



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DURGAPUR WOMEN'S COLLEGE

MAHATMA GANDHI ROAD, DURGAPUR
713209

www.durgapurwomenscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Durgapur Women's College--affiliated to Kazi Nazrul University, Asansol, West Bengal--being the first and sole women's Degree College in the locality, has been playing a vital role in providing quality education to the female students of this city and its vicinity since its establishment in 1980. The College began imparting education since 1980 on the premises of a Government Teachers' Training Institute, a year later on 5th April 1981 the foundation stone was laid by the then hon'ble Chief Minister of West Bengal, Sri Jyoti Basu, and since then the College has been running from its present sprawling 14 acres campus situated close to the National Institute of Technology, Durgapur. The College with its stated vision of empowering women is ceaselessly trying to extend academic and other career-oriented opportunities among the students belonging to various linguistic, religious and ethnic groups residing in and around this cosmopolitan industrial city. The teaching and non-teaching staff of the College are committed to impart holistic education to these female students to enable them to face all challenges in life and career.

<https://durgapurwomenscollege.ac.in/>

Vision

Acquisition of knowledge leads to emancipation, this process of acquisition is more pertinent for us as ours is a women's college, and there is still scope of immense improvement in the gender ratio of students entering into the fields of Higher Studies (especially the STEM disciplines), in the context of our country. Education is the basis of all empowerment. The visionary founders of the College were rightly convinced that formal education often serves as the basis of all other forms of empowerment, be it in the family, society, or the economy. From its very inception the Mission and Objective of Durgapur Women's College has been "Empowering Women". Thus, the College has ceaselessly attempted to provide holistic education to its students, so that at the end of their course, they emerge as competent, confident and responsible individuals, duly equipped to face an increasingly competitive and complex world on their own. With this vision in mind, we encourage our students to actively participate in NCC and the various social outreach programmes taken on by the College.

<https://durgapurwomenscollege.ac.in/vision-mission-and-motto/>

Mission

Education is the basis of all empowerment. However, without economic empowerment the ideal of social empowerment for women becomes difficult to achieve. Without a basic academic degree, the clarion call for women's empowerment often becomes meaningless. Hence one of the prime aims of Durgapur Women's College is to impart sound graduate level instruction to girl students. Mere course-work, though, cannot completely prepare a woman to take on the mantle of responsibility in the working world. She has to be imbued with transferable and marketable skills as well. The College, therefore, provides various opportunities to students to add these skills on along with their graduation studies. The Entry in Services Cell of the College offers courses designed to prepare the students for various competitive examinations and also organizes campus recruitment drives. The basic computer literacy course and the course in Spoken and Communicative English

are also specially designed to cater to the needs of the contemporary job market. Along with these, character and personality development are equally important adjuncts to the academic career of the student. Extra and co-curricular activities are therefore an integral part of the calendar of activities of the College. Durgapur Women's College aims to transform the young girls of today into women of substance who will be able to lead tomorrow's world with confidence, courage and conviction.

<https://durgapurwomenscollege.ac.in/vision-mission-and-motto/>

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The ambience of the College is conducive to academic excellence as classes are held regularly and a good rapport is maintained between the teachers and students
- The College is equipped with a Multi-Purpose Seminar Hall and a Smart classroom with Audio-Visual facility, hence teachers can use ICT based teaching techniques to impart technology-enabled learning
- Students with an immense potential to achieve academic and extra-academic excellence under proper guidance from the teachers
- Ragging and tobacco free campus
- Transparent admission policy and Govt. Approved fee-structure ensuring quality education to deserving students at a low cost
- Ample space in the sprawling 14 acres campus at the heart of the city which may be used for Institutional expansion for the benefit of the students
- IGNOU and NSOU Study Centres for non-regular students ensuring optimal usage of space and resources and wider dissemination of knowledge
- A group of dedicated teachers, technical as well as non-teaching staff
- Well-equipped Laboratories and updated Library facilities
- Fully automated College Office using the CAMS software and the automation of the College Library using KOHA software is almost complete
- Installation of Green generator to combat power cuts and cut down on emission from traditional diesel generators
- Installation of a solar power plant
- Active Placement Cell
- Provision for Remedial Coaching Class Encouraging students to avail the benefit of the Kanyashree Prokalpa (A State Govt. Project) to reduce the number of School and College drop-out and prevention of early marriage of the girl students

Institutional Weakness

- Severe shortage of staff and teachers, no new substantive teaching posts have been approved in more than a decade; most of the sanctioned Non-teaching posts are lying vacant at present, resulting in the employment of management appointed Casual Non-Teaching staff, which in turn results in a strain on the College fund
- The shortage of teachers makes it difficult to complete the syllabi within the stipulated time, especially since the implementation of the CBCS system, followed by the complete overhaul of the academic structure due to the implementation of NEP 2020

- Lack of industrial collaboration and tie-ups with external agencies impede the prospective progress of the College, the College is actively working towards solving this problem
- A sizable proportion of first generation learners at the risk of dropping out of the educational system altogether
- Some of the students are severely financially challenged and are at the constant risk of dropping out of their courses
- Discontinuation of studies due to early marriage and child-bearing
- Paucity of funds for developmental work

Institutional Opportunity

- The preparation for NAAC has developed a systematic approach in all the Institutional stakeholders, which would help us in Institutional upgradation in future
- The Choice Based Credit System (CBCS) and NEP 2020 adopted by the parent University is providing many opportunities for interdisciplinary courses and inter-departmental collaboration.
- The new courses have also helped in a re-orientation and overhaul of the usual teaching-learning methods
- Availability of adequate land for future development Scope for growth of material infrastructure of the college
- Scope for faculty upgradation and research activities
- Exploring possibilities for academic-industry interface
- There are various Institutes in the city which teach management and entrepreneurial skills; there is a lot of scope for collaboration with these Institutes

Institutional Challenge

- Improving college infrastructure despite financial constraints
- Making better provision for and exposure to e-learning resources
- Grooming the learners for local competitions
- Increasing opportunity for Sports and games
- Increasing opportunity for research development

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures effective curriculum delivery through a well-planned and documented process. The college regards effective delivery of curriculum as the most vital curricular aspect. The college follows the academic calendar issued by the university & executes it rigorously. The head of departments conducts meetings at regular intervals to distribute workloads, plan the activities of the department. There is a routine committee that prepare master routine and are prepared individually by department HODs & displayed on the Notice Board & college website. The syllabus link of university is also provided to the students. Lesson plans are prepared individually by faculty members at the beginning of academic year. The faculty engages extra periods & practical as & when necessary with records. Tutorial & remedial classes are conducted. There is optimum utilization of well-equipped laboratories. Faculty

uses charts, maps, models, smart rooms, film clubs & specimens along with chalk & board. Methods like seminars, workshops, special lectures, group discussion, and quiz are conducted for effective delivery of curriculum. Study materials, notes & question banks are provided in the class & through whatsapp groups. Teachers also have their personal YouTube channel through which they deliver lectures. Educational field visits & excursions are arranged. Projects are assigned to teach them research skills. Career counselling & ICT based materials are uploaded on the website. Computer, internet, LCD projectors and Audio Visual aids are utilized. Each department maintain a seminar library to facilitate students and register is also maintained. College encourages faculties to participate in orientation, FDP & Refresher courses. The college collects feedback from the students, teachers, alumni. Feedbacks are reviewed. Remedial coaching is provided to identify & help slow learners. Monthly meetings are held to facilitate students' support, academic guidance and to help to deal either personal or emotional issues

Teaching-learning and Evaluation

Students gain experiential learning through working on projects, conducting lab work, conducting field studies, and completing various experiments, delivering power point presentations and project works that are part of skill enhancement courses (SEC). Departments use viva-voce sessions, seminars, assignments, and other methods to try to improve students' academic performance. Students are divided into small groups, each headed by a student, for laboratory-based subjects. The task is given to students in order to improve their problem-solving abilities. Information exchange between and within groups improves participatory learning. Attending seminars, workshops, different college level to state level quiz competitions, essay writing competitions, etc., helps students engage in participatory learning. Group discussions, debates and speeches are regularly held in the Ability Enhancing Classes (AEC) to build the confidence and ability to speak. Some departments urge their students to produce essays on their own about a variety of subjects. Students submit articles and speeches for the departmental and college periodicals. They create posters covering a range of scholarly and social topics. For easy learning and also for awareness the film club of the college (A student-teacher initiative) screens films on a relevant topics covering both science and humanities to increase the plethora of knowledge and experience. Stalwarts from various fields, especially Professors from reputed international and national universities have been repeatedly invited to deliver speeches, workshops to teach and interact with the students. Due to the online teaching and learning mechanism in the pandemic situation, teachers were able to assure an effective teaching and learning process through the use of a wide range of ICT enabled resources, which has improved significantly during the academic session 2021–2022. The majority of teachers use Google Classroom for their lessons, and students create and deliver PowerPoint presentations as well as assignments. Platforms for online education include Zoom, Google Meet, and others. Faculty members write e-texts and post video lectures so that students can continue learning after regular class hours at their own speed.

Research, Innovations and Extension

The College has a Research and Development Cell. The faculty members are encouraged to apply for research grants participate in extension programmes and conferences and also to avail and utilize sabbatical leaves for research as per UGC and University guidelines. One Minor Research Project with funding from the University Grants Commission has been completed by one faculty member and another one has been sanctioned by the

same. Each department has been provided with an individual staff room equipped with a desktop computer as teaching-aids and to facilitate research activities. All departments have internet facility. The College Library has been upgraded and is well stocked with reference books and journals along with College level textbooks. The library automation process is almost complete with the well-known open source software KOHA. Students' and teachers' logbook is maintained in the Library. The Institution actively encourages the students to form formal as well as informal relationships and tie-ups with the neighbourhood and the community through various outreach programmes from time to time. The NCC unit of the College had been functional since 1996 and after a period of discontinuation, the Unit was raised again in 2015. The NCC cadets have attended several state/regional/national level camps; have participated in the various activities organized by the camps, achieving awards and distinctions. The NSS unit of the College became functional from the academic Session of 1985-86 and had been active till 2014. The Unit will be reopened from April 2017 as the Affiliating University has allowed the College to raise one Unit of the NSS. At present, in lieu of the NSS, the College runs a College Social Service Cell. The Institution takes special initiative to organize value-added seminars to develop in students awareness of their responsibility towards the community.

Infrastructure and Learning Resources

The overall ambience and general campus facilities in our College are sufficient to meet the needs of students and staff. The institution offers a diverse range of 25 undergraduate courses across 19 departments. Currently, it accommodates 1020 students. Among its 40 classrooms, one stands out as a smart classroom, equipped with advanced technology to enhance learning experiences.

Beyond classrooms, the institution boasts essential facilities such as an auditorium and a seminar room with audiovisual capabilities. Additionally, it houses four computer laboratories, including a central one along with dedicated spaces for Mathematics, Physics, and Computer Science. Moreover, there has been a computer training center operated by WEBEL since 2009 .

For practical learning, the institution provides 15 well-equipped science laboratories catering to various departments like Chemistry, Physics, Botany, Zoology, Electronics, Mathematics, Geography, and Computer Science. These laboratories are equipped with necessary instruments to support the undergraduate syllabus effectively.

In terms of technological resources, the institution currently possesses 63 computers . Its central library holds a collection of 20,768 books alongside subscriptions to online journals. Notably, the library has been modernized through automation using KOHA software and offers separate reading areas for both teachers and students. Additionally, several departments maintain their seminar libraries.

Promoting a holistic educational experience, the institution offers ample opportunities for co-curricular, sports and cultural activities within its campus premises. It prioritizes connectivity, with college offices, departments, and libraries all interconnected via broadband. Moreover, Wi-Fi accessibility is provided campus-wide, facilitating academic endeavors for both staff and students.

Student Support and Progression

In order to keep the students informed about the various policies and rules of the College, a prospectus is issued to students/ published on the website at the time of admission. The prospectus contains information regarding

different courses offered by the College, its aims and objectives, its administration and qualification of teaching and non-teaching staff members, rules and regulations, admission process and tentative examination schedules. The model Code of Conduct for students, teachers and non-teaching staff of the College is also made available on the website. Welfare schemes for students include financial assistance/scholarship from Government and non-Government institutions; category-wise reservation in admission as per central and State Government rules, and freeships for tuition fees. The College organises inter and intra-College Competitions for students for various co-curricular activities like music, dance, debate, quiz, painting etc. The College has a Career Counselling and Placement Unit, which has been working successfully despite limitations in its implementation. The unit aims at providing proper career guidance to the Students and arrangement of Campus drives. Students are made aware of the various recruitment drives taking place in other Institutions and are encouraged to participate. It has also signed a Memorandum of Understanding with RICE Educational Institute for providing them with career-related guidance. A Week-long workshop is conducted by Mahindra and Mahindra to groom and the students and prepare them to face interviews.

Many of our students pursue Higher Education in the form of a Post Graduation degree, or undertake professional training. Our students are pursuing PG courses as well as other courses including PhD in various reputed institutes of the country. They have also been placed in various Government and Private sector establishments like various Colleges, schools, the banking and the retail sectors etc.

Governance, Leadership and Management

The College promotes a culture of overall participative management. The apex body of the college administration is the Governing Body which includes representatives of all key stakeholders as stipulated by the Education Directorate, Govt. of West Bengal. It includes representatives from the Full Time Teaching Staff, Non-Teaching Staff of the College, representatives from the affiliating University and the West Bengal Council for Higher Education, as well as various external members whose inputs help in the overall administration and improvement of the Institution. The Governing Body forms several statutory and other committees/ cells for wider participation of stakeholders. There are also different Committees, Sub-Committees and Cells duly formed in the Teachers' Council to assist the college administration for the smooth functioning of the Institution. These various committees and cells are headed by a Convenor/Co-ordinator and comprise Teaching and Non-Teaching Staff, student representatives are inducted as and when required. The Principal and the ex-Officio Secretary of the G.B. is the Chairperson of all such committees. This strategy accelerates the overall development of the college. These committees include-- Finance Sub-Committee, Admission Sub-Committee, Examination Sub-Committee, Result Sub-Committee, Class Routine Sub-Committee, Research Sub-Committee, Seminar Sub-Committee, Service Book Sub-Committee, Library Sub-Committee, Cultural Sub-Committee, Sports Sub-Committee, Magazine Sub-Committee, Anti Ragging and Sexual Harassment Cell, Grievance Redressal Cell, the Internal Complaints Cell etc..

1. Decentralization of power is ensured through the involvement of the various Committees/Sub-Committees/Cells of the G.B., T.C. and the Non-Teaching Staff Council in the day-to-day running of the College. The academic departments are given autonomy in the various inter departmental matters.
2. Meetings of these Committees/Sub Committees/Cells/units are conducted either routinely or as and when necessary. Resolutions and recommendations of the meetings of these Committees are placed before the Principal for execution. The Principal in consultation with the Governing Body implements the decisions with active participation of Teaching and Non-Teaching staff.
3. IQAC organises workshops/meetings with various stakeholders in open forums to propagate various policies for development of the college so that the quality of the academic institution is ensured.

Institutional Values and Best Practices

The cosmopolitan nature of the industrial city ensures that students from diverse linguistic, socio-economic, and ethnic backgrounds are admitted to the college. Strict adherence to reservation policies set forth by both the Central and State Governments ensures that individuals from underprivileged classes/castes have the opportunity to pursue higher education, fostering an inclusive environment.

Neuro-divergent students are actively encouraged to enroll in the college, and teachers maintain regular correspondence with parents to monitor their progress. The medium of instruction is primarily English and Bengali, with teachers adept at code-switching and code-mixing to aid students not fluent in either language.

Durgapur Women's College endeavors to instill and uphold the constitutional obligations of Indian citizens among all stakeholders. Students across disciplines are urged to participate in various programs such as Youth Parliament, health and hygiene awareness campaigns, Thalassemia check-up camps, voter awareness clubs, blood donation drives, road safety initiatives, and Vigilance Awareness Week activities, in accordance with government directives. Motivated cadets from NCC and NSS volunteers, alongside students from different academic streams, actively engage in these programs, emphasizing inclusivity, tolerance, and harmony.

Best practice

Emphasis on extra and co-curricular activities and courses

Objectives of the Practice

Best Practice 1 focuses on fostering students' creative talents through a diverse array of extracurricular activities and courses. The college aims to cultivate a platform for students to showcase their abilities, organizing annual exhibitions, cultural competitions, and social events. Additionally, students are encouraged to contribute to departmental wall magazines to refine their writing and presentation skills. Eminent visiting professors and researchers deliver lectures to broaden students' knowledge and awareness of cutting-edge research.

The Practice

The College offers a spectrum of add-on courses and extracurricular activities year-round, aiming to nurture diverse talents and potentially transform them into marketable skills. Regular courses such as beautician training and hobby classes equip students with skills that may empower them to achieve financial independence.

Best Practice -2

Assisting students with information and obtaining of scholarships

Objectives of the Practice

This practice underscores the college's commitment to supporting students in accessing scholarships. At the commencement of each academic session, the college provides comprehensive guidance on securing

scholarships offered by governmental and non-governmental entities. These scholarships serve as invaluable resources, easing the financial burden on students as they progress academically and transition into their professional careers.

The Practice

The college offered several scholarship facility to the students for their academic support through the college tenure. One of such non-governmental scholarship is Neo metaliks scholarship which are the financial support for different academic session.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DURGAPUR WOMEN'S COLLEGE
Address	Mahatma Gandhi Road, Durgapur
City	Durgapur
State	West Bengal
Pin	713209
Website	www.durgapurwomenscollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahananda Kanjilal	0343-2601160	9433353624	-	durgapurwomenscollege@gmail.com
IQAC / CIQA coordinator	Dulal Chandra Sen	-	9433164759	-	sendulalchandra@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Kazi Nazrul University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	29-03-1985	View Document
12B of UGC	29-03-1985	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	Mahatma Gandhi Road, Durgapur	Urban	14	4935

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Programme	36	HS Pass	Bengali	150	52
UG	BA,Bengali, Honours	48	HS Pass	Bengali	60	33
UG	BA,English, Honours	48	HS Pass	English	60	57
UG	BA,Hindi,Pr ogramme	36	HS Pass	Hindi	60	54
UG	BA,Sanskrit, Programme	36	HS Pass	Sanskrit	20	0
UG	BA,Sanskrit, Honours	48	HS Pass	Sanskrit	25	4
UG	BA,History,P rogramme	36	HS Pass	English + Bengali	50	16
UG	BA,History, Honours	48	HS Pass	English + Bengali	30	22
UG	BA,Political Science,Prog ramme	36	HS Pass	English + Bengali	50	15
UG	BA,Political Science,Hon ours	48	HS Pass	English + Bengali	30	26
UG	BA,Philosop hy,Programm e	36	HS Pass	English + Bengali	25	2
UG	BA,Philosop hy,Honours	48	HS Pass	English + Bengali	15	10
UG	BSc,Electron ics,Program me	36	HS Pass	English + Bengali	5	0
UG	BSc,Physics, Honours	48	HS Pass	English + Bengali	15	4
UG	BSc,Chemist	48	HS Pass	English +	20	8

	ry,Honours			Bengali		
UG	BSc,Chemistry,Programme	36	HS Pass	English + Bengali	15	1
UG	BSc,Computer Science,Honours	48	HS Pass	English + Bengali	20	10
UG	BSc,Mathematics,Honours	48	HS Pass	English + Bengali	15	4
UG	BSc,Mathematics,Programme	36	HS Pass	English + Bengali	5	0
UG	BSc,Geography,Honours	48	HS Pass	English + Bengali	20	9
UG	BSc,Psychology,Honours	48	HS Pass	English + Bengali	15	10
UG	BSc,Economics,Honours	48	HS Pass	English + Bengali	15	7
UG	BSc,Zoology,Honours	48	HS Pass	English + Bengali	20	10
UG	BSc,Botany,Programme	36	HS Pass	English + Bengali	25	11
UG	BCom,Commerce,Programme	36	HS Pass	English + Bengali	30	24

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	0				0				0			
Recruited	0	0	0	0	3	5	0	8	12	6	0	18
Yet to Recruit	0				0				0			
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						5
Recruited	4		1		0	5
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	4	0	6	4	0	16
M.Phil.	0	0	0	1	0	0	5	4	0	10
PG	0	0	0	3	4	0	11	8	0	26
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	971	0	0	0	971
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	110	133	168	184
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	49	61	66	60
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	64	89	92	99
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	797	1031	1317	1392
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1020	1314	1643	1735

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Durgapur Women's College has always tried to adopt a multidisciplinary teaching-learning process seeking holistic development of women. The institution offers several flexible and innovative curricula in the areas
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	<p>of community engagement and service through NSS, environmental education, and value-based education. The institution always encourages students to pursue multidisciplinary, flexible curricula at different years of their undergraduate education e.g. computer-training and yoga sessions. Several seminars and webinars promoting multidisciplinary studies are conducted throughout academic sessions as per NEP 2020. It has Women's Cell and Women's Study Centre to empower women globally through interdisciplinary pursuits. The institution has a dedicated and active NSS and NCC units through which the students take up projects of outreach and community service to the aged and orphans.</p>
2. Academic bank of credits (ABC):	<p>The affiliating university (Kazi Nazrul University, Asansol, West Bengal) has already implemented NEP-2020 by introducing Major and Minor Courses from 2023-24. Thus Durgapur Women's College has conducted workshops on NEP 2020 to have more clarity regarding the Academic Bank of Credits being proposed in the policy.</p>
3. Skill development:	<p>Considering the growing demand of skilled workforce in both public and private sectors, the affiliating university has framed its curriculum accordingly. Apart from usual skill-enhancement courses from the affiliating university, our college signed MOU with WEBEL for apt computer training. Besides, we have beautician-training courses, art and craft classes, and spoken English courses.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Our institution has a legacy of ensuring appropriate integration of the Indian Knowledge System with contemporary curricula by offering MIL(Modern Indian Languages) and core courses framed by the affiliating university. Languages like Sanskrit, Bengali, and Hindi are offered to students as core courses and generic electives. Students are encouraged to attend online lectures, workshops and seminars on indigenous languages. The syllabus ensures a holistic integration of Indian languages with the up-to-date curricula designed to enhance employability, where all students across Humanities, Science and Commerce streams are encouraged to learn about Indian culture and society. Students of English Literature are taught Indian writing in English so that they are well-versed in the Indian literary tradition. Students of Social Sciences are</p>

urged to get an in-depth understanding of Indian philosophy and polity along with western discourses. Students are introduced to diverse literatures through the exploration of Indian and European classical texts in English translations. The knowledge of the eco-socio-political-cultural context of the age that produced the texts enables students to historically comprehend the classical literature and diverse literary cultures from India and Europe. Texts like Natyashastra and Poetics enable them to explore the central concerns of Sanskrit drama and dramatic theory respectively. They lay a foundation in Indian and European poetics, theories of representation, aesthetics, aspects of theatre etc. Selections from Ilango's Cilapattikaram, Mrichchhakatika of Sudraka, Homer's The Iliad and Sophocles' Oedipus Rex introduce students to multiple genres and forms, offering a wide-ranging perspective on the artistic, philosophical, and social concerns of classical literature. Students are also given an introduction to the four Vedas (namely ṛgveda, Yajurveda, Sāmaveda, Atharvaveda), the 6 Vedāṅgas (namely śikṣā, Kalpa, Vyākaraṇa, Chhandas, Niruktam and Jyotiṣa), Itihāsa (Rāmāyaṇa and Mahābhārata) and Purāṇa (Viṣṇu Purāṇa, Bhāgavata etc.), Dharmaśāstra (Manusmṛiti, Yājñavalkya-smṛiti, Parāśara-smṛiti etc.), Darśana (Six orthodox and six heterodox systems), Nyāya (Logic and Epistemology.) Indian Knowledge System, through its emphasis on cultural enrichment, profoundly influences students by exposing them to India's rich heritage. This exposure cultivates a deep sense of identity and pride, instilling in students a connection to their roots. Delving into ancient texts and philosophies within the curriculum offers a unique lens through which students can explore profound values and ethical principles. By engaging with the nation's cultural tapestry, students gain academic insights and develop a broader understanding of the historical and philosophical underpinnings that shape their society. This cultural enrichment becomes a foundation for personal growth, fostering a well-rounded worldview and contributing to the development of not only academically adept but also culturally aware and socially conscious individuals. Indian Knowledge System prioritizes inclusivity and accessibility,

	ensuring that education transcends socio-economic barriers.
5. Focus on Outcome based education (OBE):	The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course. Durgapur Women's College strives to collect feedback on curriculum from various stakeholders, and as per the guideline (the Course Learning Outcome mapped with Programme Learning Outcomes) of the affiliating university, emphasises Outcome Based learning. Besides, it has conducted Spoken English courses, and conducts beautician-training courses to enhance the skills of the students.
6. Distance education/online education:	It has two distant learning centres within the campus under Open and Distance Learning programmes: The Indira Gandhi National Open University (IGNOU) since 2004, and Netaji Subhas Open University since 2024.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) at Durgapur Women's College was established following ECI guidelines, aiming to foster electoral literacy across various age groups in India, with a special focus on students of the College. Through engaging activities and practical experiences, the club aims to impart knowledge in a non-political, neutral, and unbiased manner. Additionally, the institutional ELC was formed with the explicit goal of reaching out to new voters, particularly those aged 18-21 who are pursuing their graduation. Membership in the club is open to the regular students of the College. Link to the ELC page: https://durgapurwomenscollege.ac.in/electoral-literacy-club-2/
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students' coordinator and Faculty members are appointed by the College, and the ELC is functional and representative in character. Faculty Members of the ELC: Dr. Mahananda Kanjilal (Chairperson), Sri. Kajal Mandal (Convener), Sri. Bijioy Prasad Das (Jt. Convener), Smt. Manimala Ghosh, Smt. Joyitree

	Thakur, Smt. Jnui Bhattacharya, Sri. Ram Sou Mondal, Dr. Sutapa Mondal Students' Coordinators of the ELC: Smt. Priyanka Dey, Smt. Sunami Mondal, Smt. Mallika Murmu
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.	Report on the Programme conducted by the ELC: https://durgapurwomenscollege.ac.in/wp-content/uploads/2024/06/Event-Report-30.3.2024.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.	The objectives of the ELC, aligned with ECI guidelines and tailored to the needs of the institution and local community are as follows: 1. Identify eligible students aged 18 and above who haven't yet registered for voting and provide them with guidance and support to complete the registration process. 2. Educate both the College students and local community members about voter registration procedures, the electoral process, and related topics through practical engagement. 3. Conduct sessions to familiarize individuals with Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trails (VVPATs), emphasizing the reliability of EVMs and the integrity of the electoral system. 4. Empower the target demographic to recognize the significance of their vote and enable them to exercise their franchise confidently, comfortably, and ethically. 5. Mobilize ELC members to spread electoral literacy within their respective communities. 6. Foster a culture of active electoral participation, emphasizing the importance of informed and ethical voting, adhering to the principles of "Every vote counts" and "No Voter to be Left Behind". Report on the Programme conducted by the ELC: https://durgapurwomenscollege.ac.in/wp-content/uploads/2024/06/Event-Report-30.3.2024.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.	The institutional ELC was formed with the explicit goal of reaching out to new voters, particularly those aged 18-21 who are pursuing their graduation. Membership in the club is open to all regular students of the College.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1019	1279	1567	1666	1664

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 72

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	69	69	70	32

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.71433	50.49890	97.90331	164.80794	75.66887

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution ensures effective curriculum delivery through a well-planned and documented process. The college regards effective delivery of curriculum as the most vital curricular aspect. The college follows the academic calendar issued by the university & executes it rigorously. The head of departments conducts meetings at regular intervals to distribute workloads, plan the activities of the department. There is a routine committee that prepare master routine and are prepared individually by department HODs & displayed on the Notice Board & college website. The syllabus link of university is also provided to the students. Lesson plans are prepared individually by faculty members at the beginning of academic year. The faculty engages extra periods & practical as & when necessary with records. Tutorial & remedial classes are conducted. There is optimum utilization of well-equipped laboratories. Faculties uses chats, maps, models, smart rooms, flim clubs & specimens along with chalk & board. Methods like seminars, workshops, special lectures, group discussion, and quiz are conducted for effective delivery of curriculum. Study materials, notes & question banks are provided in the class& through whatsapp groups. Teachers also have their personal YouTube channel through which they deliver lectures. Educational field visits & excursions are arranged. Projects are assigned to teach them research skills. Career counselling & ICT based materials are uploaded on the website. Computer, internet, LCD projectors and Audio Visual aids are utilized. Each department maintain a seminar library to facilitate students and register is also maintained. College encourages faculties to participate in orientation, FDP & Refresher courses. The college collects feedback from the students, teachers, alumni .Feedbacks are reviewed. Remedial coaching is provided to identify & help slow learners. Monthly meetings are held to facilitate students' support, academic guidance and to help to deal either personal or emotional issues. Extreme cases are referred to the counseling committees. The students are also encouraged to contact the mentor in case of need. The college executes continuous Internal Assessment for each semester as suggested by the affiliating university (KNU).College adheres the academic calendar as provided by the university. As per the calendar, internal exams are conducted on the dates scheduled by each dept. For laboratory based subject, emphasis is given on CIE for practical papers. The schedule for end semester exams as fixed by university is displayed on notice boards, college website & whatsapp groups The answer scripts of Internal Assessment are also shown to students. The library also maintains question bank for the students. Free Wi-Fi facility is also incorporated in the campus. All notices regarding exam enrolment is also taken care of by sharing online & offline mode & taking efforts to communicate with students who misses the time slots. So that they do not miss it. The teachers' council ensures the implementation of the academic calendar by monitoring academic activities. College fixes schedules for conducting extra-curricular & social activities viz celebration of birth anniversaries of national icons, college foundation day, blood donation camp,freshers welcome, students farewell, celebration of various

National & International days & Indian festivals like sorod utsab, saraswati puja & Basanta utsav.TC through academic committee meetings are done frequently, reviews for revision of academic calendar by the university, institute incorporates the necessary changes accordingly.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 06</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 25.05

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five

years

2022-23	2021-22	2020-21	2019-20	2018-19
205	399	367	403	428

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Faculties of our college create awareness in students about various cross cutting issues through curriculum for example

- 1.Environment study to make students aware about the basic concept of environment & maintaining balance by tree-plantation.
- 2.Communication skill,to teach the importance of life skills & ethics.

GENDER:Number of programmes are conducted for women & girls such as organization of hobby class,various common room competitions are held on .The committee for women anti harassment & internal complaint cell organizes programmes on Women Empowerment,women's Day.The NSS unit of our college has been working sincerely not only in college but also in adopted villages.Major gender issues are focused and addressed through essays,poem & poster competitions exhibitions & wall magazines.Free counseling services are provided through counseling cell.NSS has organized menstrual hygiene programme.

ENVIRONMENT & SUSTAINABILITY:NSS promotes environmental protection through tree plantation & other programmes.NSS unit undertakes activities in the nearby slum area like cleanliness,cleaning of drainage system, how to use less plastic.Students work with the community to help them in celebrating HAR GHAR TIRANGA,NSS Day,by making grievance boxes in the

campus,Nss wall magazine on SABITRI BAI PHULE,by distributing study materials to the slum area childrens,conducting health awareness programmes,tree plantation,motivational classes.college has adopted renewable energy like solar panels..Poster competition on environment ,Debate competition,quiz,invited talks are organized to create awareness on biodiversity & sustainability.Celebration of various days like World Environment Day,NSS & NCC Day etc.The college has taken initiative in SWACH BHARAT CAMPAIGN introduced by Indian Government.NSS unit also arranged for Free covid-19 vaccination camp.

HUMAN VALUES & PROFESSIONAL ETHICS: Our college takes efforts for integration of ethical & human values through extra- curricular activities conducted by NCC & NSS units.National festivals like Independence Day,Republic day celebration of birth anniversaries of Freedom fighters,Indian Philosophers & scholars take place to elevate patriotic & moral values. Compassion is a fundamental human value that involves recognizing the suffering of others and taking actions to alleviate it. It is about having empathy & understanding for others, and being motivated to help and support them in their time of need.Hence various health & hygiene awareness programmes, Thalassemia check-up camps,voter's club for awareness programme,Blood donation camp,Road safety programme etc.are conducted from time to time.

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

1.3.2

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

Response: 6.67

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

Response: 68

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 46.31

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
274	282	463	534	570

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
780	780	780	1122	1122

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 20.77

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
71	60	91	114	96

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	358	358	503	503

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.99

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Students gain experiential learning through working on projects, conducting lab work, conducting field studies, and completing various experiments, delivering power point presentations and project works that are part of skill enhancement courses (SEC). Departments use viva-voce sessions, seminars, assignments, and other methods to try to improve students' academic performance. Students are divided into small groups, each headed by a student, for laboratory-based subjects. The task is given to students in order to improve their problem-solving abilities. Information exchange between and within groups improves participatory learning. Attending seminars, workshops, different college level to state level quiz competitions, essay writing competitions, etc., helps students engage in participatory learning. Group discussions, debates and speeches are regularly held in the Ability Enhancing Classes (AEC) to build the confidence and ability to speak. Some departments urge their students to produce essays on their own about a variety of subjects. Students submit articles and speeches for the departmental and college periodicals. They create posters covering a range of scholarly and social topics.

Students are also taught to make documentaries, scripting, and photographing or filming on assigned topics to enhance their knowledge and increase their interests towards their specific subjects. Rote-learning is always discouraged and students are encouraged with practical learning.

For easy learning and also for awareness the film club of the college (A student-teacher initiative) screens films on a relevant topics covering both science and humanities to increase the plethora of knowledge and experience.

Stalwarts from various fields, especially Professors from reputed international and national universities have been repeatedly invited to deliver speeches, workshops to teach and interact with the students.

Due to the online teaching and learning mechanism in the pandemic situation, teachers are able to assure an effective teaching and learning process through the use of a wide range of ICT enabled resources, which has improved significantly during the academic session 2021–2022. The majority of teachers use Google Classroom for their lessons, and students create and deliver PowerPoint presentations as well as assignments. Platforms for online education include Zoom, Google Meet, and others. Faculty members write e-texts and post video lectures so that students can continue learning after regular class hours at their own speed.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
68	69	69	70	32

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2

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

Response: 57.14**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	40	38	20

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is

time- bound and efficient

Response:

Teachers pay close attention to every complaint made by students and handle issues with tact.

- 1. Within the allotted time, teachers carefully review the internal test answer scripts.**
- 2. The evaluators see the answer scripts that have been examined.**
- 3. Students who perform poorly are asked to retake the test in order to get better. Additionally, they have opportunities for enrichment in the form of assignments, PowerPoint presentations, etc.**
- 4. Some departments set up multiple exams for every paper, and the highest or average score is recorded.**
- 5. Teachers who are involved complete continuous internal evaluations (CIE) for practical papers over the course of the semester. Considerations include viva-voce, experimental aptitude, attendance, and the capacity to analyze the data.**

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The affiliated university implemented the Learning Outcome Based Curriculum framework (LOCF) for the 2020–21 academic year. Each discipline's Program Outcomes (PO) and Course Outcomes (CO) are published in the college website and made visible. Teachers inform newly admitted students on the program outcomes during the orientation session. In every semester, prior to teaching a course, teachers conduct an interactive session in which they answer any queries the students might have about the course outcomes. Every academic session, the Internal Quality Assurance Cell (IQAC) gathers student comments regarding whether or not the professors were adequately informed and delivered to the students the desired skills, course outcomes, and program outcomes. To the departments, IQAC makes recommendations based on the feedback report. In addition, the IQAC solicits faculty input regarding the clarity and definition of the course outcomes listed in the syllabus. It then submits this feedback report to the appropriate authority so that necessary action can be taken.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The CBCS curriculum places a lot of emphasis on outcome-based education to increase students' employability. Specific course and program outcomes are incorporated into the curriculum for each course and program. An essential component of this strategy is the skill enhancement courses, which provide students with the abilities they need to succeed in their chosen fields and break free from the confines of books and theoretical knowledge alone. The teaching technique thus emphasizes on skill enhancement. For this WEBEL Computer Application Center of our college offers two additional courses on computer skills that aid students in acquiring abilities relevant to the workplace. The Continuous Evaluation approach assists instructors and students in determining whether the goals and intended results of the courses or programs are being met on a regular basis. The institution monitors their performance and advancement following degree completion in order to assess program results. A few graduates secured employment shortly after earning their degrees. They have had the opportunity to pursue certificates and advanced degrees at recognized institutions around the nation. Students' results in seminars, quiz competitions, and coding competitions at the state and national levels are used to assess their attainment of the program's outcome. The institution evaluates students' performance on the ongoing internal evaluation exams to determine whether they have met the course outcomes. Additionally, constructive assessments like student seminars, viva-voce, lab-based investigations, and field studies are used to estimate this.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 79.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	389	341	255	206

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

2022-23	2021-22	2020-21	2019-20	2018-19
344	405	390	366	262

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.21</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our institution has a legacy of ensuring appropriate integration of the Indian Knowledge System with contemporary curricula by offering MIL(Modern Indian Languages) and core courses framed by the affiliating university. Languages like Sanskrit, Bengali, and Hindi are offered to students as core courses and generic electives. The syllabus ensures a holistic integration of Indian languages with the up-to-date curricula designed to enhance employability, where all students across Humanities, Science and Commerce streams are encouraged to learn about Indian culture and society. Students of English Literature are taught Indian writing in English so that they are well-versed in the Indian literary tradition. Students of Social Sciences are urged to get an in-depth understanding of Indian philosophy and polity along with western discourses. Students are introduced to diverse literatures through the exploration of Indian and European classical texts in English translations. The knowledge of the eco-socio-political-cultural context of the age that produced the texts enables students to historically comprehend the classical literature and diverse

literary cultures from India and Europe. Texts like Natyashastra and Poetics enable them to explore the central concerns of Sanskrit drama and dramatic theory respectively. They lay a foundation in Indian and European poetics, theories of representation, aesthetics, aspects of theatre etc. Selections from Ilango's Cilapattikaram, Mrichchhakatika of Sudraka, Homer's The Iliad and Sophocles' Oedipus Rex introduce students to multiple genres and forms, offering a wide-ranging perspective on the artistic, philosophical, and social concerns of classical literature. Students are also given an introduction to the four Vedas (namely Ṛgveda, Yajurveda, Sāmaveda, Atharvaveda), the 6 Vedāṅgas (namely Śikṣā, Kalpa, Vyākaraṇa, Chhandas, Niruktam and Jyotiṣa), Itihāsa (Rāmāyaṇa and Mahābhārata) and Purāṇa (Viṣṇupurāṇa, Bhāgavata etc.), Dharmaśāstra (Manusmṛiti, Yājñavalkya-smṛiti, Parāśara-smṛiti etc.), Darśana (Six orthodox and six heterodox systems), Nyāya (Logic and Epistemology.) Indian Knowledge System, through its emphasis on cultural enrichment, profoundly influences students by exposing them to India's rich heritage. This exposure cultivates a deep sense of identity and pride, instilling in students a connection to their roots. Delving into ancient texts and philosophies within the curriculum offers a unique lens through which students can explore profound values and ethical principles. By engaging with the nation's cultural tapestry, students gain academic insights and develop a broader understanding of the historical and philosophical underpinnings that shape their society. This cultural enrichment becomes a foundation for personal growth, fostering a well-rounded worldview and contributing to the development of not only academically adept but also culturally aware and socially conscious individuals. Indian Knowledge System prioritizes inclusivity and accessibility, ensuring that education transcends socio-economic barriers.

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

3.2.2

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

Response: 0

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

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

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: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	02	02	01

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

3.3.2

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

Response: 0.47

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	17	1	9	0

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

3.4 Extension Activities**3.4.1**

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

Response:

The NSS unit of the college stands as one of the most prestigious units from the academic session 1985-86 to 2014. With a brief halt, the college ran a social service cell from 2014-17. It became functional again in 2017. Ever since then, the NSS unit had undertaken different community development and awareness programme. A Health care Workshop was organized in February 2020 to create awareness among the students regarding health issues. Post Lockdown, the unit members of the NSS in association with the IQAC cell of the college arranged a covid-19 vaccination camp in September 2021 where the student and faculties were shielded against the deadly virus. The unit members celebrated the plantation programme, Vriksha Raksha Bandhan in 2021 to ensure the importance of nature and to maintain sustainability. The members of NSS unit in collaboration with the NSS unit members of Michael Madhusudhan College participated in the one-day rally of Swachh Bharat Abhijyan in 2022.

The NSS unit of our college organized a mass awareness programme on Filaria disease in 2022, to create awareness of this mosquito-borne disease among the students. A Blood donation camp and health check-up camp were held at college premises under the supervision of Governmental Bidhannagar Hospital Durgapur on 6th September Members of the Alumni Association actively

participated in this programme. The students and faculty along with members of Alumni participated in this event. In August 2022, the Har Ghar Tiranga programme was organized to instil the spirit of nationalism among the underprivileged children of the adopted slum at Barafkal Basti. A special camp on general awareness on some basic issues' was held on NSS has adopted slum Barafkal Basti from 16th March to 22nd March 2022.

On the First day, a seminar was organized on the "Rain Water Harvesting System", by Rampranay Ganguly, Junior Engineer, Member of Bigan Mancha to conserve rainwater as a water resource. The members of the NSS actively participated in the plantation programme and awareness programme on adenovirus. A survey was undertaken at the Barafkal slum to review the women's menstrual hygiene status. The students also distributed books and took classes as a part of a literacy programme to educate the tiny tots of the region.

<https://durgapurwomenscollege.ac.in/nss/>

<https://durgapurwomenscollege.ac.in/wp-content/uploads/2024/06/Extension-Activities-2018-to-2023.pdf>

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

NA

3.4.3

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	3	0	0

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

3.5 Collaboration

3.5.1

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

Response: 4

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The overall ambience and general campus facilities in our College are sufficient to meet the needs of students and staff. The institution offers a diverse range of 25 undergraduate courses across 19 departments. Currently, it accommodates 1020 students. Among its 40 classrooms, one stands out as a smart classroom, equipped with advanced technology to enhance learning experiences.

Beyond classrooms, the institution boasts essential facilities such as an auditorium and a seminar room with audiovisual capabilities. Additionally, it houses four computer laboratories, including a central one along with dedicated spaces for Mathematics, Physics, and Computer Science. Moreover, there has been a computer training center operated by WEBEL since 2009 .

For practical learning, the institution provides 15 well-equipped science laboratories catering to various departments like Chemistry, Physics, Botany, Zoology, Electronics, Mathematics, Geography, and Computer Science. These laboratories are equipped with necessary instruments to support the undergraduate syllabus effectively.

In terms of technological resources, the institution currently possesses 63 computers . Its central library holds a collection of 20,768 books alongside subscriptions to online journals. Notably, the library has been modernized through automation using KOHA software and offers separate reading areas for both teachers and students. Additionally, several departments maintain their seminar libraries.

Promoting a holistic educational experience, the institution offers ample opportunities for co-curricular, sports and cultural activities within its campus premises. It prioritizes connectivity, with college offices, departments, and libraries all interconnected via broadband. Moreover, Wi-Fi accessibility is provided campus-wide, facilitating academic endeavors for both staff and students.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 8.54

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	18.44	19.53

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The College Central library is well-organized and has a large reading room where students are encouraged to borrow and read during their free periods. Books, magazines, journals and newspapers are kept in open access racks to induce students to go through them. In order to reach out to the maximum number of students, the College Library also maintains a Facebook page through which the students can keep in touch with the Librarian and other Library personnel.

The library is fully automated with Integrated Library Management Software KOHA. The circulation process has been fully automated since the year 2017. The library has computerized catalog OPAC for online catalog search. Since 2019 the library has provided a remote search

facility through WEBOPAC. All the books as well as library membership cards were tagged with barcodes to ensure seamless automated circulation through barcode scanners. Library OPAC and online library services are accessible through the college website. Maintenance of the KOHA software is provided by the Listed Service Provider of KOHA through AMC (Annual Maintenance Contract). The entire library premise is under CCTV surveillance as the library provides open access. Computers in the Digital library area and housekeeping area, CCTV system and other machines in the library are maintained by centralized agencies.

The Library occupies a total of 979.932 sq m area in the College premises. The total seating capacity of the library is seventy five persons. The seating area is divided into a general area for students and a separate curtained section for the teachers. The Library remains open on all working Days, 10.30 AM to 4.30 PM and on Saturdays from 10.30 AM to 2.30 PM. The library collection contains 20,768 books, 12 Journals and three daily newspapers catering to the needs of the students and the faculty of the College. The Central Library has subscribed to the N-List programme through INFLIBNET and faculty members and students are being given access to e-resources from April 2017.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution consistently upgrades its IT infrastructure, ensuring reliable broadband connection and Wi-Fi access across the college campus. From office management to library operations, all tasks are efficiently handled using the latest software updates. The entire college campus is enabled with JIO-Fi along with an added Wi-Fi (BSNL Wi Fi) in the college office. The college administration is managed by CAMS and the Library with KOHA software. These are updated periodically. The College admission, University enrollment, Admit card, Result, payment of student fees, payment of salary of staff, PF account maintenance, TDS (IT), etc. are all managed online by various softwares. Four computer labs, office and all the departments are well equipped with internet connected IT facilities. Classes, seminars, etc. are often held in hybrid mode (online/offline) using the existing IT facilities.

In essence, the institution's proactive approach to IT infrastructure development underscores its commitment to providing a conducive learning environment that harnesses the power of

technology. All resources are monitored by CCTV surveillance with 25 cameras providing 24x7 security to the rich infrastructure.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 44.3

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

Response: 23

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 30.99

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
34.67	20.87	16.77	36.35	29.11

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 14.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
228	237	142	283	171

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 4.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
204	109	00	00	00

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 20.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	57	52	35	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	389	341	255	206

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 1.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	01	05	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	04	02	06	04

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 6.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	04	00	06	07

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services

Response:

Durgapur Women's College

Durgapur – 713209

Activities of the Alumni:-

Association The Alumni Association was informally established by a few former college students with a mission to be involved in different activities at their own college as they have a deep passion for their institute. They started organizing regular meetings with the passed-out students working in this college as teachers in various capacities and tried to expand their group activities - social and cultural. Finally, the Alumni Association has been registered officially on 8th August 2022. For the last two years, they have been organizing different social activities in this college. One representative from the Alumni Association has been accommodated as a member of the IQAC. They are till now have not been able to provide any financial support to the college but by involving themselves in the cultural program or any health-related programs of the college surely they are becoming part of the development activities of the institution.

The structure of the Executive Committee of the Alumni Association is as follows: Name Designation

- | | |
|--------------------------------------|---------------------------|
| 1. Smt. Rina Kar Poddar | President |
| 2. Smt. Paromita Ghosh | Vice-President |
| 3. Smt. Manisha Banerjee | Secretary |
| 4. Smt. Rumpa Sinha | Treasurer |
| 5. Smt. Mandira Pal Chaudhury | Cultural Secretary |
| 6. Smt. Banani Roy | Member |
| 7. Smt. Sulata Das | Member |
| 8. Smt. Shatabdi Mukherjee | Member |
| 9. Rasmoni Saha | Member |

Some programs organized by the Alumni Association held in 2022-23 in the college

- 1. Health check-up camp- 05/09/2022**
- 2. Teachers' Day Celebration- 05/09/2022**

3. Blood Donation Camp- 06/09/2022**4. Reunion-22/01/2023**

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The College promotes a culture of overall participative management. The apex body of the college administration is the Governing Body which includes representatives of all key stakeholders as stipulated by the Education Directorate, Govt. of West Bengal. It includes representatives from the Full Time Teaching Staff, Non-Teaching Staff of the College, representatives from the affiliating University and the West Bengal Higher Education Council as well as various external members whose inputs help in the overall administration and improvement of the Institution. The Governing Body forms several statutory and other committees/ panels for wider participation of stakeholders. There are also different Committees, Sub-Committees and Cells duly formed in the Teachers' Council to assist the college administration for its smooth running.

These are headed by a Convenor/Co-ordinator and comprised of Teaching and Non- Teaching Staff. The Principal and the ex-Officio Secretary of the G.B. is the Chairperson of all such committees. This strategy accelerates the overall development of the college. These committees include-- Finance Sub-Committee, Admission Sub-Committee, Examination Sub-Committee, Result Sub-Committee, Class Routine Sub-Committee, Research Sub-Committee, Seminar Sub-Committee, Service Book Sub-Committee, Library Sub-Committee, Cultural Sub-Committee, Sports Sub- Committee, Magazine Sub-Committee, Anti Ragging and Sexual Harassment Cell, Grievance Redressal Cell.

1. Decentralization of power is ensured through the involvement of the various Committees/Sub-Committees/Cells of the G.B., T.C. and the Non- Teaching Staff Council in the day-to-day running of the College. The academic departments are given autonomy in the various inter departmental matters.
2. Meetings of these Committees/Sub Committees/Cells/units are conducted either routinely or as and when necessary. Resolutions and recommendations of the meetings of these Committees are placed before the Principal for execution. The Principal in consultation with the Governing Body implements the decisions with active participation of Teaching and Non-Teaching staff.
3. IQAC organises workshops/meetings with various stakeholders in open forum to propagate various policies for development of the college so that the quality of the academic institution is ensured.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The management of the college believes in fair, democratic, and affirmative leadership. Decentralization and participative management are cornerstones of this belief system. At the beginning of each academic session, the first meeting of the teachers' council is held to frame the sub-committees related to academic affairs.

Teachers propose their suggestions and after thorough discussions, the composition of each committee is nominated unanimously by the council. Every year, the composition of different committees is changed to ensure uniform exposure of duties for the academic and professional development of teachers. The Governing Body, IQAC, and all sub-committees have teachers' representatives, while the Governing Body, Anti-Ragging Committee, an Internal Complaints Committee have student representatives. All administrative committees include Non-teaching staff representatives. Participative management is ensured at the strategic, functional, and operational levels. The Principal, Governing Body, Teachers' Council, and the IQAC are involved in defining policies & procedures, framing guidelines and rules & regulations pertaining to admission, examination, discipline, grievance, support services, finance, etc. Teachers share knowledge and expertise among themselves and students. Other important strategies are as follows:

Teachers were encouraged to undertake doctoral and postdoctoral research and attend Refresher Courses, Short-term courses and training programmes for their career advancements. Teaching involves delivering class lectures, creating accessible learning materials, using technology to enhance classroom teaching, and providing students with a proper insight into the scope and significance of the chapters, and doubt-clearing sessions.

Admission was conducted online as per the directives of the Department of Higher Education, West Bengal. Admission was completed without the physical involvement of the faculty members or meetings of candidates.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Performance Appraisal System for teaching and non-teaching staff is followed as per the Government Guidelines. In pursuance to G.O. No. 1196-Edn(A)/5P-90/12 dated 31.12.12, Memo No. ED-104/2013 dated 18-02-2013, Memo No. Ed293/2013, 07.05.2013, Memo No.ED-049/2016/OM-38L/2016 dated 03-03-2016 and 198-EH/ (CG)/ (A)5P-90/12 (Pt) dated 07.12.2017 of the Government of West Bengal, the Internal Quality Assurance Cell (IQAC) of the institution invites applications from the faculty members in the prescribed proforma, which are verified and checked by the IQAC and the Head of the Institution and then forwarded to the Screening/Selection Committee comprising of the Government Nominee and the Subject Experts from the affiliating University. The verified files are then subsequently sent to the Department of Higher Education, Government of West Bengal for necessary action. The Performance Appraisal System of non- teaching staff is followed as per the West Bengal Service Rules. During the

academic session 2020-21, the files of 6 CAS Awaitee Teachers were placed to the IQAC for verification. These candidates have been appraised.

All benefits of the West Bengal Government Employees are applicable to the Teaching and Non-Teaching Staff of this institution. Some of them are listed below: • General Provident Fund (GPF) with nomination and loan facilities • West Bengal Health Scheme (WBHS) for all medical benefits • Gratuity and Pension Scheme of Government of West Bengal after retirement • Child Care Leave (for male and female teachers and non-teaching staff) and maternity leave (for female teachers and non-teaching staff)

Faculty Members are provided duty-on-leave to participate in orientation programmes, refresher courses, faculty improvement programme, short term courses, seminars, workshops and other professional development programmes. Other programmes are as follows:

1. Workshops for Income Tax related issues faced by teachers and non- teaching staff.
2. Health awareness programmes.
3. Potable drinking water facility.
4. Ramps to cater to the needs of the differently-abled students and staff.
5. Stress management through different recreational programmes such as Cultural Programs, Celebration of Teachers' Day, Annual Function etc.
6. Staff Quarters are available.
7. PF loan facility is available.
8. Ad-hoc payment of salary is provided to the newly appointed teachers till their pay fixation is in order.
9. Bonus/Ex-gratia is given to permanent NTS by The Govt. of West Bengal and management appointed casual non-teaching staff are paid from the College Fund during Durga Puja.
10. West Bengal Health Scheme benefit: Permanent staff get medical facilities under WBHS.
11. After retirement benefits for permanent employees: Pension and Family Pension Benefit, Gratuity Benefit & Leave Encashment

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

6.3.2

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

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3**

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

Response: 6.44**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	05	06	03

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

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

File Description**Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution is a government-aided institution. Financial audits are conducted by competent authorities approved by the Department of Higher Education, Government of West Bengal and audits are done as per the relevant government norms. Internal Financial Audit is carried out by the College management- appointed firm. External Financial Audit is carried out by a C.A. firm. The firm is approved by the Govt. of West Bengal. After the audits, the reports are placed in Finance Committee and Governing Body for approval and necessary action. After due approval, audit reports are sent to the Higher Education Department, Govt. of West Bengal.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

1.IQAC has provided suggestions to improve teaching-learning and administrative activities of the college.

2.It has encouraged teachers to apply for promotions under Career Advancement Schemes, research projects, and engage in paper presentations, publications in peer-reviewed journals, faculty development programmes throughout the session.

3.It has also helped and encouraged teachers to endeavour in student-centric teaching. In so doing, the IQAC has emphasized the importance of student-feedback system, remedial coaching, interactive sessions, hands-on training and workshops and seminars.

4.It has also endeavoured to maintain greenery in the campus, accelerate the holistic development of the students.

5.IQAC suggests introduction of new addon career oriented, skill development courses and monitor the implementation of the same. IQAC organises awareness workshop on teaching learning processes for the staff and students.

The IQAC sincerely reviews and suggests strategies to improve the quality of teaching-learning process from time to time during the post-accreditation period. IQAC suggests procurement and installation of ICT tools for classroom teaching. Each department has been provided with the desktops/laptops. LCD projectors to display power-point presentations in classroom teaching were installed in the classrooms. All teachers now use ICT-enabled tools for teaching. Subscription of N-LIST for E-resources has been implemented. The feedback of students, teachers, alumni and employers on curricular aspects are reviewed by the IQAC to provide suggestions for implementation such as the program outcomes and course outcomes are uploaded in the institutional website and orientation programs are also organized to make students aware of the learning outcomes. Implementation of Institutionalised mentoring mechanism is under due consideration of IQAC.

IQAC regularly intimates information regarding various career-oriented training programmes, on and off campus placements, progression to higher education, seminars, workshops, paper presentations to the students and teachers.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Durgapur Women's College, founded with the sole aim of educating and empowering women, has been dedicatedly serving this cause for the past four decades. The institution endeavors to instill values of gender equity through its curriculum, offering courses that specifically address women's issues. Additionally, it ensures students' empowerment and opens up new employment opportunities by providing various supplementary courses. The college marks International Women's Day as a reminder to students of the significance of financial independence and the historical contributions of women in the world. Through wall magazines, the college's NSS unit commemorates trailblazing women like Savitribai Phule, fostering awareness among students. Information about available scholarships for female students is promptly and effectively communicated, courtesy of both state and central governments and corporate entities.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The cosmopolitan nature of the industrial city ensures that students from diverse linguistic, socio-economic, and ethnic backgrounds are admitted to the college. Strict adherence to reservation policies set forth by both the Central and State Governments ensures that individuals from underprivileged classes/castes have the opportunity to pursue higher education, fostering an inclusive environment.

Neuro-divergent students are actively encouraged to enroll in the college, and teachers maintain regular correspondence with parents to monitor their progress. The medium of instruction is primarily English and Bengali, with teachers adept at code-switching and code-mixing to aid students not fluent in either language.

Durgapur Women's College endeavors to instill and uphold the constitutional obligations of Indian citizens among all stakeholders. Students across disciplines are urged to participate in various programs such as Youth Parliament, health and hygiene awareness campaigns, Thalassemia check-up camps, voter awareness clubs, blood donation drives, road safety initiatives, and Vigilance Awareness Week activities, in accordance with government directives. Motivated cadets from NCC and NSS volunteers, alongside students from different academic streams, actively engage in these programs, emphasizing inclusivity, tolerance, and harmony.

Constitution Day is commemorated to reinforce the sense of duty and responsibility toward the country among stakeholders. National festivals like Independence Day, Republic Day, and the birth anniversaries of freedom fighters are observed with solemnity, serving as reminders of constitutional values instilled by the faculty.

In addition to academic and cultural pursuits, the college has established robust infrastructure to support a variety of activities aimed at the mental and physical development of students, including NSS and NCC programs.

Overall, Durgapur Women's College is dedicated to providing a conducive environment for learning and holistic development, while promoting inclusivity, civic engagement, and adherence to constitutional values among its students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

Best practice -1

Emphasis on extra and co-curricular activities and courses

Objectives of the Practice

Best Practice 1 focuses on fostering students' creative talents through a diverse array of extracurricular activities and courses. The college aims to cultivate a platform for students to showcase their abilities, organizing annual exhibitions, cultural competitions, and social events. Additionally, students are encouraged to contribute to departmental wall magazines to refine their

writing and presentation skills. Eminent visiting professors and researchers deliver lectures to broaden students' knowledge and awareness of cutting-edge research.

The Context

In the context of shaping the nation's future, the college recognizes the pivotal role students play as the pillars of society. Hence, it endeavours to augment their academic prowess with enriching stage performances and activities. These endeavours not only enhance their public speaking skills and self-expression but also stimulate their creative faculties, thus complementing the advancements of the digital era.

The Practice

The College offers a spectrum of add-on courses and extracurricular activities year-round, aiming to nurture diverse talents and potentially transform them into marketable skills. Regular courses such as beautician training and hobby classes equip students with skills that may empower them to achieve financial independence.

Evidence of Success

Success is evident as students have excelled in various art and cultural competitions, with some venturing into entrepreneurial pursuits such as handcrafted jewellery businesses. Group discussions and demo classes further enrich students' knowledge and presentation skills.

Problems Encountered and Resources Required

However, challenges persist due to inadequate infrastructure and funding for these courses, impacting the learning outcomes. Additionally, scheduling classes outside regular hours poses difficulties for students, particularly those who commute long distances to reach the college.

Best Practice -2

Assisting students with information and obtaining of

scholarships

Objectives of the Practice

This practice underscores the college's commitment to supporting students in accessing scholarships. At the commencement of each academic session, the college provides comprehensive guidance on securing scholarships offered by governmental and non-governmental entities. These scholarships serve as invaluable resources, easing the financial burden on students as they progress academically and transition into their professional careers.

The Context

Beyond alleviating academic expenses, scholarships enhance students' resumes and portfolios,

leaving a lasting impression on admission committees and prospective employers. Being awarded a scholarship serves as a testament to students' academic prowess and dedication to excellence in their respective fields. Moreover, the college extends support to handicapped students by covering their fees through special arrangements.

The Practice

The college offered several scholarship facility to the students for their academic support through the college tenure. One of such non-governmental scholarship is Neo metaliks scholarship which are the financial support for different academic session.

Evidence of Success

Total thirteen students are awarded with this scholarship which is beneficial for their academic support. The details of their name and roll number are provided in supporting files.

Problems Encountered and Resources Required

The ratio of scholarship awarded students to the total registered student is low. Thus the number of scholarship scheme should be more for supporting the maximum number of students.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The aim of our college is to empower women holistically, transcending caste, creed, community, and religion, by providing comprehensive graduate-level instruction to our female students. Recognizing that mere coursework is insufficient to prepare women for the challenges of the professional world, we believe that college life encompasses more than just academics, games, friendships, and enjoyment. It is also about fostering interaction with others, raising awareness of social, environmental, and gender issues, and addressing inequalities in society.

To achieve these goals, the college offers various opportunities for women students to enhance their skills alongside their academic studies. Under the guidance of the Principal and the Teachers'

Council, teachers serve as department Head(s), participate in various sub-committees, and engage in the Governing Body through their representatives. Non-teaching staff members also participate in the Governing Body through their representative roles. Effective management units, such as the Governing Body and the Internal Quality Assurance Cell (IQAC), develop and implement strategies with a network of committees to ensure that women students overcome social inhibitions and stay abreast of mainstream developments.

In addition to academic initiatives, the college fulfills its institutional social responsibility through National Service Scheme (NSS) and National Cadet Corps (NCC) units, organizing outreach activities, social awareness programs, and environmental awareness campaigns. These platforms not only instill values of patriotism and self-discipline but also promote physical fitness among students. Cadets actively participate in camps and other college-organized activities, earning accolades and medals.

Furthermore, the college boasts robust infrastructure to facilitate student-centered processes. These include identifying financially disadvantaged students and offering free studentships and fee waivers, disseminating information about national and state scholarships, scheduling classes to align with course curricula and student needs, and organizing programs to encourage the use of e-resources.

To ensure compliance with central and state government regulations, the college solicits feedback from students and teachers on curriculum effectiveness and introduces formal mentorship programs to guide students in their academic and career pursuits. Professional development opportunities, such as lectures, training programs, and workshops, are provided to enhance the skills of both teaching and non-teaching staff members. The Training, Placement, and Career Guidance Cell collaborates with various companies to assist students in making informed career choices and securing campus placements.

The college also prioritizes the holistic development of students by organizing motivational lectures by eminent individuals, fostering personality development, and nurturing a sense of responsibility and citizenship based on national values of social and communal harmony and national integration. Additionally, e-learning platforms such as Google Meet, Classroom, Zoom, and WhatsApp are utilized to facilitate the teaching-learning process.

In summary, our college is dedicated to empowering women by providing comprehensive education, fostering social awareness, promoting physical fitness, offering robust infrastructure, ensuring regulatory compliance, and facilitating holistic development through various initiatives and platforms. Through these efforts, we strive to prepare our students to become confident, competent, and responsible individuals capable of contributing positively to society.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

We are proud to announce that the College NSS (National Service Scheme)DWC unit is conducting a special school program for underprivileged children from local slum areas. This initiative is part of our ongoing commitment to social responsibility and community development.

The program aims to provide these children with access to quality education, fostering their intellectual growth and opening up new opportunities for their future. Our dedicated volunteers are working tirelessly to create a supportive and engaging learning environment, offering lessons in basic literacy, numeracy, and essential life skills.

Beyond academics, the school also focuses on holistic development. Activities include arts and crafts, sports, and health awareness sessions, ensuring a well-rounded educational experience. Through this initiative, we hope to inspire a love for learning and help these children realize their potential.

We believe that education is a powerful tool for change, and we are committed to making a positive impact in our community. We invite all members of our college and local community to support and participate in this noble cause.

Together, we can make a difference and help shape a brighter future for these young minds.

Link to DISHA, DWC page: <https://durgapurwomenscollege.ac.in/dishadwc-value-added-school-for-the-underprivileged/>

Concluding Remarks :

The college believes in balancing tradition and modernity in such a way that the two can co-exist without contradictions, by continuously updating its value-based education system while being firmly rooted in its heritage. The core mission of the institution is increasing scope and diversification of knowledge, utilizing them to the betterment of society, especially fast tracking women's education so that they become psychologically and economically self-sufficient, which is a necessary step towards autonomy and independence from limiting factors. To this effect, the college offers quality education with a low fee structure. Overall, the aim of the college in which it has acquired unprecedented success is in helping women realise their highest potential and working towards it without fear.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :06</p> <p>Remark : As per clarification received from HEI, and as per SOP, Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only, thus DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>186</td> <td>183</td> <td>335</td> <td>303</td> <td>391</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>205</td> <td>399</td> <td>367</td> <td>403</td> <td>428</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	186	183	335	303	391	2022-23	2021-22	2020-21	2019-20	2018-19	205	399	367	403	428
2022-23	2021-22	2020-21	2019-20	2018-19																	
186	183	335	303	391																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
205	399	367	403	428																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 77</p> <p>Answer after DVV Verification: 68</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
1.4.1	<p><i>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</i></p>																				

Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

Remark : As per clarification received from HEI, and as per SOP Only filled –in feedback forms (at least from two stakeholders) along with action taken report and the same to be uploaded on institutional website, then only the claim would be considered, thus DVV input is recommended.

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

2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	69	69	70	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	69	69	70	32

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	44	44	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	40	38	20

Remark : As per clarification received from HEI, and as per provided Certificates, thus DVV input is recommended.

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	1

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	0	1

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Only those activities considered which is related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	10	10	11	8

Answer After DVV Verification :

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

09	06	02	02	01
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Remark : As per clarification received from HEI, and as per provided screenshots of publication and after excluding regional language publication, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	12	13	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	17	1	9	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	50	27	13	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	3	0	0

Remark : As per clarification received from HEI, and as per SOP Only extension activities for the benefit of community will be considered, thus DVV input is recommended.

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.

Answer before DVV Verification :

Answer After DVV Verification :4

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	15.50750 00	68.54324 00	68.39065 00	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	18.44	19.53

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : 63

Answer after DVV Verification: 23

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40.24935	26.16113	20.41010	59.22565	46.89067

Answer After DVV Verification :

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

34.67	20.87	16.77	36.35	29.11
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
226	263	141	288	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
228	237	142	283	171

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
204	109	00	13	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
204	109	00	00	00

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
134	57	52	35	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
132	57	52	35	10

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
220	389	341	255	206

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
220	389	341	255	206

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	01	03	03	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	01	05	00

Remark : As per clarification received from HEI, and after excluding the certificates which is beyond the assessment period, thus DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
38	04	00	19	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	04	00	06	07

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

6.2.2 **Institution implements e-governance in its operations**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	08	07	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	05	06	03

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

6.5.2 **Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>275</td> <td>282</td> <td>463</td> <td>537</td> <td>571</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1019</td> <td>1279</td> <td>1567</td> <td>1666</td> <td>1664</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	275	282	463	537	571	2022-23	2021-22	2020-21	2019-20	2018-19	1019	1279	1567	1666	1664
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1019	1279	1567	1666	1664																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 65</p> <p>Answer after DVV Verification : 72</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>69</td> <td>69</td> <td>70</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>69</td> <td>69</td> <td>70</td> <td>32</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	65	69	69	70	33	2022-23	2021-22	2020-21	2019-20	2018-19	68	69	69	70	32
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