paper(s)/ module.
- The academic performance of the students is also continuously evaluated through class-test,viva, assignments regularly.

Internal examinations of Undergraduate programmes are handled by an Examination Committee and an Examination Coordination Cell.

- **Examination Committee :**

It performs following functions to maintain transparency and robustness of examination procedure:

1. To prepare the schedule of Internal and Tutorial examination.
2. To prepare the list of room allocation of the students for University examination
3. To prepare the Duty list of the teaching and non-teaching staff for the University examination.

- **Examination-coordination cell:**

It performs following functions:

1. Monitoring of marks upload in the University portal
2. Co-ordinate with the office of the Controller of Examinations, University of Calcutta

INTERNAL ASSESSMENT DURING PANDEMIC

- Due to the pandemic, the examinations are held online.
- The faculty members of the college organized online workshops to equip the students with online examination system.
- The questions of the Internal and End Semester examination are sent to the respective E-mail ID of the students.
- These questions are also uploaded in the college website.
- The answer scripts are evaluated by the faculty members of the college.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The system of internal examination has been organised in such a way so that the students are benefitted and if any grievance related to the same exists, that can be resolved in a transparent, time bound and efficient fashion.

EXAMINATION ROUTINE

Transparent and Time bound:

The time-tables of all examinations are displayed well ahead on the official website of our college in order to give adequate preparation time for the students.

Efficient:

The time table has been structured in such a way so that clashes do not take place.

DISTRIBUTION OF ADMIT CARD

Transparent and Time-bound:

The university issues admit cards which are timely distributed by the college.

Efficient:

The university provides checklist to avoid omission of the name of any eligible student. If any discrepancy is found, the college immediately takes measures to resolve the issue.

DISTRIBUTION OF QUESTION PAPER

Time bound and efficient

In both 1+1+1 system and CBCS,maximum security has been taken for time bound submission.During pandemic,special measures were taken by the college such as- uploading university question paper in the college website, and mailing the question paper to the students 10 minutes before the commencement of examination.

Revaluation:

Under 1+1+1 System:

Time-bound

- In 1+1+1 system according to the 2009 regulation of the University, the Mid-term examination and Test examination are conducted by the college.

Transparent

- In the above mentioned system, for maintaining transparency, the students are allowed to check their evaluated scripts.

Efficient:

- If the students have any grievance regarding their marks of Mid-term examination and Test examination, they can appeal to the respective faculty members.
- The students can also express their grievances in the college "Grievance cell" and through students' feedback form. The feedback analysis is uploaded in the college website
- If the parents have any discontent, they can express in the Parent-Teacher Meeting and also through Parents' Feedback form.

Under CBCS:

Time-bound

Under CBCS, Internal Assessment is conducted in the semester in which a candidate becomes eligible to appear in the concerned End Semester Examination. Marks obtained in Internal Assessment (i.e., marks for attendance and marks of internal examination taken together) are to be retained for the entire duration of her enrolment.

Transparent

- According to the rule of the University of Calcutta, re-examination/ review is not permissible for Internal Assessment, Practical & Tutorial Examinations and Project Work.

Efficient:

- The marks of the Internal, Tutorial and Practical are uploaded in the University portal within the University specified deadline. If there is any discrepancy in the mark sheet, the Examination Coordination Cell takes up the matter into consideration and act accordingly
- The University provides the list of the eligible students (Checklist) for the End Semester Theory Examination. If there is any discrepancy in the candidate lists of the End Semester Theory Examination, Examination Coordination Cell of the college resolves the matter with the concerned department of the University, through the Principal.

Verification of marks:

Transparent:

All the faculty members are aware of the Marks uploading and marks verification process.

Time-bound:

The college has to follow the university schedule for uploading and verification of marks.

Efficient:

Under the guidance of the marks uploading committee,the whole process of marks upload and marks verification is done carefully.

SPECIAL MEASURE DURING PANDEMIC

During pandemic all the internal examination related grievances were mitigated in the same way.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

A course is best judged by its scope and outcomes. Students graduating with science degrees develop a scientific bent of mind. Arts graduates develop a proficiency not only in specific courses but also in communicative languages. In order **to ensure the positive outcome of various courses, the institution has taken the following measures:**

- All the departments maintain their own academic calendars for theoretical and practical classes. The faculties stick to the schedules mentioned in the calendars for completion of syllabus on time. Students are aware of these academic calendars at the beginning of each session.
- The college has an excellent work culture and it rarely faces difficulties in completing the curriculum and the internal evaluation within the planned time frame before the final examinations
- The internal evaluation test scripts are assessed within the given period and the performance is discussed with the students as a formative measure. In case of university examinations, the mark-slips are kept ready at the department level and are submitted to the university, online, when the process of upload starts
- Faculties attend syllabus revision workshops proposed by the university as scheduled. Such workshops of Boards of Studies provide details regarding the revision of syllabi or restructuring of the whole curriculum. It helps in making the courses more contemporary and research and job oriented
- Some of the faculties are members of BOS. They convey all information about the changes in syllabus from time to time and take part actively in BOS meetings organised by the University.
- The department that does not have any representation in BOS or Syllabus Revision Committee establishes a strong communication link with the BOS of the course so that any

clarification of doubts is easily possible.The departments discuss these PSOs and COs in their planning meetings well before the commencement of each semester. The possible ease or difficulties in the attainment of these outcomes is also considered.

The following are the mechanisms of communicating the course outcomes to the students.

- Course outcome of all the courses are communicated to the students of each department through uploading it in the institutional website during every academic session.
- Both the Course and programme outcomes are well articulated by the Principal of the college during the induction programme at the beginning of each semester
- During classroom teaching the opportunities pertain to each course in the field of higher education, professional sphere and in
  livelihood practices are intimated to the students regularly.
- The institution has an active placement cell which organises personality development related seminars and webinars as well as
  placement interviews. It focuses on the relevance of courses in the professional fields too.Course and program outcomes are an integral part of each academic curriculum.
- Various social awareness programmes are organised by the institution and students are encouraged to actively take part in them for imparting the social responsibility which is inseparably linked with outcomes of all the courses.

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

As one of the oldest girls' colleges of South Calcutta, our college has special position in Kolkata heritage. The Mission of the college is the all round development of students in order to make them aware of women empowerment. The aim is to make them realize their self-worth, their independent decision making capacity and coping capability with respect to the changing situation of the outside world.

Programme Outcome is the students' ability to pursue higher education after completing graduation or to make their successful presence in the field of placement.

Initiatives taken by the institution:

- keeping track of the outgoing students;
- Maintaining data and documents about how many students have opted higher studies.
- Recording information about the placements in the job market;

Course Outcome of the students is judged by the following indicators:

- Development of analytical power of the students which will build up the capacity to analyse various situations in life.
- Logical and critical attitude development in order to increase capability of asking questions and independent decision making.
- Evaluation of Field Study and Project work as it helps them to explore their own capacity and constructive power which will encourage them in research work in future after completing the graduation programme

The following methods help in evaluating the course outcomes of the programmes :

- Continuous assessment throughout the year by taking class tests, assignments giving, making arrangements of quiz and debate ,offering the opportunity of seminar presentation, power point presentation etc.
- Performance in Internal Assessment
- Project writing/field study as part of the curriculum
- Participation in co-curricular activities like inter and intra college events.
- Participation in extra-curricular activities like cultural events organised by cultural committee.
- Expression of the creativity and constructive thinking of the students by yearly publication of college magazine, "Barnika" .This is a very effective platform to express fundamental thoughts of the students.
- Performance in End Semester Examination.
- Overall behaviour and performance in various social activity.

The student progression is analysed by the institution through following measures:

- In the induction programme at the beginning of each academic session the academic performance of the college is presented by the Principal of the college;
- Discussion of results in TC meeting with all the faculty members
- In the Parent-teacher meeting, academic progress of each student is informed to her parent.
- Internal academic audit, conducted by the IQAC reflects the result analysis of year end/end semester examination.
- Analysis of Students' Feedback
- Analysis of grievances raised by the students
- Outstanding performance of the students are appreciated by felicitating them in the annual function 'Social'
- Existence of the functional placement cell which frequently organises seminar, webinar for helping

the students in personality development, CV preparation and facing interviews. It also makes arrangements for campus recruitment .

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 88.44

2.6.3.1 **Total number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
265	284	254	175	234

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

2020-21	2019-20	2018-19	2017-18	2016-17
267	284	295	217	307

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.36

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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: 1.99

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.99123

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 1.43

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

3.1.2.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	14	14	14

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 51

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
16	13	7	8	7

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 1.17

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	11	17	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2.2 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: 3.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	12	18	31	25

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The NSS Unit of South Calcutta Girls' College actively, responsibly and continuously strives to leave a positive impact on the community by adhering to its mottos of **"Community before Self"** and **"Not Me, but You"**. The NSS volunteers are trained to inculcate an empathetic and humane attitude towards the community in general and its under-privileged members in particular through various regular and special camps and extension activities. The range of activities conducted by the NSS volunteers touches the lives of the under-privileged. Our volunteers are involved in multi-faceted activities to sensitize and raise awareness among children, youth, women, elderly and infirm sections of the community. The various activities they embark on regularly to sensitize the students to social issues are as follows:

· **Environmental sustainability, cleanliness and hygiene:** The commitment of the NSS volunteers towards the community is complemented by their commitment to the environment, maintaining cleanliness and hygiene of the College campus and its vicinity. Their activities include **disinfection** of the College campus and spreading awareness among the residents of the Peyarabagan slum about the necessity of **maintaining cleanliness, hygiene and environmental sustainability.**The process of making decomposed fertilizers demonstrates the importance of re-using and **re-cycling** organic and plastic waste materials, and

a compost pit has been constructed in the College campus by using biodegradable materials from hostel and canteen kitchens.

· **Awareness Programme:** The sensitization of students to social issues are as follows:

i) Mental health awareness programme by NGO Iswar Sankalpa.

ii) Awareness programme on vector-borne disease.

· **Community welfare:** With the belief in "**Sharing is Caring**", our NSS volunteers distribute unused/new clothes, jewellery, and bindis for the women of 'Sarbari', a shelter unit for the mentally-challanged women, under the Government of West Bengal. The NSS volunteers also collect old and new clothes for donation to the under-privileged sections of society through the NGO, Goonj.

The fact that a healthy mind resides in a healthy body is emphasized by organizing medical camps by the NSS unit of the college for the residents of Peyarabagan slum, where renowned doctors (general physician, child specialist, eye specialist, dentist, gynaecologist and psychological counsellor) dedicate their time to serve the community

· **Relief assistance:** The NSS volunteers have responded sincerely during the Kerala floods by collecting and sending relief materials for the affected through NGO.

· **Vocational learning and fellow feeling:** The NSS volunteers, in association with "Pidilite Industries" encourage the youth and children of Peyarabagan slum to learn handicraft, which can help them in vocational learning. The spirit of fellow feeling and friendship is displayed as the NSS Unit of South Calcutta Girls' College organizes annual 'Sit and Draw' competitions for these children. The children actively participate in this annual event and display their art skills.

· **Pandemic Response:** As the world is reeling under the COVID-19 pandemic and its consequent crisis, the NSS volunteers have been actively involved in the **Empathy-building programme**, sponsored by the Mahatma Gandhi National Council of Rural Education, for the students and families of the COVID-affected.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 3

3.3.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 34

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	7	6	12

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 57.68

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
892	150	353	458	855

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 4

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	0	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of linkage related Document	[View Document](#)
Any additional information	[View Document](#)

3.4.2 Number of functional MoUs with national and international institutions, universities,

industries, corporate houses etc. during the last five years

Response: 3

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
e-Copies of the MoUs with institution./ industry/ corporate houses	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The college has a campus area of 3598.00 sq.m. with a six storied building having an elevator and toilet in each floor. Extension of the building has been started with the help of a grant from RUSA 2.0. There is a spacious hostel to accommodate 60 students. There is adequate physical infrastructure in the form of classrooms, laboratories, library and computer labs to cater to the academic needs of students pursuing both Honours and General courses of study across 18 subjects.

• There are 17 well ventilated classrooms, equipped with black or white boards, rostrums, microphone and requisite electrification. 8 new classrooms are added in 2020 after completion of the 6th bay of the College building with the financial grant from RUSA 2.0. There are two staff rooms and one students' common room with various indoor game items, in the college. The electrical load capacity has been increased from 53.0 KVA to 85.4 KVA from January 2019.

• 5 class rooms are provided with ICT facilities. They are used within the scope of a fixed timetable. The whole campus is Wi-Fi enabled and thus everybody can enjoy high speed internet facility. The College has one air-conditioned Auditorium renovated in 2021, Smart Room, and Audio-visual Room and 1 Virtual Room with ICT facilities. During the critical situation of COVID 19, classes were taken through Google Meet, study materials were uploaded through Google Classroom and LMS On Cloud portal. Individual G Suite ID has been provided to the teachers by the college for the purpose of teaching-learning, evaluation and other academic and administrative works.

• The college has 10 well-equipped laboratories: Botany (1), Chemistry (1), Geography (2), Journalism and Mass Communication (1), Psychology (1), Physiology (1), Zoology (2) and Biochemistry (1). Modern and sophisticated equipment are purchased for Laboratories as per the requirements of students utilizing funds from the college, UGC, Department of Higher Education, Govt. of West Bengal and RUSA2.0.

• There are several display boards to show notices, wall magazines, photographs and news on current affairs.

• Poster stands are made available to the participants during seminars and poster competitions.

• A pit for disposal of chemical waste has been constructed to minimise environmental pollution.

- To protect the college building, a lightning arrester has been installed and the electrical distribution system has been upgraded.

• The College has one centralised Computer laboratory used by the departments of Geography and Journalism and Mass Communication (15 computers with GIS software and editing software). History, Botany and Psychology departments have separate computers, one each, for their teaching purposes.

• The institute has a central library, named Peary Mohan Chatterjee library, having an air-conditioned reading room with 23,179 books, print journals, CDs/DVDs etc. Library has a large stack room, browsing centre with 3 computers, Integrated Library Management System, a rare book section and e-resources through INFLIBNET- N-List. In addition, most of the departments have a separate Seminar/Departmental library to provide subject related books and references.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The institution provides the following facilities:

Gymnasium:

• A well-equipped Gymnasium (7.2 M X 6.2 M) is situated in a separate block outside the main building. All members in the College have access to the gym and consult trained instructor. The important instruments available in the gymnasium are multi gym, allegro bicycle, jogger, twister etc.

• Even during the pandemic situation, the College has organized Yoga classes through Google Meet. Special training on breathing exercises and other immunity boosters are organized for students' benefit.

Games & Sports:

• The College being located in the heart of Kolkata lacks any playground but uses Ladies Park of KMC for Annual sports. Students participate in 100M and 200 M race, balance race, sack race and relay race in the sprint event. Shot put, discus and javelin are among the popular athletics. Students enjoy skipping, hula-hoop, memory game, passing the parcel etc. The College provides all sports equipment to the participants.The college however has an open space measuring 24.6 M X 23.4 M.

• There is one Badminton court (9.7 M X 5.3 M) in the college campus. Students can issue badminton rackets and shuttlecocks in their free period.

• Indoor games facility is made available to the girls' common room. Two carrom Boards, one Table-Tennis Board, punch bag, net for basketball and some board games are available for the students to enjoy the leisure.

Cultural Activities:

• The college has a very rich cultural platform. Every year the college organizes various types of

Cultural Activities solely performed by the students.

•   The college has sufficient infrastructure which maintains the cultural environment for students:

i)   An air-conditioned auditorium(18.9 M X 8.2 M) with adequate lighting and sound system.(Room No. 304)

ii)   Musical instruments like Harmonium, tabla, mandira etc.

•   The college keeps separate funds for organizing seminars, sports, cultural activities, inter-college fest (BAHAR) Saraswati puja, publication of magazines, ceremonials and activities organised by the students.

•   The Cultural Committee arranges the Annual function (College Social). The social starts with an annual prize distribution to encourage the students. There are endowment funds to sponsor prizes.

•   Every year the college organizes an Inter college fest, named Bahar, which encourages the students in cultural pursuits. In this programme several educational institutions of Kolkata participate in various events. The winners are awarded certificates and trophies.

•   Quiz & Debate Club arranges quizzes & debates for the students. The quiz master is provided with a projector and sound system to brighten up the event.

•   Cultural Club arranges cultural programmes like Birthday celebration of Rabindra Nath Tagore, Kazi Nazrul Islam, vocal song-dance, recitation competition etc. During the pandemic situation, the club has organised celebration of Satyajit Ray centenary through Google Meet.

•   Cine and photography club screens cinemas and organises critical appreciation of cinemas from various countries. The club also arranges photography competitions to encourage in-house students.

•   The college has a rich tradition of cultural activities in literary events and fine arts. There are several display boards to exhibit students' creations like wall magazine, paintings etc.

Literary Activities:

• The college publishes a print magazine named "Barnika". For the last two years it has been published as a web-magazine, which is available on the college website.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 20

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 5

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 43.84

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
60	25	79	11	7

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Name of the ILMS software : KOHA

Nature of Automation : Partial

Version : KOHA ver.18.11.02.000 (upgraded in 2019).

Year of Automation : 2012

PEARY MOHAN CHATTERJEE LIBRARY, the Central Library, is the seat of learning processes within the institution and also contains plenty of online knowledge resources. The library has a rich collection of 23,179 books, print journals, CDs/DVDs etc. The air-conditioned reading room of the library has seating arrangement for students with computers & internet facilities.

- Books are classified according to DDC 21st ed. & Cataloging is done according to AACR II(rev. ed). Both the Card Catalog & ONLINE OPAC are maintained for searching the books available in the library.
- There are separate 'Rare Book Section' and 'Career Guidance Cell' in the library.
- Publication of faculty members and publication by the college are preserved in the Information Repository Section.
- New Arrivals are displayed on the Notice Board.
- News regarding education is given through the 'Newspaper Clipping Services'.
- Book grant facilities are available for the needy students.
- Library is also involved in the Adult Literacy Programme by issuing books from the library.
- The Library is partially automated with KOHA   ILMS (ver. 18.11.02.000) .The software is integrated with RFID technology.
- Pest control is done annually for proper maintenance of the books & journals.
- Students can know about the various facilities of the Library through 'Library Orientation Programmes '
- **NATURE OF AUTOMATION**
- The journey of automation started in 2012 . The Library is partially automated with KOHA ILMS. Since 2019 the library has been providing services through the upgraded version of KOHA software(ver.18.11.02.000). It is integrated with RFID technology.
- Online Public Access Catalogue (OPAC) : The Library users can check the availability of books in the library via OPAC.
- By N-computing 3 interfaces are connected.
- The Library has 1 RFID staff station reader for book circulation.
- One Wall Top Mounted Theft Detector is used for security.
- RFID tagging of books is in progress.
- D-space software is also installed for developing the Digital Institutional Repository.
- The institution subsribed membership of INFLIBNET-NLIST which allows members to access more than 1,99,500+ e-books & 6000+ e-journals. In addition to the User ID provided to the substantive teaching staff earlier, separate ID was also given to the students and SACTs during the pandemic session.
- The Library has its own website www.scgclibrary.in through which the users may know about the Library Rules, Library Service, New arrivals, Syllabus etc.
- The website provides useful links to various online open resources such as Open Learning Resources, NDL, SWAYAM, NPTEL, eGyankosh etc. which is helpful for self learning.
- Students can browse the study materials under e-study materials.
- Through the 'Utility link' of the website the users can browse various newspapers, employment oriented newspapers, free books & journals and information about online courses etc.
- UGC NET related guide books, question papers & answer keys available under 'free-books and journals' help the students to prepare for career oriented competitive exams.

- Round –the –clock surveillance is made through CCTV.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.69

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.0301	5.27466	0.31	0.2918	0.55245

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.51

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 14

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT infrastructure of all the academic departments, library, and hostel as well as administrative sections of the college is continuously upgraded to meet the demands generated out of introduction of new curriculum, laboratories, office management software and different online portals.

Academic uses of ICT facilities:

•	A Virtual Class-room was set-up with aid from Higher Education Department, Government of West Bengal (2018).

•	Heavy duty UPS ensures uninterrupted power supply to the computer laboratory.

•	All the computers are protected with anti-virus software.

•	The IT infrastructure is maintained by Annual Maintenance Contract with a company.

•	A Smart-classroom, Virtual Room and Audio-visual room are maintained for effective teaching.

•	During lock-down, faculties have been provided with Institutional G-suite ID for Education to deliver lectures. Class link has been shared via Google Calendar to keep records. Seminars, webinars, inter-college and intra-college contests, cultural performances etc. have also been held using the G-suite ID.

•	Academic and administrative meetings were also held through G-suite ID and thus the institution gets advantage of recording whole proceedings.

- Teachers use On Cloud LMS and Google Classroom to upload study materials.

- Study materials are uploaded under e-library of library website.

- Upgraded versions of GIS and editing software are used as per requirement of the syllabus.

- New purchases:

1. One microscope with digital-camera attachment from RUSA 2.0 for Zoology department (2019).
2. One external hard-disk drive and voice recorder for Journalism and Mass Communication department (2017).
3. Three computers for exclusive use by IQAC & NIRF, Library and University-exam related work (2020).

The campus is totally Wi-Fi enabled. The IT facilities have been upgraded at regular intervals.

- The College subscribes for an unlimited package of high-speed broadband for 365 days. The data speed of Wi-Fi has been increased from 250 Mbps to 500 Mbps through installation of new 14 routers.

- This facility is available in girls' common room and hostel also.

Library Automation:

Library automation has been started with KOHA since 2012.Presently the Library uses KOHA ILMS (ver. 18.11.02.000)integrated with RFID technology.

- The users can check the availability of the books in the library via OPAC.

- The Library has 1 RFID staff station reader for book circulation.

- D-space software is installed for developing the digitized institutional repository.

- The Library has its own website www.scgclibrary.in. Links to various online open resources are provided to the users through this website.

- Both teachers and students are provided with individual user-ids for accessing N-List.

Office Automation:

Office automation has existed for the last decade. A customised software is used to handle students' data and university requirements.

- Tally has been introduced (2020).

- Switch over from COSA to HRMS (2017).

- Purchase from the grants of RUSA 2.0 is done through PFMS.

- Fully online admission-procedure from 2017.

- Students can make e-payment through SB COLLECT from 2017.

- All computers in the college office are protected by UPS.

College on Digital Platform:

The College has an active website for a decade, developed and maintained by a professional agency.

The College has added its own YouTube channel for sharing videos of various activities of the college.

The College has an organised IT based security system:

- Eight CCTV surveillance including Hostel.

- Library is protected with RFID Gate set-up utilizing grant from RUSA 2.0 (2019).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 35.68

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 56.2

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
14.53	41.55	56.80	46.83	22.51

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

It is a continuous and on-going policy of the Management to revamp college infrastructure and facilities to meet the needs of the contemporary educational system. These facilities are regularly maintained by Annual Maintenance Contract (AMC) and Purchase/Replacement/Repairing, whenever required.

The available infrastructure and support facilities are continuously maintained/upgraded/added based on the inputs from the feedback of the students and suggestions from different departments.

The requirement for facility upgradation and addition is discussed at different forums- Purchase Committee, IQAC, Project Monitoring Unit of RUSA 2.0 etc. The purchase is discretionary to the Principal for amounts below Rs. 10,000/- . Quotations are invited in the College Website for purchases up to the amount of Rs. 1,00,000/-.The expenditure to be incurred is estimated after scrutiny and the amount

offered by the lowest bidder is sanctioned by the Finance Committee. Thereafter it is forwarded to the Governing Body for final approval and payment.

PURCHASE POLICY AT A GLANCE:

Annual budget is prepared to meet the needs of the next academic year and presented before the Governing Body through Finance Committee for deliberations and final approval.

All the invoices are forwarded to the Accounts Department for the final settlement with Purchase order and 'Received and Verified' note. The centralised Purchase and Finance Committee are in charge of purchase/procurement/maintenance.

MAINTENANCE POLICY:

The College has Annual Maintenance Contracts for the following:

•   Computers

•   Library software

•   Photocopiers

•   Air conditioners

- Water Purifier & Water cooler

- Elevator

- Power Generator

- Fire Extinguisher

Electrical, plumbing, carpentry, pest control or any other related maintenance work of the campus is taken care of centrally.

MAINTENANCE OF PHYSICAL FACILITIES:

- The Building Committee, headed by the Principal of the College supervises the new construction, extension, renovation and maintenance of the building.

- Purchase Committee looks after the purchase needed for upgradation and renovation of both physical and academic infrastructure.

- Finance Committee finally approves the allocation of fund for each purchase and forwards the same to the Governing body for final approval.

- Facilities like classrooms, seminar halls, office etc. are cleaned daily by menial staff.

- Presently, regular sanitization is done through spray machine and Leg-pressing sanitizers. Thermal guns are used at the entry gate.

- Municipal wastes are disposed daily through KMC's collection system.

MAINTENANCE OF ACADEMIC FACILITIES:

- There is a structured time table for the maximum utilisation of the classrooms, laboratories, IT facilities, library and human resources of the institution.

- After resuming offline classes, following the COVID 19 Pandemic from 16.11.2021, classes were divided into sections to maintain physical distance. Orientation programmes have been organised and posters are displayed to aware staff and students about the COVID Protocols and safety measures.

- Computer Committee of the College looks after the purchase and maintenance of IT infrastructures. During COVID 19 pandemic, the required expansion and upgradation of internet facilities for taking online classes were done by the said Committee.

- Antivirus software is installed in all the computers.

- All the desk-top PCs are regularly cleaned by an external agency and maintained under AMC.

- IT facilities are availed by the teachers according to room allotment in the routine.

• Log books are maintained in the computer laboratory.

• Departmental laboratories maintain issue register for the use of instruments.

• Issue registers are maintained in the seminar libraries.

• The high-end instruments of the laboratories are maintained by the service engineers of the respective manufacturers on call. Laboratory maintenance expenses is allocated in Annual Budget. Breakage or damage if any, is reported by the respective department and repairing is done by technical experts.

• A chemical waste pit has been constructed to dispose chemical wastes from the laboratories.

• Library staff monitor the maintenance of books, journals, e-books, e-journals and updating of library website.

• Issue register of the students and staff, visitors' register, internet surfing register etc are maintained in the library.

• Purchase of book-shelves, racks and maintenance of stack, bookbinding and pest-control in the library is periodically done.

• There is a Website Committee for maintaining and updating College website. Professional agency designs, upgrades and maintains the College and Library websites.

• Asset Register Committee keeps records of the assets so that any damage or depreciation is immediately noticed.

• Magazine Committee takes responsibility to publish a print magazine, "BARNIKA", thereby encouraging creativity among students. Under the pandemic situation of COVID-19, e-version of "BARNIKA" was launched on the YouTube platform.

MAINTENANCE OF SUPPORT FACILITIES:

• Admission, Payment of college fees, University Registration, filling up University Examination Forms- all are done online.

• Hostel Superintendent with support from the Hostel Committee looks after the maintenance of the hostel.

• A well-equipped gymnasium with a qualified trainer, guides students to maintain physical fitness. Students can join gymnasium in their free period. Log books are maintained in the gymnasium. Even in this pandemic situation training sessions of yoga and breathing exercises were organised five days a week through Google Meet.

• The College has a structured counselling cell which guides students in collaboration with the Department of Psychology.

• An external agency maintains College Canteen. It is provided with adequate space and safe drinking water.

• Students can buy text books, copies and stationaries from the college cheap store where photocopies are also available at cheaper rate.

• All the students of the College are members of "Students' Health Home" for availing treatment free of cost. The college NSS unit provides the facility for health check-up of the students. Extension Committee provides the support for diabetes detection camp for the hostel students in collaboration with Rotary Club of Calcutta.

• Sanitary Napkin Vending Machine is regularly filled and incinerators are used to dispose of the used sanitary napkins.

• Sports Committee, Common room Committee and the Physical Activity Club collectively provide and maintain sports equipment, indoor and outdoor games items for the physical ftness of students and staff.

• Issue register for game items is maintained in the Common room.

• Cultural Committee, Cultural Activity Club, Cine and Photography Club and Debate and Quiz Club take responsibility of maintaining the cultural wing of the College.

• Biodegradable wastes from canteen and hostel kitchen are collected in a compost pit.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 18.82

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
273	169	165	156	107

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 12.35

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
511	12	1	5	24

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

22-11-2022 12:51:20

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 16.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	59	100	200	200

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.21

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	5	8	12

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 86.89

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 232

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 40

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	0	0	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	0	0	0

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 5

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

South Calcutta Girls' College Student Union has defined objectives and jurisdiction of work. The activities organized by the student union are supervised by a Student Union committee consisting of faculty members of the college.

Objectives of Student Representation:-

? To promote physical, mental, emotional, intellectual and spiritual upliftment of the student community

? To promote socio-cultural responsibility for the betterment of the students in particular and society in general

? To promote unity, fraternity and brotherhood among the students

? To ventilate genuine grievances of the students and their aspirations before the competent authority by means of democratic ways for redressal and fulfillment

? To promote healthy and disciplined educational atmosphere in and around the college

? To uphold prestige and dignity of the college

? To maintain health and hygiene

? To protect environment

Role of Student Union:-

? To officially represent all the students in the Institute.

? To represent the students in the Governing Body and IQAC and raise their problems in the meeting with constructive opinion on different issues related to students.

? To identify and help to solve problems encountered by students in the Institute.

? To communicate its opinion to the college administration on any subject that concerns students and on which the union wishes to be consulted.

? To inform students about any subject that concerns them.

? To ensure that the campus remains ragging free.

? To ensure plastic free, tobacco free campus.

? To ensure that the students do not face any sexual harassment.

? To organize educational and recreational activities for students like Social, Fresher's Welcome, Annual Sports, Bahar- Inter college Fest, Teachers Day, Saraswati Puja, World Yoga Day etc.

? To maintain good relations, out of mutual respect, with the college staff (the Principal, teaching and non-teaching personnel) and parents.

Apart from union activities students are engaged in different bodies, cells and associations at college and

departmental levels. They are also empowered to organize seminar, workshop, debate and quiz competitions, fresher's welcome, social, farewell etc under the guidance of teaching staff. Many departments engage their students as editors of the wall magazines and lab journals. The college always tries to motivate the students for social work by arranging social outreach programmes. The college organizes extension activities like flood relief, free health check up camp, blood donation camp etc. under the NSS where student union members participate actively and encourage other students to participate.

During pandemic ,the college organized Empathy Building Programme under leadership of two faculty members. The objectives of organizing this program were to orient the students about how to make self reliant decisions and become supportive to others, how to overcome and reduce stress, how to develop at least some helper skills and help the affected people to cope with COVID-19 situation .

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 9.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21	10	7	5	6

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in 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:

For almost nine decades, South Calcutta Girls' College stands tall at the heart of Calcutta. Our college not only focuses on the education of the students but also provides them a platform to express themselves through various art forms. The departments maintain a strong bonding with the pass-out students and try to involve them in various events organised by the alumni association. This is important for the students as it has become a medium of expression for them.

Background:
The name of the Alumni Association of South Calcutta Girls' College is "Prayas". It is a registered Association(Registration Number 61711 of 2016- 2017). The association actively tries to contact with the Ex Students and also organizes meetings and activities. Our college actively encourages students to get involved in cultural activities as cultural activities influence a new awakening in the society.

The present Principal has further strengthened this association financially with her innovative ideas.

The college has a long list of eminent personalities who are alumnae of this college. Many are involved in the creative field and others are in various prominent organisations all across India and abroad. Some are legislators of the country, some are teachers and professors. Some Popular singers like late Pratima Barua, late Maya Sen, Sheema Chaudhary are the alumnae of this college.

Ever since the formal establishment of the association, the ex-students gained a sense of encouragement and conducted *several activities* which are as follows:

- The association regularly holds social awareness programmes like tree plantation drives and initiatives to educate the society about the environment. The alumni organizes donation drives for the needy and drive to collect old clothes for them.
- The association organizes exhibitions and events, where many ex-students display clothes from their boutiques and sell them. They contribute a part of their proceeds for the development of the college.
- When the second wave of COVID 19 turned out to be an ocean of disaster on the invaluable lives of the Indians, Prayas, the alumni association of South Calcutta Girls' College, came forward to help in their own ways.
- During the cyclone AMPHAN, the alumni members arranged relief for the disaster victims.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Institution was established in 1932, as the third college for women in West Bengal.

Vision: To empower women with self-confidence, thirst for knowledge, free from prejudices and respect for right values is the vision of South Calcutta Girls' College.

Our college is dedicated to the all-round development of young women, helping them to face the challenges of the modern world. Besides, encouraging educational achievements our institution also lays emphasis on fostering self-confidence and inculcating the right values so that our students can develop as responsible citizens.

Our objectives:

- To provide quality Education.
- To encourage students for participation in co-curricular and extra-curricular activities for their overall development and to build up sense of social responsibility.
- To provide safe and secure environment for girls.
- To inculcate core values that will help them to be responsible citizen.

Nature of Governance

The institution has participatory and decentralised governance. The apex Governing Body delegates authority to the Principal and Secretary, who delegates academic duties to IQAC coordinator and financial duties to Bursar. Administrative and academic duties are delegated through convenors and heads of department. Representatives from teachers and non- teaching staff who constitute committees play a role in decision making.

Perspective Plan

- In the last five years the institution has executed action plan based on NAAC recommendation of 2016
- Development work (hostel), paths inside campus and ramp from MPLAD.

- Renovation, construction and upgradation work from RUSA 2.0 grant.

Participation of Teachers in Decision making bodies

Teachers take part in the decision-making process as follows:

- Governing Body consists of four teacher representatives.

- Teachers' council gives suggestions in academic matters.
- Teachers contribute as members and Convenors of the various committees of the college.
- Teachers as heads of department bear administrative and academic responsibility.

The Governing Body determines policies and delegates authority to the Principal and Secretary, who implements these. The institution is led by decentralised and participatory practices, where the head of the institution fully engages everyone and creates an environment of commitment and participation with accountability.

Some of the practices that exemplify decentralization are-

- Academic and financial duties are monitored by IQAC coordinator and Bursar, respectively.
- Principal delegates work to the Admission Committee constituted by core committee members (teaching and non-teaching) and heads of the department. The Heads in discussion with other teachers provide the core committee with eligibility criteria, merit point calculation, verify merit lists and documents. Office is involved in documentation, refund of fees against cancellation and registration after admission.
- The Academic sub-committee is constituted by the Principal, heads of the department and librarian.
- Departments have rotational headship where decisions regarding academic calendar, class routine, examination, departmental activities are taken in departmental meetings.
- Examination committee works by involving (teaching and non-teaching) in examination related invigilation, distribution of admit card and question papers received from University of Calcutta etc.
- Separate Nodal Officers bear responsibilities for different Portals like NIRF, AISHE etc.,

Everyone is involved in their capacity as a stakeholder in the functioning of the college.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The college practices decentralisation and participative management in several areas of administration. IQAC of the college ensures participative management. The college adopts a multi- stakeholders approach with the participation of Head of the Institution, Governing Body Representatives, IQAC members, Student representatives, Alumni and External expert in policy making and execution of the same.

Various committees are formed for maintaining the regular activities of the college both academic and

administrative. Each committee is headed by convenors who monitor the execution of the duties through the respective members.

The committees follow the practice of decentralised and participative management by following defined rules and regulations-

Admission process:

Head of the Department provides eligibility criteria, merit point calculation formula? Convenor of the Admission Committee finalises the eligibility criteria of all the departments ?Principal approves it? Admission process is executed by the committee members through the online portal for admission.

Purchase process:

Head of the Department/ Teacher Council Secretary/ Office staff gives requisition to the Principal through Purchase Committee ? Finance Committee recommends it to the Governing Body? Governing Body considers it for approval ? Purchase Committee floats tender in the college website/ e-Tender ? quotations are compared by the Purchase Committee ? order is placed to L1 bidder ? the item is received and then entered in the stock register ? payment is made to the supplier after approval of the Governing Body.

Some of the responsibilities decentralised through office include financial accounting of the college, admission related work, registration in the University portal, student enrolment, fees collection, student scholarship, coordination with University for examination, distribution of admit cards, mark sheets, graduation certificate, issuance of transcripts for higher studies, issuance of transfer and migration certificates, provide travel concession to students, preservation of student data and all the correspondences of the college.

One of the best practices of decentralization is visible in the manner in which the institution has planned and is executing tasks related to the upcoming NAAC assessment and accreditation.

Seven Criteria-wise committees of NAAC were constituted in the Teachers' Council.

Each committee is headed by a convenor/mentor (respective IQAC member) who guides and delivers the work related to their criterion.

The works related to NAAC pertains to all aspects of functioning of the college, so the seven committees periodically collect data and documents from the departments, office, students, sub-committees etc. to collate information.

Students have actively contributed and continued to do so by participating in various college and inter-college events (poster presentations, slogan competition, inter-college and intra-college discussions on gender, environment etc.) organized by IQAC. Regular meetings of each criterion are being held in the presence of Principal and IQAC coordinator to monitor the progress of the work.

Even as the pandemic has restricted physical meetings and gatherings; events, meetings and all other activities have been continuing online. This has ensured that the collective team spirit and democratic

value of the institution is upheld and everyone contributes their best to the process of evaluation, accreditation and upgradation of their institution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution has focussed on enhancing and implementing strategies pertaining to various aspects of the institution-

- Infrastructure development initiatives
- Initiatives for automation in administration and accounts
- Initiatives for upgradation of library
- Initiatives for online admission
- Initiatives for improvement in teaching learning process and all-round development of students
- Capacity building initiatives
- Green initiatives
- Initiatives during pandemic

One activity successfully implemented based on the perspective plan is the facilitation of **teaching-learning process:**

- **Teaching Methods**- Particiapative and interactive teaching methods are followed. Classes are interactive, regular evaluation, group discussions, seminar, webinar etc., are organised. Wall magazines are prepared by students regularly.
- **Applied Learning**- field excursions application-based learning, laboratory for hands on training , documentary filmmaking (Journalism), study tours including virtual tours facilitate applied learning.
- **Curriculum development**: CBCS was introduced by University of Calcutta and module-based lesson plans, continuous assessment for each course have been developed for systematic teaching and timely completion of syllabus through academic calendar of each department.

- **Physical Infrastructure**: Adequate no. of classrooms and laboratories, a well equipped library are available. The college has also a gymnasium and a canteen. Facilities to support the differently abled students are also provided.

- **ICT infrastructure**: Smart classroom, audio-visual classroom, smart board, overhead projector, computer laboratory, WI-FI enabled classrooms, access to e-books, e-journals, study materials on

Learning Management System etc., are available.

- **Skill based learning: C**omputer training course, beautician and tailoring course, workshop on art and craft.,

- **Mentoring:** Slow and advanced learners are identified, remedial classes for slow learners and special guidance for advanced learners are provided.
- **e-teaching and learning:** The institution introduced G-suite for education for e-teaching and learning. Students were assigned quizzes, classwork, assignments on Google classroom. Study material was shared through Google classrooms and OnCloud portal etc., Field studies were substituted by virtual educational tours during pandemic.

Furthermore, the following practices are also encouraged for all round development of students.

- **Co-curricular activities** -Students' participation in inter and intra college platforms are facilitated as students need to be connected with the larger student community. Activities such as quiz, poster competitions, power point presentations, contributions to college magazine, journals etc. are encouraged.

- **Building Empathy-** To perpetuate a culture of empathy within the institution students are made aware about the value of connectedness with the larger community and their role in making meaningful impacts through programmes like adult literacy, "each one reach one" during COVID-19 etc.

- **Physical Well-Being –**Yoga sessions, annual sports and other physical activities organised by physical activity club, focus on the physical well- being of students. Gymnasium facility within the campus ensures that students can keep fit and active. Even during the pandemic, innovative online initiatives such as virtual yoga sessions etc. ensured the same.
- **Mental well-being-** Counselling facilities are available for students within the campus. It was continued in online mode to ensure mental well-being of students which helps them cope with stress related to examinations, pandemic.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Governing Body

- The Governing Body is the apex decision-making body of the college which plays a proactive role in decision making regarding all policy matters of the institution.
- Responsibility to implement all decisions taken by the Governing Body in their meetings are executed by the Principal through decentralisation of duties.

Administrative Setup

- The Principal implements all decisions taken by the Governing Body regarding academic, administrative and financial matters by delegating these to designated members.
- All financial matters are first placed under the purview of the Bursar, who reviews these. It is then sent to the Finance committee and finally placed for approval of the Governing Body.
- All academic matters are overseen by the IQAC coordinator who plays a vital role in maintaining and monitoring quality.
- Different sub-committees such as Admission, Prospectus, Examination, Routine, Debate and Seminar, Website committee, Hostel Committee etc., work towards ensuring smooth functioning of various academic matters.
- Teachers' Council makes suggestions regarding various matters related to academics.
- Departments work under the guidance of Head of the Department who work as a team along with other faculty members to ensure smooth functioning of all departmental activities.
- Library plays a vital role of academic learning among the students and teachers.
- College office works under the supervision of the Head Clerk who works with his team of Accountant, Cashier, Clerk, Bearer and Guard to successfully conduct all official works.

Furthermore, some important committees which play a vital role in conducting the affairs of college include Provident Fund, Building, Purchase, Academic, SC/ST/Minority Committee etc.,

The Institutional values of inclusiveness and democracy are upheld by Anti-ragging cell, Sexual harassment redressal cell (ICC) and Grievance redressal cell etc.,

Appointment and service rules procedures-

Service rules, procedures and appointments are guided by Education Bill April,2017 (1.04.2017). Service rules and procedures are guided by the Calcutta University, first statute (latest edition) and the rules of the state government as amended from time to time in this regard. The Career Advancement Scheme of the teachers is guided by the following GO No.1373-Edn(CS)/5P-52/98 dated 07.12.2017 and MPhil PhD increment is guided by Memo No.986-ED/2016 dated 24.11.2016.

West Bengal Government has restructured the service condition and benefits for Government Approved Part Time Teachers(PTTs), Government Approved Contractual Whole Time Teachers(CWTTs) and Guest Teachers as State -Aided College Teacher(SACT) as per Memo No.2081-Edn(CS)/10M-83/2019 dated 23.12.2019 w.e.f. 01.01.2020.

The appointment of non-teaching staff is guided by GO No. 940-Edn(CS)/4E-25/2010(Part),dated 25.08.2017.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institution has implemented several measures for welfare of the teaching and non -teaching staff. These include measures which cater to their various needs. Some of the effective welfare measures for teaching and non-teaching staff of the college are as follows:

Leave benefits (As per the University rules)

Teaching Staff

- Casual Leave
- Earned Leave
- On duty
- Study Leave
- Special Study Leave
- Maternity Leave
- Quarantine Leave

- Medical Leave
- Half Pay Leave
- Commuted Leave
- Extraordinary Leave
- Compensatory Leave
- Child Care Leave
- Leave not due
- Special Disability Leave
- Paternity Leave

State Aided College Teachers

- Casual Leave
- Medical Leave
- Maternity Leave
- Study Leave

Non-Teaching Staff

- Casual Leave
- Earned Leave
- Half Pay Leave
- Commuted Leave
- Leave not Due
- Extraordinary Leave
- Special Disability Leave
- Quarantine Leave
- Maternity Leave
- Paternity Leave
- Child Care Leave
- Hospital Leave
- Medical Leave

Retirement benefits (As per University rules)

Teaching Staff

- Pension

- Gratuity
- GPF
- Encashment of Earned leave
- Commutation

Non- Teaching Staff

- Pension

- Gratuity
- GPF
- Encashment of Earned leave
- Commutation

Financial Support Facilities

- Advance Salary from college fund before fixation of salary for teaching and non-teaching staff.
- Prompt facilitation of Provident Fund loans for teaching and non-teaching staff.
- Festival advance for non-teaching staff from college fund.
- Membership of Group Insurance for teaching and non-teaching staff.
- Puja Ex Gratia for college appointed casual staff.
- The college appointed staff were given their full salary during the pandemic.

Medical Facilities

- West Bengal Health Scheme facilities for substantive teaching staff (as per Govt. of West Bengal) and *Swasthya Sathi* facilities for SACT.
- *Swasthya Sathi* facilities for Non-Teaching Staff (as per Govt. of West Bengal)
- Vaccination drive for COVID 19 for teaching and non-teaching staff (as per Govt. of West Bengal).

Facilities for upgradation of staff

- Training for API (CAS) for newly joined teachers.
- Faculty development for Ph.D. with full pay on duty.
- Administrative training programmes for non-teaching staff.
- Facilitate research culture.

Other Support Facilities

- Banking facilities within the campus.
- Parking facilities within the campus and waiting room for drivers.
- Gymnasium facilities.
- Tea/Coffee vending machine in teachers staff room.
- Accommodation with food and lodging for college guard.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 1.17

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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 4.6

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	9	2	2

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 14.13

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	4	4	1

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The performance appraisal system ensures that the institution works in a systematic way to deliver quality education and services in a disciplined way. It operates as a positive reinforcement for efficiency. The appraisal system operates as follows:

Appraisal for Teaching Staff

- The performance appraisal of the teaching staff is governed by **GO No.1373-Edn(CS)/5P-52/98 dated 07.12.2017**. As per this order the performance of substantive teachers is monitored under Career Advancement Scheme.
- Teachers are required to submit a **self -appraisal form annually** to the IQAC.
- In addition to this, teachers maintain **self-appraisal diary** from July to June for every academic year which state the individual information, research experience and training, research projects carried out, seminars, conferences, symposia, workshops attended date, participation in corporate activities, innovations and contributions in teaching, number of assignments related to Calcutta University examinations, number of allotted classes each day (in hours), number of classes taken each day (Theory and Practical in hours), number of classes not held (in hours), reasons for not holding classes, record of additional work done, if any, remarks, column for signature of the Head of the Department and monthly account of leaves taken. The monthly records are then verified and signed by the Principal.

- The **self -appraisal diary** has also been maintained in the online mode during COVID-19 pandemic and is submitted on a monthly basis to the Principal.
- This diary is taken into account for promotion of teachers under the Career Advancement Scheme.
- The basis of the appraisal system has been changed from number of duties to hours of duties performed from 7.12.2017.
- Leave taken and academic audit of the individual are considered for promotion.
- Students are the major stakeholders in teaching- learning process, they provide feedback for all faculties (department wise) on the basis of communication skills (in terms of articulation and comprehensibility), interest generated by the teacher, ability to integrate course material with other issues to provide a broader perspective, ability to integrate across the courses, draw upon other courses, accessibility in class and outside, ability to design assignments to test understanding of the course, ability to take online classes, provision of sufficient timely feedback, extent of completion of syllabus by the teacher, commitment of the teacher and overall rating are collected and analysed by IQAC. The feedback obtained is shared with the teachers in the interest of the well-being of the students. The Departments draft a plan of action to incorporate these suggestions and after implementing these submit an action taken report to the IQAC.

Appraisal for Non-Teaching Staff

- Non-teaching staff have an appraisal system wherein they receive benefits after 10 and 20 years of service under **MCAS as per Memo No.245-Edn (CS)8P- 1/89 dated 17.03.1994.** In addition to this the performance of the non-teaching staff is appraised by the students through feedback.
- **The promotion to Skilled** laboratory Attendant after 7 years of experience as lab attendant as per **Memo No.924-Edn(CS)4C-54/79 dated 26.05.1981.**
- The appraisal system for the ministerial staff is based on punctuality, execution of duties, proactiveness and general demeanour.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit-

The internal audit of the institution is done regularly in the college. The auditor is appointed by the Governing Body. The assignment of Internal Audit is borne by R. Sarkar Associates. The college accounts is verified by the farm weekly. Thus, this routine visit helps to update the audit status of the institution. Internal audit is updated till the financial year 2020-2021.

External Audit-

External audit of the institution is done by an auditor who is appointed by the Government of West Bengal. The external audit for the year 2016-2017 was done by Rajendra Hirawat & Associates. From 2017 onwards Jain Gopal and Company was appointed by the Higher Education Department, through the Government of West Bengal. The external audit has been completed till 2019-2020. No auditor's name has yet been suggested by the Government of West Bengal for the financial year 2020-2021.

All internal and external audits of the institution for all financial years have been conducted smoothly and without any objection.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution mobilizes funds and has devised strategies and best practices for utilisation of its financial, infrastructural and human resources.

Following are the various strategies employed by the college for fund mobilisation-

- Submission of proposals to authorities such as UGC, State government, West Bengal Higher Education Department (WBHED), RUSA and MPLad for grants.
- Submission of proposals for Govt. grant ,UGC XII Plan etc.,
- Fees from students.
- Submission of proposals for sponsorships to organise seminars from bodies such as ICPR etc.,
- Rental income from a portion of the college premise rented out to HDFC bank.
- Donations (if any)
- Sundry income generated through sale of scrap.

The college prepares the budget for every financial year which is recommended by the Finance Committee and approved by the Governing Body for improvement of teaching-learning related expenditures, infrastructural development, ... etc.,

The college distributes endowment prizes to academically bright students and full free and half freeship for the financially challenged students.

The daily expenditures of the college are met out of the petty cash provisions.

Optimal utilisation of resources-

a. Financial resources-

- Salary for the substantive teaching and non-teaching staff is received from Govt. of West Bengal and is distributed through DDO.
- Funds are used for infrastructural development (building), upgradation and renovation of laboratories, library, hostel building etc.
- Annual Maintenance Contract for upkeep of all infrastructure.
- Office automation.
- Ex Gratia for college appointed staff.

b. Infrastructural resources-

(i)Physical resources-

- Classroom, smart classroom, WI-FI enabled classrooms, Audio-Visual classroom, Smart Board, Overhead Projector, Hand Projector, Laboratories, Computer Laboratory, Library (RFID theft detector), Hostel, Canteen, Gymnasium, Common Room, Seminar Hall, Elevator, Generator facilities, Solar Panel Installation, Leg Pressing sanitisers etc., are available within the college premise and are maintained to provide the required services to students and staff.

(ii) E- resources-

- WIFI on campus, Portal for Online Admission and payment of Admission fees, Updated and Dynamic College Website, access to open resources, e-books, e-journals, study materials etc., are available. Online resource has been optimally utilised during the pandemic year as college has provided G-Suite for Education through Google classrooms, Google assignments etc., E-resources have also been optimally utilised for automation of college office through use of Tally Software for accounting. All teaching and non-teaching staff have been provided training for optimally using the e-resources.

c.Human resources-

The college optimally uses its human resource which consists of dedicated and experienced teaching and non-teaching staff.

- Teaching workload is distributed as per UGC norms for maximum productivity.
- Teachers are involved in various committees and administrative works.
- Non-teaching staff are involved in various committees and administrative work.

File Description	Document
Upload any additional information	[View Document](#)
Paste 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

Response:

IQAC of the institution has a well-structured strategy for all round academic development of the students. This strategy is implemented through systematic planning and execution of initiatives which range from academic initiatives to well- being to socio-cultural awareness and skill enhancement. Quality of the institution is contingent on its students and the creation of a conducive environment where students can learn beyond their curriculum, feel motivated to initiate discussions in an inviting and open atmosphere.

Seminars, Webinars, Conferences and Invited Lectures:

- A specific strategy has been adopted to conduct various seminars, invited lectures, webinars (during COVID-19) throughout the academic sessions.

- Various departments of the college have organised these activities related to their curriculum. Students of the departments actively involve themselves in organising these.
- Resource persons from different institutions are invited to deliver lectures to broaden the understanding of students on a given topic.
- Departments regularly conduct seminars/ webinars on contemporary issues of relevance. These are

attended by students and teachers from other departments.

- International seminar on "Element of the Periodic Table in the Chemical Avenues of Biological World- Celebration of International Year of Periodic Table" was organised in December,2019.
- Two day International Conference on 'Environment Development and Livelihood', was organised in February,2019.
- One day International Seminar on "Literacy Trends of Two Bengals: From 1970-2019" was organised in September,2019.
- Such activities encourage robust discussions and encourage students to think, engage and write on these issues.

Mentor- Mentee System:

- The Mentor- Mentee System has been introduced by the institution in the academic session 2019-2020.
- It works systematically as a strategy for quality assurance. The system works to provide a holistic support system for students.

- Each department allocates mentees to mentors based on teacher student ratio. Details about academic performance, economic background, health, social status, extra- curricular activities and discipline apart from general information are maintained.

- The system starts by identifying advanced and slow learners, this is done by different departments on various parameters including examination results, performance in class tests, oral presentations and so on.
- The system is not just limited to academic support and the mentee may request support from mentors about any other assistance that they may require.
- Mentors continuously monitor the progress of their mentees through various mechanisms such as personal discussions, class tests, tutorials and presentations.
- Mentor- mentee system works to instil confidence in students and works to maintain a healthy relationship between teachers and students. In doing so it ensures quality in an institutionalised way.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

IQAC of the college is dynamic and regularly reviews its teaching processes, structures and methodologies of operations and learning outcomes at periodic intervals. During the period leading up to the third cycle of assessment it has systematically planned and executed the recommendations of NAAC Peer team in 2016.

Implementation:

- Introduced basic science courses- Chemistry (Gen) was introduced in 2018.
- CBCS was introduced in 2018 as per directives of University of Calcutta.
- Upgradation of library with KOHA ILMS, e-learning resources, RFID, D Space etc.,
- Conduct regular Workshops, Seminar and Conferences at state, national and international level.
- Computers, ICT infrastructure and Internet connectivity have been maintained and upgraded. Wi-fi connectivity has also been increased.
- Computer skills & ICT enabled teaching and learning have been developed. Virtual classrooms have been set up.
- Science Laboratories of Botany, Chemistry, Geography, Journalism and Mass Communication, Physiology, Psychology and Zoology have been maintained and periodically upgraded.
- Mentor- Mentee system has been introduced in 2019 and has been running successfully.
- FDPs are organised for upskilling faculty and they are also encouraged to attend Orientation programme, Refresher course, short term course etc.,
- IQAC reviews and verifies all documents pertaining to Career Advancement Scheme of teachers.
- IQAC conducts internal academic audits.
- During the pandemic G-Suite for Education was introduced for conducting online classes.

The institution has worked to maintain its quality by reviewing its teaching learning process, structures & methodologies of operations and learning outcomes to record incremental improvements through various mechanisms set up by IQAC. Two such practices are as follows-

Internal Academic Audit

- IQAC conducts and monitors Internal Academic Audit for every department. Academic Audit has been conducted for the Academic years 2017-2018, 2019-2020 and 2020-2021.
- The audit reviews the student's profile, details of performance in University examinations for both Honours and General students, pass percentage, teacher- student ratio, demand ratio and co-curricular and extra-curricular activities of the students. ·
- Besides this, it also reviews publications, seminar attended and research experience of all faculties of the department.
- Audit was also done during the pandemic year maintaining COVID protocol.
- It is done regularly to assess the strength and weakness of the department and to prepare the academic plan accordingly.
- It ensures monitoring of quality and effectiveness of teaching learning process.

Student Feedback on Faculty, Teaching Learning process and Evaluation

- An instance of review of the teaching learning process is visible in the robust feedback of students who periodically review and give suggestions about the teaching -learning processes of the department, the syllabus taught as a part of the programme, student assessment mechanisms and reading materials.
- These feedbacks are thoroughly analysed by IQAC.

- Each department is provided with these feedbacks and are required to initiate a discussion on their strengths and weaknesses.
- Departments draft an action -taken report based on these feedbacks and report it back to the IQAC.
- This provides a roadmap for improvement of the teaching -learning processes.
- Feedback has been conducted online even during the pandemic.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Several programmes were organised during 2016- 2021 by the Departments, in the offline and online modes, on gender related themes to generate awareness about gender issues. International Women's Day was celebrated every year to recognize women's achievements and the need for challenging biases and prejudices against women.

The following events were organised:

- Power point presentation by the students of Education on 'Domestic Violence" on 22.12.2021.
- Online inter-college poster competition by NAAC Criterion 3 Committee, IQAC and NSS unit of South Calcutta Girls' College on 25.6.2021. The theme was 'Challenges of Gender Discrimination.'
- Online Poster competition organised by Department of Economics on 13.5.2021. The topic was "Gender Equity and Sensitization".
- Online student seminar by Department of Bengali on 21.9.2020. Theme: "*Bangla Sahitye Nari*".
- Paper and Poster presentation competition by Department of History on 13.3.2020 to commemorate Women's Day.
- Group discussion and Poster presentation competition on 11.3.2020 by Department of Bengali to observe Women's Day. Topic: "*Nari.*"
- Inter-college poster presentation competition by Department of Chemistry on 28.2.2020 on National Science Day. Theme: "Women in Science."
- Seminar by Department of Economics on 24.9.2019 on "Glass Ceiling in Women Opportunities: An Overview."
- Seminar and students' poster presentations by Department of Philosophy on 26.3.2019. Theme: "The Feminist Project Against Power Politics: Various Dimensions."
- Student's seminar by Department of Philosophy on 12.3.2019. Theme: "Violence Against Women".
- Women's Day was celebrated by Power point presentation by students by Department of Bengali on 8.3.2019.
- Women's Day was celebrated by students' paper presentation and quiz by Department of History on 8.3.2019.
- Seminar by Department of Sanskrit on 3.10.2016 on the topic: '*Ajke Dariye Narike Dekha*'.

Skill development programmes were conducted to enable students to learn a new skill and discover their natural talents. These programmes also help to improve their employability and they imbibe a sense of respect for dignity of labour.

The following courses/workshops were conducted:

- A workshop on *bandhni* (a tie and dye method on cloth) was organised online in collaboration with

Pidilite Industries on 28.9.2020.

- A programme for giving training in Self-defence was started on 4.3.2020 under the 'Earn and Learn Scheme'. The instructor, Ms. Priyanka Das, student of History Hons, is a 1st Dan Black Belt holder. However, only two classes could be held in 2020 before the lockdown.
- Self-financed Beautician Course was conducted in 2 batches in 2016-17 and 2019-20. Certificates were awarded.
- Six- day Jewellery making workshop was conducted by Extension Committee from 19.9.2016-24.9.2016. The workshop was free of charge.

Specific Facilities for Women:

Safety and security on the campus are our utmost priority. The following measures were taken:

- Installation of CCTV cameras
- Strengthening of boundary wall and gates

- Concertina wires on boundary walls
- Presence of guards round the clock
- Lightning arresters
- Fire extinguishers
- Photo identity cards for students
- Internal Complaints Cell
- Grievance Redressal Cell

Other facilities available:

- Psychological Counselling Cell
- Girls' Common Room with indoor games
- Hostel
- Cheap Store
- Gymnasium
- Sanitary napkin vending machine and incinerator
- Yoga classes
- Canteen
- Banking facility

File Description	Document
Annual gender sensitization action plan	[View Document](#)
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

    1. **Solar energy**
    2. **Biogas plant**
    3. **Wheeling to the Grid**
    4. **Sensor-based energy conservation**
    5. **Use of LED bulbs/ power efficient equipment**

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

§ **Solid waste management:**(i) Waste bins are placed on every floor in the laboratories, staffrooms, office, washrooms, and the library. Students are encouraged to use these bins for disposal of waste items. Solid waste of the College building is collected in these waste bins and disposed of through municipality vans. Bins have been placed on every floor in the hostel and bio-degradable and non-degradable waste is segregated in separate bins. This waste is disposed of in the municipality vans. Hostel kitchen waste is deposited in a specially constructed pit. This is being done to generate compost.

(ii)Sanitary napkin incinerators have been installedin the College washroom and hostel washrooms for the students.

(iii) Old newspapers are sold to the local vendors by the College office.

(iv) Separate covered bins have been placed for waste masks.

(v) Obsolete Books and journals are that are no longer used stored in allottedshelves and lofts. Old books purchased from UGC grant are stored in a separate space.

(vi) Old answer scripts of class assignments, college test examinations and mid-term examinations are preserved by the respective departments and sold off to local vendors through college office after 2 years.

(vii) College has allotted two rooms for the storage of University examination answer scripts until they are removed from the premises by the University personnel.

· **Liquid waste** from the laboratories, such as chemicals, is disposed in a special pit. There are separate pipelines for drainage of toilet and laboratory waste liquids.

§ **Biomedical management:** There are separate bins for disposal of biomedical waste in the Department of Physiology. Syringes, slides and cotton wool are thrown in a specific bin and disposed of by the lab attendant. There is a specific bin for the disposal of dissection materials in the Department of Zoology. Biodegradable waste of the Department of Botany is disposed in a separate bin.

§ **E-waste management**: Computers and peripheral waste items, which have been acquired under UGC grant, are not discarded but stored in a room.

§ **Waste recycling system:** Paper is reused to reduce wastage in the office. A Plastic recycling workshop was conducted by Pidilite Industries on 8th, 15th, 22nd and 29th September, 2019 to arouse awareness about the hazards of plastic accumulation in our environment. Students were taught to create beautiful decorative items from waste plastic bottles, such as, flower vase, pen stand, etc. Such workshops encouragestudentsto protect our biodiversity and the surrounding environment.

§ **Hazardous chemicals**: Hazardous waste are disposed off in a special pit.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**

4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Response:

The students as well as the staff of the college reflect the regional, linguistic, communal and socio-economic diversities. So, the institution has taken various initiatives to create an inclusive environment.

Cultural , Regional and Linguistic Diversities:

- Students from the neighbouring states and districts of West Bengal take admission in our Colllege. We have a hostel with 60 seats for students from outside Kolkata. This reflects the regional diversity among our students.
- Teaching-learning is conducted in English and Bengali languages. Bilingual study materials are provided to the students in Google Classroom. The Central library has a good collection of books in both the languages.
- Regional and linguistic diversities are also reflected in the teaching and non-teaching profiles.
- International Mother Language Day is observed every year to promote multi-culturalism. Speakers from Bangladesh were invited to promote the idea of cultural diversity.

Communal Diversity:

- There is a significant number of students belonging to the minority category. The percentage of minority students has increased from 16.38% in 2016-17 to 19.46% in 2020-21.
- There are religious minorities among the teaching and non-teaching staff.
- The National Foundation for Communal Harmonystickers were distributed among students to spread the message of amity and fraternity.

- Students and staff participated in Fit India Run 1.0 and 2.0 and rendering of the National Anthem to promote nationalistic feeling.
- An online event was held to commemorate International Day of Democracy on 15.9.2020 on the theme of "India's Heritage of Communal Harmony" which was organized jointly by Internal Quality Assurance Cell (IQAC) of South Calcutta Girls' College, NAAC Criterion VII Committee, Cultural Club and Social Awareness Cell.

Socio-Economic Diversity:

- On an average, 70% of the students from 2016-2021 admission batches belonged to Below Low-Income economic category (
- Needy students were provided half freeship, full freeship and book grants from the Students' Aid Fund in all the sessions.
- We have SC, ST and OBC category students as well as staff members.

Other Diversities

- To promote inclusiveness during the pandemic, students reached out to the affected individuals through the Empathy building programmewhich was organisedin May, 2020.
- Health check-up programmes were organised by the Extension Committeeon 29.3.2019 and 22.11.2016 for the hostel students in collaboration with Rotary Club of Calcutta Metro City.
- Some students participated in "Clear and Simple Public Speaking Workshop" held at the American Center on 5.4.2019 to help them improve their communicative skills.
- Diabetes Awareness and Detection programme organised by Extension Committee on 17.11.2017 in collaboration with N.S.S Unit of South Calcutta Girls' College and 'Diabetes Screening and You' (a Social Welfare Organisation).
- A programme on the importance of motivating patients of Child Cancer was held on 27.9.2016 in collaboration with NGO Sanjivani.
- The College organised health awareness programmes, such as, Thalassemia Awareness programme on 12.08.2016 in collaboration with Rotary Club of Calcutta Metro City.
- Donation was collected for the Bengal Tuberculosis Association.
- Medical camps are organised every year by the NSS unit in Peyarabagan Basti located in the vicinity of the college.
- Every week students render social service in the slum by imparting literacy skills to the underprivileged women to promote the conception of inclusivity among them.

File Description	Document
Any other relevant information.	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Our students were made aware of their duties as citizens of India through various activities. Values such as, upholding the **unity and integrity** of the country, preservation of our cultural heritage, nurture of fellow feeling, and respect for the noble ideals of our freedom struggle were imparted through programmes.

Several events were also held to develop **environmental values** among our students and to inculcate the sense of duty towards protection and improvement of the natural environment and compassion for living creatures.

Several fitness related events were also held to instill in the minds of the students the importance of **good health** and the duty to inculcate healthy practices and the need to provide a clean environment for all.

Constitutional Value	Date	Event
Promoting nationalism, and upholding Integrity and Integrity of the Nation	15.8. 2021	**Individual Rendering Of The National Anthem** to commemorate 75 years of Independence
	14.8.2021- 20.8.2021	**Fit India Freedom Run 2.0**
	20.8.2021	Online Inter-College Banner with Slogan Competition on the theme**, "Celebrating 75 Years Of Independence"**
Inculcating Democracy, Communal Harmony and Secularism	15.9.2020	Online Programme by students on '**India's Heritage of Communal Harmony**'
Promoting Non-violence and Justice	20.7.2020	National webinar on "**Impact of Non-Violence and** *Satyagraha* **on People's Movements**' to mark the **centenary of the Non-Cooperation Movement**
Right to Good Health	21.6.2021	**World Yoga Day**
Right to Good Health	29.8.2019	**Fit India Programme**

Promoting nationalism, and upholding Integrity and Unity of our nation	16.8.2019	**Speech competition**to commemorate Independence Day
Building Fraternity and promoting the Dignity of the Individual	12.05.2021.	Online programme, "**Each one Reach one**" to create awareness about the importance of Empathy Building during the pandemic
	9.7.2021	Webinar on '**Ethicsof Care'**
Creating awareness for the need to protect and improve the natural environment and our natural resources	31.5.2021	Celebration of**World No Tobacco Day**
	28.12.2021	Power Point presentation on "**Conservation of Animals**"
	08.06.2021	Celebration of **World Ocean Day**
	05.06.2021	Celebration of Environment Day: **Environmental Impact of a Pandemic: COVID-19**
	22.04.2021	Observation of **Earth Day**
Building a scientific temper, humanism and the spirit of enquiry and reform	28.02.2021	Celebration of **International Science Day**
	28.12.2021	Power Point presentation on "**Conservation of Animals**".

Creatingawareness for the need to protect and improve the natural environmentandour natural resources	08.06.2021	Observation of **World Ocean Day**
	24.09.2020	Inter-CollegePoster Competition: **A)** RoleofPlants in Shaping the Environment Across Time- Past, Present and Future or, **B)** Plants, the Defenders of Biodiversity:APostAmphanReview
	22.09.2020	Inter-College Quiz Competition: **Plant Biodiversity: Sustainable Development and Conservation**
	21.09.2020	Inter college Quiz competition: **Environment**
	17.7.2020-18.7.2020	National Webinar: **Plant Research in Welfare of Human Beings**
	04.07.2020	State Level Webinar: **Igniting The Minds of Budding Ecologists**
Creating awareness for the need to protect and improve the natural environmentandour natural resources	03.12.2019	Seminar: **Global Warming and Global Climate Change**
	22.2.2019-23.2.2019	International Conference: **Environment Development & Livelihood**
	29.9.2018	Seminar: Nature and Man of Sundarbans
	7.6.2016	Celebration of **World Environment Day** by planting medicinal herbs.
Duty to keep our environment clean	6.8.2020	Awareness Programme on **Dengue and prevention**
	7.9.2017	Awareness against **Vector borne Diseases**

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values; necessary to render students in to responsible citizens	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

- :

- South Calcutta Girls College celebrates National and International commemorative days to inculcate constitutional responsibilitiesand instillthe patriotic spirit in our students and to educate them in the history, tradition and values of our country.
- **INTERNATIONAL MOTHER LANGUAGE DAY** is observed on 21st February every year to emphasise the preservation and protection of our mother languages.
- **RABINDRA JAYANTI** marks the birth anniversary of one the most celebrated litterateurs, Rabindranath Tagore. It is celebrated with a lively cultural programme by the students.
- **INTERNATIONAL WOMEN'S DAY** is commemorated by various events that highlight the role of women in India, and their political, social, economic and cultural achievements.
- **INDEPENDENCE DAY** is observed through various events, such as quiz, banner and speech competitions. On the occasion of the 75th year of our Independence, the students and staff of the College undertook 30 minutes of physical activity for a week in 2021.
- **NATIONAL SCIENCE DAY** is observed on 28th February through an Inter-College and Intra-College events to make the students aware of the developments of science.
- On **WORLD MENTAL HEALTH DAY**, which is observed on 10th October, our College organizes Speech and Poster presentation competitions to create awareness about mental health issues and how to cope with them.
- **WORLD SUICIDE PREVENTION DAY** is observed on 10th September throughout the world.Interdisciplinary programmes are organised in our college where students give their power-point presentations and share their views about how we can support and help each other in distress.
- **WORLD EARTH DAY** (22nd April) is celebrated in unique ways where our students perform some service in their localities by planting trees, feeding birds, recyclingwaste plastic bottles by painting them and creating decorative pieces. This not only prevents waste accumulation but also protects our biodiversity and our surrounding environment.
- **WORLD ENVIRONMENT DAY** is celebrated every year on 5th June through programmes like power point presentations and poster presentations by students on the selected topics to encourage awareness about the degradation of our environment, climate change and the need to make changes in our lives.
- On the **WORLD OCEAN DAY**, the importance of preservation of oceanic biodiversity is emphasized through poster presentation and a short discussion. It is observed on 8th June.

- Intra-college quiz competition and poster presentations are held during the celebration of **"INTERNATIONAL DAY OF BIOLOGICAL DIVERSITY"** observed on 22nd May.
- The Physical Activity Club celebrates **WORLD YOGA DAY** every year on **21st June**. The theme for celebration of the international yoga day was "**Yoga at home and yoga with family"** in 2021**.** Live demonstration of several Yoga asanas by the students was done with commentary on their advantages and disadvantages. The other events were performed and demonstrated such as various kinds of breathing exercises and Pranayams. The last event of the programme was meditation which is an essential tool for refreshing our body as well as our mind.

The Cultural Club of South Calcutta Girls' College organized an intra-college programme on the **Birth Centenary of Satyajit Ray** "Centennial Celebration of Satyajit Ray" on 28th June'2021. The students paid tribute to Satyajit Ray by highlighting the various aspects of his personality and achievements.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[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:

The two best practices implemented by the institution are:

- **Best Practice 1: Adult Literacy Programme**
- **Best Practice 2: Psychological Counselling Cell**

1. Title of the Practice: Adult Literacy Programme (2016-2020)

2. The Objectives of the Practice:

The role of an educational institution is to provide a large variety of learning environments and learning spaces. The presence of slum areas in the vicinity also calls for an active intervention on the part of such

educational institutions to spread the light of literacy to these areas too.

South Calcutta Girls' College has taken the initiative for upliftment of the common people of the Peyarabagan Slum Area located in the vicinity where the Adult Literacy Programme was started in 2015 in collaboration with Basti Welfare Society. Adult literacy programme has been undertaken to lend a helping hand to the underprivileged women within college locality in order to empower them and ensure a sense of well-being.

Adult Literacy programme was conducted regularly from 2016-2020. After the shutdown of the college campus in March 2020 due to the pandemic, it was discontinued but will be resumed later.

3.The Context:

The Peyarabagan Slum Area consists of several women who wanted to pursue education during their childhood, but their aspirations were prematurely curtailed by various constraints, ranging from abject poverty to early marriage and consequent motherhood. Many of them belong to the pool of unskilled labour and work as domestic helps.

South Calcutta Girls' College took the decision to begin literacy classes for such women who have been deprived of the benefits of a formal education. It is the social responsibility of an educational institution to disseminate knowledge. This endeavour provides a unique opportunity to our students to be involved in community development and to be able to contribute to the development of disadvantaged women.

4. The Practice:

Since the constitution of India labels the right to education as one of the fundamental rights, those unprivileged women who have not been able to access education due to various constraints, economic and otherwise, are now being taught by our students who are themselves pursuing higher education. So, this endeavour is oriented to motivate these adult learners to aspire not only for basic literacy but also for higher education.

The Peyarabagan Slum Area is located in the vicinity of South Calcutta Girls' College, and, as part of the extended literacy programme, students from the institution visit this place once in every week to teach the underprivileged women and housewives.They were taught the basics of reading, writing and arithmetic.

Books were provided from the College library.

While executing this endeavour, various constraints and limitations are often encountered. Their impoverished background and domestic responsibilities hinder these women from attending classes regularly.

Moreover, they often do not have a congenial environment within their respective households to provide the necessary support system whereby they can study and practise their lessons on a regular basis. Thus, their progress rate remains quite slow. Sometimes the lack of adequate stationery supplies also becomes an impediment to their learning process. Regular attendance would have ensured a more effective and consistent learning process.

Since 2018 onwards, the semester system has been introduced into the academic curriculum and it has become more cumbersome for the students to carry on with such programs while preparing and appearing for their examinations twice a year. If the students could devote more time to this literacy program, the outcome of the program would be more impactful.

In addition to that, the Basti Welfare Society's school set-up does not permit more than two or three student volunteers for conducting the classes of these unprivileged women. Moreover, in wake of the recent COVID -19 pandemic, since March 2020 onwards till the present date, educational institutions have been compelled to carry on online activities, which has definitely impacted such kinds of social outreach programmes.

The Adult Literacy Program is no exception. So, during the pandemic, it has become increasingly difficult to reach out to these underprivileged women of Peyarabagan Slum Area as they lack the basic apparatuses that are required to attend online learning programs.

5. **Evidence of Success:**

At least 25 adult women have benefitted every year from this programme. Our students derive great satisfaction to be associated with the voluntary work that is socially beneficial, and that they are contributing to the upliftment of the disadvantaged women.

6. **Problems encountered and resources required:**

Owing to the current semester system that has been incorporated into the academic curriculum since 2018 onwards, student volunteers often find it difficult to engage in such programmes for time constraints as they have to prepare and appear for their exams for twice a year now. Also due to their vacations, such outreach programmes get interrupted.

Also, if the underprivileged women of the slum area are provided with the required apparatuses for availing online classes, then such literacy programs would have continued uninterrupted during the pandemic.

7. **Notes**:

If such literacy programmes were incorporated as a compulsory part of the academic curriculum, then it may encourage the students to participate in such programmes with greater enthusiasm.

Best Practice 2

Title of the practice: Psychological Counselling Cell

The Cell has been jointly managed by the Department of Psychology and psychologist,Ms. Yashabanti Sreemany. The sessions were conducted by Ms. YashabantySreemany.

Objective of the practice

The Psychological Counselling Cell was set up as part of the student support system of the College. The

objective of counselling was to provide support and guidance to students so as to encourage personality development, achieve of a healthy lifestyle and attainment of their career goals. The cell provides mental support when the students face mental distress.

The Cell was intended to provide a conducive space for discussing any problem that students would encounter in their personal or social life but were unable to share with family or friends.

The counsellor gives patient hearing to the students to assess their problems and provides strategies for coping and increasing their self-acceptance.

The context

Psychological counselling has several benefits as it helps individuals to deal with any crisis, resolve problems and take decisions. Students often suffer from emotional stress, anxiety, peer pressure, problems of adjustment in the College academic environment, and can lose interest in studies and fall back in their performance.

Counselling helps students to understand these issues and provides guidance on strategies to deal with such problems. It is also necessary for improving communication and interpersonal skills and increase confidence and decision-making skills.

Counselling sessions were regularly organised in College from July 2016 till March 2020 for addressing issues related to the social and mental well-being of the students.

With the outbreak of the pandemic in 2020, the College campus was shut down. However, taking into consideration the importance of psychological counselling in this period, sessions were held online during the academic session 2020-21. Students were deeply affected by the pandemic and many of them struggled to cope with this unprecedented situation. The loss of a family member, economic hardship, absence of social interaction and physical activities had caused emotional distress and anxiety among them. Those who did not have access to smart phones and adequate internet facilities found it difficult to pursue their studies.

During the interactive sessions, it was evident that some students were emotionally disturbed and were struggling with issues, such as, anxiety, depression, anger, internet addiction, lack of discipline, time management, and the fear of the new online examination system.

The practice

Before addressing any of the above issues, an overview of counselling was given. The introductory sessions were specifically conducted with the newly admitted students to provide them a basic knowledge

about counselling, the process and its aims and objectives. For this purpose, group sessions were conducted.

Individual sessions were conducted on Wednesdays from 12-4 pm. During the pandemic, sessions were conducted in the virtual mode. These sessions were held on every Wednesday from 9- 10 am on Google Meet platform.

Interactive group sessions were held to create awareness about mental health and issues of stress, social anxiety, depression, self-harm and anger management. The causes and symptoms of these conditions were discussed, and remedial measures were explained.

Students were taught how to understand and restrain their own negative emotions and adverse thoughts through deep breathing exercises, mindfulness exercises and assertive communication skill training.

For management of anxiety and loss of concentration, they were taught to

1. To focus on the present and follow a daily routine
2. To reduce screen time
3. To write a dairy
4. To concentrate on individual strength
5. To engage in a hobby to make fruitful use of their time.

Students were given tips on how to manage daily problems and tackle the stress arising from them. To counteract the fear of examination, motivational counselling sessions were regularly held in every session. Discussion on future career goals was also organised. The psychological counselling cell and the department of Psychology regularly uploaded guidelines for motivating the students and how to cope with the stresses of the pandemic.

Students were advised to seek professional help and were referred to clinical psychiatrist if required.

Limitations:

Psychological counselling is a time taking process wherein the Counsellor requires considerable detailed information about the individual. But sometimes it has not been possible to do so due to the lack of psychological mindedness of the students.

Counselling is an integrated process that requires detailed history of the individual and family. Developmental history is required to be documented but was often not available.

Some students reported about facing difficulties to open up during the online counselling session due to lack of privacy.

In some cases wherefamily counselling was necessary, the parents were not willing to attend the counselling sessions.

The absence of face-to-face interactions was a limitation of online counselling. Non-projective tests (tests on paper) were required to assess the immediate mental state which was not possible to hold online.

Sometimes network disturbances would cause disruptions in the sessions.

Psychiatric medication could not be provided to those students who had severe emotional disturbances.

Evidence of success:

- Students reported verbally that they felt better after few sessions. The feedback given by guardians regarding counselling has been very positive.
- Number of students responses increased. Suggestions for various topics were received from the students.
- Group sessions were found also to be helpful. They eagerly participated in those sessions.
- They recommended these sessions to their classmates.

Number of participants in individual and group sessions 2016-2021:

Academic year	Individual sessions	Group sessions	Total
2020-2021	55	95	150
2019-2020	33	67	100
2018-2019	35	65	100
2017-2018	60	40	100
2016-2017	55	95	150

Problems encountered:

- For some cases, limited information regarding childhood and family history possibly affected the smooth conduct of the counselling sessions.
- In some cases, peer pressure or pressure from close family members affected the counselling sessions.

Resources required:

- Interactive sessions and workshop for students' family members, friends and care givers are necessary.
- Workshops by psychiatrists and other resource persons are required.
- Screening of documentaries or films is required for creating greater awareness.
- Workshops with crisis management teams like doctors, police, NGO workers is also required.

Students should be encouraged to visit various rehabilitation centers for increasing awareness.

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The priority and thrust area of South Calcutta Girls' College is the **Overall Development of the Students**. Our College adopts various forms of student engagement programmes with the objective of imparting knowledge, skill, values, and personality development. It has been our endeavour to attempt to provide a level playing field for our students who belong to diverse socio-economic and cultural backgrounds, and to go beyond the confines of the academic curriculum so that they are able to realise their potential.

The three areas of focus are: Teaching-Learning and Evaluation, Academic Activities, Seminars and Webinars, and Institutional Social Responsibility Programmes.

- **Teaching-Learning and Evaluation**

South Calcutta Girls' College provides a nurturing environment for all students. There is a good rapport between teachers and the students in the classroom which helps to instill confidence in the learners which provides a positive learning environment. Teachers are available before or after class for clarifications and discussions. Since the onset of the pandemic, they are accessible online for interaction.

Teaching is conducted in the bi-lingual medium, that is, in English and Bengali. Practice of inclusivity in teaching-learning is emphasised. The seminar libraries of all departments have collections of textbooks and reference books in both the languages for the students. Following the outbreak of the pandemic, a conducive virtual learning environment has been created and classes were held according to a published routine. G-suite for education and LMS were adopted for effective online learning. Study materials were regularly uploaded in Google Classroom.

Assessment of students as advanced and slow learners is done to address varying learning abilities and to improve learning. Remedial measures are taken by the Departments. Reference materials are uploaded for the advanced learners. A Faculty Exchange Programme for Advanced Learner was organised online by the Department of Journalism and Mass Communication jointly with to other Colleges.

Multiple modes of evaluation are used to assess the level of learning of the students. These include tests, home assignments, quiz and group discussions in the online and offline modes. Mid-term and Test examinations were held in the annual UG system, and the results were analysed in staff meetings.

Guardians are informed of their ward's progress through the Parent-Teacher Meetings which are held regularly, and feedback is taken from students and guardians.

Under the Mentoring system that has been adopted since 2019, students receive guidance and support. Mentors maintain the records of their mentees with respect to their academic, disciplinary, co-curricular activity, health and financial support data.

- **Academic Activities, Seminars and Webinars:**

Students are offered a variety of learning experiences through scholastic and experiential activities conducted by the Departments and Clubs that provide opportunities for the intellectual and creative engagement. Invited lectures by eminent resource persons offer new perspectives and are helpful for the students and the teachers alike. Several webinars and student presentations have been organised during the Covid-19 induced closure of campuses. Commemorative days are observed with cultural and academic programmes. There are six Clubs for engaging students in a wide range of extra-curricular activities.

Educational tours are organised to provide an experiential learning experience beyond the curriculum. Visits to places of educational interest and museums are organised. Students are encouraged to participate in debates, extempore and cultural competitions to develop thinking and research skills and to encourage multi-disciplinary approach among learners

South Calcutta Girls' College has signed MOUs with New Alipore College and Muralidhar Girls' College for collaborating on faculty exchange and various academic programmes. Several collaborative programmes have been organised by the two Colleges.

The Annual Social and the Inter-college fest 'Bahar' are important cultural events organised in the College premises. Our students also participate and excel in academic and cultural competitions held in other institutions. Students of the department of Political Science won the position of 2nd runners up in the "Jefferson Debates", held jointly by U.S. Consulate General Kolkata and ILEAD (Institute of leadership and Entrepreneurship and Development) on 8.12.2021.

The College Newsletter, published on the website, reflects all the activities of the College. A tabloid publication, **"*Blank Canvas-A Platform for Expression*"** was launched on 30th June, 2020.

- **Institutional Social Responsibility Programmes**:

The NSS unit of our College offers an excellent opportunity for students to imbibe the notion of social service and develop an understanding of the importance of social welfare. The unit organises medical camps and awareness campaigns on AIDS, dengue and malaria in the slum area in the vicinity of the College. An Adult Literacy programme in collaboration with Peyerabagan Basti Welfare Society is being conducted for the under-privileged women of the slum area who have not had the opportunity of acquiring formal education. Students volunteer to teach here once a week. The College Library provides books for this programme. Volunteering contributes to their personality development and increases their self-confidence.

Special workshops and events are organised to highlight the importance environmental and social concerns. By participating in plastic recycling workshop, students are able to learn about the need to reuse resources and protect the environment. Awareness raising programmes regarding the issues of gender discrimination, human dignity, national unity, communal harmony and environmental conservation are conducted by the Departments and Clubs.

Health check-up camps are held in College for the hostel boarders. The Counselling Cell provides psychological support and guidance to students to encourage personality development, achievement of a healthy lifestyle and attainment of their career goals. Interactive group sessions are held to create awareness about mental health and issues of stress, social anxiety, depression, self-harm, examination phobia and anger management. Counselling and Yoga sessions are being held in the virtual mode to help them address issues related to mental and physical health. The importance of **Empathy Building** in the time of the pandemic was emphasised by a programme, "Each One, Reach One", where students were made aware of how they can become self-confident and extend support to those in distress.

We believe that the aim of learning is to inculcate critical thinking, creativity and human values. The learning process will help learners to realise their potential who shall contribute to society in different ways.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

- All infrastructural work done by RUSA 2.0 grant.
- Banglar Uchcha Shiksha Portal introduced where all academic and administrative information are being uploaded regularly.
- Providing West Bengal Student Credit Card facility to the students.
- The college provides the facility of Hostel with a capacity of 60 borders

Concluding Remarks :

South Calcutta Girls'College provides a peaceful, disciplined and congenial environment for teaching and learning. The mission of our college is the all- round development of our students, helping them to face the challenges of the modern world. To fulfill this purpose, besides the curriculum, we encourage them to participate in co-curricular, extra-curricular activities and various out-reach programmes like Adult Literacy Programme. Introduction of Mentor- Mentee System is another remarkable initiative of our institution. Our aim is to foster self-confidence, social awareness and right values so that they can establish themselves as responsible citizen of the country.

From the beginning, the college is striving to achieve this goal. Even in the pandemic situation, our institution opted online mode of teaching-learning and evaluation process, through G-Suite for Education. The institution has a functional Psychological Counselling Cell to look after the mental health of the students by providing group and personal counselling. Even Counselling Cell organized several programmes in online mode during the pandemic. Yoga classes were also arranged by the college for the development of physical and mental health of the students.

Apart from the development of academic activities, our institution has taken following measures for the implementation of the vision and mission of the college.

- **Effective implementation of RUSA 2.0 grant for infrastructural development**

1. New construction of eight classrooms.
2. Upgradation of Laboratories.
3. Upgradation of Library.
4. Renovation of Hostel dining room.
5. Renovation of office (civil and electrical).
6. Renovation of Auditorium
7. Renovation of College Gate and Boundary Wall.
8. Installation of Lightning Arrestor.
9. The electrical load capacity has been increased from 53.0 KVA to 85.4 KVA.
10. The campus is totally WiFi enabled. The data speed of Wifi has been increased from 250Mbps to

500Mbps.

- **Participatory and de-centralized governance**

The college practices decentralization and participative management in several areas of administration through different committees.

- **Effective implementation of e- Governance**

The college has successfully implemented e-governance in the areas of Administration, Finance and Accounts, Student Admission and Support and Examination.

The college tries to provide the infrastructural support for the teaching-learning process along with other supports for the overall development of the students through the optimum utilization of resources, providing healthy environment for the higher studies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS/ Elective course system implemented.** Answer before DVV Verification : 18 Answer after DVV Verification: 16 Remark : Data updated as per EP metric id 1.2.
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}}
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}}
1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years** 1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

TABLE1:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	1	3

TABLE2:

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

TABLE3:

2020-21	2019-20	2018-19	2017-18	2016-17
258	63	70	71	227

TABLE4:

2020-21	2019-20	2018-19	2017-18	2016-17
258	63	70	71	227

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
99	70	33	12	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

Remark : DVV has updated the data as per documents provided by the HEI.

1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 604 Answer after DVV Verification: 441
1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* *1) Students* *2)Teachers* *3)Employers* *4)Alumni* Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.4.2	**Feedback process of the Institution may be classified as follows:** **Options:** 1. **Feedback collected, analysed and action taken and feedback available on website** 2. **Feedback collected, analysed and action has been taken** 3. **Feedback collected and analysed** 4. **Feedback collected** 5. **Feedback not collected** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : HEI has not taken action regarding the syllabus, there is no communication between the affiliated university & HEI

2.1.1	**Average Enrolment percentage (Average of last five years)**

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
339	304	361	335	421

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
339	304	361	335	421

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
89	75	84	67	82

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
89	75	84	67	82

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 36
Answer after DVV Verification: 36

2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 23 | 28 | 27 | 24 | 23 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23	28	27	24	23

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 511
Answer after DVV Verification: 490

Remark : DVV has updated the data after excluding the experience of a librarian.

2.6.3	**Average pass percentage of Students during last five years**

2.6.3.1. **Total number of final year students who passed the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
266	284	254	175	234

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
265	284	254	175	234

2.6.3.2. **Total number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.99123

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.99123

3.1.3 | **Number of Seminars/conferences/workshops conducted by the institution during the last five years**

3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	13	7	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	13	7	8	7

3.2.1 | **Number of papers published per teacher in the Journals notified on UGC website during the last five years**

3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	11	17	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	11	17	1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	12	18	31	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

18	12	18	31	25

3.3.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	7	6	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	7	6	12

3.3.4	**Average percentage of students participating in extension activities at 3.3.3. above during last five years**
	3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
942	150	353	458	855

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
892	150	353	458	855

Remark : The number of students can not be greater than the total strength of the students.

3.4.1	**The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**
	3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	4	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	0	1

3.4.2	**Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years** **3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

Remark : DVV has updated the data as per the number of MOus shown by the HEI

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*** **4.1.3.1. Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 5 Answer after DVV Verification: 5

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** **4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59.75	25.05	79.03	10.97777 777	7.017

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
60	25	79	11	7

4.2.2	**The institution has subscription for the following e-resources**

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**
	4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2.0301	5.27466	0.31	0.2918	0.55245

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.0301	5.27466	0.31	0.2918	0.55245

4.3.3	**Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. ?50 MBPS
Answer After DVV Verification: A. ?50 MBPS

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.53	41.55	56.80	46.83	22.51

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14.53	41.55	56.80	46.83	22.51

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
273	169	165	156	107

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
273	169	165	156	107

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
511	12	1	5	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
511	12	1	5	24

5.1.3	**Capacity building and skills enhancement initiatives taken by the institution include the following** 1. **Soft skills** 2. **Language and communication skills** 3. **Life skills (Yoga, physical fitness, health and hygiene)** 4. **ICT/computing skills** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years** 5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
218	59	168	255	353

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
200	59	100	200	200

Remark : HEI has not provided the desired documents.

5.1.5	**The Institution has a transparent mechanism for timely 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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.1	**Average percentage of placement of outgoing students during the last five years** 5.2.1.1. **Number of outgoing students placed year - wise during the last five years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	5	8	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	5	8	12

5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progressing to higher education.** Answer before DVV Verification : 232 Answer after DVV Verification: 232
5.2.3	**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)** 5.2.3.1. **Number of students qualifying in state/ national/ international level examinations**

(eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	0	0	0

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	0	0	0

Remark : DVV has updated the data as per documents provided by the HEI

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	10	7	7	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21	10	7	5	6

6.2.3	**Implementation of e-governance in areas of operation**

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

	4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
6.3.2	**Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	0

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	9	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	9	2	2

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	4	4	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	4	4	1

6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

6.4.2.1. **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1.001	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

6.5.3	**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures**

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : C. 2 of the above
Answer After DVV Verification: C. 2 of the above

7.1.4	**Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**

	3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>474</td><td>351</td><td>230</td><td>180</td><td>176</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>467</td><td>351</td><td>230</td><td>188</td><td>188</td></tr></table>
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>18</td><td>18</td><td>18</td><td>18</td><td>18</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>16</td><td>15</td><td>15</td><td>14</td><td>14</td></tr></table>
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>892</td><td>862</td><td>1023</td><td>922</td><td>985</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>892</td><td>862</td><td>1023</td><td>922</td><td>985</td></tr></table>
2.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>400</td><td>400</td><td>400</td><td>335</td><td>287</td></tr></table>

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
400	400	400	335	287

2.3	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
267	283	301	225	300

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
267	283	301	225	300

3.1	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	32	32	33

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38	38	32	31	32

3.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	40	40	40	40

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	39	39	39

4.1	**Total number of classrooms and seminar halls** Answer before DVV Verification : 25 Answer after DVV Verification : 25

4.2	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 74.28 | 66.60 | 135.83 | 57.80 | 29.53 |

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
74.28	66.60	135.83	57.80	29.53

4.3	**Number of Computers** Answer before DVV Verification : 45 Answer after DVV Verification : 45
4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 25 Answer after DVV Verification : 25