



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SAMMILANI MAHAVIDYALAYA

**EM BYPASS, BAGHAJATIN, KOLKATA - 700094
700094**

<https://sammilanimahavidyalaya.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sammilani Mahavidyalaya is an ISO 9001:2015 certified institution. Though situated at the south-eastern fringe of Kolkata, the youths of South 24 Parganas and belonging to financially weaker families of marginal farmers, land labourers, fishermen and small businessmen folk to this college for higher education.

The institution offers 23 programmes largely sought for subjects like Computer Science, English, Education, Economics, Film Studies, Microbiology, Molecular Biology, etc. to mention a few; all affiliated to the University of Calcutta. After completing CBCS in higher education it started offering curricula under NEP 2020.

In addition to the general topics, its curricula integrate professional ethics, gender sensitization, human values and environment sustainability as cross-cutting courses.

The teachers apply modern pedagogy. They update themselves through participation in various Faculty Development programmes, carry out research and publish research papers. To make the teaching-learning enjoyable they integrate experiential and participatory learning, problem-solving with the main courses. Students are made aware of the programme, programme-specific and course outcomes. Continuous internal evaluation is done to monitor students' progression.

In addition to offering regular courses, add-on and certificate courses are offered to make the students ready in the job market. Personal attention is given to each student through mentoring by the teachers for their professional and personal well-being.

There are about 28 laboratories including seven computer laboratories. A spacious central library equipped with WEBOPEC, RFID, houses about 25000 textbooks, reference books, journals, magazines and periodicals, in-house reading facilities, DELNET, N-LIST and UGC resource centre quintessential for higher studies and research.

In the pursuit of developing human resource, Sammilani Mahavidyalaya provides ample avenues for personality grooming of the students through National Service Scheme, extension activities, sports and games, cultural programmes and extracurricular activities.

'Sabuj Sammilani' – a unique venture that nurtures more than a dozen environment-sustainable initiatives not only to make the campus lush green but also to generate awareness on environment protection.

The Governing Body is formed duly and it discharges its duties through the delegation of job, and generates funds through different sources as a part of a self-reliant endeavour. Utilization of funds for purchases and services are done judiciously.

Vision

The vision of Sammilani Mahavidyalaya is to offer quality and contemporary higher education to the youths of the locality and beyond to participate in building the nation through human resource development of the community

In turn, to shine as a beacon of academic excellence and repute, dedicated to nurturing a holistic development of its students mostly belonging to weaker sections of the society and hailing from the southernmost regions of West Bengal.

The logo of the college, portraying a lamp and an open book, appropriately symbolizes its vision of illuminating the pure souls of the young learners with the light of knowledge and wisdom.

Mission

In pursuit of fulfilling its vision, the college has tuned its mission as follows:

1. To offer suitable contemporary undergraduate and postgraduate courses to make the youths fit for educational and administrative services.
2. To provide modern and advanced teaching-learning methodologies and technologies in fostering national as well as global competency among the students.
3. To inculcate value education fostering a sense of responsibility and commitment towards society, and nurturing self-reliance for growing up to become sensible worthy citizens.
4. To equip the students with skills essential for enhanced employment opportunities.
5. To encourage the students and teachers to undertake extension activities and social services for the benefit of society.
6. To involve the students in NSS, NCC, cultural activities, and sports and games to develop their personality.
7. To develop a commitment among students & staff members towards the conservation of the environment with a goal towards sustainable development.
8. To encourage teachers to undertake research activities, and participate in programmes and activities for advancing their knowledge and skills for the benefit of higher education.

These broad-spectrum mission statements are dynamic and have provisions for reorientation and modification by the upcoming needs and changing societal scenario.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

· The college is situated in the south-eastern fringe and at a prime location of the City of Kolkata well connected with rail, bus and metro rail services within walking distance.

· The institution offers a diverse range of undergraduate programmes across arts, science and commerce streams in subjects of recent demand like Computer Science, Molecular biology, Microbiology, Film Studies,

etc.

The faculty members of Sammilani Mahavidyalaya are well qualified and dedicated to their profession with a modest student-teacher ratio.

- Sammilani Mahavidyalaya has a reputation of imparting quality education for the holistic development of the students. Because of this fact, often, students from remote areas prefer this college to the colleges in their nearby localities.
- The learning environment of the college is comfortable to the aspiring young learners.
- There are sufficient ICT facilities used in the teaching-learning process.
- Laboratories of the science departments are well-equipped with up-to-date instruments and equipment.
- The library of the college is a veritable center of resources for the students and the teachers as well.
- The library automation process has been completed through the installation of an integrated library management software — KOHA along with the installation of RFID to make it more user-friendly.
- Though this is a general degree college, it offers various add-on/certificate courses to make the students ready for the job market.
- The Career Counselling and Placement cell organises Job fair/career fair for the students of final years and pass-out students.
- The college enjoys a clean and green environment. The campus of the college comprises a total land area of 3.35 acres, of which the green area covers about 5417.25 m² area.
- The NSS unit of the college functions very actively throughout the year with regular and special activities.
- The college has a strong Governing Body, and decentralized administration that provides full support for the overall development of the college, to the staff and teachers.
- Students are well-behaved and always obey the instruction of their teachers
- Teachers and staff have good relations and they follow a code of conduct.

Institutional Weakness

A majority of our students are from socio-economically marginalized segments of society and hence, usually face challenges in continuing higher education.

- The college is located near Baghajatin Rail Station and most of the students avail of the train service from the southern parts of South 24 Parganas, to avoid overcrowded during office hours they cannot come early and

leave early without attending some classes.

- There is no hostel facility for students that could have avoided low student turnouts in the classes
- Some of the non-teaching staff are not equally well-trained in the office management system which creates inconvenience at times for maintaining different types of records.
- There is no head clerk and cashier. In addition many non-teaching posts remain vacant for years.
- Some teachers are also not equally proficient in using ICT in teaching and learning.
- The number of faculty in substantive is insufficient as compared to the number of students.
- College does not have enough land for future augmentation of infrastructure and does not have a large playground.
- College does not have any NCC unit.
- Due to a weak financial background college can not hike its fees required for further augmentation of infrastructure of improving services

Institutional Opportunity

The college has promptly started curriculum delivery under NEP2020

- It has not only registered but also submitted data and information for enlisting in NIRF.
- The college offers advanced courses in subjects like Computer Science, Microbiology, Molecular Biology, Botany, Film Studies that are in demand of the time.
- The college has initiated Certificate/Value-added courses in various fields keeping in view the job prospects of the students in future.
- The college authority provides seed money for doing research / publication or presentation of papers as a token of encouragement for research-oriented activities.
- To promote the Indian knowledge system (IKS), several academic departments have taken initiative to start small scale research projects involving both the teachers and the students.
- The location of the college helps it to attract more students.
- Amidst the hustle and bustle of the City of Kolkata, it maintains lush green vegetation that provides a quiet and cum environment for teaching and learning activities.
- Due to its convenient location, organising national and international become easier

Institutional Challenge

The total course combination option can not be offered due to the inadequacy of infrastructure as classrooms, and human resources as teachers and staff.

- Shortened teaching time due to so many tests and examinations that resulted in untouched syllabi under the semester-based CBCS and CCF.
- Unable to fill up vacant posts of teachers and staff by the Government.
- Unable to recruit guest teachers and casual staff even utilizing college funds due to an embargo of the Higher Education Department.
- Lack of strong and active Alumni association.
- Inadequacy of sanctioned and non-creation of posts of teaching and non-teaching staff
- Motivating the new-age youth towards a general degree course.
- No teacher can be recruited for professional/vocational courses.
- No affiliation received for new courses and post-graduate course since 2018.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated college to the University of Calcutta, Sammilani Mahavidyalaya follows a very focused and prudent plan of curriculum delivery, in adherence to the rules and regulations laid down by its parent university. The academic council of the college designs the academic calendar every year, specifying the tentative schedules of all the upcoming academic and relevant events. Following this schedule, preparation of master and departmental routines, distribution of workload among the faculties, preparation of teaching plans, etc. are done. Adherence to this academic calendar is the prime focus of the curriculum delivery plan of Sammilani Mahavidyalaya. While delivering the curriculum, both traditional 'chalk and talk' methods and modern ICT-based techniques are applied. Teachers and students alike have been trained in using virtual platforms in teaching-learning and evaluation. In addition to the semester-end examinations, regular and continuous internal evaluations (CIE) are conducted to monitor students' progression and evaluate the attainment of the intended learning outcomes.

Remaining within the curriculum frame work (CBCS) designed by its parent university, Sammilani Mahavidyalaya has been successful in offering the students as much flexibility as possible. The institution has introduced short term certificate/ value added courses for the students to ensure their holistic development. Twenty-nine such courses have already been completed.

To make curriculum delivery meaningful and effective, the faculties have been integrating the crosscutting context of the course modules (if any) and thereby sensitize the students about gender issues, moral and ethical values, human values, environment and sustainability. Besides, every year more than 50% of total enrolled students (58% in 2022-23) undertake project works, field works or internship programmes which also help to inculcate different life skills and soft skills among them.

Effective delivery of curriculum is basically a process of continuous up gradation and in this context, feedback from the stakeholders provide an important guideline. Sammilani Mahavidyalaya regularly collects feedback from the stakeholders, analyses it, prepares action plans, implements the same and hosts the comprehensive report on the institutional website. The findings of feedback help the institution to address those areas which require further improvement.

Teaching-learning and Evaluation

Education in Sammilani Mahavidyalaya is 'inclusive' in nature and the institution caters to a diverse group of students. They are admitted to the college through a transparent online process adhering to the guidelines of the University of Calcutta and the Department of Higher Education, Government of West Bengal. The reservation policy of the Government is followed and students from all categories are enrolled as per the rule. The enrolment percentage of the institution is around 72 in the current academic session which is well above the state average (54%).

The Mahavidyalaya boasts a satisfactory student-teacher ratio (25.46). Dedicated and sincere teachers always try to address the individual needs of the students, while delivering lessons and conducting any teaching-learning-related activities.

The teaching-learning process in Sammilani Mahavidyalaya is a perfect blend of traditional and modern ICT-supported methods. Student-centric experiential and participative leaning processes are optimized through regular laboratory-based practical exercises, field works, excursions, project works, and through participation in problem solving and co-curricular activities.

About 98.59% of sanctioned teaching posts at Sammilani Mahavidyalaya have full-time teachers. Besides, there are 53 State Aided College Teachers. The faculty members – comprising of experienced, energetic and sincere teachers are well qualified with about 57% having Ph.D./M. Phil. degrees. A majority of them have teaching experience of more than ten years. They update themselves through participation in various faculty development programmes.

To evaluate the academic performance of the students, semester-end examinations are conducted by the

University, while the institution organizes internal evaluations. The assessment system of the institution is transparent and in alignment with the CSR of the University. In case of any grievance of the students regarding examination/ evaluation, the concerned internal committee extend their help to resolve the issues.

The institution emphasizes on attainment of programme and Course outcomes (PO, CO). Students are made interested and aware of the outcomes of their course and programme of study. Along with analysis of the results, exit surveys are also conducted in this connection. The average Pass percentage is around 70%. The result of the student's feedback validates the success of teaching-learning process at Sammilani Mahavidyalaya.

Research, Innovations and Extension

The institution always encourages its faculties to be engaged in research and extension activities and provides necessary facilities for the same. The institution received research grants from different Government agencies several times. Recently the institution has initiated an innovative practice of knowledge transfer involving both teachers and students. Mini-research projects have been undertaken by different departments involving five to six students of each department under the supervision of departmental faculties. The common theme of all such research projects is the Indian Knowledge System which is in line with the NEP2020. The main objective of such mini-research projects is a revival of traditional Indian knowledge in the field of their respective disciplines and its application in the present-day context. Another remarkable initiative of the institution is providing training on the production of vermicompost on the college premises utilizing vegetable wastes and involving the local community along with the students and teachers of the institution.

The NSS volunteers and general students participate in different extension activities in the neighborhoods. They regularly visit the adopted slum 'D-block' and engage the people in different activities and programmes related to the generation of awareness on health, hygiene and education. Distribution of blankets during winter, saplings for tree plantation, COVID-19 vaccination, donation of blood, etc. are carried out as extension activities.

The college regularly organizes workshops and seminars covering wide range of thrust areas. A good number of research articles and books have been published by the faculties in UGC Care listed as well as non-listed, peer-reviewed journals. Books with ISBN have also been published by the faculties. Under the heading of extension activities, a number of programmes have been organized by the college in association with different sub-committees and NSS unit.

Our college has been awarded for enrolling highest number of girls Kanyashree scholarship and bagged best NSS Officer award in the recent past. The college has also signed 22 memoranda of understanding (MOU) with different academic institutions, industrial houses or technical institutes. Collaborative activities under these MOU are being carried out on regular basis.

Infrastructure and Learning Resources

The institution boasts robust infrastructural amenities and mechanisms to facilitate a seamless teaching-learning process, along with a plethora of co-curricular, sports cultural and extension activities for students. There are adequate classrooms, washrooms, separate common rooms for Boys and girls, well-equipped and properly maintained laboratories, and a meeting hall for accommodating large gatherings and for organizing seminars. As support facilities, there are water purifiers on each floor for safe drinking water, a Solar Power Plant for generating 40 KW of clean electricity and a green generator for emergency purposes, a Bank (PNB) with ATM facilities, a Post Office, Photocopy center, Canteen, Gymnasium, NSS office, a Yoga center and study centers of NSOU and Vidyasagar University for distance education. To cater to the needs of the differently-abled, the college provides four suitably designed washrooms, ramps and wheelchairs.

The central library is digitally automated by ILMS KOHA with RFID technology. It has more than 25000 textbooks and reference books. The UGC NET resource centre offers access to e-journals and e-books through INFLIBNET DELNET consortia. The library subscribes for daily newspapers, magazines, gazettes and other periodicals. There is 'PC Chandra knowledge centre', set up under the CSR initiative of P C Chandra group, with collections of books on competitive examinations and current affairs. Open access databases and educational resources are accessible through the library's WEBOPAC. Library cards are equipped with barcode and QR code technology.

There are nine smart classrooms in the college facilitating interactive teaching with LCD projectors, interactive boards, public addressing system, computers with 4 broadband 200 MBPS connections and WiFi access for all. There are overall 140 computers with internet connections in the laboratories, departments and library, exclusively for the students.

The institution prioritizes holistic development of the students, offering amenities like Gymnasium, Yoga centre, Play-ground with spectator's gallery, Open-air theatres, etc. to facilitate all round activities of the students.

NSS unit of the college regularly organizes various extension activities such as campus cleaning, blood donation camp and general health awareness programs within the college premises and also in the nearby slum area, that has been adopted by the institution.

Student Support and Progression

The college office staff helps the students to apply for scholarships like Kanyashree, Aikyashree, Swami Vivekananda Merit cum Means scholarships etc, through proper notifications, so that they can easily avail the benefit of such schemes within a stipulated time. The needy and marginalized students are being regularly intimated about the rules and regulations of the different scholarship schemes.

The college has arranged a series of capacity-building programmes /initiatives like the introduction of courses on Spoken English, Spoken Sanskrit, MS Office, Computer applications, organization of motivational webinars, arrangement of different counselling programmes etc. Over the last few years, many sessions on Career Counselling and associated job fairs have been organized on the campus in collaboration with some reputed organizations.

The grievances and complaints of the students, including those related to sexual harassment in the college, are addressed and resolved immediately after receiving the same, by the Grievance Redressal Cell, Anti-Ragging Cell and Internal Complaints Committee.

The college has a registered alumni association. They participate in different extension activities. One of their endeavour is 'Paramapara' – to offer free coaching classes to the current students.

The trend of pursuing Higher Studies after graduation is an encouraging feature in our college. Most of our students get admission in Post Graduate and Diploma Courses. Pursuing professional courses like B.Ed after graduation is another noticeable trend. Our students also excel in sports like Football, Kabaddi, Kho-Kho, Swimming, Athletics, Cricket and bring laurels to the institution. Recently, the college has successfully organised district level West Bengal State Sports and Games Championships 2023.

Governance, Leadership and Management

The college envisions becoming a beacon of academic excellence and integrity, dedicated to nurturing the holistic development of its learners with predominantly weak financial backgrounds. It strives to enable its students to face the challenges of a rapidly changing society and groom them into intellectually empowered, environmentally conscious, and socially responsible citizens. The vision and mission of the college are foregrounded in its strategic plan for the holistic development of the college in terms of quality sustenance and quality enrichment. Governance in the college is inclusive, democratic, and transparent, with a hierarchical delegation of authority and responsibility. Statutory and non-statutory sub-committees help in the execution of institutional plans, complying with the university statutes and government regulations. The college provides functional autonomy to the sub-committees and the departments, to achieve a decentralized and participative governance system. The IQAC adopts mechanisms for quality assurance of the institution and has obtained ISO 9001:2015 certification. The perspective plan prepared by it aligns with the college's vision of academic excellence, administrative acumen and holistic student development. The college adheres to the guidelines of UGC and the Department of Higher Education, Govt. of West Bengal for implementing a Performance Based Appraisal System regarding the career advancement of teachers. The performance of non-teaching staff is also assessed by the Principal with the help of the Non-Teaching Sub-committee. The college extends various welfare measures to both teaching and non-teaching staff, aligning with the Govt. of West Bengal's schemes. The IQAC conducts periodic reviews of academic departments and the college office and submits reports to the

Principal for necessary rectification and/or improvements. It also facilitates entering into collaborative MOUs and exchange programmes, and organising seminars for the academic enrichment of the faculty as well as students. Academic and Administrative Audit is a prerogative of the IQAC. The college endeavors to mobilize funds from non-government sources and monitors the proper use of all available financial resources through effective financial planning and control measures. In the last few years, the college has received funds from CSR initiatives of some corporate houses.

Institutional Values and Best Practices

Sammilani Mahavidyalaya has taken pride in promoting Gender Equity in its activities. The safety, security, and well-being of its girl students are primary concerns of the institution. Its Women's Cell and Equal Opportunity and Gender Equity Cell organize several gender sensitization programmes. The institution also conducts an Annual Gender Audit and prepares the report of the same.

Sammilani Mahavidyalaya is committed to securing environmental sustainability. In addition to the regular plantation, cleaning and awareness programmes, the institution undertakes Green Audit, Energy Audit and environmental Audit every year to facilitate a green and eco-friendly campus. Energy-saving practices like the use of solar power, the use of energy-saving LED lights, restricting unnecessary use of electrical devices etc. are being followed. The college also employs an efficient waste collection system, utilizing coloured bins for the segregation of solid waste at the point of collection.

The college promotes an inclusive environment. Being located close to the Baghajatin railway station, the college caters to students from both rural and urban areas. The institution instills and nurtures human values in its students. The students are respectful and empathetic to all, especially to those who are marginalized or in a disadvantageous position. To help the physically challenged persons, disabled-friendly walkways, ramps and toilets have been constructed, along with signage.

The institution has a Handbook of Code of Conduct for both Teaching and non-Teaching Staff which is readily available on the college website.

The NSS Unit of the college organises regular community outreach activities, for helping and cooperating with various stakeholders of the institution and the neighbouring community.

Two best Practices of the institution are:

1. *Durga Shakti* (Women Empowerment Initiatives)
2. *Vasudhaiva Kutumbakam* (imparting moral values and traditional culture to our future citizen)

Though situated amidst the hustle and bustle of the City of Kolkata, Sammilani Mahavidyalaya distinguishes itself as an abode of learning with its vast array of environment sustainable initiatives under the flagship name of 'SABUJ SAMMILANI'. Its objective is not only to make it a lush green campus but also to generate awareness on the protection of the environment with all its biodiversity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAMMILANI MAHAVIDYALAYA
Address	EM Bypass, Baghajatin, Kolkata - 700094
City	Kolkata
State	West Bengal
Pin	700094
Website	https://sammilanimahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chandan Kumar Jana	033-24160048	8100598811	-	principal.sammilani@gmail.com
IQAC / CIQA coordinator	Sangita Dey Sarkar	033-24626869	9007657615	-	sds2310@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-05-2003	View Document
12B of UGC	01-05-2003	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	EM Bypass, Baghajatin, Kolkata - 700094	Semi-urban	3.4	5965.05

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Hons	48	Higher secondary or equivalent	Bengali,English + Bengali	81	41
UG	BA,English, Hons	48	Higher secondary or Equivalent	English	58	46
UG	BA,Sanskrit, Hons	48	Higher secondary or Equivalent	Sanskrit	63	19
UG	BA,Education, Hons	48	Higher secondary or Equivalent	Bengali	58	42
UG	BA,History, Hons	48	Higher secondary or Equivalent	Bengali	63	46
UG	BA,Philosophy, Hons	48	Higher secondary or Equivalent	Bengali	58	30
UG	BA,Political Science, Hons	48	Higher secondary or Equivalent	English + Bengali	49	39
UG	BA,Geography, Hons	48	Higher secondary or Equivalent	English + Bengali	68	44
UG	BA,Economics, General	36	Higher secondary or Equivalent	Bengali	15	10
UG	BSc,Physics, Hons	48	Higher secondary or Equivalent	English + Bengali	58	15
UG	BSc,Chemistry, Hons	48	Higher secondary or Equivalent	English + Bengali	42	15
UG	BSc,Mathematics, Hons	48	Higher secondary or	English + Bengali	63	26

			Equivalent			
UG	BSc,Computer Science,Hons	48	Higher secondary or Equivalent	English + Bengali	63	39
UG	BSc,Zoology ,Hons	48	Higher secondary or Equivalent	English + Bengali	49	26
UG	BSc,Microbiology,Hons	48	Higher secondary or Equivalent	English + Bengali	58	32
UG	BSc,Molecular Biology,General	36	Higher secondary or Equivalent	English	0	0
UG	BCom,Commerce,General	36	Higher secondary or Equivalent	English + Bengali	72	40
UG	BCom,Commerce,Hons	48	Higher secondary or Equivalent	English + Bengali	201	110
UG	BSc,Botany, General	36	Higher secondary or Equivalent	English + Bengali	75	15
UG	BA,Film Studies,General	36	Higher secondary or Equivalent	Bengali	25	13
UG	BA,Arts,General	36	Higher secondary or Equivalent	Bengali	213	182
UG	BSc,Pure Science,General	36	Higher secondary or Equivalent	English + Bengali	35	30
UG	BSc,Bio Science,General	36	Higher secondary or Equivalent	English + Bengali	39	34

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				12				19			
Recruited	1	0	0	1	3	9	0	12	9	9	0	18
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				57			
Recruited	0	0	0	0	0	0	0	0	30	27	0	57
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	21	0	0	21
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	6	0	4	5	0	18
M.Phil.	0	0	0	0	2	0	1	2	0	5
PG	0	0	0	1	1	0	4	2	0	8
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	5	8	0	13
M.Phil.	0	0	0	0	0	0	3	5	0	8
PG	0	0	0	0	0	0	22	14	0	36
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	464	1	0	0	465
	Female	429	0	0	0	429
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	184	168	194	146
	Female	160	130	132	115
	Others	0	0	0	0
ST	Male	9	10	13	7
	Female	12	9	8	8
	Others	0	0	0	0
OBC	Male	75	62	81	72
	Female	54	45	76	47
	Others	0	0	0	0
General	Male	225	228	241	213
	Female	196	174	164	155
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		915	826	909	763

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>India has an age-old legacy of adopting interdisciplinary or multidisciplinary approaches in education. This approach, which ensures a comprehensive understanding of a subject matter viewing it through the lens of different disciplines and enables the learner to have holistic learning experiences, is very much relevant even today. Hence, the legacy has been revived and incorporated in NEP 2020 as one of its key components. Sammilani Mahavidyalaya welcomes this multidisciplinary approach and envisions imparting multidisciplinary education, through the seamless blending of Science, Technology, Engineering and Mathematics (STEM) with Humanities. It is true that</p>
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as an affiliated college, we have some limitations in doing that; however, we are trying to offer as much flexibility as possible, remaining within the framework, set by our parent university. Since 2018, our institution has been following the flexible, credit-based curriculum (CBCS). The flexibility offered by the CBCS curriculum has helped us to develop the right mindset for embracing the more flexible NEP 2020. At present our institution is offering 23 different undergraduate programmes with 45 varied subject combinations across different disciplines and is thereby trying to integrate STEM with humanities. For example, the students pursuing a B.Sc. course with Honours in Geography may opt for Political Science as a Generic subject which comes under the domain of Humanities. Economics is taught in all three disciplines of Arts, Science and Commerce. Again, all students, irrespective of their disciplines, have to learn Environmental studies and one modern Indian language as compulsory papers (AECC). Apart from these regular courses, since 2021-22, the institution has been organizing some short-term certificate courses, as a good practice to promote multidisciplinary approach. Till now, 29 such courses have been completed. These courses are designed to ensure holistic learning experiences, addressing the aesthetic, intellectual, physical, emotional and moral facets of the individual learners and hence, cover a diverse range of topics. The spectrum includes hard-core technical courses like Machine Learning or basics of Python on the one hand and courses on performing art on the other. Often interdisciplinary seminars are organized, offering the students an opportunity to think about the multidisciplinary perspective of different subjects.' Heteroglossia', was such an initiative, organized jointly by the departments of English, Sanskrit History and Philosophy. Besides, the community enrichment activities and environment-friendly initiatives of the institution also help to inculcate a sense of responsibility, ethical values, empathy, resilience, etc. among the students and thereby promote the attainment of holistic education. To ensure seamless academic mobility of the students, which is an integral part of the multidisciplinary approach, NEP 2020 offers multiple entry and exit (MEME) options. Sammilani Mahavidyalaya has decided to start the necessary process in this regard, as soon as the

	<p>guidelines are published by the appropriate authority. We have also a plan to redesign and upgrade ERP for accommodating the requirements of MEME. Having such an orientation toward a multidisciplinary approach, Sammilani Mahavidyalaya is now well-prepared for NEP 2020 and is ready to face the challenges ahead.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>One of the basic objectives of NEP 2020 is to transform the higher education into a more inclusive and student-centric system of learning. To achieve this, NEP offers a Multiple Entry and Multiple Exit (MEME) option, with an objective of minimizing the number of college drop-outs and facilitate seamless academic movement of the students from one discipline to another discipline and from one HEI to the other, across India. This Multiple Entry and Exit option allows a student to exit academic programmes at any point and re-enter whenever s/he wishes. Under such circumstances, to transfer and consolidate the credits earned by the student, it is necessary to have an account in the Academic Bank of Credit, which is a centralized digital repository, housing the comprehensive credit records of all the students pan India. In addition to the credits earned from university-affiliated regular courses, ABC also provides facilities to store the academic credits earned from online courses on MOOC platforms like SWAYAM or NPTEL. Although, through a gazette notification (dated 28.07.2021), UGC has already directed the HEIs to open an ABC account, our affiliating university has not yet published any guidelines in this regard. However, Sammilani Mahavidyalaya has already initiated the preparatory processes. The institution caters to those students, who are mostly from economically underprivileged sectors of society and every year a few of them discontinue their studies mainly due to financial problems. The multiple entry and exit option will offer this group of students an opportunity to continue their studies at their convenience. So, the institution wants to make this opportunity readily available to its students, as soon as our parent university circulates the necessary guidelines. A sub-committee has already been constituted to prepare the road map and chalk out the action plan for the effective integration of ABC with regular academic programmes. The committee has organized meetings</p>

	<p>involving the faculties, and it has been resolved that counseling and guidance be provided to the students for opening ABC accounts and creating ABC IDs. The department of Computer Science has agreed to provide the required technical assistance for maintaining the college database and integrating it with the central one. The institution has also decided to mandate the students, to complete at least one course on the MOOC platform, selecting from the diverse range of multidisciplinary courses to be offered. Moreover, we have a plan to upgrade the ERP to accommodate the requirements of ABC. We hope such preparedness will help our institution to successfully implement the procedure for Academic Bank of Credit.</p>
<p>3. Skill development:</p>	<p>Balanced blending of knowledge and skill is one of the main agenda of NEP 2020. To achieve this, NEP emphasizes on integration and mainstreaming of vocational education with general education. Being an affiliated, general degree college, we cannot introduce or offer vocational degree programmes independently, until and unless our parent university makes provision for the same. However, the current CBCS curriculum itself includes several skill enhancement courses (SEC) that help the students to develop and strengthen their professional competence. Such courses, offered by our institution, like Information Technology and its application in business (commerce), Computerized auditing and e-filing of tax returns (commerce), Microbial quality control in the food and pharmaceutical industry (Micro-biology), Film marketing and distribution (Film Studies), Tourism management (Geography), etc. have significant relevance in the job market. Our institution always encourages students to choose these skill-based SEC courses. Besides, 'SMV School of Professional Studies', an ancillary body of the placement cell of our college, regularly organizes short-term skill development programmes, in collaboration with reputed companies and often involving industry veterans and master-craft persons. The main purpose of such programme is to develop professional and soft skills - like verbal communication, digital literacy, problem-solving capacity, organizing ability, etc. A certificate course on Functional and Communicative English, in collaboration with two renowned institutes, has been</p>

	<p>conducted for the students since July 2022. The add-on and certificate courses, organized by the individual departments, on Computer application, Tourism management, Stress management, etc. also, boost up the process of skill enhancement. Diploma Course on Basic Tailoring for female students, a Certificate course in Microsoft Office and a Training course for competitive examination are some other examples of institutional efforts in this regard. To empower the young learners with positive life skills, the institution has been trying to instill into them a set of core values like cooperation, empathy, sincerity, integrity, responsibility, etc. through different activities under the title of institutional best practice – ‘Vasudhaiva Kutumbakam’. Such activities include observation of the days of national importance, organizing blood donation camps, visit to the orphanage and old age homes, feeding and taking care of stray animals etc. Besides, value education programmes are also arranged for the students - a short-term Certificate course on Yoga and Value-based Education was organized in collaboration with the Yoga University of Bangalore, in 2021-22. In 2022-23, another certificate course on value education with reference to ‘Shrimad Bhagavad Gita’ was conducted by the Department of Philosophy. Apart from these, Sammilani Mahavidyalaya has signed two MOUs – one with Ramkrishna Sarada Mission Vivekananda Vidyabhaban Girls’ college and the other with Ramkrishna Mission Vivekananda Centenary College, Rahara, with a vision of scaling up the value education initiatives. Adopting all these good practices, Sammilani Mahavidyalaya is now confident enough to train its students to be professionally skilled on the one hand and good citizens with universal human values and life skills on the other.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 recognizes the rich heritage of ancient and traditional Indian knowledge and highlights on its transmission through the integration of the same with regular academic curriculum. To be in alignment with NEP, Sammilani Mahavidyalaya has also been promoting Indian language, culture and art through its academic practices. In our institution, classroom lectures are delivered in bilingual mode i.e. both in English and vernacular (Bengali) to promote the use</p>

of Indian languages. Our faculties are proficient enough in both English and vernacular and hence, delivering lectures in bilingual mode, is a common practice here. Following the University guidelines, the willing students are also allowed to write their answer papers in Bengali during examinations. The classical Indian language Sanskrit plays a pivotal role in the integration of Indian Knowledge System, as it is the source of all Indian languages including Bengali. Sammilani Mahavidyalaya, offers both Bengali and Sanskrit as Core Courses under Honours and General programmes and every year a large number of students opt for the same. These courses act as effective media for inculcating knowledge of the Indian language, culture, tradition, etc. The core course on Indian philosophy, which includes Vedas, Upanishadas, Charvaka, Jainism, Buddhism etc., is mostly Sanskrit-based and helps the students to enhance their level of Knowledge on Indian culture and tradition. Apart from these, the Department of Sanskrit has been organizing a certificate course on communicative and functional Sanskrit, since the last academic session, for the students to help them to gain a deeper understanding of the Indian language, culture and philosophy. Some other certificate courses, entitled 'Culinary history of India', 'Tribal folk: to remember the Sabar tribe', 'Value education with reference to Srimad Bhagabad Gita' etc. are also worth to be mentioned in this context. We have a multi-lingual language laboratory to equip the students with competence in Indian languages. The bilingual, annual college magazine 'Kalorab' is another effective platform to promote Indian languages. Besides, every year the institution observes the International Mother Language day on the 21st of February and also celebrates the other days of national importance which instill into the students a feeling of deep respect for their language and culture. The cultural programmes, organized by the institution on different occasions, also highlight Indian art, culture and language. As a good practice for appropriate integration of the Indian knowledge system, a majority of the departments of Sammilani Mahavidyalaya have undertaken mini projects promoting IKS, like 'Ancient Indian poetics and modern Bengali literature', 'Sulbha Sutras: mathematics in Yayur Veda', 'Rasayana in ancient India' etc. Currently, twelve such projects are going

	<p>on, involving the students under the supervision of one or two faculty members. All such efforts of knowledge transfer disseminate the value of Indian culture among the students and make them aware of the rich heritage of our country and traditional knowledge in the fields of literature, agriculture, basic sciences, technology etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>To improve the quality of higher education and make it more student-centric, NEP 2020 has focused on Outcome Based Education (OBE). In this approach of education, the entire academic process is organized to achieve some pre-defined 'outcomes' i.e. what the students are expected to know and be able to do after completion of the graduate degree programme. In its endeavour of fostering quality education, Sammilani Mahavidyalaya has also been trying to orient itself towards OBE and has put emphasis on attainment of skills required to be global citizen. The outcomes of all the programmes and courses offered by the institution are clearly articulated on the institutional website. The students can easily access the same and choose their courses accordingly at the time of admission. During the orientation programmes, details of the outcomes expected from each course on completion, are explained to the newly admitted students. Curriculum delivery plans and assessment strategies are also designed putting appropriate weightage on the attainment of outcomes. To maintain a perfect blending of knowledge, skill, ability and understanding, i.e the four components of OBE, along with classroom teaching, emphasis is given on fieldwork, practical work, students' seminars, excursions, industry visits etc. Our science laboratories are adequate in number and are sufficiently equipped to provide the students with good exposure to the practical environment. In addition to the well-stocked central library, a variety of ICT-based learning resources and tools are made accessible to the students. Regular certificate courses are also organized by the departments and the placement cell of the college for the development of additional skills. To evaluate the attainment of outcomes, the institution follows both direct and indirect methods. Direct methods include class tests, internal assessments, tutorials, laboratory assignments, etc. , while the indirect method followed is a 'course exit survey'. A record of</p>

students' progression after graduation is also maintained for evaluating the attainment of outcomes. To have an idea about the extent to which the students learn the required knowledge and skills, that are needed to perform well professionally, the institution collects feedback from the employers and analyses the same. The institution has introduced a mentoring system and yearly academic audits for the success of OBE. We have also initiated the process of mapping the attainment of learning outcomes to make it more effective. Our teachers regularly attend the orientation programmes and other relevant workshops and seminars to orient themselves with OBE and to train themselves to handle the process appropriately. The entire process of attainment of OBE is supervised by the Academic Council and the IQAC. It gets modified as and when required, since, implementation of OBE is a continuous process and it needs a lot of refinements – some of which are even out of the jurisdiction of an affiliated college. Despite these limitations, we are trying to modify our orientation from a traditional teacher-centric learning method to student-centric outcome-based education and our target is to be completely aligned with the NEP goals.

6. Distance education/online education:

India is now a digitally empowered nation. So, quite naturally the National Education Policy (NEP) of India emphasizes on leveraging the advantages of technology. NEP recommends substantial use of digital platforms to provide equal educational opportunities to all students, especially those who can't access the traditional form of institutional education. Sammilani Mahavidyalaya adopted online mode of education after the imposition of lockdown, due to the outbreak of the COVID-19 pandemic in March 2020. The pandemic had radically transformed the traditional method of teaching-learning into a web-based process. During the COVID period, classes were taken using virtual platforms like Zoom, Google Meet, Webex Teamlink etc. Several online webinars and online training programmes were also organized to familiarize the teachers, students and staff, with the new system. On the recommendation of the IQAC, the institution purchased a G-suite to accommodate large gatherings. The institution also provided e-learning resources via open access databases like web OPAC (Online Public Access Catalogue),

NDLI(National Digital Library, India), DOAB (Directory of Open Access Books) etc. Access to the N-LIST consortium of e-resources, through individual passwords, had already been provided to the faculties by the central library of the college. Lockdown led to manifold increase in the usage of N-LIST. During lockdown, the faculties of Sammilani Mahavidyalaya frequently created presentations on relevant topics using powerpoint, used different on-screen tools for demonstration - like Jam Board, White Board, Paint Brush etc., shared study materials and important web links with the students via Google classroom, what's app groups, telegram groups. Special guidelines were framed for conducting the online practical classes under the initiative of the respective Board of Studies and some of our faculties were involved in the process of setting up the modalities in this regard. Training sessions were also arranged for the students to make them acquainted with the online examination process. To organize online examinations in a hassle-free manner, an institutional examination portal was created and examinations were conducted successfully following the guidelines of our parent university. All have become so familiar with the online processes that, even after the resumption of in-person classroom teaching, faculties often take extra classes or classes during vacations and on holidays using online platforms. The institution has already developed four smart classrooms equipped with a projector, laptop, internet and PAS. Most of the teachers avail such facilities for class teaching, alongside the traditional 'chalk and talk 'method. Video conferencing facilities enable the teachers to deliver lessons to the students both in-person and in virtual mode. Sammilani Mahavidyalaay always encourages its faculties and students to access open online courses. The department of Mathematics has been practicing blended teaching-learning as a collaborative initiative with another neighbouring college. Besides, there are study centres of Vidyasagar Distance Education and Netaji Subhash Open University in our college, which cater to a large number of students who are unable to continue regular courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been set up in our college. The Department of Political Science has taken the initiative under the leadership of the HOI.
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?	Yes, the Electoral Literacy Club is functional and representative in character and the structure that is decided is: a Nodal Officer with an Executive Committee. The Executive Committee has formed with 3 teachers, 1 office staff, and 4 student representatives from all semesters. The Nodal Officer also mentors the club. Apart from members, students act as volunteers to assist in the activities of the club. Valuable guidance is sought from the respected District Collector, who is also the District Election Officer (DEO) and Electoral Registration Officer, in our endeavor.
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.	The said Club is formed to generate awareness about their political right i.e. right to vote. It works as a Voter Awareness Forum (VAF) for newly admitted students who are going to be prospective voters. It encourages all Teachers, staff, and students to exercise their duty to vote. It has been considered that it is quintessential to motivate the voters so that politically apathetic denizens realize that 'one man one vote' is a very effective weapon to bring about change in democracy and to see prosperous India. The target will be to create Empowered (Prospective) Voter. Every vote and opinion counts in a democracy. Thought-provoking games, classroom activities, quizzes, outreach programmes etc. are organized at regular intervals to create informed electorates. The future voters will be informed about the process of registration and voting. All must exercise their voting rights. As a majority of our students are from socially, educationally, and economically backward sections of society and most of them are first-generation learners, it is possible to reach out to the community and marginalized sections through the students.
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.	Poster competition, awareness session and preparation of Handbook for voters are part of the Plan of Action (POA) of ELC, Pre -electoral survey by the ELC of Sammilani Mahavidyalaya to identify new voters from the college has been initiated to generate awareness about the voting process and

	<p>furnish with first-hand information. Election issues or agenda can be taken up to organize debate and healthy discussion on specific problems.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A drive has been taken through Google Form to find out how many admitted students have enrolled themselves as voters in the electoral roll if not, then what are the issues to be addressed upon. Last but not the least students will encourage all the voters to exercise their right in free and fair means (ethical voting).</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2062	2009	2174	1926	2274

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 87

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	82	86	86	86

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
81.35	28.76	25.66	129.18	152.56

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:

Keywords: Academic Calendar, Teaching plans, Routine, mid-course tests, internal assessments, Course Orientation for students

The pedagogy determines how effectively the students can achieve the intended learning goals and here lies the importance of a well-planned mechanism of curriculum delivery. As an affiliated college under the University of Calcutta, Sammilani Mahavidyalaya strictly follows the CBCS syllabi designed by its parent body. However, the institution enjoys the liberty to plan curriculum delivery in its own way and Sammilani Mahavidyalaya has designed a very focused and organized plan in this regard.

Prior to the commencement of a new session, the Academic Concil prepares Academic Calendar specifying the tentative schedule of classes, mid-course tests, internal and university assessments and examinations, as per the time frame designed by the parent university. Adherence to this Academic Calendar is the prime focus of our curriculum delivery plan. Keeping this in mind, the Routine Committee frames the master routine and in accordance with the master routine, each department prepares its departmental routine with specified allotted rooms and teachers. The departments also chalk out their respective teaching plans, convening departmental meetings and distribute the syllabi among the faculties in such a manner that they can successfully complete the syllabi within stipulated time.

The Routine and Teaching Plan are shared with the students at the beginning of the session. Orientation programmes are organized to familiarize the new entrants with the courses and the curriculum delivery process of the college. The faculty members update themselves by attending workshops and seminars organised by their respective Board of Studies. The faculties of Sammilani Mahavidyalaya follow different teaching techniques as per the need of their individual subjects. Along with the traditional chalk and talk method, they also apply ICT based techniques like power point presentation, application of software, use of e-learning resources, etc. During the pandemic period, virtual platforms were used for conducting classes and examinations. While delivering the curriculum, the faculties not only elucidate the conceptual ideas, but they also try to highlight the interdisciplinary context of the subjects and attempt to integrate the relevant portions with major issues of global concern. Our well-stocked central library is worth mentioning in this context. To make curriculum delivery a well-documented process, the faculties maintain their individual work diaries where they record every detail of the procedure.

Regular and continuous internal evaluation is an integral part of the mechanism of our curriculum delivery. Entry level tests, class tests, surprise tests, etc. are regular practices and the outcomes are documented meticulously to track the students' progression and to assess the attainment of PO, PSO and CO. Performance of the students in participative activities like students' seminar, quiz, etc. is also taken

into consideration to evaluate their academic proficiency. Thus, in its endeavour of establishing itself as an institute of academic repute, Sammilani Mahavidyalaya has been trying to deliver the curriculum at its level best, staying within the framework provided by its parent university and the Higher Education Council of the state.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 18

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 7.39

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
551	221	0	0	0

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:

Keywords: cross-cutting 58 Core courses, Research Methodology, Copyright, Gender Equity, Human Values, Environmental Studies

Integration of cross-cutting issues into the curriculum, pertaining to professional ethics, gender, human values, environment sustainability, etc., is necessary to make education more relevant and meaningful. The syllabi designed by our affiliating university provides ample scope to integrate such themes for the benefit of our young learners. A total number of 58 core courses, taught in our college under different programs, relate to these aforementioned cross-cutting issues in one way or another. Besides, the students enjoy the liberty to choose some Discipline Specific Elective courses (DSE) and Skill Enhancement Courses (SEC) from a specified pool of subjects and in this regard, our institution always encourages them to opt for those courses (currently 42) which provide the scope of mainstreaming such issues. While transacting the relevant portions of the curriculum, our faculties make every effort to address these cross-cutting areas and sensitize the students.

Integration of Professional ethics:

Several courses, included in our curriculum, help the students to build up professionally accepted standards of personal behavior. The curricula of Sanskrit (SANA-CC-7), Philosophy (PHIA-SEC-B), and Education (EDCA-CC1, CC8) include modules on professional ethics. The course on 'Research Methodology' (GEOA-CC11) familiarizes the students with the ethical use of information, adherence to copyright rules, avoidance of plagiarism, etc. The modules on Information Security (CMSA-SEC-B4) generate awareness about intellectual honesty in the field of Information Technology. The course on Business Ethics (CC-4.1-Ch) also relates to the professional code of conduct.

Integration of Gender issues:

In the curriculum of English literature, a full paper (ENGA-CC-11) is devoted to the works of women writers that help to develop an understanding of the status and role of women in society. The courses on feminist philosophy (PHIA-SEC-B), population geography (GEOG-DSE-B5), gender and politics (PLSA-DSE-A1) highlight gender issues. Courses on women's history (HISA-CC13, DSE-A1, DSE-A3) and women's education (EDCA-DSE-B2) are also relevant in this context. While going through all these topics, the students get sensitized to gender equality.

Integration of Human Values:

The course entitled 'Self-management in the Gita' (SANA-CC4) focuses on how to cultivate and maintain human values. Human value is also highlighted in Partition Literatures (ENGA-DSE-A3). Papers on Human Rights (PLSA-DSE-B-4, EDCA-DSE-B-1) and Ethics (PHIA-CC-12,14, PHIG-DSE-A) emphasize building up a better humane world to live in. Besides, practical experiences of fieldwork (GEOA-CC-11, ZOOA-DSE-A-6) also help to inculcate human values like self-help skills, leadership quality, selflessness, empathy, etc.

Integration of Environment and Sustainability:

Each student, enrolled in the college, has to study a compulsory course (AECC 2) on Environmental Studies. Moreover, papers on Sustainable Development (GEOA-SEC A), Climate change (GEOA-DSE-A5), Renewable Energy and Energy Harvesting (PHSA-SEC-A2), Ecology (ZOOA-CC-11), etc. also deal with environmental issues and sustainability.

Apart from all these curricular initiatives, every year, under the banner of institutional best practice, 'Vasudhaiva Kutumbakam' and as a part of 'Sabuj Sammialni' initiative, the institution organizes programmes which sensitize the students to these crosscutting themes and thus creates a positive impact on their holistic development.

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:** 54.41**1.3.2.1 Number of students undertaking project work/field work / internships****Response:** 1122

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.62

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
915	826	909	763	988

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1218	1218	1218	1218	1188

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 62.65

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
345	351	385	301	312

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
543	543	543	543	532

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.78

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:

Keywords: Fieldwork, Excursions, Project, Poster, Quiz, Debate, Smart Classrooms, e-classrooms

At Sammilani Mahavidyalaya, the focus is on student-centric learning approaches that enhance the effectiveness and enjoyment of the teaching-learning process to engage the learners with academic fervor.

Experiential Learning

Students are immersed in "learning by doing," to deepen understanding. Science students participate in laboratory experiments, fieldwork, and excursions. Commerce students undertake internships, while Arts students go for educational tours. NSS volunteers are engaged in class-to-community services, to enrich their knowledge on the society and acquire real life experience which are integral to the experiential learning process.

Participative Learning

Embracing the philosophy that active participation enhances learning efficiency and supplements to the teacher-led instruction, the students are given ample scope of participatory learning since the process fosters mutual learning and contributes to the development of students' cognitive abilities and social skills. Some of them are: project writing for courses like ENVS, collaborative science practical, data collection and analysis from field visits, posters presentations, wall magazine publication, group discussions and debates, departmental quizzes and exhibitions, involvement in NSS and outreach activities, etc.

Problem-Solving

This method encourages students to define and solve problems independently under the guidance of the teacher. It promotes teamwork, leadership, communication skills, critical thinking, and the application of academic concepts to real-world situations. The institution facilitates this through analytical and reasoning-based questions for test and examination; project tasks for students in natural and social sciences, mathematics, and education; group problem-solving assignments during lessons.

Departmental seminars are organized to foster interactive and participatory learning, where students lead lectures, quizzes, debates, and extemporaneous speaking events.

ICT Integration

The college heavily promotes the use of ICT in education, with nine smart classrooms featuring advanced equipment. During the COVID-19 pandemic all the students and teachers were trained by their peer groups for their uses in teaching learning, assessments and exams. A 4-Quadrant approach was adopted for online teaching, learning, and evaluation. Commonly used ICT tools at Sammilani Mahavidyalaya include:

Quadrant I: e-tutorials (pedagogy) by using chat apps and video conferencing for interactive classes, dissemination of knowledge through various digital platforms using text, audio, videos and live streaming

Quadrant II: E-Content (Distribution). This quadrant is dedicated to the exchange of academic resources, including text, audio, and video materials, through on-demand synchronous communication tools. It ensures that students have access to diverse learning formats at their convenience.

Quadrant III: Web Resources and Digital Repository features a wealth of study materials prepared by faculty, including text, audio, and video content, accessible via the college's Learning Management System. Additionally, the library's WEBOPAC provides open access databases. Both the students and teachers can utilize global open educational resources such as NDLI (National Digital Library of India), DOAB (Directory of Open Access Books), and e-Pathshala.

Quadrant IV: E-Assignments, E-Assessments, and Online Examinations This quadrant encompasses the digital evaluation methods used to monitor student progress. It includes e-assignments, e-assessments, and online examinations, which are integral to the college's commitment to modern educational practices and continuous student development.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.22

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
84	84	88	88	88

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

2.4.2

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

Response: 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
47	48	49	48	48

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Keywords: Advance Notices on Tests/Examinations, Review /FSI of Answer-scripts by University, Grievance Redressal on Internal assessment at College

Sammilani Mahavidyalaya, an institution affiliated with the University of Calcutta, relies on the Department of Controller of Examinations for its external assessments and examinations. However, for internal assessments and examinations, the college has formed an Examination Committee, which operates in accordance with the rules and regulations stipulated by the Academic Council as per CSR of the University of Calcutta.

According to the University's regulations, students have the opportunity to request a review of any paper within a month after the publication of results if they believe the awarded mark is insufficient.

Furthermore, aggrieved students can opt for self-inspection (FSI), where they can examine a photocopy of the answer script, either independently or with the examiner/teacher of their choice. Unsatisfied examinees can also seek improvement in the initially assigned mark. The process is facilitated through online applications, ensuring transparency and adherence to timelines. The college's office staff assist students in applying for reviews/FSI and in submitting the required fees. Relevant notices regarding form fill-up schedules, examinations, and review/FSI applications are timely circulated on the University and college websites, as well as on notice boards across the campus.

In alignment with the University's CSR internal assessments accounting for 20% of the full mark are conducted by the college. Teachers upload the marks obtained by students, along with the marks for class attendance on the University's examination portal. Students with low attendance are regularly cautioned, provided with suggestions, and necessary steps are taken to regularize their attendance.

The examination schedule is communicated well in advance to students. Before uploading internal assessment marks on the University's portal, students are informed about their obtained marks. Any student can approach their respective teacher/Head of Department (HoD) or even the Principal in case of any error or grievances related to insufficient marks awarded. In addition, there is a Grievance Redressal Cell where students can submit even on the evaluation and assessment results and procedure. However, no such grievances are generally received on internal assessment and evaluation.

Most departments administer class tests, midterm tests, and test examinations regularly to monitor students' progress. Answer scripts of internal assessments are checked and preserved by the departments, serving as evidence in case of disputes regarding marks uploading and evaluation. The college endeavors to maintain the evaluation system meticulously and systematically.

During the lockdown period, both internal assessments and certain end-semester examinations were conducted online. The University and the college addressed grievances raised during this period. Teachers diligently monitored the system and provided guidance to students in handling technical glitches.

Overall, Sammilani Mahavidyalaya has instituted a comprehensive and transparent assessment system, ensuring fairness and accountability in evaluating students' academic performance.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Keywords: Student Orientation on POs, COs; POs and COs on College Website/Notice Boards, Mapping of POs, COs, Departmental Meeting to Assess attainment of POs, COs.

All the departments at Sammilani Mahavidyalaya have well established practice for stating and publishing programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) on the college website. A Program Outcome encapsulates the culmination of knowledge, skills, abilities, and attitudes attained by students upon completing a degree program. Program Specific Outcomes are tailored to gauge the knowledge, skills, and employability acquired by students in specific degree programs, such as Humanities, Science, Commerce, etc. PSOs not only provide a clear trajectory for career development but also cultivate students as contributors to societal progress.

Course Outcomes represent the specific knowledge and skills students gain from individual courses. They comprise precise measurable knowledge and information that students acquire through studying a course.

Institutions delineate POs and PSOs for all programs and COs for each course, adhering to prescribed syllabi from the affiliating University. Departments map COs and PSOs to their respective POs, display them on departmental notice boards and publish on the college's website.

Teachers tailor lesson plans to integrate teaching, learning, and assessment strategies, emphasizing each specific learning activity's importance in achieving the respective outcomes. POs and COs are disseminated through the college website, departmental notice boards, and student WhatsApp groups. New students are introduced to these concepts during orientation, fostering a thirst for knowledge, a fondness for subjects, and appropriate career planning. The students are also informed on the new outcome when a mid –change in any syllabus is introduced by the university.

Teachers regularly discuss course outcomes' contributions to program outcomes during delivery of lessons, ensuring students remain informed of any syllabus changes. The college implements various measures to achieve program and course outcomes:

The college has a functional Academic Council composed of all Heads of the Departments, IQAC Coordinator and the Librarian under the chairmanship of the Principal. The mapped POs with PSOs and COs are finalized in the meeting and published. They conduct inter departmental meetings to monitor the course and programme outcomes and their impact on teaching and learning.

Departmental meetings analyze course and program outcome achievements.

To ensure attaining course and programme outcomes, lesson plans are meticulously crafted by departments, with workload distribution among teachers to ensure syllabus completion within set timelines.

In addition to University assessments, student progress is tracked through class tests, group discussions, and mentoring.

Regular Parent-Teacher Meetings acquaint parents with program and course outcomes, fostering collaboration in student development.

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:

Keywords: direct and indirect methods, internal assessment, results, project, presentation, feedback, exit survey

In the Outcome Based Education (OBE), attainment of course and program outcomes is an important parameter for assessing the credibility of the syllabus and its delivery for a particular program. At Sammilani Mahavidyalaya it is done through one or more than one processes. Relevant data and information are collected and analysed to evaluate the achievement of the outcomes at a desired level.

Two types of methods are adopted by the departments - direct and indirect methods.

- Direct methods analyses achievement of the student's knowledge and skills directly from their performance in the class tests, internal assignments, semester-end examinations, seminars, laboratory assignments, tutorials and practical classes. POs are assessed through track records of the pass-out students.
- Indirect methods such as course exit survey through feedback from out-going students are collected to assess the extent of student's knowledge and opinions about the course and programme.

Following tables show the various methods which were adopted in assessment process that periodically documented and demonstrated the degree to which the Course Outcomes are attained.

Sl. No.	Direct Method	Frequency	Description
1	Internal Assessment	Once in a semester	Internal Assessment is held for 20% of the total marks of each course in any subject and assessed in two parts - internal examination and class attendance for 10 marks each for paper of full mark 100. As per a university guideline

			marks in attendance are: 6, 8 or 10 marks for class attendance in the range 60 - 75%, 75 - 90 % and above 90%, respectively.
2	Class Test	As per requirement	Subject teachers assess knowledge base and understanding of the students on a topic delivered.
3	End Semester Examination	Once in a semester	End Semester examination are centrally held by the University to assess theoretical knowledge base of the student and practical skill development. It includes assessment of knowledge on theory, tutorial and skill development in practical papers separately. Achievement of course outcome is assessed through the results of the students in the full paper.
4	Presentations	As per requirement as decided by the department	Presentations are conducted to assess student's communication and presentation skills along with depth of the subject knowledge in the form of seminars, debates or group discussions.
5	Project / Tutorial/Group Discussion	Parallel to University's End-Semester examinations	Depending on the course students are assessed for their course outcome through tutorial/ Project/ Group Discussion. The mark obtained is added to the full mark. In general 20% of full mark is allotted in this category.

Sl. No	Indirect Method	Frequency	Description
1	Course Exit Survey	End of Semester	Collect variety of

		information about course outcomes from the students after learning entire course
2	Track records of the students	As and when available The departments as well as the office collect information of the pass-out students on their higher studies and/or employment.

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

2.6.3

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

Response: 70.88

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
402	508	644	428	396

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
667	621	668	725	674

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.38</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: 1.01

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	0.36	0.650

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:

Keywords: Industrial visit, nature club, environmental cell, medicinal plants, world philosophy day, IKS certificate course, vermicompost, MoU

Sammilani Mahavidyalaya is dedicated to empowering its students, with Indian knowledge for innovations and enlightening them about Indian arts, culture, and heritage. Through various initiatives related to Indian Knowledge Systems (IKS) and innovations, the college aims to foster a culture of learning and growth. Some of the selective initiatives have been enlisted below:

Ecosystem for Innovations

1. The Microbiology department organizes industrial visits to develop skill-based knowledge by the students and document hand-on experiences for future reference.

2. Initiating a food processing program in collaboration with the Microbiological Society, the department of Microbiology enables hands-on experiments in making fermented foods using beneficial bacteria and yeast.

4. The Zoology department established a Nature Club and planned the creation of butterfly gardens to promote the beautiful biodiversity.

Indian Knowledge Systems (IKS)

1. The Cultural Committee hosts Indian provincial food festivals annually, where students prepare and sell food from different provincial origins, aiming to instil love and respect for Indian traditional food.

2. The Department of Philosophy organizes 'World Philosophy Day' to disseminate knowledge and ideals of great Indian philosophers, enriching students' lives with Indian philosophical ideals.

3. Many departments engage students in mini research projects emphasizing IKS, encouraging a revisit of India's traditional knowledge and heritage.

4. Several departments offer Add-on courses related to IKS to uphold Indian traditional values and diverse culture.

5. The college celebrates days of national importance and the birth anniversaries of great national personalities to instil a sense of patriotism and nationhood.

Intellectual Property Rights (IPR)

The Microbiology department organizes seminars on IPR and plans to establish an IPR cell in the upcoming academic session.

Creation and Transfer of Knowledge

1. In last five years, many faculty members have completed and some are pursuing doctoral dissertations, contributing to the academic excellence of the college.

2. The Chemistry department pioneers in promoting eco-friendly domestic organic waste management by organising workshops and constructing a vermicompost production pit as a pilot project.

3. Faculty exchange programs, seminars, and special lectures facilitate the mutual transfer of knowledge between Sammilani Mahavidyalaya and other institutions.

4. The college invites faculty from other institutions as resource persons for lectures and seminars through MoUs.

5. Departments publish Wall Magazines featuring subject-based articles written by students, promoting knowledge dissemination within the college community.

6. Regular seminars, workshops, and webinars are organized to promote the transfer of knowledge, with incentives for faculty members who publish papers or present at conferences.

7. A Research & Development cell and provision of seed money support research and extension activities.
8. Add-on courses designed by academic departments aim to improve students' soft and life skills.
9. The yearly college magazine, 'Kalorab,' provides students with a platform to nurture their creativity in writing.

Through these initiatives, Sammilani Mahavidyalaya is committed to nurturing a holistic learning environment that fosters innovation, propagates Indian knowledge, preserves Indian heritage, and promotes intellectual growth among its students and faculty members.

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: 17

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
03	06	02	01	05

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: 0.53**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
03	06	05	06	26

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: 0.24****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
04	05	03	06	03

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:

Keywords: Distribution of saplings and plantation in the locality, cleanliness and awareness drive on how to prevent vector born diseases, general health camp in the locality, COVID-19 vaccination, Spit Free India campaign, National Youth day rally.

Outcomes of extension activities are two folded - it aims at the holistic development of its students through participation in extension activities in the locality. To groom them as sensible and responsible individuals with accountability towards fellow citizens, the college engages them in various extension activities in the neighbourhood as listed below, they transfer knowledge and generate awareness that impacts the general quality of life of both the stakeholders.

Rally commemorating World Environment Day: The students of the college participated in a rally with placards on tree plantations to sensitise the local people to save the environment. The environment cell of the college has distributed saplings to the nearby clubs.

Cleanliness drives along with general health and hygiene awareness programmes:

i) Volunteers of NSS organised a Special Camp in the neighbourhood (*D-Block* near Baghajatin Station) to make residents of the locality aware on the prevention Dengue, Chikungunya and Malaria. Activities like cleaning, fogging, spraying liquid mosquito repellent, spreading and spilling of bleaching powder, etc. have been undertaken to fight vector borne diseases.

ii) Along with the students, youth of the locality have participated in an AIDS prevention programme organised in collaboration with the West Bengal State Aids Prevention and Control Society.

iii) The college has organized a Breast and Cervical Cancer awareness programme for the local

female residents and girl students of Sammilani Mahavidyalaya.

v) General Health Camp in collaboration with Narayana Super Speciality Hospital, Howrah and Free Eye Check-up Camp with Dr Agarwal's Eye Hospital, Peerless Hospital & B.K.Roy Research Centre had been carried out.

Sit and draw competition: The NSS unit organised a sit and draw competition, and cultural programmes for the children of its adopted slum D-Block to improve their quality of life. Few Children from the nearby slum area have participated in the programme with much fanfare and festive mood.

D. COVID-19 vaccination camps: During the period of COVID-19, vaccination camp was organised by the college. 145 males and 98 females from the local community were vaccinated there. During the COVID-19 Pandemic, 200 people were sensitized to be a part of SPIT-FREE INDIA MOVEMENT.

Outreach Activities:

a) The Teachers' Council financially contributed to the *Amphan-affected* students.

b) The students of the department of Geography donated blankets to the needy local people as a part of community service.

c) National Youth Day is also observed through a rally in the locality in which local people participate. Around 60 needy local dwellers have been provided with blankets from the college.

E. Gender Sensitization: The Women cell organised many programmes every year addressing issues on gender sensitization, women empowerment, prevention of underage marriage and girl trafficking, etc. almost all the girl students and the boy students as well participated whole -heartedly in the drives.

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

3.4.2

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

Response:

Keywords: Best Kanyashree College, Best NSS Programme Officer,

The college has been awarded and recognized for its benevolent extension activities in several fields.

Best Kanyashree Prakalpa award: The college plays a pivotal role in successful implementation

of “*Kanyashree Prakalpa*” under the scheme the girl students of financially weaker families are offered financial grants. The college office helps the deserving girl students by encouraging them to apply and helping them to submit all relevant documents while applying online and approving by the Principal’s end. This endeavour of the college has been recognized and felicitated by the Govt. of West Bengal as “*the best performer among the colleges in the district in 2018*”.

Kanyashree Prakalpa is a scheme of Govt. West Bengal to reduce under-age marriage of girls and to encourage them in education. The *Kanyashree Prakalpa* is a facilitator of women empowerment, which seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families or destitute through Conditional Cash Transfers. The programme has been internationally acclaimed by UNO, DFID etc.

Best Programme Officer Award:

Smt. Lupsy Mohanty Roy was awarded ‘the Best Programme Officer’ under the University of Calcutta in the august presence of Vice Chancellor (Business Affairs & Finance) and N.S.S Co-ordinator, University of Calcutta and other dignitaries at Asutosh Hall, University of Calcutta (College Street Campus). The Award was given on the basis of performance for the activities carried out within the institutional premise and outreach programme in the slum area namely Sahid Sriti Colony near Peerless Hospital and B.K.Roy Research Centre, D Block near Baghajatin Railway Station.

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

3.4.3

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

Response: 9

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
03	01	0	05	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: 24

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:

Keywords: 09 Smart classrooms, 28 laboratories including computer laboratories, internet for all through WiFi, vanomahotsav, food festival, book fair, state-level district sports

The institution boasts robust infrastructural amenities to facilitate a seamless teaching-learning process, along with a plethora of co-curricular, sports, and extension activities.

a. Infrastructural Facilities for Teaching-Learning:

1. The institution boasts 25 classrooms, some equipped with ICT-enabled features like projectors, interactive whiteboards, WiFi, and public addressing systems.
2. The institution has well equipped and properly maintained twenty-six laboratories catering to 25-30 students at a time. Advanced equipment, instruments facilitate experiments for both general and honours course students. Notably, the GIS laboratory of the Geography department and the Boost laboratory of the Microbiology department serve multidisciplinary purposes for projects and research.
3. The computer department hosts two software laboratories and one hardware laboratory with around 40 desktops solely dedicated to student use. Departments of Commerce, Geography and Physics have separate computer laboratories equipped with necessary software.
4. Some departments have been provided with laptop computers for using academic and examination related activities.

b. ICT-Enabled Facilities

1. The institution subscribed to four broadband connections with minimum bandwidth 100 mbps and provides WiFi access for all students, staff, teachers and delegates.
2. Seven computer laboratories cater to student needs offline, while the UGC NET resource centre offers twenty desktop computers for online access study materials.

3. Nine smart classrooms facilitate interactive teaching through interactive boards, PowerPoint and teaching-learning video presentations for classes as well as for seminar/workshop.

c. Additional Facilities:

The institution prioritizes holistic development, offering amenities such as a multi-gym, yoga center, medium-sized playground, and separate common rooms for boys and girls. It has ramp, and toilet for differently abled students.

i) Cultural Activities:

A seminar hall, open-air theaters, and well-maintained lawns support organising cultural activities. The Cultural Sub-committee encourages student participation in events celebrating significant occasions such as Independence Day, Republic Day, Women's Day, Environment Day, and International Youth Day. Noteworthy programs include celebration of College's Foundation day, Vanomahotsab and inter-college cultural competitions. During Foundation day celebration events like book fair, food festivals, cultural programmes, poster presentation and Science model exhibition are organized.

ii) Sports Activities:

The institution has a medium-size playground with a gallery and offers both indoor and outdoor sports facilities, like, football, cricket, volleyball, and badminton. The Sports Sub-committee organizes annual sports events, inter-college and intra-college competitions, and provides sports items for students. The college has successfully organised State Level District Sports. Indoor games facilities like table tennis, carom, and chess are available in common rooms. A multi-gym promotes physical fitness, while the Yoga committee offers training programs for holistic well-being.

iii) Co-curricular Activities:

The institution's active NSS unit organizes various regular activities such as campus cleaning, tree plantation, blood donation and thalassemia screening camps, and general health awareness programs. Students are engaged in creating wall magazines, seminars, research projects, field visits, excursions, and educational tours guided by faculty members. Special Camping programmes in its adoption slum "D Block" near the college demonstrate community engagement.

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

4.1.2

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

Response: 33.26

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
8.58	0.72	9.74	38.94	80.87

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Keywords: KOHA, N-LIST, RFID, WEBOPAC, UGC NET Resource centre, Central and Departmental Libraries, Library Memberships to Local People, Library Sub-committee

Sammilani Mahavidyalaya boasts one of the premier libraries in the state, continually enhancing its infrastructure, with the latest upgrade in 2018, integrating automated digital facilities. The library features eight dedicated sections including lending, reference, reading rooms, UGC-net resource center with computers equipped with Wi-Fi, a demonstration area with a projector, circulation, and technical sections. Its learning resources include a vast array of textbooks (22,372), reference books (1183), and e-books, with access to over 50,000 e-books and 5,000 e-journals through N-LIST, DELNET. In addition, there are daily news papers, magazines and other periodicals for students, teachers and staff. The Central Library has subscribed employment news, *Karmakhetra, Protijogita Darpan, Pesaprabesh* etc. employment related weekly gazettes and magazines. In addition to current students, teachers and staff the College allows ex-students, retired teachers and staff and other readers from the locality to use its library.

The library began its automation journey in 2016, implementing ILMS KOHA with RFID technology, enabling digital management of daily operations such as lending, return, sorting, and tagging of books. Library staff are proficient in utilizing this system, ensuring efficient workflows. Every year orientation programs are conducted annually both for new and existing students to acquaint them with how to access library resources. During the COVID-19 pandemic similar orientation programme was conducted online to ensure accessibility to library resources for all college members.

Different posters on the rules for library users, daily updates on the books issued, new arrival are displayed. Daily footfall and are registered both offline and online.

In addition to the central library, departmental libraries cater to the specific needs of various departments, housing textbooks, reference materials, and journals. These libraries are managed by departmental teachers, maintaining book issue registers and e-cataloguing services. Borrowing privileges allow students to borrow three books for seven days, while teachers may borrow five books for an extended duration of 15 days.

The UGC NET resource center offers computer access with high-speed internet and Wi-Fi, along with e-journals and e-books through NLIST and DELNET consortia. Open access databases and educational resources are also accessible through the library's WEBOPAC. Library cards, equipped with barcode and QR code technology, are issued to students and staff for streamlined access to resources.

LAN connected desktop computers are available in the NET resource center, providing internet access to all library cardholders. The library's OPAC link is integrated into the college website, facilitating database searches from any device. Electronic security measures, including RFID gates and CCTV surveillance, monitor check-in and check-out processes, ensuring the security of library materials.

A Library Sub-committee has been formed to look after purchase of books and journals, improvement of library infrastructure and facilities. Departments are asked to submit a list of books to be purchased.

Overall, Sammilani Mahavidyalaya's library stands as a beacon of knowledge and innovation, providing students and faculty with state-of-the-art facilities and resources to support their academic endeavors.

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth

within a maximum of 500 words

Response:

Keywords: 100% internet through WiFi, four BSNL broadbands above 100MBPS bandwidth, ten high speed router, seven computer laboratories, 9 smart classrooms, hardware updated regularly, ITRM Sub-committee for maintenance of IT resource management.

The institution boasts sufficient IT infrastructure, including internet and Wi-Fi access, with various facilities catering to these needs:

1. The college features seven computer laboratories and departmental computers equipped with internet necessary hardware and software. Computers are purchased as and when demand required using college fund. The systems are regularly updated with the necessary and latest software versions, ensuring optimal functionality for both students and teachers.
2. There are about 140 computers installed in the laboratories, library and departments for student use only. Some departments have been provided with laptop computers for using academic and examination related activities. In addition, laptops have been given to the Principal, the IQAC coordinator and the librarian.
3. The Internet is a quintessential facility both for office work and for teaching-learning activities. Therefore, college keeps upgrading its requirements. Presently, the institution has four broadband connections with bandwidth ranging from a minimum of 100 Mbps to up to 200 Mbps, provided by BSNL.
4. Ten high speed routers have been installed at various location for internet through WiFi. The students can access free internet through WiFi from anywhere within the campus. Additionally, a dedicated telephone hot line with broadband connection is available in the Principal's office.
5. The majority of computers have been upgraded from Intel Core 2 Duo and Intel Dual Core processors to Intel Core i3 processors, to keep pace with the available OS and softwares for enhancing performance and efficiency.
6. An IT company has been selected for the annual maintenance of computer systems and networks across the college campus, including offices, IQAC, departments, and laboratories. They handle installation, configuration, and troubleshooting of hardware and software issues.
7. All desktop computers are interconnected through Local Area Networks (LANs) in various laboratories and departments, facilitating academic activities for students and faculty. Additionally, these computers are equipped with a 200 Mbps leased line connection, ensuring high-speed internet access via both wired and wireless connections.
8. The central library is equipped with a wired internet connection and Wi-Fi routers, providing seamless internet access to library patrons.
9. The BSNL engineers regularly visit college to check internet connectivity and troubleshooting.

10. The college has an ITRM sub-committee who looks after purchase, installation and maintenance of all IT related components. The authority provides the required funds from its own reserves for the purpose.

11. Overall, these IT facilities are instrumental in supporting the academic endeavors of students and faculty members, providing them with reliable access to digital resources and enhancing the learning experience within the institution.

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

4.3.2

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

Response: 14.03

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

Response: 147

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.71	8.45	2.90	21.03	6.16

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 58.43

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
1538	1394	1102	1089	980

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
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: 7.36

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
519	42	0	0	208

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 7.33

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
144	57	38	1	06

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
667	621	668	725	674

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: 1.29

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
32	00	00	02	03

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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
01	0	00	00	00

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 1

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
02	02	00	00	01

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:

Keywords: Registered Alumni Association, Academic contribution through ‘Parampara’, blood donation by alumni, extension activities by alumni

Registration:

Established in 2003-04 and registered under the name '*Sammilani*' with Registration No S/IP/18399, the alumni association boasts a well-structured composition as outlined in its by-laws, including a President, Secretary, Cashier, and three executive members, all former students. Over the years, the association has garnered a membership of ex-students, totalling to [number] individuals. The association has successfully renewed its registration through auditing its accounts.

Regular Activities:

Aligned with their mission to contribute to their alma mater, the association engages in a spectrum of activities, including organizing socio-cultural events such as college social gatherings, *Basant Panchami* (Saraswati Puja), *Basant Utsab*, and the college Annual day. Additionally, they collaborate with the NSS on various social outreach programs and actively participate in community sensitization drives like the Vaccination Drive during the transition to offline classes in the New Normal phase.

During the COVID-19 pandemic, the alumni joined forces with the Students' Union, NSS, and *Yuba Vahini* to raise awareness and partake in college cleaning and sanitization efforts before the resumption of offline classes. They also host seminars, workshops, and initiated the '*Parampara* Study Circle,' where academically successful alumni provide educational support through classes, free tuition, book donations, motivational sessions, and self-defence workshops.

Future Plan

Looking ahead, the association aims to raise funds through member contributions to provide financial assistance to socially and economically challenged students and deserving individuals for academic advancement. They aspire to offer academic and financial support to marginalized segments of society. Additionally, recognizing the importance of staying connected, an alumnus from the Computer Science department has taken the initiative to develop software that will facilitate alumni networking by providing updated information on placements and higher education pursuits.

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:

Keywords: Vision and mission achieved through a holistic approach to education, several quality audits, enhanced employability

Sammilani Mahavidyalaya, an ISO 9001:2015 certified institution, envisions becoming a beacon of academic excellence and integrity, dedicated to nurturing the holistic development of its learners hailing from the southernmost regions of West Bengal. To realize this vision, the college is committed to:

1. Providing inclusive, quality education to students from all societal strata
2. Equipping students with skills essential for employment opportunities.
3. Instilling social and human values, fostering a sense of responsibility towards society and fellow citizens.
4. Offering courses relevant to emerging societal needs and career prospects.
5. Cultivating ecological consciousness among students.

The college strives to impart a holistic education that enables the students to face the challenges of a rapidly changing society and groom them into intellectually empowered, environmentally conscious and socially responsible citizens of the nation. These objectives are actively pursued through various means such as co-curricular activities, cultural events, and social outreach initiatives. The college emphasizes moral values, social empathy, and environmental awareness.

The vision and mission of the college are also foregrounded in its strategic plan towards holistic development in terms of quality sustenance and quality enrichment. The strategic plan has been suitably amended to reflect the new Curriculum and Credit Framework (CCF 2022) issued by the University of Calcutta towards gradual implementation of the National Educational Policy (NEP) 2020.

Utilizing modern technology, the institution facilitates innovative teaching methods and technological literacy among students. Adaptability was showcased during the COVID-19 pandemic, with successful implementation of a four-quadrant system of online teaching-learning and evaluation via platforms like WhatsApp, Google Meet, Teamlink, Zoom, etc.

Furthermore, the college offers add-on and vocational courses to enhance students' employability,

including internships integrated into the curriculum in departments like Commerce. The strategic plan for 2021-2026 aligns with the NEP 2020, focusing on quality sustenance and enrichment.

Governance in the college is inclusive, democratic and transparent, with delegated authority and responsibility structured hierarchically. Statutory sub-committees, advisory groups, and cells aid in institutional planning and execution, ensuring smooth functioning and compliance with university statutes, rules and regulations as laid down in the government orders. There are more than thirty Councils/Sub-committees/Cells for planning and execution of all types of programmes and activities ranging from academic, financial to infrastructure, and even co-curricular activities. Decentralized governance empowers the Principal and various committees to ensure effective administration and academic leadership.

Departmental autonomy is upheld through rotational headships and the freedom to determine curriculum implementation and resource allocation.

Representation of faculty and non-teaching staff in the Governing Body fosters inclusivity and participative decision-making, enriching academic deliberations and policy formulation.

To summarise, Sammilani Mahavidyalaya is dedicated to realizing its vision and mission through a holistic approach to education, embracing innovation, inclusivity, and social responsibility. Through transparent governance and active stakeholder participation, the college strives to empower students to thrive in a dynamic society while upholding moral values and environmental stewardship.

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:

Keywords: **Perspective Plan, Decentralized Governance, more than 30 Sub-committees/cells, e-governance, Code of Conduct, ERP, MIS**

A perspective plan serves as a roadmap outlining long-term growth objectives over a period of five years or more, ensuring both vertical and horizontal expansion of an institution. It is rooted in the institution's culture, values, and mission, guiding strategic initiatives towards overall development.

Sammilani Mahavidyalaya's vision, articulated in its policy documents is to excel academically, nurturing students' holistic development to shape them into responsible global citizens. Emphasizing inclusive education, the college prioritizes quality education for students from diverse backgrounds, integrating moral values and ethics in the curriculum. Thus, the college's strategic plan for 2021-2026, developed by the Internal Quality Assurance Cell (IQAC), focuses on holistic development, reflecting the National Educational Policy (NEP) 2020 and the Curriculum and Credit Framework (CCF) 2023 mandated by its affiliating University.

Key thrust areas include:

1. Improving teaching-learning environment in accordance with CCF guidelines
2. Implementing e-governance and robust management information systems
3. Strengthening student support services
4. Improving students' success rates in university examinations
5. Innovating academic delivery with technology integration
6. Digitizing library resources and fostering a research culture
7. Establishing academic collaborations and industry linkages
8. Facilitating vocational training and skill development for students' employability

Operationalizing these strategies falls under the purview of the IQAC, supported by the Governing Body. Phased implementation of the perspective plan is under way, with regular progress reviews and corrective actions as needed.

It continues to provide comprehensive support services, including orientation programs, counselling, add-on and vocational courses, facilities for sports and cultural activities and access to essential facilities like banking and post office within the campus.

A modern central library, with vast book collection and e-resources, enhances learning and research capabilities. The admission process has been streamlined with online procedures. ERP software delivers MIS and ensures efficient administrative management.

The college forms its Governing Body (GB) as per the West Bengal (WB) Act. XXXVIII 1979 (the Calcutta University Act, 1979) read with the WB Universities and Colleges (Administration and Regulation) Act. 2017. The GB is the highest policy making body and operates within the framework of university's statutes and state regulations. It forms different advisory bodies, sub-committees/cells and councils for smooth running of daily activities and developmental projects. Representation from faculty and non-teaching staff ensures inclusive decision-making at all levels and effective execution.

The Departments enjoy autonomy in curriculum implementation and student progression.

Teachers are recruited as per the WB College Service Commission Act, 1978. They enjoy service

security as per the WB College Teachers (Security of Service) Act, 1975. They follow code of conduct and service rules as stated in the statutes of the University of Calcutta.

Staff recruitment and promotions adhere to government guidelines and University's regulations. The college prioritizes continuous professional development, facilitating career advancement for its employees.

In conclusion, Sammilani Mahavidyalaya's perspective plan aligns with its vision of academic excellence and holistic student development. It functions through transparent governance and strategic initiatives.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Keywords: Feedback, PBAS Scrutiny committee, FDP, MDP, Grievance Redressal Cell, WBSHS, Swasthawsathi, Provident Fund, PF Loan

The college has instituted an internal performance appraisal system for both teaching and non-teaching staff.

Teachers' performance is assessed by IQAC, overseen by the Principal as the highest authority. All the teachers are required to write classes taken and other activities performed in their attendance register on a daily basis. Performance of the teachers is also assessed through students' feedback taken at the end of every academic session. The Principal, with the help of Academic Council, Feedback Sub-committee and IQAC, conducts regular evaluations, providing input for improvement whenever necessary.

The college adheres to guidelines of UGC and Department of Higher Education for implementing a Performance Based Appraisal System (PBAS) through the IQAC for collation and verification. A Scrutiny committee, headed by the IQAC Coordinator, verifies and evaluates PBAS papers for promotion of teachers under Career Advancement Scheme and forward to the Principal for approval of the GB for formation of screening/selection committee.

Performance of non-teaching staff is also assessed by the Principal with the help of the Non-Teaching Sub-committee. Promotion of a non-teaching staff after 10-year or 20-year of continuous service is granted after satisfactory performance appraisal.

To address grievances and suggestions, the college has formed a Grievance Redressal Cell headed by the Principal. It has a robust mechanism redressal of grievance of any stakeholder. Anyone can submit a grievance to any of the members through, email, WhatsApp or can drop in a complaint Box. Composition, email address and function of the Grievance Redressal Cell are displayed on the college's website and notice boards. The convener of the Grievance Redressal Cell calls for a meeting whenever required for addressing any issue. The members ensure confidential handling of these matters and communicate outcomes to the concerned parties.

The IQAC conducts periodic reviews of academic departments and administrative offices. Reports are submitted to the Principal for necessary rectification and/or improvements. If any grave situation arises, the issue is forwarded to the GB for appropriate measure.

The college extends various welfare measures to both teaching and non-teaching staff, aligning with Government of West Bengal schemes. Statutory leaves are provided to faculty members, on-duty leave is granted for professional development activities. Teaching staff can access benefits such as the West Bengal Health Scheme, loans from Provident Fund, leave encashment and Leave Travelling Allowance benefits. Newly appointed teachers/staff are provided with a loan till their salary from the Government is released.

Non-teaching staff receive ex-gratia festival bonuses, refundable festival advances, loans from Provident Fund, leave encashment and emergency advances as per government regulations. Those in permanent positions are covered by the West Bengal Health Scheme. 'Swasthasathi' and receive financial assistance for on-campus medical emergencies.

State Government Aided College Teachers (SACT) also benefit from the 'Swasthasathi' scheme and enjoy leave and retirement benefits as prescribed by the Government of West Bengal. These measures ensure the well-being and welfare of all staff members, fostering a supportive and conducive work environment.

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
0	0	0	0	0

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: 5.83

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
13	06	07	01	05

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
25	26	26	26	26

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Keywords: Fund generation through CSR Project, MRP, Resource allocation, Statutory Audit, RUSA

The college explores all the possibilities of fund generation and meticulously manages them, ensuring timely collection and prudent utilization through judicious investment and adherence to rules and regulations of the Government. Key sources of revenue are:

- Student fees
- Grants from the Government of West Bengal, UGC and RUSA
- Funds from the Vidyasagar University and Netaji Subhash Open University for their distance education centres
- Rents from Bank, Post Office, medicine shop for using parts of college's infrastructure
- Funds from different organisations for research projects, organising seminars, lecture series etc. like BOOST, ICPR
- Corpus Funds from Ambuja Neotia for running a vocational course
- Corpus fund from M/s Vital Waste for different types of waste collection
- Corpus funds for conducting Recruitment examinations like SET, etc.

Fees collection is conducted electronically through payment gateways with students being notified of schedules through various channels like notice boards, websites, and text messages.

Each financial year, budgets are prepared, with a commitment to adhering to the developmental plans and policies. All purchases are made following the guidelines of the Higher Education Department and Finance Department of West Bengal, involving the solicitation of quotations and their comparison, with final approval resting with the Finance Sub-committee and/or the Governing Body. Resources are allocated thoughtfully to purchase learning resources, to fulfil administrative needs, including infrastructure upgrades, maintenance, and improving the teaching-learning environment.

Statutory external audits, mandated by the Department of Higher Education, Government of West Bengal, are conducted annually. Statutory audits have been completed till 2022-23.

However, the Governing Body has resolved to introduce regular internal financial audits starting from the financial year 2017-18 and every year onwards. To manage different funds from different sources, respective bodies play important roles. For projects funded by the UGC, there is a UGC Sub-committee and for managing funds from the RUSA, the college has a Project Management Unit. All funds are used as per the guidelines of the funding agency and/or government. These accounts also undergo scrutiny by a practising Chartered Accountant engaged by the college before submission of the utilization certificate to the concerned funding authority.

Overall, the college maintains rigorous financial oversight to ensure optimal utilization of resources and compliance with regulatory requirements. Through systematic budgeting, transparent procurement processes, and thorough audits, the institution upholds principles of financial stewardship and accountability, thereby safeguarding its financial health and sustainability.

All the infrastructure, facilities and resources are used optimally. Renovation and maintenance are done in time through proper planning and supervision of the concerned sub-committee. Proper budget allocations are provided every year. Misuse and/or under use of infrastructure and resources are prevented through proper monitoring. For use of the same classrooms multiple times a day batch-wise

movement of the students are ensured in the routine; the same printers are used for several staff and departments. Logbooks are maintained for all equipment in the laboratory, photocopier in the office and for issuing stationery items.

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:

Keywords: Academic and Administrative Audit, Gender Audit, Green Audit, Environmental Audit, Quality Audit, Energy Audit MoU and Collaboration

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in assuring quality sustenance in all spheres of activities with special emphasis on teaching-learning, evaluation and outcomes. Under the aegis of the IQAC, the Academic Council prepares a detailed Academic Calendar and plan and ensures optimum utilization of the available infrastructure and human resources. IQAC frames and adopts quality improvement strategies in areas like curriculum delivery, teaching-learning, examination and evaluation, office administration, academic collaboration, etc as listed below:

Curriculum and syllabus: It instructs the Academic Council to prepare Academic Calendar following University guidelines; to prepare and publish Programme Outcomes and Course Outcomes based on the University prescribed curricula and syllabi; to conduct internal assessment examinations for continuous evaluation; to undertake mentoring of students; to arrange tutorial and remedial classes for advanced and slow learners; to arrange for educational tour/excursion; conducting regular Academic Council meetings for effective monitoring of teaching-learning process, and evaluating learning outcomes at periodic intervals;

Add-on/vocational courses: After the COVID-19 pandemic the IQAC has motivated different departments to start add-on/vocational courses.

Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution: Arranging regular online classes and examinations during the COVID-19 pandemic period, for smooth running of academic activities; motivating teachers to attend faculty development/orientation/refresher courses for enhancement of their knowledge, skill and ability;

organising training programmes for office staff; introducing project-based learning and industrial internship for students to produce skill based employable graduates in tune with NEP 2020.

The IQAC also requests the departments for organising orientation/induction programmes every year for newly admitted students before commencement of first semester classes in all departments for acquainting them with the syllabi, courses, modes of examinations, academic calendar and the class routine in addition to the infrastructure, facilities and learning resources available.

Arranging for institutional collaborations, organising inter and intra institutional workshops, seminars on quality related themes: The IQAC facilitates entering into Collaborative MOUs and Exchange programmes, and implementing them effectively; Promoting industry-academia partnership through Internship for students; Organising seminars for academic enrichment of the Faculty as well as students.

Promotion of Faculty members under CAS: Encouraging teachers to apply for promotion under CAS and scrutinising all relevant documents of the teachers through PBAS.

IQAC plays a pivotal role in Academic and Administrative Audit (AAA) and other Audits: The IQAC has started internal Academic and Administrative Audits since 2021-22 involving Conveners of Academic Council, IQAC Coordinator and senior faculty members. The HoI then authenticates the documents after physical verification followed by External Audit by external experts like Principals of other reputed colleges. In addition, it has completed **Green Audit, Environmental Audit, Quality Audit and Energy Audit.**

Accreditation and Ranking: NIRF and AISHE participation; Timely submission of AQARs.

In addition to the above, IQAC recommends for procuring learning and related resources and infrastructure. It enjoys the liberty to suggest policy for improving office activities and strengthening student support services.

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

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
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:

Sammilani Mahavidyalaya has well-established mechanisms to honour and promote gender equality. The Women Cell in collaboration with the Gender Equity and Equal Opportunity Cell undertakes gender audits every year to analyse state-of-the-art situations and gender biases, if any, to integrate the academic programmes and curricula, safety, security management and wellbeing of girl-students. Based on the audit report, it recommends appropriate measures and organises seminars/webinars on issues like sensitisation and empowerment. Appropriate measures for promoting gender equity are listed below:

1. The Women Cell and Gender Equity and Equal Opportunity Cell have initiated a gender audit from the session 2021-2022. It is done by collecting data through Google form, data analysis is done and finally reports submitted to the appropriate authority.
2. Three types of questionnaire are set in the gender audit form: i) to get information on their choice for curricula, services they prefer, safety and security available, help they need from the college on career planning, ii) their family structure, education and financial status and iii) their participation in domestic and social issues.
3. The Cells organise different programmes on women sensitization and empowerment, gender equity; celebrate International Women's Day, recommend plans and policy to be taken on women safety and wellbeing at the campus and beyond.
4. Anti-ragging and Anti-harassment cell also organised various awareness program on Gender Equity. There are Grievance Redressal cell, Anti-Ragging Cell and Counselling cells to address any type of issues of any student.
5. The college has formed an Internal Complaints Committee (ICC) as per the VISHAKA guidelines and work accordingly to address any incident of sexual harassment of women at Sammilani Mahavidyalaya.
6. The concerned departments deliver gender related curricula as present in the syllabi of subjects like Education, English, Philosophy, Sanskrit, Bengali and History.
7. Self Defence training Programme under 'DURGA SHAKTI' flagship: a self-defence course of ten days duration was conducted from 17.11.2022 in which 18 girls students has participated.

8. Tailoring course for self-employment: The Career Guidance and Placement Cell is running a course on 'Tailoring' for girl students in collaboration with and financial help of AMBUJA NEOTIA group. Under the scheme "earn while you learn"

List of some of the selected programmes, seminars/webinar that have been organised on gender equity perspective in the last five years are as listed below:

- Seminar on 'Harassment and Abuse in Educational institution, Prevention and Redressal' on 22/08/2019. Participants: female 90 and male 70.
- Seminar on 'I am Generating Equability: Realizing Women's Right' on 12/03.2020. Participants: Female 70 and Male 30.
- Webinar on 'Importance of Self- defence for female students' on 14/09/2020. Participants: 40.
- Webinar on gender equality today for a sustainable tomorrow, the title was 'Nari tumi ordhek Akash: Uttoroner dishay' on 12.3.2022. Participants: students and teachers.
- Awareness Programme on Anti-ragging and anti-harassment organised by ICC under the aegis of IQAC on 03.01.2023 number of participant in the program was around 45.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Important policies and programmes of Sammilani Mahavidyalaya - starting from student admission to cultural activities, recruitment of staff and teachers - all are testament to initiatives and efforts in providing inclusiveness in true sense. It strictly adheres to reservation policy of the Government of India and admits students of all castes, creeds, sex-orientations, special physical ability and financial backgrounds. It honours 100-point Roster position while recruiting teachers and staff.

It has formed cells/sub-committees like Women Cell, Gender Equity and Equal Opportunity Cell, SC/ST Cell, Minority Cell, OBC Cell, Anti-ragging Cell, etc. not only to provide related student support services but also to encourage them in cultural and sensitization programmes.

College observes birthdays of all national personalities irrespective of their religious faith. It organises National Youth Day on 12th January every year - the birthday of Swami Vivekananda.

The college instils true sense of secularism by observing holidays of all religious importance and beliefs: it announces holiday(s) on Fateh-Dauz-Doham, Saraswati Puja, Doljatra, Good Friday, Easter Saturday, Buddha Purnima, Eid-ul-Fitr, Janmashami, Id-Uz-Zoha, Mahalaya, Durga Puja, Jagadhatri Puja, Muharram, Birthday of Gurunanak, Rathajatra, Christmas days, etc.

To instill a sense of patriotism, the college observes holidays on birthdays of national heroes and important personalities like Mahatma Gandhi, Netaji Subhas Chandra Bose, Dr. B. R Amvedkar, Rabindranath Tagore, and Dr. Sarvapalli Radhakrishnan. It celebrates Republic Day and Independence Day by hoisting the national flag, cultural programmes and speeches by the Principal and others.

The Cultural sub-committee, NSS and the departments organise various programmes and events so that tolerance and harmony is created towards culture, regional, linguistic and communal socioeconomic.

- College has started delivering classes on Indian Constitution under NEP 2020 CCF to acquaint all the students with Indian Constitution.
- The Political Science Department organised programmes on Indian constitution, human rights, etc.
- College has formed Electoral Literary Club to aware all the students and staff on 'importance of vote' to uphold democratic right of all citizen
- Inter college competition, named "Krishti Sukher Ullashe" was held on 27th and 28th April 2022 at. Several cultural and extra-curricular competitions, like singing, recitation, play, extempore, quiz, sit and drawing, etc. were conducted. Around 300 students participated from different colleges in the program including students of our college.
- International Mother Language Day Celebration: Bengali Department organises celebration of International Mother Language Day every year on the 21st February. The programme begins with a speech from the head of Bengali Department, where they speak about the importance of language and literature, which helped to increase interest in language and literature among students. Students also actively participate in the programme with various cultural activities.
- International Women's Day is celebrated every year by the women cell as a part of women empowerment and sensitization activities.
- By providing add-on courses on value education college aims to sensitize students on tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity, constitutional obligations: values, rights, duties and responsibilities of citizens.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

1 Title of the Practice: “*Durga Shakti*” (The Women Empowerment Initiatives)

2. Objective of the Practice: Our college has embraced the term ‘*Durga shakti*’ in the sense that every woman is a part of Goddess Durga, and possesses the power within her. Following this mantra, in Sammilani Mahavidyalaya under the flagship name of ‘*Durga Shakti*’ all initiatives for women's empowerment are materialized.

3. The Context: In the prevalent patriarchal society both the Central and State Govt. have undertaken various welfare projects for the overall development and upliftment of the women in the society. In the context of those efforts taken by the govt. our college has been implementing several programs for empowering the girl students under the umbrella of *Durga Shakti*.

4. The Practice: Seven components, related to women - empowerment have been earmarked:

1. **International Women’s Day** is celebrated every year.
2. **Tailoring course:** A diploma course in Basic Tailoring for the girl student offers the scope of self-employment as well as an ‘*earn while you learn*’ opportunity.
3. **Online training program:** The programme was held for female students under the scheme of Women Empowerment by Magic Bus India Foundation (NGO) for 45 days.
4. **ICT training for Girls:** Special classes for girl students on basic computing and a Certificate course in Mobile APP Literacy (CMAL) have been organized exclusively for women.
5. **Kanyashree:** This scheme is an initiative of the Government of West Bengal Government to encourage women- education and prevent underage marriage for economically weaker families.
6. **Self-defence course:** Workshop on the Self-defence training programme was organised.
7. **Job placement:** The career Guidance and Placement cell organizes Job fair and career counseling for the student’s time to time.

Evidence of Success :

Girl students of our institution actively participated in all the programmes organised by the institution.

Sl. No.	Practice	Outcome
1.	Awareness programme	80 to 100 students participate in the Women's Day Programme
2.	Tailoring programme	20 to 25 girl students even from other colleges and local area is learning the course.
3.	Online coaching and Training for recruitment	70 to 100 students participate in the career counselling session.
4.	ICT training for Girls	45 to 50 girl students participated in the programme
5.	Kanyashree Prakalpa	On an average about 70% of the total girl students received Kanyashree every year.
6.	Self-defence course	17 girls' students participated in self-defence programme
7.	Job placement	8 to 10 girl students have got job through Career drive in college.

Problems Encountered and Resources Required

- Due to lockdown during COVID-19 pandemic, there was no in-person classes and that demotivated the students.
- Introduction of CBCS required continuous 10-4 class thus many students found it difficult to find time during the class hours hence could not join the courses.
- The students find it inconvenient to come to college for the courses every day.

Resources required:

- Since it is a general degree college, there is no dedicated teacher for the courses.
- More Fund is required.

7. Notes: If other institutions like ours make an effort for their girl students and organize various activities that help in their upliftment then more girls will be empowered and society at large will benefit.

Best Practices 2

1 Title of the Practice: *Vasudhaiva Kutumbakam*(????? ?????) - *The world is one family* [imparting moral values and traditional culture to our future citizen]

2. Objective of the Practice: Imparting moral values and traditional culture to our students who will be future citizens is the main motto of this institution. The main objective of this practice is to prioritize collective well-being over individual interest. Encouraging the students to think about the welfare of others is laid much emphasis.

3.The Context: Somewhere we feel that there is a degradation of moral values in the present generation of students. Thus, the need for strengthening the value system among students was felt. The value of sacrifice, respect, togetherness should be practiced and inculcated among students.

4. The Practice: Highlighting the benefits of different values in students' number of activities are organised by the different internal committees on various occasions:

1. Shram Daan and Seba Daan: A voluntary Initiative of the Institution to Serve the Society.
2. Celebrating national days
3. Yoga and meditation
4. Quote of the Day
5. Add on course on value education

5. Evidence of success:

Following events were organise successfully:

- **Blood Donation camps** are organised by NSS.
- **Free Vaccination Camp** was organised on the college campus during covid period.
- **Orphanage visit** was also organised by the and geography NSS
- **Thalassemia awareness and screening camp, Dengue and Malaria Eradication** programmes are also organized.
- The college campus has been upgraded to a 'plastic free zone.
- Certificate course on value education with reference to '*Shrimad Bhagabad Ggeeta*' was conducted.
- A short term Certificate course on Yoga was organized in collaboration with the Yoga University of Bangalore, in 2021-22. Every year on 21st June, International Yoga Day is celebrated in the institution.
- Every day different students write motivational quotation on the white board which is placed at the entrance of the institution.
- Commemorative days and days of national importance are celebrated on the campus with the initiative and support of the HOI to generate the feeling of oneness and social harmony among the students, the teachers and the staff of the institution.

Problems encountered and resources required:

6. Problems Encountered:

- Number of participations must be increased. It is not as per the expectation.
- Lack of resources and shortage of time make it difficult to arrange all the programmes successfully.

More awareness is also needed.

Resources required-

More time is needed for conducting various programs within the stipulated time.

Adequate funding is necessary for the smooth running of the programmes.

7. Note: Promotion and inculcation of values should be the aim of other institutions as well. Encouraging the students to participate in various activities through experiential learning and undertaking activity-based learning are powerful tools in instilling values in them.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

‘SABUJ SAMMILANI’

A College Promoting Environment Sustainable Initiatives

????? ????????? ???? ?? ?????? ????????? ???? ?

???????? ????????? ?????? ?????? ????????? ???? ?? ?

The authority at Sammilani Mahavidyalaya believes and practices that sustainable development is achievable if and only when the environment and its ecosystem consisting of air, earth, water, plants and all components of biodiversity are protected. Therefore, its mission ‘to develop a commitment among students & staff members towards the conservation of environment with a goal towards sustainable development’ is observed through its flagship initiatives “**SABUJ SAMMILANI**”.

Though situated amidst the hustle and bustle of the City of Kolkata, Sammilani Mahavidyalaya distinguishes itself as an abode of learning with its vast array of environment sustainable initiatives. The

ideas of the ‘Sabuj Sammilani’ initiatives arise from its student pool – majority of them come from different parts of South 24 Parganas under Sundarban national forest. Recently, the region is witnessing fury of nature in the form of cyclones resulting in erosion of lands and eviction of the people of the soil. Since, it is a well-known fact that the reason behind the natural disaster are environmental pollution, imbalanced ecology and destruction of delicate biodiversity. Sammilani Mahavidyalaya tries to generate awareness on protection of the environment, thus their habitat, along with offering higher education of global standard with all advanced facilities and infrastructure. Because of this the percentage of student enrolment at Sammilani Mahavidyalaya is always above the state average.

In addition to providing world class teaching-learning infrastructure, resources, state-of-the-art laboratories and modern library, Sammilani Mahavidyalaya’s distinctiveness comes from its initiatives to promote environment sustainability and generating awareness as listed in the *table 1*.

Table 1:

Initiative	Objective
Solar power plant	To explore renewable source of energy
LED tubes and lights	To save energy
Sunlight activated campus outdoor lights’ auto off-on	To reduce misuse of energy
Green generator	To reduce consumption of fossil fuel and environment pollution
Rain Water Harvesting	Water conservation
Collecting waste water from AC machine	Water conservation
Medicinal Plants	Awareness generation on useful plant biodiversity
<i>Vanamahotsab</i>	Plantation
Organic waste management for production of vermicompost	Sustainable Environment
Street dog adoption under ‘ <i>Vasudhaiva kutumvakam</i> ’ initiatives	Biodiversity protection
Drinking water pot for birds and pet	Awareness to protect biodiversity
No Plastic zone	Environment protection
No smoking zone	Protect the environment and health
Segregated Waste Disposal	Protect the environment

1. Solar Power Plant: College has installed a 40 KW rooftop solar power plant in 2016 and is maintaining it through AMC. On a normal sunny day, the plant generates about 50 units of electricity which is enough to run a day. The solar power plant generation line is connected with the CESC grid such that they can buy back the excess electricity when it is holidays. In addition, the solar power plant generated electricity is deducted from the main electricity bill of CESC.

2. LED light and tube light: College has replaced about 71% (300 out of 424) of its conventional /CFL light with LED tubes and lights and in the process of replacing them all.

3. Sunlight activated campus outdoor lights’ auto off-on: A light sensor activated auto switch off-on module has been installed for all the outdoor lights and signboards to reduce misuse of electricity.

- 4. Green generator:** The College has installed a low emission and low fuel consuming diesel generator in case of any emergency.
- 5. The Rain water Harvesting:** Rainwater is harvested from 50% of roof top. Clean rain water is stored through valves in a 5000-litre storage tank. This water is pumped out and used as potable water in the canteen, public toilet and for watering gardens. The project has been financed by the P.C. Chandra Group under its CSR.
- 6. Using water from AC machines:** It's a part of a water conservation initiative. Condensed moisture from machines is collected through the vents of air condition machines as liquid water and is used in the garden and vermicompost pit.
- 7. Medicinal plants:** More than thirty varieties of medicinal plants have been grown. Proper signage on the usefulness of their parts have been displayed to generate awareness on this valuable plant biodiversity.
- 8. Vanomahatsob (Plantation):** The NSS organise *Vanomahatsoab* every year in which they plant saplings in and around the campus and distribute the saplings to the local people. It's an age-old practice of the college that resulted in lush green vegetation in and around the campus. Inside the campus there are trees of different sizes. All the trees are levelled with proper signage.
- 9. Organic waste management for production of vermicompost:** The department of Chemistry organised a workshop on management of organic waste for production of vermicompost. A vermicompost production pit has been built for the purpose.
- 10. Street dog adaptation under 'Vasudhaiba kutumvakam' initiatives:** The college has a Pet Lover's Club that adopts nearby street dogs. At present there are three such dogs well cared by all concerned.
- 11. Drinking pot water for birds:** Several drinking water pots have been placed for birds during summer to protect biodiversity.
- 12. No Plastic Zone:** The college is a 'No Plastic Zone'. Littering with any kind of plastic and bringing thin plastic bags (thinner than 20 micron) are prohibited.
- 13. No Smoking Zone:** As per the order of the Supreme Court smoking is strictly prohibited in and around 100-meter of the campus.
- 14. Segregated Waste Management System:** All kinds of waste are segregated at collection point before disposal. Dustbins of different colours have been installed at different strategic locations for collection of solid waste. There are separate lines for collection of general and hazardous liquid waste from the Chemistry laboratory. General solid waste is collected by the Kolkata Municipal Corporation daily. College has MoU with a waste collection company named M/S Redivivus Recyclers Private Limited. They collect reusable wastes like papers, cardboard, thick plastic materials and bottles, scrap metals, broken glass or laboratory glass bottles, and e-waste. For those items they pay to the college as per the existing rate.

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

5. CONCLUSION

Additional Information :

Sammilani Mahavidyalaya is a co-education degree college of arts, science and commerce. Since its establishment in 1996 it has remained affiliated to the University of Calcutta for all its courses and programmes.

Though it is one of the young colleges in Kolkata, it is always eager for continuous improvement of its teaching-learning and related services, streamlining students support systems, augmentation of infrastructure, and procuring learning resources. Accordingly, it has been volunteering in assessment and accreditation by pioneer agencies like the National Assessment and Accreditation Council (NAAC) and West Bengal State Council of Higher Education. It was accredited with a B++ grade in the 2nd cycle by the NAAC. It has been trying to materialize all the ten recommendations of the NAAC Peer Team 2016. As per their recommendation no.1, the institution has started offering add-on/certificate courses – in the last five years 29 such courses have been completed. This endeavour has been made possible through strengthening Career Counselling and Placement Cell (recommendation no. 7). It has prepared and submitted a well thought DPR for a financial grant from the RUSA 2.0 for augmentation of infrastructure under component 9 (recommendation no. 3). Existing physical infrastructure has been renovated and construction of 2nd and 3rd floors on the north block that will house several classrooms and an auditorium is underway. The institution proudly boasts one of the most advanced libraries in the city (recommendation no. 8). It is one of the best for housing relevant learning resources for its students studying undergraduate courses and for research by the faculty members for installing digital management systems for its resources with complete automation. In addition to the above, it has signed MoUs with almost 24 colleges and industrial houses to benefit our first stakeholders (recommendation 9). Similarly, the institution has been trying to fulfill all the recommendations of the Peer Team.

Our college received some special grants such as Special Development Assistance for Young College by the UGC in the year 2005 and Performance cum need-based incentive Scheme for Govt. aided general degree College by the State Govt. in the year 2010.

Concluding Remarks :

Sammilani Mahavidyalaya caters to the youths of southern parts of West Bengal most of whom belong to families of limited financial capacity. However, the institution, as a part of its vision, is dedicated to uplifting the region by developing human resources through providing higher education. In addition to offering undergraduate courses in popular subjects like Bengali, History, Chemistry, Physics, Accountancy, etc. it offers courses in the subjects of ‘recent time choice’ like Computer Science, Film Studies, Microbiology, Molecular Biology, etc.

While completing the Choice-Based Credit System, this institution has promptly begun its journey with the National Education Policy 2020. In addition to offering programmes in BA, BCom and BSc it has been offering add-on/vocational/certificate courses and internships since before the outbreak of the COVID-19 pandemic. Therefore, the institution is a step ahead for the success of NEP2020 aiming at a bright career in the future of its learners.

The student-teacher ratio is modest enough to offer smooth teaching-learning programmes and activities. The

institution procures adequate learning resources, augments physical infrastructure and provides appropriate student support services for the benefit of its learners. It has been able to fill up one of the highest percentages (72%) of its intake capacity in the state (55 % of overall seats were filled up) in the current year. For personality development, students are given ample opportunity in the form of NSS, extension activities, sports and games, and cultural activities.

The Governing Body is well organized not only to discharge its duty and responsibility as the administrator but also it is proactive in mobilizing funds from non-government and private sources. It generates corpus funds from various sources like renting out parts of its infrastructure to a Bank, Post office, a medicine shop and for conducting examinations by non-government agencies. For example, it has received funds from PC Chandra Group under the 'Jnandhara Prakalpa' and for 'Rainwater harvesting'. The Ambuja Neotia group has been funding and organizing a training programme on Competitive Examinations for the students of the college. The authority considers it as one of the best avenues in the process of self-reliance.

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 :18</p> <p>Remark : Updating values after eliminating the VAC not leading to employability</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>918</td> <td>322</td> <td>0</td> <td>0</td> <td>0</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>551</td> <td>221</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Updating values after eliminating VAC not leading to employability</p>	2022-23	2021-22	2020-21	2019-20	2018-19	918	322	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	551	221	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
918	322	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
551	221	0	0	0																	
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 : 1126</p> <p>Answer after DVV Verification: 1122</p> <p>Remark : As per renewed input of HEI</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> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed, action taken&</p>																				

2.1.2	<p>communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <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>501</td> <td>424</td> <td>504</td> <td>387</td> <td>513</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>345</td> <td>351</td> <td>385</td> <td>301</td> <td>312</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 898 1046 965"> <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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	501	424	504	387	513	2022-23	2021-22	2020-21	2019-20	2018-19	345	351	385	301	312	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
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2.4.2	<p>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)</p> <p>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:</p> <table border="1" data-bbox="308 1245 1046 1379"> <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>48</td> <td>48</td> <td>49</td> <td>48</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1458 1046 1592"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>48</td> <td>49</td> <td>48</td> <td>48</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	48	48	49	48	48	2022-23	2021-22	2020-21	2019-20	2018-19	47	48	49	48	48										
2022-23	2021-22	2020-21	2019-20	2018-19																											
48	48	49	48	48																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
47	48	49	48	48																											
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>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:</p> <table border="1" data-bbox="308 1872 1046 2007"> <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>0</td> <td>0</td> <td>0</td> <td>0.36</td> <td>20.74</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0.36	20.74																				
2022-23	2021-22	2020-21	2019-20	2018-19																											
0	0	0	0.36	20.74																											

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.36	0.650

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
07	10	05	02	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	02	01	05

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
03	07	07	06	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	05	06	26

Remark : As per the supporting documents

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

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
04	05	08	09	12

Answer After DVV Verification :

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

Remark : As per the supporting documents

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
04	02	0	09	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	0	05	0

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 :24

Remark : Renewed Input as per HEI , adding tow more MoUs with Kulatali BR Ambedkar college and Sadhan Chandra Mahavidyalaya

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
11.37	1.5	12.83	48.92	85.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.58	0.72	9.74	38.94	80.87

4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 147 Answer after DVV Verification: 147</p>																				
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="308 750 1046 884"> <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>100.66</td> <td>13.5</td> <td>6.29</td> <td>32.43</td> <td>14.04</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 965 1046 1099"> <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>6.71</td> <td>8.45</td> <td>2.90</td> <td>21.03</td> <td>6.16</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100.66	13.5	6.29	32.43	14.04	2022-23	2021-22	2020-21	2019-20	2018-19	6.71	8.45	2.90	21.03	6.16
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6.71	8.45	2.90	21.03	6.16																	
5.1.1	<p>Percentage of students benefitted by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>5.1.1.1. Number of students benefitted 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:</p> <table border="1" data-bbox="308 1458 1046 1592"> <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>1382</td> <td>1078</td> <td>912</td> <td>1139</td> <td>1396</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1673 1046 1807"> <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>1538</td> <td>1394</td> <td>1102</td> <td>1089</td> <td>980</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1382	1078	912	1139	1396	2022-23	2021-22	2020-21	2019-20	2018-19	1538	1394	1102	1089	980
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1538	1394	1102	1089	980																	
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>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:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
519	154	92	0	208

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
519	42	0	0	208

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: A. All of the above

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
280	112	28	38	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
144	57	38	1	06

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
---------	---------	---------	---------	---------

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**

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***

Answer before DVV Verification:

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

10	03	00	00	01
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	00	00	00

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
06	10	00	00	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	00	00	01

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: A. All of the above

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
15	06	07	01	06

Answer After DVV Verification :

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

13	06	07	01	05
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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
---------	---------	---------	---------	---------

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 86 Answer after DVV Verification : 87</p>
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	82	86	86	86

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	82	86	86	86