# SELF STUDY REPORT

FOR

# 3rd CYCLE OF ACCREDITATION

# VIVEKANANDA COLLEGE FOR WOMEN

VIVEKANANDA COLLEGE FOR WOMEN, BARISHA KOLKATA 700008
700008
https://www.vivekanandacollegeforwomen.org

Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## March 2023

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Vivekananda College for Women draws inspiration from the life and teachings of Swami Vivekananda. The institution was established in 1961 as an independent women's college, affiliated to the University of Calcutta. It is located at Diamond Harbour Road (State highway no. 1, National Highway no. 117) with access to the heart of the city on one hand and the southern fringe of suburban Kolkata on the other. The college serves the hinterland of suburban and urban localities of South 24 parganas district of West Bengal. In recent years, the clean and proactive academic atmosphere of the college has attracted students from underprivileged families in greater numbers.

At present, the college has  fourteen Honours departments (advanced course), two among which provide scope for postgraduate studies, and five general departments.

A pioneer women's college in the south fringe of Kolkata, the college aims to fashion self-reliant graduates with social and professional skills to compete in the job market. Since most students come from modest and underprivileged social quarters, the college offers a range of subjects for general students. General students are cherished and their needs looked into with sympathy. The post graduate programmes in Geography and Bengali on the other hand provide opportunities for higher studies. In the Place of Research in Geography under University of Calcutta all required facilities are provided and Guidance is extended to the students. Students are encouraged to actively involve in the application of Technology for societal needs.

In order to ensure the  quality of academic and non-academic functions of the institution, the IQAC was formed in 2004. IQAC has developed several quality assurance mechanisms within the existing academic and administrative system. It envisions total quality management for quality sustenance and improvement in academic and administrative activities of the institution. It collects and analyses documents of every arena of college activity, analyses the feedback received from stakeholders and submits AQAR to NAAC authority based on the seven prescribed criteria. A brief survey of these criteria covering the spectrum of the college activities further clarifies the picture.

 IQAC initiatives are designed to take the college to heightened clarity and focus in institutional functioning, seal loopholes and ensure sturdy growth-oriented forward-looking work ethics.


**Vision**

Vivekananda College for Women, a government-aided college since 1961,  plays a vital role in the expansion of higher education among the young women of Behala. It takes its brief from the educational philosophy of Swamiji. The College gives prime importance towards providing barrier-free higher education to the deserving girl students as well as students from underprivileged backgrounds.Vivekananda College for Women plays a vital role in the expansion of higher education among the Indian women following the philosophy of Swamiji. The thrust area of the College is to ensure barrier -free higher education to the deserving girl students. Our initiatives are guided mainly by goal of equitable access which includes Equality, Quality and Excellence, Relevance and Value-based education.

The college aims to ensure holistic, professionally viable education for the deserving students and students from underprivileged backgrounds. The college aims at the academic, intellectual and emotional uplift of students. It organises programs orientated towards economic uplift of students. Mental alertness, physical fitness, good hygiene, liberal outlook, cultural exposure and ability to manage crises are some of the strengths it seeks to inculcate in students.

College initiatives such as career counseling, midday meal, spoken English classes, in-house computer training, capacity building courses, value added syllabus oriented courses, disbursal of freeships, hosting cultural programmes, generous use of ICT facilities, provision of online and open shelf library facilities are all guided by the goal of equitable access to well-rounded, value based and professionally enabling education.

The vision of the college is to promote female education and empowerment through holistic development in a society encompassing the urban and suburban areas of Behala, Kolkata. The college seeks to imbue in its students the seeds of self-sufficiency, economic  independence, love for academics, self-confidence and resourcefulness..


**Mission**

The college aims at the academic, intellectual, moral and economic uplift of students. Mental alertness, cultural exposure, physical fitness, liberal outlook, crisis management and intellectual resourcefulness are some of the qualities it seeks to instill in students. The outreach programmes of the college try to ensure that enterprising and career-minded students also learn philanthropy and kindness.


The following strategies and mechanism defines how the institution tries to implement its mission-


It seeks to satisfy needs of students from diverse backgrounds - middleclass, modest and BPL - complying with all Government norms.

To pursue learner centric education for self development and skill development of the students.


For academic planning, use of modern teaching-learning aids and use of ICT resources to make the curriculum interesting and wholesome to facilitate the effective learning outcome.


To introduce skill oriented certificate course and develop entrepreneurial approach to face the global requirements successfully.


For training the students to appear in competitive examination for government service via Entry in Service

portal.

Value added and add on courses to enhance academic capacity and social skills of students.

For the participation of students in co curricular and extra-curricular activities like sports, cultural programmes, competition of intra and inter college levels, student seminars, webinars debate and extension programmes.

Arrangements have been made for indoor and outdoor games and annual sports for the students.

For promotion of participation in community services through extension programmes like health awareness programs (Pulse Polio programme, Thalassaemia, AIDS Prevention Awareness program, eye camp) Adult literacy programme etc. The NCC unit plays an affirmative role in this.

The college aims to ensure holistic, professionally viable education for the deserving students and students from underprivileged backgrounds. The college aims at the academic, intellectual and emotional uplift of students. It organises programs orientated towards economic uplift of students. Mental alertness, physical fitness, good hygiene, liberal outlook, cultural exposure and ability to manage crises are some of the strengths it seeks to inculcate in students.

In order to achieve its vision and mission, proactive leadership, governance and participative management is mandatory and we believe our institution has achieved it to a great extent.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

**Strengths:**

- Only women's college in the vast area of the southern fringe of Kolkata and the district of South 24 pgs. Attractive for its peaceful, apolitical, cooperative and proacademic atmosphere.

- Convenient position of the institution on state highway no.1/ national highway no.117 with metro facility. Caters to heterogeneous mix of middleclass, modest, urban, rural and underprivileged student groups.

- Democratic and proactive working ambience.

- Strong work culture. Annual fete: Vivek Mela and Book Fair conducted successfully.

- Dedication of teachers in teaching, research and other activities of the institution. Many vacant teaching posts have presently been filled up.

- Upgraded laboratories with modern equipment. Self circulation kiosk and RFID gate in open access library. Also e-library facilities.

- ICT enabled class rooms. Clean washrooms in large numbers.

- Zonal centre for university examinations.

- Substantial concession and freeships available for needy and meritorious students. Government scholarships disbursed promptly.

- Warm student-teacher relationship. Generous use of ICT facilities. Regularisation of Career Counseling Courses. Entry in Service: online portal for competitive examinations for students.

- Elevator from ground to students' common room. Liquid waste management. Sensor based water management system. Electronic notice board.

- In house allopathic and homeopathic doctors.

- Psychological counselling unit with registered psychologist.

**Institutional Weakness**

**Weakness:**

- Lack of space.
- Small play ground.
- Shortage of office staff.
- Scope for improvement and upgradation in Science departments.
- Financial burden has to be borne by college to pay the salary of temporary office, garden, toilet and security staff.
- College has not been able to enter into consultancy programme with any organization.
- In spite of academic guidance and support services provided to students there are some dropouts. But under CBCS, dropout percentage has lessened.
- Too short span of time to cover the syllabus and engage in co- curricular activities.
- No hostel facility.

**Institutional Opportunity**

**Opportunities:**

- We cater to the less privileged. We can make a real difference.

- Opportunities to carry out research projects and other research initiatives since there are plenty of young teachers.

- Scope to enhance community service and outreach programmes. Initiatives have commenced.

**Institutional Challenge**

- To create more space.
- To make the office more effective and efficient.
- To improve the intellectual and technological skills of students specially from rural background.
- To improve the poor performance of a sizeable number of students, first generation learners who come from a poor economic background by giving them more time, attention and study materials.
- To conduct quality research.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Vivekananda College for Women is affiliated to the University of Calcutta and is governed by the guidelines set by the University.The college follows the syllabus designated by the University and a comprehensive academic calendar is formulated at the beginning of the academic session. This is then translated into a master routine with departmental inputs. The college offers 17 UG programmes which includes both Honours and General courses. Introduction of two postgraduate courses in Department of Geography and Bengali begins the march of the College towards progression. Recognition of Place of Research in Geography has created a conducive innovation ecosystem in the College. Along with this, the college hosts a Unit of the Netaji Subhas Open University which provides Distance Education.

Regular classes are supplemented by extra and remedial classes on a systematic basis. Study tours, project work, student seminars are an integral part of the curriculum. The college arranges for extension and interdisciplinary on a periodic basis.Students have open access to a well-stocked library which houses a reading-room with computers and wi-fi connections. There is also a Computer Training Centre with moderate fees that students can avail of.

The Teachers' Council in conjunction with the various committees constantly monitor the effective implementation of the institutional goals. Moreover, there is provision for feedback by different stakeholders,viz, students, teachers, employees and alumni leading to open communication among the parties involved.

The two-year pandemic has led to innovations in the teaching-learning process. Students and teachers have become familiar with the Online learning system. This has become advantageous as the government also encourages online-based teaching through its NPTEL (National Project for Technically Enhanced Learning) project. Thus curricular aspects of the college remain in line with University recommendations sas well as current requirements of the time.

Successful conduction of a number of Added and Value-added courses in the academic session 2021-22 has a good impact on enhancement of soft skill among the students. Project or field work undertaken by different departments within the curriculum is also a step ahead of imbibing the spirit of community living, documentation and report writing.

The feedback on academic ambience of the college is encouraging.

**Teaching-learning and Evaluation**

Vivekananda College for Women is primarily an under graduate college where the core activity is Teaching, learning and Evaluation. The College has a diversified student base with representation from all 'Reserved' categories. The district in which the College is located has high concentration of population from SC category, which is reflected in student data. Adequately good student teacher ratio facilitates smooth running of the teaching learning processand effective mentoring.Majority of the teachers have qualified NET/ SLET/SET. A sizeable section holds Ph.D/ M.Phil or equivalent degrees.

Experiential Learning, participatory learning and problem solving are intermingled in the student - centric learning process in our College. This successfully caters to the need of a diversified learner group.Field survey, laboratoryexperiments, project works, educational trips, Students'Seminar, Group discussions, Various innovative exercises by the students enhance theirlearning ability and knowledge base.ICT tools are being increasingly adopted to support the above mentioned learner centric process. Infrastructure (like smart classrooms, projectors, Wi-Fi facility etc.) is being gradually developed to support ICT enabled teaching learning process.

The College follows all guidelines and norms set by the affiliating University (University of Calcutta) regarding the assessment of the students.Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient.Apart from the mandatory assessments as per University rules, regular and Continuous Internal Evaluation is an ongoing process. Different innovative modes are adopted along with regular home/class assignments. Students are also given development inducing feedback

The College website displays Programme Outcomes (POs) and Course Outcomes (COs) of all Programmes offered by the institution. Evaluation of Cos and POs is also done to enhance the effectiveness and efficiency of the teaching learning process. Learning outcome is reflected in high success rate of our students in final University examination.

**Research, Innovations and Extension**

The institution is fully committed to providing an environment that allows teachers to extend and increase their knowledge base. An innovation ecosystem prevails within the college wherein students and faculty can access the various resources like a well-stocked library, computers with wifi connectivity,etc. There has been a noticeable increase in the number of teachers who have enrolled for/ completed their doctoral work. New faculty members are actively involved in furthering their academic credentials. Research scholars have joined the Ph.D programme in the university approved centre of research in the postgraduate department of Geography in the college. They are working under the able guidance of the faculty of the department and the visiting

professors of repute. The faculty members of other departments attached with postgraduate teaching also supervise Ph.D scholars individually. A number of books and papers with marked distinction have been published in the peer reviewed journals by faculty members. Two faculty members of the department of English and Geography presented papers at prominent universities in Europe and the U.S.A.

The college is responsive to community needs and conducts relevant extension and awareness programmes related to health. Thalassemia and eye checkup camps have been held. Students of the college showed remarkable social responsibility in helping the needy during the pandemic. There have been visits by students of various departments to old-age homes and neighbouring schools for disadvantaged students to help them recoup from post-pandemic effects. The college is honoured to be able to participate in social service at the community level. The NCC and NSS unit of the College play a major role in extension and outreach programmes of the College.

Initiatives taken by the institution for dissemination and creation of scholastic expertise include holding of student seminars, poster-competitions, conducting Mock-Parliaments, debate competitions, etc. Every year the college participates in Youth Parliament competitions and acquired 3rd place in-2019. Article review by students is another feature of our innovation ecosystem. Students' seminar is a regular feature of all the departments. They are often encouraged to present papers before the dignitaries.

**Infrastructure and Learning Resources**

Infrastructure extension and development is an on-going process in our college. The college is located at Diamond Harbour Road covering an area of 0.52 acre land. Within this limited periphery there have been several expansion projects. A two-phase expansion plan was formulated wherein the old building was renovated and restructured while the second phase involved construction of a building in rear side of the institution to increase the number of classrooms, seminar hall etc. The building has been named 'Suvarna Jayanti Bhavan (Golden Jubilee building) on the occasion of Golden Jubilee of the college in 2011. The institution has well maintained classrooms with well- stocked seminar libraries, an open access central library (with two reading rooms and stock room) and laboratories for all laboratory –based subjects. Among the other building infrastructure mention can be made of student's common-room(with attached modernized wash rooms), games room, medical room, canteen, Principal's room, office rooms, staff rooms, yoga room with gymnasium,  canteen, IQAC room and number of clean wash rooms .The college deploys and upgrades its IT infrastructure and associated facilities every year to fulfill the needs of the students in keeping with the changing syllabus.

The prized possession of the college is its well-stocked library with open access system, a separate reading room and a reprographic division adjacent to the library. The college is planning to expand its reading room to accommodate more students. Commercial library software named KOHA has been installed towards automation of the library activities. The library is the member of N-LIST consortium of INFLIBNET.

The financial budget, allocation and expenditure is monitored by Accounts section, Bursar and the Internal and External Audit team, The percentage of expenditure on physical and academic infrastructure is worthy to mention.

The College has created a green and environment friendly campus with organized gardens, medicinal garden, solar panel and rain water harvesting system. 'Muktamancha', an open-air theatre space has been constructed. Other infrastructural facilities include drinking water purification system, air conditioning system, pest -control

system, fire -fighting system, biometric system, generator, cycle and car parking strip etc.

## Student Support and Progression

Student support measures such as disbursal of college and government scholarships, constantly urging students to take up higher studies, sit for NET, SET and Government examinations, lhosting effective grooming and career counseling programmes for their future betterment and providing ex-students with a proper platform to maintain their ties with the college via a functional alumni association, are given top priority by our college.

Over the years, more and more students have opted for higher studies in regular and in Open University post graduation courses. A handsome number of students have successfully cracked NET, SET and Government examinations.The college has constituted an Anti-ragging committee according to UGC regulation though no instance of ragging has been reported so far. The Alumni Association is in regular contact with the institution. The Association is going in the process of being registered. The alumnae meet at the reunion almost every year. Some of the alumnae have become part and parcel of the college in the capacity of teaching and non teaching staff. A few of them has earned fame in the cultural field like music, dance, direction of television serial etc.

Also, the college has been the proud provider of SACT (State Appointed Contractual Teacher) posts to our deserving ex-students. This creates a warm and proactive work atmosphere in our college.  We have effectively carried out career counseling courses in collaboration with Pride Mahindra and Emplyment Exchange Office.

In Post Covid academic session, all honours departments have conducted Add-On and Value-Added courses. The Add-On courses have enhanced soft skills of our students.

Sports and cultural programmes are an integral part of college machinery.  Indoor and outdoor sports are conducted on an annual basis. Online competitions were held in the Covid period. We also encourage our students to participate in inter-college competitions. Students are encouraged to participate in commemorative and innovative cultural programmes which help them to polish their artistic skills.

We are committed to provide a suitable environment of cultural diversity for our students in order to forge well rounded human beings.

## Governance, Leadership and Management

The college aims to ensure holistic, professionally viable education for the deserving students and students from underprivileged backgrounds. The college aims at the academic, intellectual and emotional uplift of students.

In order to achieve its vision and mission, proactive leadership, governance and participative management is mandatory and we believe our institution has achieved it to a great extent.

The Governing Body is the highest decision-making authority with the Principal as its  Secretary.  The institution has an efficient coordination system under the leadership of the Principal for chalking and implementing its plans and policies effectively, through statutory and departmental committees.The management works in a coordinated and fruitful way. Empowerment by means of decentralization of administrative system promotes co-operation, sharing of knowledge and innovative technique.

The college maintains a confidential evaluation of teachers and overall institutional performance on the basis of student feedback meticulously checked and analysed by the Principal who takes necessary action to redress flaws and shortcomings in the teaching-learning process and other facilities provided.

The institution has viable mechanism for academic audit. The office staff is encouraged to take training at intervals in computerized office management systems and online financial management system through COSA implementation. Smart College software is a popular implementation. The institution adopts quality management strategies formulated by IQAC in all academic and administrative aspects. IQAC is empowered to adopt mechanisms for quality assurance of the institution.

The college has to bear the financial burden of a considerable number of office staff due to longstanding vacancies of the fulltime posts, also the dissolution of such posts. Puja advance, bonus and loans from Staff Benefit Fund are availed by temporary staff (non-teaching) as well. Funds are allocated as per UGC schemes for building or development projects of the institution. Income and expenditure is strictly monitored by the Bursar and Accountant under supervision of the Principal. The institution earns fund and utilizes its premises by renting out a small portion of the building to Union Bank of India. Judicious husbanding of funds and regular internal and external audit of budget ensures transparency in financial affairs. We are rapidly moving towards complete e-governance.

**Institutional Values and Best Practices**

Criterion 7 embodies institutional values, social responsibilities, environmental consciousness, best practices and institutional distinctiveness.

Our college adopted several measures initiated for promotion of gender equity and obtained initiatives to celebrate national/ internationalcommemorative days, events, festivals for the past five years.

Environmental consciousness, sustainability and Divyangjan friendly initiatives were obtained. A rooftop solar panel, energy efficient equipments (LED bulbs, MCBs, digital notice board) were installed; Initiatives were taken for proper disposal of both solid and liquid wastes, Installation of sensor based water pump, rain water harvesting system to achieve the goal of green campus. For developing disabled friendly environment, college provided facilities of ramp, rail in staircase; automatic elevator, use of Braille, classroom teaching.

We prepared report on 'Green, Energy and Environment Audit' with several perspectives (such as water management, waste disposal, analyses of data on noise level, land use, soil, weather, air quality, and power consumption;flora and faunal diversity, expenditure of green initiatives). Such endeavour associated with audit process was awarded and certified by Management System Consultancy. Further, IAF accredited certificates (ISI 50001:2018, ISO 14001:2015) were received for successful implementation of both energy and environment management system policies of college. A national seminar entitled 'Environmental Issues' was organized to convey message about relevance of environment sustainability and promotion of healthy environment. Students participated in several environmental promotional activities beyond the campus.

Our college attempted to achieve a comprehensive environment by means of providing financial assistance to needy students, organizing inter departmental competitions, annual sports, academic prize distribution, Vivekananda Day, college social, fresher's welcome, farewell, alumni meet, extension and outreach programs

to bring all the stakeholders into main-flow of human resource development.

Out of several, two best practices (that were undertaken by college regularly) were emphasized:

 1. Cleanliness is next to Godliness: Towards developing a sustainable, green and clean campus"

2. Students' quality improvement endeavour: Towards developing reading, learning, critical thinking, speaking, and writing expertise"

The distinctiveness of college is reflected through the thrust area of academic excellence along with commendable performance in research, execution ofcommunity services, and consciousness to social, constitutional responsibilities to inculcate the essence of good citizenry amongst our pupil.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | VIVEKANANDA COLLEGE FOR WOMEN |
| Address | Vivekananda College for Women, Barisha Kolkata 700008 |
| City | Kolkata |
| State | West Bengal |
| Pin | 700008 |
| Website | https://www.vivekanandacollegeforwomen.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Samarpita Ghosh Ray | 033-9874220701 | | - | |
| IQAC / CIQA coordinator | Rikta Joardar | 033-9830387581 | 9830387581 | - | riktaj@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Grant-in-aid and Self Financing |

| Type of Institution | |
|---|---|
| By Gender | For Women |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|-------|-----------------|----------|
| West Bengal | University of Calcutta | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---------------|------|---------------|
| 2f of UGC | 29-08-1961 | View Document |
| 12B of UGC | 29-08-1961 | View Document |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| No contents | | | | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Vivekananda College for Women, Barisha Kolkata 700008 | Semi-urban | 0.52 | 4711.6 |

# 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 | BSc,Anthropology | 36 | H.S. or Equivalent | English | 25 | 5 |
| UG | BA,Bengali | 36 | H.S. or Equivalent | Bengali | 62 | 38 |
| UG | BSc,Botany | 36 | H.S. or Equivalent | English | 19 | 6 |
| UG | BSc,Economics | 36 | H.S. or Equivalent | English | 25 | 4 |
| UG | BA,Education | 36 | H.S. or Equivalent | English + Bengali | 36 | 23 |
| UG | BA,English | 36 | H.S. or Equivalent | English | 49 | 39 |
| UG | BSc,Geography | 36 | H.S. or Equivalent | English + Bengali | 32 | 24 |
| UG | BA,History | 36 | H.S. or Equivalent | English + Bengali | 62 | 51 |
| UG | BSc,Mathematics | 36 | H.S. or Equivalent | English | 25 | 5 |
| UG | BA,Philosophy | 36 | H.S. or Equivalent | English + Bengali | 49 | 11 |
| UG | BA,Political Science | 36 | H.S. or Equivalent | English + Bengali | 49 | 36 |
| UG | BA,Sanskrit | 36 | H.S. or Equivalent | English + Bengali,Sanskrit | 49 | 10 |
| UG | BA,Sociology | 36 | H.S. or Equivalent | English + Bengali | 32 | 5 |
| UG | BSc,Zoology | 36 | H.S. or Equivalent | English | 36 | 20 |
| UG | BCom,Commerce | 36 | H.S. or Equivalent | English + Bengali | 75 | 18 |
| UG | BA,Arts | 36 | H.S. or | English + | 500 | 170 |

| | | | Equivalent | Bengali | | |
|---|---|---|---|---|---|---|
| UG | BSc,Science | 36 | H.S. or Equivalent | English + Bengali | 100 | 35 |
| PG | MA,Bengali | 24 | Graduation | Bengali | 28 | 28 |
| PG | MSc,Geography | 24 | Graduation | English,Bengali | 28 | 28 |
| Doctoral (Ph.D) | PhD or DPhil ,Geography | 60 | NET SET RET | English | 14 | 14 |

**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 | | | | 0 | | | | 43 | | | |
| Recruited | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 7 | 35 | 0 | 42 |
| 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 | | | | 25 |
| Recruited | 11 | 3 | 0 | 14 |
| Yet to Recruit | | | | 11 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| 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 | 1 | 14 | 0 | 5 | 8 | 0 | 29 |
| M.Phil. | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 4 | 0 | 7 |
| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 12 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 43 | 0 | 50 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| **Details of Visting/Guest Faculties** | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 3 | 0 | 0 | 3 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 500 | 0 | 0 | 0 | 500 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 56 | 0 | 0 | 0 | 56 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 6 | 0 | 0 | 0 | 6 |
| | Female | 8 | 0 | 0 | 0 | 8 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 32 | 0 | 0 | 0 | 32 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 546 | 0 | 0 | 0 | 546 |
| | 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 | 3 | 3 | 3 | 3 |
| | Female | 138 | 132 | 141 | 130 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 3 | 3 | 5 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 47 | 50 | 46 | 53 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 3 | 3 | 3 | 4 |
| | Female | 397 | 425 | 395 | 475 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 591 | 616 | 593 | 668 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Over the years since its inception, the college has consolidated its position as one of the premier institutions in the district of South 24 Parganas of West Bengal imparting learning in diverse areas of Humanities, Commerce, Social Sciences along with Biological and Pure Sciences in undergraduate courses and post-graduate courses in Geography and Bengali. It is already a recognised Place of Research in the discipline of Geography. To transform our institution into a larger multidisciplinary college, intake of 3,000 or more students is to be aimed. More contemporary disciplines are to be opened. This would enable students to become well-rounded across disciplines including artistic, creative, and analytic |
|---|---|

| | |
|---|---|
| | subjects as well as sports. Cross-disciplinary research will increase material and human resource efficiency. A plan is to be chalked out to ensure high quality teaching, research, and community engagement. Our College shall place equal emphasis on teaching and research.Over the years since its inception, the college has consolidated its position as one of the premier institutions in the district of South 24 Parganas of West Bengal imparting learning in diverse areas of Humanities, Commerce, Social Sciences along with Biological and Pure Sciences in undergraduate courses and post-graduate courses in Geography and Bengali. It is already a recognised Place of Research in the discipline of Geography. To transform our institution into a larger multidisciplinary college, intake of 3,000 or more students is to be aimed. More contemporary disciplines are to be opened. This would enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports. Cross-disciplinary research will increase material and human resource efficiency. A plan is to be chalked out to ensure high quality teaching, research, and community engagement. Our College shall place equal emphasis on teaching and research.Over the years since its inception, the college has consolidated its position as one of the premier institutions in the district of South 24 Parganas of West Bengal imparting learning in diverse areas of Humanities, Commerce, Social Sciences along with Biological and Pure Sciences in undergraduate courses and post-graduate courses in Geography and Bengali. It is already a recognised Place of Research in the discipline of Geography. To transform our institution into a larger multidisciplinary college, intake of 3,000 or more students is to be aimed. More contemporary disciplines are to be opened. This would enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports. Cross-disciplinary research will increase material and human resource efficiency. A plan is to be chalked out to ensure high quality teaching, research, and community engagement. Our College shall place equal emphasis on teaching and research. |
| 2. Academic bank of credits (ABC): | Vivekananada College for Women follows the |

| | prescribed curriculum under CBCS System introduced by Calcutta University for BA. B Sc. B Com. (Honours & General) from the academic year 2017-18 onwards for Science stream and 2018-19 for Humanities and Commerce . In this regard, the college is guided by rules and regulations laid down by Calcutta University. The Govt. of India has introduced NEP 2020 and one of the criterias approved by UGC is to create Academic Bank of Credits for all Higher Education Systems from the academic year 2021-2022. The UGC had, in a gazetted notification dated July 28,2021 informed all Higher Education Institutions about setting Academic Bank of Credits. The West Bengal Govt as well as Calcutta University has not yet implemented NEP 2020. Since we are regulated by Calcutta University guidelines, ABC has not been implemented in our institution. |
|---|---|
| 3. Skill development: | Important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored. Already the HEI is offering courses and opportunities to increase the employability of students. The HEI has a functional Career Counselling Cell funded by UGC during XIth and XIIth plan period. It has also an ambitious future plan to accommodate SEC in regular mode of learning. Skill Development courses are adopted as one of the best practices by the HEI. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Indian Knowledge System (IKS) is an innovative cell under Ministry of Education at AICTE in October,2020, New Delhi to promote interdiscliplinary research in all aspect of IKS, preserved and disseminate IKS for further research and societal applications. Vivekananada College for Women follows the prescribed curriculum under CBCS System introduced by Calcutta University for BA. B Sc. B Com. (Honours & General) from the academic year 2017-18 onwards for Science stream and 2018-19 for Humanities and Commerce . In thisregard, the college is guided by rules and regulations laid down by Calcutta University. Some of the traditional knowledge is contained in the syllabus of some of the subjects under the curriculum of Calcutta University. Sanskrit Honours, one of the ancient Indian Language is taught in our college and |

| | some topics such as Arthasastras-Dandaniti is included in . Political Science syllabus as well as a part of Indian Philosophical thought is found in the course of Philosophy Honours. But IKS as introduced by Ministry Of Education at AICTE is not applicable under Calcutta University curriculum guidelines. |
|---|---|
| 5. Focus on Outcome based education (OBE): | Vivekananada College for Women follows the prescribed curriculum under CBCS System introduced by Calcutta University for BA. B Sc. B Com. (Honours & General) from the academic year 2017-18 onwards for Science stream and 2018-19 for Humanities and Commerce . In this regard, the college is guided by rules and regulations laid down by Calcutta University. The Govt. of India has introduced NEP 2020, one of the focus is on Outcome Based Education (OBE). UGC has recommended NEP 2020 to be introduced for all Higher Education Systems from the academic year 2021-2022 The West Bengal Govt as well as Calcutta University has not yet implemented NEP 2020. Since we are regulated by Calcutta University guidelines, so this has not been implemented in our institution.Our institution already focuses on OBE highlighting the issues of modern tool usage, ethics, environment and sustainability and individual and team work. Group presentation, project work are some of the initiatives of OBE. |
| 6. Distance education/online education: | Vocational courses are already offered in ODL mode in the institution like soft skill training of communicative english course and a course on software training. Blended learning has been practised in the days of New Normal. On and offline classes are the rule of the hour to complete the syllabus. Our College is already a recognised study centre of Netaji Subhas Open University offering a wide range of subjects. |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes https://www.vivekanandacollegeforwomen.org/naac_dvv/assets/naac_document/REPORT_on_Electoral_Literacy_Program.pdf |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating | Yes https://www.vivekanandacollegeforwomen.org/n |

| | |
|---|---|
| faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | aac_dvv/assets/naac_document/REPORT_on_Electoral_Literacy_Program.pdf |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | https://www.vivekanandacollegeforwomen.org/naac_dvv/assets/naac_document/REPORT_on_Electoral_Literacy_Program.pdf |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | https://www.vivekanandacollegeforwomen.org/naac_dvv/assets/naac_document/REPORT_on_Electoral_Literacy_Program.pdf |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | https://www.vivekanandacollegeforwomen.org/naac_dvv/assets/naac_document/FINAL_REPORT_COMMUNITY_OUTREACH_PROGRAMME_2022.pdf |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1670 | 1700 | 1692 | 1571 | 1525 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

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

**Response: 110**

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**2.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 110 | 110 | 42 | 38 | 37 |

## 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 107.02 | 48.6 | 187.63 | 79.56 | 100.5 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

Vivekananda College for Women, like all other colleges that fall under the aegis of Calcutta University, follows the curriculum prescribed by the parent body. All courses follow the semester system and each college frames its own academic calendar according to the given time-frame by the affiliating University.. Effective curriculum delivery is the raison d'etre of every educational institution. Our college ensures that this objective is achieved through the formulation of a comprehensive academic calendar. At the commencement of every session the Routine Committee of the college prepares a well-planned time-table. This master routine incorporates departmental routines. Each department, then, allots classes keeping in mind the syllabus provided by the University. Regular holding of classes ensures that the entire curriculum is followed through and completed thoroughly. The effectiveness of the method is tested through internal assignments, class tests, and semester examinations. The students are given access to their answer scripts so that they can judge their performance. Besides this, result meetings are held after every term exam wherein teachers discuss methods of academic improvement and better results.

The teaching plan is devised in a way so as to make certain that each portion of the syllabus is evenly distributed. When certain portions require greater attention, extra-and Remedial classes are held. Students with below par results are given extra attention. Teachers stay beyond regular allotted hours to help students improve their academic performance. Other than this, seminars, tutorials, class discussions, library work, along with innovative teaching methods like use of audio-visual teaching aids are used as a means of disseminating required information.

The college diligently follows the academic calendar as formulated by the academic committee. The committee devises a time-frame to ensure that each part of the syllabi of all departments are fully addressed. Proper adherence to the calendar becomes imperative for achieving optimum results.

Regular and Continuous Internal Evaluation is an ongoing process along with uninterrupted classes. This is an all-important necessity and is followed meticulously in order to provide best guidance. Students are regularly given project-work, impromptu tests, and other written and oral assignments. This ensures continuous internal assessment. Student progression is, therefore, monitored regularly and effectively. Our college holds regular parent-teacher meetings to keep guardians abreast of the progress of their wards. This is another means of evaluation for parents become directly involved with the regular functioning of the department. Teachers also get to know the difficulties faced by individual students.

All departments engage in continuous internal assessment. To cite two departments, History and English, both conduct regular revision tests to gauge student progression. The postgraduate department of Geography follows a rigorous schedule of CIE with an aim only to improve the standard of English as

medium of answer The results are assessed and addressed through mentoring of weaker students. And the results are reflected in their report cards.Vivekananda College for Women believes in bringing all students up to par with required standards of merit.

| File Description | Document |
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## 1.2 Academic Flexibility

**1.2.1**

**Number of Add on /Certificate/Value added programs offered during the last five years**

**Response:** 30

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**1.2.2**

**Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**

**Response:** 20.41

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1638 | 4 | 10 | 13 | 0 |

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

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## 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:**

The times demand that formal education should include issues pertaining to Professional Ethics, Gender and Human values, Environment and Sustainability in the Curriculum.

Vivekananda College for Women values equality, morality, and environmental consciousness as part of the holistic development of young minds. The academic curriculum devised by the University of Calcutta is followed by all colleges that fall under its purview. Individual colleges do not have much scope for changing, altering or adding to the syllabus. However, it is fortunate that the syllabi of various subjects include the dissemination of these ideals.

A whole full-time course is dedicated to environmental studies while almost every subject/department is now aware of the increasing importance of sustainability and preservation of our environment. Ethics forms a large part of philosophical studies and is also thebasis of interaction with our environment. Thus, such values are necessarily included as part of teaching.

The world is still grappling with inequality of gender and human values. It then becomes important for every subject and course to deal with these issues. The Social Sciences are geared towards informing students the need to end gender, class, and caste discrimination. Literature, too, is concerned about inculcating the right values in its readers.

Other than the formal syllabus, the college makes every effort to integrate these crosscutting issues in day-to-day-teaching . Seminars, invited talks, class discussions are regularly held to engender these moral and ethical concerns in the minds of the young learners.

A whole full-time course is dedicated to environmental studies which is taken by every student enrolled in the college.

The syllabus of Education (Honours) necessarily includes the above itemized concerns as it deals with the entire domain of teaching and learning. Thus in Module 2 of CC1, professional ethics is addressed while Unit 4 of CC4 deals with value-based education as an approach to teaching which helps students understand the role of education in National Integration. Sociology (Honours) has papers on the sociological perspectives of studying the social constructions of Gender and Sexuality. This course focuses on theoretical explanations and also the praxis of gendering as a process and expression of power.Ethical issues are a primary concern of zoological studies. Students learn about laws involved in breeding animals for laboratory usage. The welfare of animal life is integral to environmental studies and this subject accommodates this aspect as part of their professional ethics.

Language and Literature courses inevitably deal with gender and human values. Human relationships form the stuff of literature while man's relationship with his environment forms an intrinsic part of literary studies. All three literature courses—English, Bengali, and Sanskrit-- taught in the college includes various writings on the above subjects. From ancient Hindu texts to modern European literature,

gender concerns have been of immense importance through the ages. Entire papers are now being devoted to teaching women's issues and human values. Women and Empowerment is a topic that resonates with modern everyday life. Students are also taught about great men's lives through autobiographical literature.

Integration of cross-cutting issues relevant to Professional Ethics, Gender, Human Values,Environment and Sustainability in the Curriculum is a

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## 1.3.2

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

**Response:** 59.64

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

Response: 996

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

### 1.4.1

**Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

**Enrolment percentage**

**Response:** 43.25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 528 | 553 | 539 | 610 | 579 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1295 | 1295 | 1295 | 1345 | 1265 |

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| Upload supporting document | [View Document](#) |
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### 2.1.2

**Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

**Response:** 33.15

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 185 | 182 | 189 | 184 | 177 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 555     | 555     | 555     | 578     | 523     |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 15.18

## 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 using ICT tools**

**Response:**

Experiential Learning, participatory learning and problem solving are intermingled in the student centric learning process in our College. This successfully caters to the need of a diversified learner group.

- Experiential learning is embedded in the teaching learning process. Laboratory experiments are compulsory in the syllabi of many subjects from the discipline of science. Students of Botany, Zoology, Anthropology and Geography have to conduct field survey and laboratory experiments. Project writing is included in curricula of many subjects of social science. Real life examples related to the courses of study are discussed in class particularly for subjects in the fields of science and social sciences.

Educational trips (apart from compulsory field survey) / institutional visits are organised to give the students first hand experiences on some topics taught in class.

For example, the students of Economics Department were taken to the office of The Bureau of Applied

Statistics and Economics, West Bengal, where Government officials explained the methods of collection and management of official statistics. This was related to the content of the Data analysis paper which is taught as a SEC Course in Economics.

Also, the students of History were taken to the State Archaeological Museum for a demonstration class in Skill Enhancement course in Archives and Museum.

Similarly, the noise level analysis by the students of Geography has helped in the preparationof 'Green Audit' document of the College.

- Participatory learning is an important pillar of student centric teaching learning process. Teachers conduct interactive sessions with students, who are motivated to raise questions and express their doubts. Advanced students are often asked to help their fellow students in the subsequent doubt clearing process. This collaborative mode of learning is beneficial for all. Students' seminars and lecture demonstrations by the students, organised regularly, enhance students' participation in the teaching learning process.

- Development of problem solving skill and mind application is absolutely necessary for success in academic and competitive examinations. Students of all departments have to participate in problem solving and brain storming exercises. These exercises are part of Continuous Internal Evaluation.

- ICT tools are being increasingly adoptedin the teachinglearning process. The College has a partially Wi-Fi enabled campus to help better dissemination of information. ICT tools and platforms(WhasApp, G-meet, Zoom etc.) were widely used for successfully running the classes during the pandemic period. In offline classes also, there is now a growing use of e-resources and ICT tools.It has enhanced creativity and active participation of the students.

- There are 34 ICT enabled classrooms in our College (with two rooms having smart boards)and an ICT enabled library.The Department of Geography has a well-equipped laboratory for Geographic Information System. Student centric learning process discussed above are often assisted by ICT. For instance, the English department utilizes its ICT resources by screening syllabus oriented movies for its students, PPT presentations are made by the teachers and the students. There is a Learning Management System (LMS) in the College Website where resources are uploaded. Learning resources for competitive examinations (in interactive mode) are also available in the website.

Finally, a reasonably good teacher-student ratio helps to run an efficient teaching learning process in this college. Effective mentoring can also be done formally and informally.

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## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 78.92

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 113 | 113 | 113 | 44 | 44 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

**2.4.2**

**Percentage of full time teachers with NET/SET/SLET/ 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:** 78.04

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 67 | 63 | 62 | 37 | 34 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

- The College follows all guidelines and norms set by the affiliating University (University of Calcutta) regarding the assessment of the students. The present Choice Based Credit System (CBCS) evaluation process involves both internal and external assessment.  The entire procedure of external assessment (fixing examination centres and schedules, setting question papers, checking of answer scripts, re-examination etc.) is decided by the University.

- Internal assessment of a student is based on her attendance and her performance in internal examinations. Tutorial evaluation is done internally for non-lab based subjects. Internal examinations are conducted   according to routine provided by the College Examination Committee which follows academic calendar of the University of Calcutta. Question pattern is set at par with the University norms provided by the respective Board of Studies. Evaluation system is transparent and each answer-script is duly checked.  Marks are uploaded in University portal within stipulated time.

- Apart from these mandatory  assessments, regular and Continuous Internal Evaluation is an ongoing process.   Different innovative modes are adopted along with regular home/class assignments. Students are also given development inducing feedback.

- In the revious 1+1+1 system, there was provision for preparatory tests and mid-term tests. Result meetings were regularly conducted to analyse students' performances and to take decisions regarding sending students for University examinations. Measures were adopted for the students with poor performance.

- University of Calcutta has a system of grievance redressal which is time bound and efficient. After the publication of University examinations results, the College issues notices regarding review and self-examination of answer scripts for which the students have to apply through College within a stipulated date. Results of re-examinations are published by the University and corrected marksheets are issued. College puts adequate effort for smooth running of this grievance redressal process.  All complaints by the students related to errors and omissions regarding registration, subject choice etc.  are duly reported to the University and got corrected.

- During the recent pandemic, all University examinations were held online and answer scripts

were checked internally. All errors committed inadvertently in this online process of examination were corrected with sincere initiative by the teachers and the authority. There was regular correspondence with the University even during this difficult period.

- The internal mechanism for grievance redressal also works efficiently and in a time bound way whenever it is needed. One such Internal Examination related complaint was reported by 9 students of 4th Semester (Humanities group), in August, 2021 to the Principal. After a thorough investigation by the Grievance Cell, the issue was resolved within 8 days. The students were satisfied with the procedure and solution.

- The two PG departments ran with complete autonomy up to academic year 2017-18. Adequate measures were adopted to maintain transparency in the evaluation system. From 2018-19 onward, the PG courses are run under the regulatory body of University of Calcutta. The University norms are followed at all levels of evaluation process.

| File Description | Document |
|---|---|
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| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

- The College website displays Programme Outcomes (POs) and Course Outcomes (COs) of all Programmes offered by the institution. This helps students to understand the overall scope of each programme and the knowledge and skills they are expected to gain after the completion of each course. In addition to that, students can get an overview of career prospect of each programme. Programmes can be broadly specified under Sciences, Social Sciences, Humanities and Commerce. There may be varied outcomes of a Programme. As for examples, we can mention critical thinking, communication skill, ethical values, logical reasoning, skill of social interaction, awareness of environment sustainability and so on. Programme of any discipline can have these general outcomes which enhance long term life skills and attitude of a student.

- On the contrary, Course Outcome is specific to a course in a particular discipline. A programme consists of a number of courses. Therefore each course contributes to different programme outcomes mentioned above but not to the same extent. For example, almost all the courses are likely to develop critical thinking but not environmental awareness.

- Attainment of Programme outcomes and Course outcomes are evaluated by the institution. The Programme Outcomes of different subjects are measured upon their successful completion of the scheduled courses. Performance of the students is measured in terms of marks secured (weightage 80%) in University Examinations and from Continuous Internal Evaluation (weightage 20%) conducted by respective departments. Course outcome (calculated on the basis of average score of all students) is an indicator of successful completion of the course. In the process, each student's performance can be judged. Most of the departments in our college have started this CO evaluation. The outcome in the preceding semesters helps to identify slow learners and relatively advanced learners. Accordingly, steps are taken for their improvement.

- Another indirect but efficient way to measure attainment of course and programme outcomes is to keep an eye on students' progression to higher studies and their placement. For, success in competitive examinations and entering the job market requires considerable knowledge of the subject as well as power of critical thinking and logical analysis. Quite a few of our students graduating with Honours, pursue Post-graduation programmes and beyond. Our students got placement in Banking sector, Government sector and Corporate Sector and in various fields of teaching and research. The College feels proud of a rich pool of alumni, many of whom, having qualified NET/ SLET, are occupying teaching positions in various departments of the College.

- Sample survey is done on outgoing students to get feedback on course completion along with evaluation. This type of exit survey reflects students' perception on attainment of course outcome.

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

**2.6.2**

**Pass percentage of Students during last five years**

**Response:** 90.65

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 437 | 540 | 483 | 402 | 406 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 525 | 544 | 487 | 460 | 486 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document]() |
| Institutional data in the prescribed format | [View Document]() |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.82

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll | [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:** 1.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 1.4 | 00 | 00 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

**Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

Vivekananda College for Women provides a conducive environment for promotion of innovation and incubation of knowledge. Various initiatives have been undertaken by the college in the last five years for creating awareness and transfer of knowledge.

An ambient ecosystem of research and development prevails in the college. Over the years the college has consolidated its position as one of the premier institutions in the district, imparting learning in diverse areas of Humanities, Commerce, Social Sciences along with Biological and Pure Sciences in undergraduate courses and post-graduate course in Geography. in Bengali. Postgraduate Department of Geography is now recognised as a place of research with two regular supervisors. Five research scholars are awarded Ph D degree while five are on the verge of completion.

Substantive assistance in research of affiliating university or other universities are also provided by the teachers of our College.

The IQAC and the Research Cell of the college encourage teachers to pursue research work towards obtaining doctoral degree, to avail MRPs from UGC and ICSSR or other funding agencies and to publish quality research papers in UGC Care Listed journals or in the journals of national or international repute. Teachers have also presented papers at international seminars, both offline and online. The college has provided an academic ecosystem with several modern facilities. A well-stocked library, computers in every department with internet facility, well-equipped laboratories have created an environment for effective implementation of research and innovation projects.A number of collaborative webinars, faculty exchange programmes are also conducted under the stewardship of IQAC of the College.

Initiatives taken by the institution for dissemination and creation of scholastic expertise include holding of student seminars, poster-competitions, conducting Mock-Parliaments, debate competitions, etc. Every year the college participates in Youth Parliament competitions and acquired 3rd place in-2019. Article review by students is another feature of our innovation ecosystem. Students' seminar is a regular feature of all the departments. They are often encouraged to present papers before the dignitaries.

The dissertation works with a keen literature review of the post graduate students reflect their ability of critical thinking. The dissertation work of the postgraduate students focused on problems of the neighbourhood locality of the college is applauded by the District Library of South 24 Parganas and their dissertation works are well-placed in the Library. The Publication Cell of the College takes the pride of quarterly publication of an online journal , KNOWLEDGE with ISSN no. The journal is enriched by a number of articles written by the students of our College

The college continuously encourages students to take part in community welfare schemes. This inculcates feelings of social responsibility which leads to holistic development.. NSS and NCC cadets have received government awards and accolades for their socially relevant activities.

Innovation ecosystems in higher education institutions is imperative in the 21st-century. Our college recognizes the need for creating and sustaining an innovative ecosystem. The post-pandemic world has given rise to new learning methodologies. Students have acquired technological skills that are absolute necessities in the outside world. The college also offers a computer-training programme to facilitate first-time learners.

Thus, despite financial and spatial constraints, the college continually attempts to provide resources and facilities for innovation, creation, and transfer of knowledge.

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

**3.2.2**

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

**Response:** 34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03      | 19      | 06      | 02      | 04      |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.85

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33      | 15      | 24      | 17      | 05      |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**3.3.2**

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

**Response:** 0.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20      | 18      | 6       | 14      | 8       |

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

## 3.4 Extension Activities

### 3.4.1

**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:**

Holistic development of students is a goal that the college is fully committed to. In addition to the conventional teaching/ learning routine, the college strives to inculcate students with a moral and ethical perspective which assists in personal growth and civic responsibility. The college is especially interested in making students aware of their social surroundings and to this end regularly organizes extension activities of social service which provide them with opportunities to understand and appreciate problems of the community. This sensitizes students to work towards helping the underprivileged. Keeping this in view, extension services are undertaken by our college students in nearby schools and communities.

*Response:*

The NSS and NCC Units are proactive in this respect having organized several social service programmes that have yielded positive results, both for the community and the students. Society has benefitted from the services rendered while students have learnt the necessity and joy of helping others.

Along with these units, individual departments have organized several extension activities that were geared towards serving the community. This has created awareness among the student body regarding their duty with respect to community issues, gender disparities, social inequity, etc. To cite a few examples, students have visited old-age homes and a school for specially-abled children (viz., "Apon Ghar", "Voice of the World',) and spent quality time with the residents. Our students have donated books and stationery to underprivileged children on the day of auspicious Basant Panchami. During the pandemic, students distributed sanitizers and masks to the needy and impoverished. These visits and exchanges have proved to be satisfying on both sides and it was decided to continue with these programmes.

Students and staff of the College contributed generously to making Durga Puja memorable for the less privileged; a noble drive by IndusInd Bank as part of their corporate social responsibility.

This has encouraged students to help the needy and distressed.

The neighbourhood extension activities by the students range from carbon foot print analysis to electoral literacy drive. Visit to Calcutta Blind School enrich their outlook towards specially challenged people of the society. Awareness campaign include distribution of self-made paper bags to the nearby market to reduce the negative impact of plastics.

Every year the NCC and NSS units participate in several extension activities in the neighbourhood like Swachh Bharat, AIDS awareness, Gender Issues, etc. Both units have regularly participated in major camps, rallies, tournaments, and inter-battalion cultural competitions. NSS activities have included health awareness programmes, Free Eye check-up camps, Cancer awareness programme in the locality, Anti-Drug abuse day. PCOS, a common incidence among college-going girls, was addressed in a special event. Other events include Thalassemia test for 90 students, 25km race for Peace, Diabetes screening camp.

Thus, the students of the college alongwith the NCC and NSS Units play active and important roles to sensitize all students towards their duty to the neighbouring community. Apart from raising social consciousness and public awareness in students, these activities and programmes help in instilling discipline, courage and confidence, developing leadership qualities, building communication skills, etc., all of which help in creating an able workforce and responsible citizens for the country.

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### 3.4.2

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

**Response:**

The Department of Parliamentary Affairs Government of West Bengal is the nodal Ministry for implementation of the West Bengal Youth Parliament Competition Scheme in Educational Institutions across West Bengal. It is conducted annually by Youth Parliament Affairs Department, Govt. of West Bengal to promote the Youth Parliament programme in educational institutes.

The students of Vivekananda College for Women took an active part in it and won several accolades during the period of 2017-2022.

**Youth Parliament Competition 2017**:

On 1st Sep 2017 Students of 1st Year Honours, 2nd Year Honours and 3rd Year Honours participated in the Youth Parliament competition District level South 24 Parganas. The Youth Parliament Competition was held at Vivekananda College Thakurpukur, South 24 Parganas. The Youth Parliament competition team attained 2nd Position at the District Level Competition at College level.

**Youth Parliament Competition 2019**

On 25th Sep 2019 Students of 3RD YEAR, SEMESTER 1 & SEMESTER III participated in the District level Youth South 24 Parganas Parliament competition held at Fakir Chand College South 24 Parganas College Level and Ranked 3rd in the District level Youth Parliament competition.

**Youth Parliament Competition 2022**

On 21st September 2022 the students of the College  participated in District Level Youth Parliament Competition 2022 organized at Narendrapur Ramakrishna, Mission Residential (Autonomous) College S 24 Parganas by West Bengal Legislative Assembly.

**DIBYANI BANERJEE**, a student of Fifth Semester of Department of Political Science won the **Best Lady Parliamentarian Award** and brought glory to the College. All the other students' received participation certificates and gained humongous knowledge from this exposure. The students practiced rigorously and gave extremely good performance in the mock parliament competition, the participants were mostly students of the department of political science, however for the wholesome development and greater exposure the students of other departments were also included.

The college plays a pivotal role in successful implementation of **Kanyashree Prakalpa** among the girl students of the college. The Kanyashree prakalpa is a facilitator of women empowerment, which seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families through Conditional Cash Transfers . Our College was felicitated as a winner of third rank among the Colleges of Kolkata in the year 2018-2019 towards successful implementation of the scheme among girl students.

Our College acted as a **mentor college  for Sister Nivedita Government Degree College** towards preparation of NAAC for the first time. The College met several times with the NAAC co-ordinator of the College and monitored the preparation of SSR in the year 2018.

A **certificate of appreciation** was given to the college by **IndusInd Bank**  for "generous contribution" to making Durga Puja memorable for the less privileged. This has encouraged students to help the needy and distressed.

In recognition of NCC activities the **Programme Office**r was awarded with **Governor's Medallion** in the year 2021.

During the last five years, several camps were organised and many cadets achieved commendable milestones. Girls have received **awards** for both individual and team efforts. These events were held at the state level. Our students have made a mark **Kickboxing and IBC Championships**. **Governor's medal** was awarded to two students on individual basis  while the **Mumbai Koreian Cap** was received

by one student at the National level in 2017.

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## 3.4.3

**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 140

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 32 | 42 | 21 | 22 | 23 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.5 Collaboration

### 3.5.1

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

**Response:** 13

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution**

**Response:**

The institution has adequate infrastructure and physical facilities for teaching learning e.g. Classrooms, Laboratories, ICT facilities, cultural activities, gymnasium and yoga center etc.

The institution situated in Behala Chowrasta on Diamond Harbour Road an entrepot point between urban Kolkata to the north and rural outreach areas to the south. The built up area of the institute is 4711.6 sq.m.

The physical facilities of the college are wide and varied. The institution has well maintained classrooms with seminar libraries, an open access central library with two reading rooms and stock room, laboratories. The building also comprises of:

1. Students Common Room
2. Games Room
3. Yoga Room with Gymnasium niche
4. NCC Room
5. Medical Room
6. Canteen
7. Photocopy Corner
8. Cheap Store
9. Principal's Room
10. Office Room
11. IQAC Room
12. Computer Room
13. Netaji Open University activities room
14. Staff Rooms
15. one Staff Quarter
16. Instrumental Room
17. Pump Room
18. Office Go-down
19. Clean Washrooms
20. Hall rooms for cultural programs.

Apart from building, the institution has also provided

1. Organized gardens
2. Medicinal garden
3. "Muktamancha"- an open platform for various functions
4. Solar panel
5. Rain water harvesting system
6. Drinking water purification system
7. Air conditioning system
8. Pest Control system
9. Fire -fighting system
10. Biometric system
11. Generator
12. One lift
13. Cycle and Bike stand
14. Car Parking strip
15. ICT infrastructure

Every honours department has ICT facilities with audio visual system. The college generously provides Wi-Fi facilities to the students in some locations, teachers and stuff. There are various classrooms having ICT facilities which include two smart boards and some classrooms here LAN facilities. On the ground floor – there are three separate Wi-Fi s catering to the principal's room (premium) Geography pg (local broadband FTTH), IQAC room (prime) UGC Network room (prime), and the office (SPEED). On the first floor Wi-Fi operate in the staff room (premium), Central library (preferred), Mathematics department (prime) and Vidyasagar Sabhaghar (preferred). On the second floor, there is a common Wi-Fi shared by the science departments (preferred).

Culture is one of the most important and basic concepts of society. The institution is a warm and homely setup packed with cultural facilities. The students guided by the teacher perform various cultural programs. The "Muktamancha" – an open platform, Nivedita Sabhaghar ,Rabindra Sabhaghar, Vidyasagar Sabhaghar, and Jibanananda Sabhaghar (room no. -23) are provided for different cultural programs. Annual cultural competition are also organized there in every year to enhance the culture skills of the students.

Sports, Games and Yoga are essential for human life which keeps us physically and mentally strong. In these spheres, special attention is given by the institution. A small size playground is available within college campus. Provisions for planning different games are there. The event of annual sports is held every year. Prizes and trophies are awarded to the successful participants in the annual sports meet. Provisions for outdoor games like Badminton, Cycling and indoor games like Table Tennis, Carrom , Chess etc. are there. The institution regularly organizes yoga classes which is conducted by a trained instructor. Different types of Yogasana, the adoption of specific bodily postures are widely practiced by our students for good health and relaxation. One treadmill and two exercising cycles for enhancing

physical fitness are also provided to the Gymnasium of our institution.

| File Description | Document |
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## 4.1.2

**Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 21.64

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 28.28516 | 11.21445 | 41.65648 | 13.86151 | 18.21483 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library**

**Response:**

The Central Library keeps up with Vivekananda College for Women, which began its journey in 1961 as an undergraduate college affiliated with the University of Calcutta, the mother institution. The college has always been proud of its central library, which is stocked well enough and serves as both a large study area for faculty and students with an open access system. This college library is a space with a

collection of about 35,538 books. The DDC 20 Classification schedule is used to categorize books. The library has a pretty regular weeding out and acquisition system in place , and the book stock is continually assessed. Using an integrated library management system, libraries are automated. To do this, MS access , a library management programme, was installed in 2003–2004. Yet because of a lack of updating, inadequate training, and other issues, the software is no longer relevant to our library's needs. So, on the advice of the IQAC and the library committee, our library installs new open source software. Koha, an open source programme, was set up in the year 2011. Version: 19.11.21.001, fully cloud-based. It is completely automatic, around-the-clock access to the server, and a 99.9% uptime guarantee. It offers a 24/7/365 OPAC search function. Both faculty members and advanced students can use the N-LIST services that the library has paid for. Using NDL also enriches students' learning. Also, the library is responsible for a variety of administrative and logistical tasks for the college.

In order to familiarise first-year or new students with the variety of mechanisms the library has in store for them, the library organises a students' orientation event each year. Regarding any questions that can impact the library, the library maintains continual communication with all other academic departments.

RFID (Radio Frequency Identification) is the latest technology to be used in library theft detection, circulation systems. Unlike EM (Electro-Mechanical) and RF (Radio Frequency) systems, which have been used in libraries for decades, RFID-based systems move beyond security to become tracking systems that combine security with more efficient tracking of materials throughout the library. Our college has installed RFID in central library in 2021.

| Name of ILMS software : | MS ACCESS (TLSS) 2003-04<br><br>Koha (2011) |
|---|---|
| Nature of automation | Fully Automated |
| Version | 19.11.21.001 |
| Year of Automation | Koha (2011) |

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

## 4.3 IT Infrastructure

**4.3.1**

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

**Response:**

For the sake of the students, Vivekananda College for Women always works to upgrade the IT infrastructure on campus and to oversee the essential administrative tasks. The institution built an internet facility purchased from BSNL FIBREandALLIANCE BROADBAND to give LAN facilities in every area of the institution as well as sufficient Wi-Fi amenities starting in 2011 in order to maintain a continuous IT infrastructure on campus. Internet facilities have been further expanded in 2017 to speed up the network connectivity using an ALLIANCE BROADBAND connection upto 200 MBPS network speed.

The college has networked terminals placed across different faculties and departments. Our offices are now fully computerized as well. The college operates a total of :

1. One Hundred Three (103) Desktop PCs with UPS and 14 Printers- all are connected to the internet either through LAN or WiFi.
2. The college has better connectivity with LAN and Wi-Fi enabled campus with 12 access points with upto 200 MBPS bandwidth.
3. Each Department has been given ICT facilities to help them with this digital transformation.
4.  The college runs customized online portals for tasks like:

1. Admission Portal: Online Application
2. Students Satisfactory survey
3. Feedback
4. MCQ Portal
5. Grievance Portal
6. LMS (ESHIKSHAK)
7. Alumni
8. Entry in Service
9. Academic Calendar etc.

1.  Among different online portals those that are regularly used for the administrative purposes are ;

1. AISHE - https://aishe.gov.in/aishe/home
2. BanglarUchchaShiksha - https://banglaruchchashiksha.wb.gov.in/
3. CUEXAM portal - https://www.cuexamwindow.in/
4.  WBIFMS/HRMS - https://www.wbifms.gov.in/
5. WBHS - https://wbhealthscheme.gov.in

The college has been continually updating the digital infrastructures to make the system more efficient and productive in a way that benefits not only the administrations and teachers but alsoand most importantlythe students.

| File Description | Document |
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**4.3.2**

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

**Response:** 17.96

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

Response: 93

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

**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:** 20.03

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 13.5 | 15.2 | 23.5 | 28.3 | 24.3 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

**Response:** 49.77

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2314    | 373     | 697     | 388     | 288     |

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

### 5.1.2

*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:** A. All of the above

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

### 5.1.3

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

**Response:** 97.18

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1559    | 1686    | 1678    | 1526    | 1479    |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.1.4**

**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 supporting document | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 40.96

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 326     | 233     | 253     | 47      | 70      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 437     | 540     | 483     | 402     | 406     |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

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**5.2.2**

**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:** 100

*5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12      | 7       | 14      | 17      | 7       |

**5.2.2.2 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12      | 7       | 14      | 17      | 7       |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 7 | 11 | 1 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.3.2**

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

**Response:** 30.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 26 | 31 | 31 | 37 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

**Response:**

The Alumni Association of Vivekananda College for Women has been registered by the name 'BAHITRA'.

The Alumni Association (Bahitra) Vivekananda College for Women (registration NO/S/NO. 53177 of 2015-2016 dt. 29/03/2016) is a registered association and it is audited annually and the expenditure account report of each and every year is submitted to the appropriate college authority. The initial idea of our Alumni Association named 'BAHITRA' evolved from the need that there should be an organic connection between the current batch and alumnus who could guide us in our journey and we could benefit from their guidance.

In the year 2017-2018, Bahitra actively celebrated the world Environment Day of June 2018 with staff and students. The Day was celebrated by planting saplings of trees, flowering plants and medicinal plants in the college backyard. A Health check up camp was organized within the college campus for the teachers, students, staffs and alumni members. It was attended by 55 students under the supervision of Dr. Bikash Mukherjee, our doctor-on-call.

In the year 2018-19, Bahitra organized a Reunion Programme for all students to establish a good, healthy relationship between the old student and the present Alumni and offer a platform for the alumni to showcase their talent. Almost 250 ex-students attended the programme. The Programme was a grand success with the active participation of 35 alumni members.

Throughout the session of 2019-20, the executive body of Bahitra met at least thrice to discuss various issues like college welfare and upgrade of the Alumnus.

Bahitra organized an Alumni meet on 10th December 2019. The purpose of the alumni meet was to reconnect with the alumni and enter in a joint celebration. In this year, Bahitra donated Rs.20000/- the college book fair.

The Year 2020-2021 will forever be remembered for the Covid 19 pandemic which paralyzed educational institutes around the world. The "Alumni meet" and other associated social works were not possible under such unfortunate circumstances. The Alumni Meet for the year 2020-21could not be held due to the pandemic situation. However the following events were conducted on online mode.

- Birth Anniversary of Netaji Subhash Chandra Bose on 23rd January 2021.
- Celebration of Republic Day on 26th January 2021.

- Celebration of Saraswati Puja on 16th February 2021.
- Celebration of Independence Day on 15th August 2021.

Bahitra organized an Alumni Meet on 27th August, 2022 after the situation returned to normal. The Alumni meet started with the welcome speech addressed by the President of Alumni Association, the now late Dr. Soma Bhattacharya. The meeting was graced by retired head of the department of

Sanskrit, Dr. Kaberi Banerjee. In this session (21-22), we as a group of Alumni Committee of Vivekananda College for Women, got the opportunity to visit Calcutta Blind School (H.S) [643, D.H.Road, Behala, Kolkata-700034] on 26th August, 2022.

Vivekananda College for women organized a book fair on 8th and 9th April, 2022. It was organized by the department of Bengali in collaboration with Bahitra. Bahitra donated Rs. 15000/- to the College Book fair from its own fund. The college book fare got a grand success due to the collaboration with the Alumni Association "Bahitra".

In the years to come, Bahitra wishes to extend and expand its activities to touch the community of Behala. Let us hope for the best.

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# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

**The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

**Vision:**

Vivekananda College for Women, an independent women's college since 1961 plays a vital role in the expansion of higher education among the Indian women following the philosophy of Swamiji. The thrust area of the College is to ensure barrier-free higher education to the deserving girl students. The initiatives are guided mainly by goal of equitable access which includes equality, quality and excellence, relevance and value based education.

The vision of the college is to promote women empowerment through holistic development and education of women in society embracing a vast hinterland of urban and semi-urban status.

**Mission:**

The college aims at the academic, intellectual, moral and economic uplift of students. Mental alertness, cultural exposure, physical fitness, secular outlook, crisis management and intellectual resourcefulness are some of the qualities it seeks to imbue in students. The outreach programmes of the college try to ensure that enterprising and career-minded students find keys to future self-advancement and economic self-sufficiency.

*Response :*

*Decentralization and Participation in the Institutional Governance.*

The college practices a democratic and participatory method of governance with all stakeholders participating actively in its administration in accordance with the vision and mission statement of the college which enhances the quality of education at various levels.

The Governing Body is the highest decision making body for college administration. It is comprised of teaching and non-teaching members, university and government nominees and student representative.Governing Body, Principal, Teachers' Council and IQAC are always working in tandem for designing and implementing quality policy.

Several Statutory Committees are constituted by Governing Body for efficient management of governance. Teachers' Council and extended Teachers' Council members are also authorized with the clearly outlined responsibility. The recommendations of various committees are monitored by the Principal and are executed accordingly. Any difficulty faced by the committees of faculties is amicably settled in Governing Body meeting.

The Governing Body delegates authority to the Principal who, in turn shares it with the different levels of functionaries in the college. The Heads of Departments, the Conveners of various Committees along with the staff representatives work proactively in determining the institutional policies and implementing the same. The Governing Body members of the college meet 4 times per year and the Principal updates the faculty members on the policies and programmes of the management.

Regular Teacher's Council meetings are held on multi-dimensional agendas. Open discussions are held and the Principal enthuses dynamism among the faculty members to create an environment conducive for the academic growth through decentralisation and participative management.

The IQAC plays a vibrant role for quality assurance, maintenance and enhancement of the qualitative and quantitative matrix of the institution. It encourages both the teaching faculty, non-teaching staff and the students at regular intervals to enhance their performance through various mechanisms. Feedback is obtained from various stakeholders regarding teaching-learning and other matrix of evaluation procedure.

Heads of Departments enjoy considerable administrative and academic autonomy in running their disciplinary units.

Our institutional mission is to impart holistic education. The administration, academic faculty and non-teaching staff of the college takes active part in motivating students to develop holistic outlook. To substantiate is the mentor- mentee practice which has continuously played a significant role in solving many a problems of the students.

All the stakeholders work in unison to fulfil the goal of decentralisation and participative management.

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## 6.2 Strategy Development and Deployment

**6.2.1**

**The functioning of the institutional bodies is effective and efficient as visible from policies,**

**administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

The institution has a well-defined organizational structure to strategize future plans, formulate policies and to run the institution in an efficient and outcome-focused manner. It is constituted by statutory and non-statutory bodies that function in compliance with the vision, regulations, policies, and statutes stipulated by the Government, UGC, Affiliating University and the vision and purpose for which the institution has been established .

**The Organization Structure and functions**

1. The **Governing Body** of the Institution is visionary and committed. The Governing Body is the highest decision making body for college administration as per The West Bengal Universities and Colleges (Administration and Regulation) Act, 2017.  Governing Body approves new programs and financial budgets and functions strategically for the proper development of the college.
2. **Principal,** the head of the institution is responsible for administrative and academic activities. Principal is empowered and responsible to implement the policies and decisions of the statutory bodies, management and higher bodies.
3. **IQAC** initiates, plans and supervises activities for the development and application of quality benchmarks in collaboration with the Principal. IQAC ensures quality through internal academic and administrative audit. The Cell monitors skill-based and quality events
4. **The Bursar is** the financial administrator. **Bursar c**ollaborates with the authority in the management of office, finance and expenditures.
5. The **Teachers' Council** plays a pivotal role in resolving issues related to academics
6. The **Departmental-in-charges** accomplish the academic, financial and co-curricular requirements of the departments.
7. The **Finance Sub-committee** looks after the financial administration of the college.
8. The **Building Committee** is responsible for major construction work.
9. The **Academic Subcommittee**s monitors the academic matters.
10. The **Librarians** supervise and maintain the upkeep of the library.
11. The **Students' Forum** addresses student related issues.
12. The functioning of the college is decentralized by forming various committees. They are authorized with the clearly outlined responsibilities.

**The functioning of the institutional bodies is effective and efficient as visible from**

1. **Appointment and Service Rules**

The **Recruitment and Appointment rules** for the Teaching and Non-teaching staff are as per the eligibility criteria prescribed by the UGC and the state government. The promotional policies also are guided by the UGC and Department of Higher Education, West Bengal.

**Service Rules** and procedures are guided by the Calcutta University First Statutes (latest edition), the Constitution of the college and the rules of the State Government as amended from time to time in this regard. (SEE THE LINK GIVEN)

**Activity Successfully Implemented: Mark of Success:**

Timely recruitments and promotion of competent faculty have resulted excellent teaching-learning process and effected outstanding student outcomes in terms of Average Pass Percentage above 95% Placements, Progression to Higher Studies, Students clearing Competitive Examinations NET/SLET and Research Scholars being awarded PhD degrees during the assessment period.

1. **Policies**

The institution has well-formulated policies on Quality Assurance including e-governance, Research and Publications, Student Support and Welfare Measures, IT, Infrastructure etc. and well-defined Code of Conduct, published on the college website. The feedback analysis reports are employed for the review and revision of policies and strategies. The well-structured policies ensure systematic functioning and uplift the quality of the institution.

**Deployment of institutional strategies/ perspectives/ development plan etc.**

The directedness and purposefulness of on-going journey of the institution is driven and directed by a well-drafted Strategic Plan evolved through deliberations and engagements with all its stakeholders, academicians and experts.

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**6.2.2**

**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

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## 6.3 Faculty Empowerment Strategies

**6.3.1**

**The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

**The institution has several well-defined provisions for effective welfare measures for teaching and non-teaching staff.** All teaching and non-teaching members in substantive posts of the college are endowed to avail loan facilities from

- Provident Fund Loan (refundable) : a whole time teaching or non-teaching staff who is not in probation period is eligible to avail a loan against his or her provident fund deposits, which should be refunded within a period of 24 months by deducting from salary.
- Provident Fund Loan (non-refundable)- a whole time teaching or non-teaching staff who has completed twenty or more years of service is eligible to get 75% of her provident fund deposits .

In case of repair and renovation or buying old or new house, marriage or educational expenses of the wards, and in case of treatment the loans may be granted.

- Personal Loan Schemes- An employee may take personal loans from any nationalized banks, which will be deducted from his or her salary as per their declaration.
- Other than these the college authority extends its help to an employee obtaining loan from any authorized agency by supplementing necessary documents.
- Loan facility is available from the Non-teaching Staff Mutual Benefit Fund (not registered) which grants loan to its members whenever necessary. Ceiling of loan is upto Rs.5000/- and is payable within ten months (likely to be extended in case of acute crisis). All non-teaching staff are eligible to take loan after repayment of previous loan. Interest rate is 6% per annum.

Teachers and non-teaching staff members (not in substantive post) are entitled to avail Government Health Schemes and Swastha Sathi scheme of the State Government. and some other benefits as stated in supporting documents.

The College has adopted **Performance Appraisal System** for both teaching and non-teaching staff since 2001.

The basis of the Teachers' Appraisal are -

- the records maintained by the teachers themselves in a College-designed Teachers' diary and
- the 360-Degree Teachers' Performance Appraisal.

Teachers' diary bear records of individual teacher's academic, administrative, co-curricular activities, attendance, classes, leave and continuous professional development. Monthly and Annual reports are generated manually..

360-DegreeTeachers' Performance Appraisal has been grounded on feedbacks from all stakeholders: Self, Students, Principal, External peers through a structured questionnaire encompassing

communication skills, depth of knowledge, discipline, work-ethics, effective curriculum delivery and the teacher's ability in creating an interactive classroom. The Principal is appraised on administrative and other performances by students, teachers, non-teaching staff and external peers.

The outcome of auto-generated appraisal report Principal used to take action as deemed fit to upgrade the academic environment of the College.

Appraisal of non-teaching staff including Librarian is done by self, students, teachers and Principal. The analysis of the feedback helps a lot in improvement of the administrative atmosphere of the College.

**Moreover, regular upkeeping of service book records of the employees is another important means of appraisal of performance.**

Several health schemes and facilities within the campus also maintain an conducive working ambience in the College.

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## 6.3.2

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

**Response:** 2.67

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 6 | 3 | 0 |

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## 6.3.3

**Percentage of teaching and non-teaching staff participating in Faculty development Programmes**

**(FDP), professional development /administrative training programs during the last five years**

**Response:** 33.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 33      | 46      | 79      | 36      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 85      | 63      | 54      | 44      | 35      |

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## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

The Institution has maintained a transparent and well-planned financial management system. The headwise budgetary allocation prepared by the Bursar in the beginning of the financial year is approved by the Governing Body towards creation of a more learner-centric ecosystem befitting a non-profit organisation. A statutory Finance Committee keeps a close vigilance on the income-expenditure pattern of the College.

- The government funds are taken care of by the UGC Planning forum, and RUSA committee of the college.
- Funds are provided to meet the infrastructure requirement of the institution as and when required.
- The college provides financial support to seminars/workshops/expert talks/ collaborative

activities etc.
- The outreach, co and extracurricular activities of the students are a major area of concern and adequate funds are provided.

The main source of funds are mainly plan and non-plan allocation of the State Government and UGC. Above all the students are deemed to be main stakeholders. Funds are also generated from self-financing postgraduate courses, rent from Union Bank of India, maintenance charge from NSOU.

Transparency and accountability are ensured by conducting an annual audit of the statements of accounts:

- The headwise budgetary allocation prepared by the Bursar in the beginning of the financial year is approved by the Governing Body towards creation of a more learner-centric ecosystem befitting a non-profit organisation. A statutory Finance Committee keeps a close vigilance on the income-expenditure pattern of the College.

The main source of funds are mainly plan and non-plan allocation of the State Government and UGC. Above all the students are deemed to be main stakeholders. Funds are also generated from self-financing postgraduate courses, rent from Union Bank of India, maintenance charge from NSOU.

Bursar is the internal financial administrator of the College. He/she is appointed by the Governing Body to manage the domestic and internal finances of the College, and to help the Principal in the maintenance of the accounts and in the day-to-day financial affairs. Financial Data, prepared by the Accountant is again verified and scrutinized by the Bursar and the Principal for authenticity, transparency and accuracy.

The statutory Finance Committee has also played a crucial role in monitoring the budgeted allocation under different heads and major expenses of the College. The Purchase Committee maintains the transparency in purchase of various items as per the rules of West Bengal Finance Department.

Audit is done by a qualified chartered accountant with approval from the Governing Body. Maintenance of Stock register in a proper format, timely submission of income tax, profession tax, GST are also done on a regular basis.

The Education Directorate of the Department of Higher Education, Government of West Bengal is the competent authority for the appointment of auditors (Audit Firm) for the purpose of 'Audit of accounts of Grant-in-Aid Colleges' in terms of the Government Order No. 364-Edn(CS), dated 02.03.1973.

They maintain a panel of auditors for the purpose of the mandatory audit of accounts of Grant-in-Aid Colleges.. It is mandatory for the college to execute the audit of the college accounts by the 'AUDITOR' (Audit Firm) duly appointed by the Government.

The auditor (Audit Firm) so appointed prepares a report on the basis of its observations. The audit report is mandatorily sent to the office of the Director of Public Instructions, Government of West Bengal, immediately after the execution of the audit.

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## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

Internal Quality Assurance Cell (IQAC) of the college has immensely contributed in the implementation of quality assurance strategies and processes at all levels.

**Promoting the Use of Technology**

**(A) Academic Development**

Technological advancement and innovations in educational transactions are undertaken by the College. It creates a visible impact on academic development. The campus community are adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort in this direction by IQAC are reflected to invest in hardware and to orient the faculty suitably.

The pandemic and prolonged lock down acts as a catalyst to shift to online tools to educate our students. Since virtual literacy is the only available option for the educational institution, there comes an necessary shift in the literacy platform. IQAC acts as a facilitator to bridge the gap between virtual and physical platform of learning of the campus community. The effective use of Learning Management System in multimodal forms are encouraged by IQAC.

**(B) Administration**

Effective institutional functioning is promoted by IQAC by managing the administrative activities of the institution in a technology-enabled way. For example, electronic data management and having functional institutional website are the two significant steps. These steps provide ready and relevant information to internal and external stakeholders particularly the student community. Online admission process, student data management are of immense help for smooth administrative processes.

**IQAC has recorded the annual incremental improvement in teaching learning process, structures & methodologies of operations and learning outcomes of the institution through the following norms:**

1. **Academic Audit:** The Academic Audit conducted by IQAC is a faculty-driven model of ongoing

self-reflection, collaboration, teamwork and peer feedback. The IQAC reviews the distribution of class load, course load among the faculty members. It also appraises the departmental teaching plans and curriculum designs. Feedback on academic performance by stakeholders are also instrumental in annual incremental improvement in teaching-learning process. Academic audit by external peers is another fruitful mechanism to review the SWOC analysis of the teaching-learning system.

2. **Administrative Audit:** Administrative audit refers to thorough evaluation of the administrative processes in the college. The electronic management of student and financial data base along with the administrative policies have been reviewed by external experts. The outcome of the audit aims towards building an efficient management system of the College.

3. **Online Feedback System:** The IQAC collects online feedback from stakeholders like students, parents, and alumni to facilitate teaching-learning reforms. The feedback system in place from all stakeholders comprises of analysing and identifying the pertinent points. These ultimately enhance the learning effectiveness.

4. **Supplementary Student Enrichment Programme:** IQAC encourages supplementary enrichment programme beyond main course of study. These include virtual cultural programmes, leisure activities, online surveys, quiz, psychological counselling sessions etc. During pandemic these activities are of a great relief to get rid of the mental woes.

5. **Add on and Value-added Courses**: Add on or value-added courses are encouraged by IQAC on gender, environment and sustainability and so on.

6. Inter-disciplinary lectures are also a quality assurance mechanism.

7. IQAC adheres strictly to a time-frame matching curricular planning to ensure the effective learning outcomes of the students.

8. The attainment CO and PO may indirectly help the teachers to identify slow and advanced learners.

9. Constant internal evaluation is also an effective mechanism to gauge the progress of teachin-learning process.

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## 6.5.2

**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 initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** A. All of the above

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# 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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years**

**Response:**

Being a United Nation's member, India proceeds to expand its circumference of thoughts regarding gender equity in Amrit Kaal in terms of extending permanent commission to women of Indian Armed Forces, determining enumerable representation of women in constitutional posts and its historical judgment on termination of pregnancy (MTP Act 2021) to recognize 'the right to dignity' of a woman. Thus, it becomes unavoidable duty of each higher education institution to cater focus on gender sensitization in campus.

For the past five years, Our college has performed activities with relentless effort to enable our vision:

The CCTV surveillance with strict monitoring at three places i.e. at Principal's room, Central Library and in the Department of Geography, restricted entry in campus with identity card, deployment of lady security staff and female attendees in canteen, vending machine elaborate secure environment for girl students.

The series of interactive session of Department of Psychology under the umbrella cell of IQAC via online mode bolstered institutional concern of emotional wellbeing of its pupil amid pandemic.

Our college with establishment of sound Sexual Harassment Cell and Grievance cell serves its fundamental duty towards student awareness with objective of solving grievances (if any).

International Women's Day is essentially celebrated to embrace womanhood and encourage women to be girls to face every probable difficulty in society.

Our college provides a spacious common room and a small but significant 'Mukta Mancha' in very strategic location of college for nurturing thoughts of students in leisure.

We celebrate several nationally and internationally significant commemorative days, events, and festivities that represent Indian heritage and culture and impart education among students about history, traditions, and practices of Indian society. We celebrate India's Independence Day with flag hoisting and singing the national anthem. Students, faculties, and administrative staff join this celebration and several cultural programs reflecting the patriotic essence are performed by the students. The Republic Day is also celebrated with cultural program organized by students, and cultural committee of the college. On 2nd October, the birth anniversary of Mahatma Gandhi is celebrated implying a tribute to convey the messages about the life and philosophy of Mahatma Gandhi. 'Swachh Bharat Abhiyan' is conducted by

our college to undertake several measures for enlightening students about the importance of hygiene and sanitation. Dr Sarvapalli Radhakrishnan's birth anniversary (nationally known as Teachers' Day) on 5th September is celebrated in college. Students in each department organized cultural programs for celebration of Teachers' Day. The Teachers' Council of our college also arranges a cultural program including all the teachers on celebration of Teachers' Day. Our college celebrates 12th January as national Youth Day in commemoration of Swami Vivekananda's birth anniversary. Furthermore, our college celebrates 21st June as International Yoga Day for promoting the relevance of Yoga in life. International Women's Day on 8th March is celebrated with a discussion paying homage to the historical and contemporary struggles of women for empowerment. '*Saraswati Puja*' is celebrated on the day of '*Basant Panchami*' within college premises. '*Basanta Utsav*' commemorating '*Holi*' and '*Dol Jatra*' is celebrated by our college.

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## 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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## 7.1.3

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

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

**Response:** A. All of the above

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**7.1.4**

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

**Response:**

In an era of Industrial Revolution 4.0 and artificial intelligence, the global boundaries have almost disappeared, and we regularly come in contact with diverse language, religions and cultural systems, that continuously hammer us as a HEI to create an environment of inclusive and intercultural upbringing for its pupil to foster mutual understanding.

The concept of Government of India's recent initiatives to focus on 'Soft skill' to influence behavior and thinking of others by means of its power of ideas and attraction, (for example, India's initiatives to renovate Angkor Wat temple in Cambodia) takes us to the domain of Cultural Diplomacy. Our college with the intent of preparing responsible citizens with the sowed seeds of 'soft power' be an integral part of 'New Education Policy 2020', starts its job over the years by admitting women students from different socio-economic strata as per merit in order to create inclusive environment of teaching learning.

We implant religious embodiment amongst our girls by our conscious initiatives to work them together to decorate the campus and MANDAP making for 'Saraswati Puja' (Basant Panchami). They actively participate for 'Anjali' Ceremony. On this holy eve, our college offer books, copies, pen to the needy students of neighborhood school as per their requirement to expand the domain of tolerance and harmony beyond campus.

Besides that, our faculty members and students pay diligence for celebrating memorable days like Independence Day, International Biodiversity Day, World Environment Day, International Yoga Day, organizing BOOK FAIR in campus, publishing annual magazine etc.

Part IV A of Indian Constitution is enshrined with Fundamental Duties those are non-justiciable in nature but resonates the essence of proportionate correlation between rights and duties as one cannot enjoy his fundamental rights without performing his duties towards nation. Likewise, the young minds of our educational institution are embedded with such moral obligation with proud celebration of Constitution Day (reading and writing preamble), Republic Day, Parakram Diwas (Netaji's Birthday).

Department of Political Science play decisive role for raising awareness on Gender Sensitization issue by commemorating Constitution Day, Creating Electoral Club, organizing visit to 'Bidhan Sabha' (State Assembly) where students can experience day long deliberation of the legislators. Most significantly our students irrespective of their departments, academic credit, religion, economic status perform in Youth Parliamentary competitions to learn leadership activity for nation building and earn special recognition

every year for the college.

Above all, accountability of each administrative strata is key to functioning of our college for successful implementation of any phase of the scheduled curriculum is a bi-directional process. Appreciated feedback system from all stakeholders of Vivekananda College for Women creates a comprehensive environment that is knowledgeable, transparent, and decisive in nature. Hereby we play our obligation in all possible ways towards the noble purpose of multidimensional progress of human resource we get an opportunity to nurture for three and two years of undergraduate and postgraduate courses respectively with an immense desire to inculcate tolerance in the sophisticated minds of some adorable pupil of Tagore's Land.

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## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice- I**

**Title**: "Cleanliness is next to Godliness: Towards developing a sustainable, green and clean campus"

**Objectives**

We aim to promote eco-friendly practices and environmentally sustainable campus. Our objective being - plastic free campus, aims at practicing 'Green and Clean Campus'. This is a joint venture of our students, staffs to make campus clean and eco-friendly, stepping towards shared responsibility.

**The Context**

Our college is situated amidst a congested settlement, industrial complexes, and at crossroads of heavy vehicle movement throughout the day, indicating towards substantial pollution. Rapid urbanization, economic development led to environmental crises. Our college has been consistently trying towards developing green and sustainable clean campus.

**The Practice**

- Cutting trees is strictly prohibited here. Tree plantation in and around the campus is encouraged. Gardens with lush green grass, flower and medicinal plants are maintained regularly.

- Use of plastic is strictly prohibited here. Steel crockeries are used in canteen.
- A vending machine was installed for disposal of sanitary napkins.

- The eco-friendly, energy-saving electrical appliances, MCBs, and LED lights were installed.
- A solar energy panel was installed rooftop. "SAVE ELECTRICITY, SWITCH OFF WHEN NOT IN USE" are displayed at various places within college to sensitize staff and students towards saving electricity.

- The sensor-based water pump in two sites were installed. One on ground floor, from which water is shifted to the rooftop water tank. Another with a drinking water purifier on first floor, from which students collect drinking water.
- Rainwater is harvested underground the garden.
- We organized awareness programs through seminars, rally; display advertisement and slogan on notice board.
- Two different color-coded dustbins (green and blue) are employed at various places within campus.
- A water treatment plant was installed where sewage water and water with dilute acid collected from Chemistry laboratory is aerated and then sent back to settling tank.

- We organized National Seminar entitled 'Environmental Issue' in 2018 to convey messages about the environmental sustainability.
- Students prepared and distributed paper bags to local vendors (*Shimultala bazar*). Students followed a symbolic ritual (i.e. *bhaifota*) with a desire of good health of trees.

**Evidence of Success**

- Tree plantation and garden maintenance develop greenery with a soothing milieu for us.
- Solar energy panel facilitates in saving electricity bill at a significant level.
- Sensor-based water pump facilitates automatic turn on/off the pump, monitoring of water supply that saves electricity conservation and water depletion.
- Water treatment plant helps in filtration of liquid wastes and further use of it in washing, gardening, and toilet purpose.

- Rainwater harvesting reduces water shortage during crisis.
- Uses of LED lights lowers electricity consumption.
- Bio-degradable and degradable wastes are separated using green, blue coloured bins, reuse of recyclable wastes, disposal of non-degradable wastes through compactor machine of municipality.
- Impeccably clean, handsome number of toilets is present in each floor.
- We followed switching off lights and fans promptly.

**Problems encountered and resources required**

Norms for 'Green and Clean Campus' initiatives were violated amid pandemic. Maintenance of solar energy panel, liquid waste management project during lockdown, was challenging. In post lockdown period, maintenance was successfully restored. However, certain financial difficulties were faced. Newcomers sometimes take time to follow waste segregation norms, but soon they come round. All stakeholders are encouraged to develop environmental consciousness.

**Notes**

We encourage students to develop a prioritised attitude towards cleanliness practices.

The college has planned for setting up a vertical garden for developing eco-friendly interior spaces; a dirt compost, used crusher for solid waste disposal; and would try to collaborate with other agencies for e-waste disposal.

**Best Practice- II**

**Title**

"Students' quality improvement endeavour: Towards developing reading, learning, critical thinking, speaking, and writing expertise"

**Objectives**

We endeavour to provide a platform designed for enhancing different skills - reading, learning, critical thinking, speaking, and writing potentialities among students.

**The Context**

Our college is the only girls' college in this district. Majority of the students hail from less-privileged background and remote location. Our responsibility is to sensitise students about the privilege of higher

education, relevance of being empowered in decision making, consequence of being involved as the earning member of family.

Our college abides by all the directives issued by the Government regarding higher education among girl students. With this motto, we also proceed with aim of promoting the needs of girls' education to develop our nation.

**The Practice**

We adopt distinct strategies for maintenance of this practice.

- To develop students' reading practices, college provides access of books, journals, study materials in library and LMS portal.
- To develop students' learning efficacy, a master routine for classes is followed.
- We organize seminars, add on courses, value-added courses to encourage students to develop skill of critical thinking.
- College arranges Spoken English classes for developing students' speaking potentiality. Participation in youth parliament competition help raise their leadership quality.
- Students are taught how to write a report/literature/project proposal. Teachers provide study materials, check reports thoroughly. Students follow suggestions.
- The placement cell offers programs on career counselling, skill development at free of cost.
- Our college is keen to develop students' soft skills.

**Evidence of Success**

- Students are enrolled in library and involved in regular practice reading books.
- Students attended classes regularly.
- Students' performances in seminars, examinations remain satisfactory.
- Participation in intra and inter-college competitions makes students presentable.
- Cent percentage students could write a report as the courses offered in new CBCS syllabus contains compulsory practical/tutorial part.
- Participation in career counselling program facilitates in preparation of competitive examinations near future.
- Students after passing out mostly pursue higher study.
- Several students are found to remain engaged in further research work.
- Several students are found to remain involved in various jobs either in private or government sectors.

**Problems encountered and resources required**

Certain problem faced are –

- Almost fifty percent of students come from beyond twenty kilometres.
- Students from humble backgrounds suffer from lack of nutrition and thereby energy.
- Shortage of staff in college.

These factors are hurdles towards achievement of academic and soft skill development. However, our college sturdily battles limitations. Our good intentions would eventually lead us to success.

**Notes**

Continuous endeavours ensure betterment in students' academic performance, contributes to their professional growth and future employment, develops students' nature of decency, largely enables transmitting their knowledges to future generation, contributes to ultimate nation building.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Vivekananda College for Women plays a vital role in the expansion of higher education among the Indian women following the philosophy of Swamiji. The thrust area of the College is to ensure barrier -free higher education to the deserving girl students. Our initiatives are guided mainly by goal of equitable access which includes Equality, Quality and Excellence, Relevance and Value-based education.

The college aims at the academic, intellectual, moral and economic uplift of students. Mental alertness, cultural exposure, physical fitness, secular outlook, crisis management and intellectual resourcefulness are some of the qualities it seeks to imbue in students. The outreach programmes of the college try to ensure that enterprising and career-minded students find keys to future self-advancement and economic self-sufficiency.

Vivekananda College For Women, Barisha, Kolkata-700008, an independent Women's College since 1961 is located on the Diamond Harbour Road and Joka-Taratala Metro Railway route (Purple Line) adjacent to Behala Chowrasta with an easy accessibility to the heart of the city as well as southern fringe of the metropolis embracing a vast hinterland of urban and semi-urban status.

Over the years the college has consolidated its position as one of the premier institutions in the district, imparting learning in diverse areas of Humanities, Commerce, Social Sciences along with Biological and Pure Sciences in undergraduate courses. It opens avenue for higher studies by introducing post graduate programme in Geography and Bengali.

 It also achieves the rare honour of Place of Research in Geography under the aegis of University of Calcutta.

The excellent governance at the College comprising social leaders, educationists, technocrats in addition to a team of highly qualified, student-friendly faculty and efficient, sincere, welcoming office persons play the College to relentlessly march towards its mission.

Being a pioneer women's college in the southern fringe of Kolkata the college aims at producing self-reliant graduates to equip them to compete at tough job market. Since most of the students come from middle class to lower middle class and even poor class families, the college *extends* financial help to the poor but meritorious, regular students from Students' Aid Fund and Seminar Society of the College.  The institution seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families through financial incentives. It promotes an avenue of empowerment to students through these financial concession schemes of the College.

Over last five years nearly  4060 .number of students receive financial assistance from College to continue their studies without any hassle. Due to financial hardship being faced by most of the parents during pandemic, Vivekananda College for Women considered the matter  regarding payment of semester fees  sympathetically. Students paid only the tuition fees  to pursue semesters.

There is a cell  to monitor various Stipend and Scholarship schemes of State and Central Government with a nodal officer at the helm.  The cell looks after diligently for smooth procedural details of applying in various schemes of stipend, which are  paid directly to bank accounts in the girls names. These financial assistance definitely help to improve the status and wellbeing of girl students, which in turn acts as a facilitator in performance of the institution in one area distinctive to its priority and thrust.

For endorsement of strong women figures as role models to contribute to National Development, the college approaches to impart a holistic *education embracing  general degree courses to higher studies creating an excellent innovation ecosystem.* Initiatives for creation and transfer of knowledge *through workshops, seminars, special lectures, student seminars, critical thinking initiatives in diverse areas bring a synthesis between cultural and scientific values which is essential for development of a nation.* Our students have consistently excelled at the University examinations and we have some  rank holders in the last six years. Our students are fairly well placed in all walks of life, with most opting to pursue higher education of their choice.

Besides academic excellence, our objective has been to uphold social responsibility and inculcate good citizenry amongst our students. Reaching out to society at large, our students have consistently participated in social service platforms in College like NSS,. Organising regular NSS special camps have

enabled students to connect with the marginalised sections of our society and contribute to their well being in a rewarding manner. The college aims at congenial development of the students about mental and physical fitness. In this connection, a medical unit with basic amenities of this campus provides the need of the hour to provide general medical treatment (allopathy ana homeopathy) and psychological counselling. Trained registered psychologists counsel students and staff to free from their mental stress, depression and trauma as well as regular health check up, blood group detection are done. Basic medicines are also provided free of cost.

Collaborations with other institutions, agencies and network with the neighborhood bodies and promote a closer relationship between the "world of competent-learning" and the "world of skilled work". A functional MOU between **Geosolution** and the College has open many avenues towards this relationship. An exceptional example of Collection Development between the Academic Library of Department of Geography of the College and District Library of South 24 Parganas, a Public Library has been set up for the first time in the locality, which may optimise the use of such resources.

Publications in wide angle at global level, participation in international conference and seminars by research scholars and teachers attest in preparation of the students to achieve core competencies. A number of initiatives towards augmentation of entrepreneurship, soft skill development, capacity building initiatives are being taken by the college.

The use of new technologies, for teaching learning and governance of the institution is the need of the hour. The campus community is adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also invested in hardware and to orient the faculty suitably. Documentation, electronic data management, ICT literacy have been introduced in the HEI.

Thus the HEI is relentlessly moving towards Quest for Excellence with a distinctiveness towards its thrust area.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

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Thus the HEI is relentlessly moving towards Quest for Excellence with a distinctiveness towards its thrust area.

## Concluding Remarks :

Our college has come a long way since its inception. There are some constants. It is still a safe, healthy, hygienic, pro-academic and culturally rich haven for serious students who often hail from underprivileged and rural backgrounds.

However, it has also changed substantially. Along with academic guidance the college is now committed to systematic career counseling. It has also become electronically equipped in its day to day functioning. Upgraded websites and portals have replaced brochures and account books.

All in all, we are robustly marching towards the new global future willing to embrace the NEP. At the same time we have preserved our time-honoured values.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|-------------------------------------------------------------|
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>1.3.2.1. **Number of students undertaking project work/field work / internships**<br>Answer before DVV Verification :  1062<br>Answer after DVV Verification: 996 |
| 2.1.1 | **Enrolment percentage**<br><br>2.1.1.1. **Number of students admitted year wise during last five years**<br>Answer before DVV Verification: |

### 2.1.1.1 Answer before DVV Verification

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 593 | 616 | 593 | 668 | 630 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 528 | 553 | 539 | 610 | 579 |

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1295 | 1295 | 1295 | 1345 | 1265 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1295 | 1295 | 1295 | 1345 | 1265 |

Remark : As per document attached

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|-------------------------------------------------------------|
| 3.3.1 | *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*<br><br>3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 29 | 17 | 22 | 08 |

| | Answer After DVV Verification : | | | | |
|---|---|---|---|---|---|
| | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| | 33 | 15 | 24 | 17 | 05 |

Remark : as per the documents

| | |
|---|---|
| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**<br><br>3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 19 | 14 | 07 | 07 | 12 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 20 | 18 | 6 | 14 | 8 |<br><br>Remark : as per clarification document |
| 3.5.1 | **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :13<br>Remark : 13 MoUs are active |
| 5.2.2 | **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)**<br><br>5.2.2.1. *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 10 | 7 | 14 | 17 | 7 |<br><br>Answer After DVV Verification : |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 7 | 14 | 17 | 7 |

5.2.2.2. **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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 7 | 14 | 17 | 7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 7 | 14 | 17 | 7 |

Remark : as per clarification document

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 24 | 31 | 31 | 37 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 26 | 31 | 31 | 37 |

Remark : as per clarification document

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  111<br>Answer after DVV Verification : 110 |
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

| 111 | 111 | 111 | 40 | 38 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 110 | 110 | 42 | 38 | 37 |

| 2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)** |
|-----|--------------------------------------------------------------------------------------------------|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 66.66338 | 65.11 | 198.82 | 125.6 | 196.16 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 107.02 | 48.6 | 187.63 | 79.56 | 100.5 |