



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

NETAJI NAGAR COLLEGE FOR WOMEN

**NETAJI NAGAR COLLEGE FOR WOMEN 170/13/1 NETAJI SUBHAS CHANDRA
BOSE ROAD, REGENT ESTATE
700092**

<https://www.netajinagarcollegeforwomen.in>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Netaji Nagar College for Women affiliated to University of Calcutta embarked upon its journey as a trifurcation of the erstwhile Netaji Nagar College in the year 1986. Since its inception, the college aspires to disseminate the ideal of the great Rig Vedic hymn- '**Striyah Samasta Jagatsvam Pratibhaanti**' implying that 'All the women in the world shine with brilliance'. The college still retains with conviction its goal of women empowerment infusing among them the spirit of intellectual, rational, independent thoughts coupled with gender equality thereby to reach newer heights of excellence.

Reaccredited in 2016 with B+ grade in the second cycle of NAAC, the four storied college building is located in an urban locality with a campus area of around 1375 sq. metres. It is one of the very few girls' college in Kolkata with a 96 bedded hostel exclusively for outstation girl students built through UGC grants. The college has made significant infrastructural progress through funds received under RUSA 2.0 with a well-equipped auditorium and laboratories and ICT enabled classrooms, resourceful automated library, IQAC and NSS rooms, RTI, Research and Development Cell, renovated staffroom and students' common room. Keen on innovative thinking, the college relentlessly plans and executes the creation of a pollution free eco-friendly campus by nurturing rainwater harvesting unit and extension of green cover throughout the college campus.

Vision

The vision of the college is embodied in the spirit of "Enlightenment and Empowerment through Education" and towards the fulfilment of this vision the college aspires to

- impart liberal, contemporary and forward - looking education to all women.
- acknowledge the role of women in Indian Knowledge System.
- enrich them with awareness and appreciation of our heritage, culture, traditional knowledge and beliefs.
- express and develop to the fullest the inherent potential of each student in the making of a global citizen.

Mission

Our Mission is succinctly expressed in the following statements, where the college endeavours -

- To impart a holistic value and outcome - based education to women from all sections of society.
- To inculcate the values of integrity, discipline, tolerance and inclusiveness in them.

- To encourage critical thinking, innovation, creativity and dynamism in the comprehensive application of knowledge acquired.
- To make them conscious of our rich heritage, traditions and indigenous knowledge repository.
- To emphasize the significant role of empowered women with self reliance and economic freedom.
- To encourage them into meaningful social participation and nation building.

Moreover the institution fosters democratic governance, involving the Governing Body, Head, Department Heads, Committee Conveners, faculty, and staff in policy implementation. Strong leadership propels innovative initiatives aligned with the institution's vision.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Presence of qualified and experienced faculty, who are dynamic and approachable at all times for a hands-on learning experience.
- Clean, friendly and disciplined learning environment, to nurture the young minds in their formative years.
- Constant endeavour by the committed faculty to disseminate knowledge, facilitate the learning process and foster a holistic development.
- Regular programs like seminars and lectures on important issues by eminent personalities to motivate and inspire the students.
- A modern women's hostel with all amenities in a clean and safe neighbourhood within walking distance of the college, with a capacity of 96 boarders.
- Students regularly engaged in extracurricular activities such as debate, quiz, elocution, essay writing, art and cultural functions, with encouragement to compete in college, university, district, state and national level programs.
- Programs themed on national integration and nation building held by the active NSS units which infuse national pride, idealism and honour in the students.
- Scholarships and hostel accommodation provided for academic excellence for empowering girls from economically weaker sections of society.

Institutional Weakness

- ? Lack of adequate teaching staff in almost all the departments makes heavy work of completing the

syllabi.

- ? Lack of non- teaching staff and laboratory assistants hinders administrative functioning as well as the optimum use of the laboratories.
- ? Dearth of reference books and lack of funds for the up-gradation of the Library.
- ? Financial constraints due partly to decreasing student enrolment and partly to unavailability of government grants, as also other means of generating financial resources prevent the execution of several upgrading programs for the college.
- ? The college campus has no scope for further expansion, which severely limits the infrastructural extension or augmentation of classrooms, laboratories and other dedicated areas, as also introduction of new courses of relevance today.
- ? Inadequate IT infrastructure for today's requirements as knowledge dissemination is becoming more and more through smart classrooms, equipped with smart boards, computers and the Internet.
- ? The socio-economic background of the students is an impediment to their pursuing higher studies.

Institutional Opportunity

- ? Introduction of self-financed diploma and certificate courses (like BBA, BCA) in subjects which are sought after in today's world scenario, equipping the students for their future careers.
- ? Introduction of new UG courses in subjects where there is increasing scope for research and employment at present, as the new National Education Policy comes effect in the State.
- ? Introduction of Vocational and Skill development programs in the college, both in formal classroom mode and hybrid modes, to prepare the students for a competitive and professional future.
- ? Engaging with the local population around the college campus for extension programs and social services which would be the essential groundwork for making responsible world citizens of our students.

Institutional Challenge

- ? Endeavour to create the adequate number of teaching, non- teaching and library staff for the college to function at full potential, and fulfil its responsibilities to the society.
- ? Procurement of journals and reference books of worth therein, to provide our students the best resources possible.

- ? Completely automate the administrative process in the college through LMS, so that the increasing workload of the office is effectively managed.
- ? Explore newer possibilities to generate funds and other resources for funding the future growth of the college.
- ? Explore meaningful ways of engaging with the college alumni, in order to build an enduring relationship together, where they significantly contribute to the growth and prestige of their Alma Mater.
- ? Explore ways to reduce the student dropout currently existing and bring in more and more students into its portals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college strictly adheres to the curriculum and syllabus designed by the University of Calcutta. The detailed layout of the teaching is offered in the Academic Calendar prepared by all Heads of the Departments in consultation with the Principal, the Academic Sub-Committee and the IQAC before the commencement of each session. The Routine Sub-Committee prepares the master routine and departmental routines are derived accordingly. The unitization of syllabus is done by specific departments and teaching plans and modules are prepared accordingly. Great stress is laid on proper dissemination of syllabus and its timely completion. The Choice Based Credit System introduced in 2018 gears the students for all-round development through its Core, Discipline Specific and Skill Enhancement Courses. Our teachers are fully aware of the requirements of the NEP introduced from 2020 by attending workshops conducted by the University of Calcutta. The Examination Sub-Committee prepares the entire schedule for conducting the internal examinations. For enrichment of curriculum, students are made aware of the traditional human values, Indian knowledge system, concept of gender equality, and environmental sustainability through various seminars and workshops. Our NSS units strive their level best to inculcate qualities of self-respect, confidence, dedication, honesty and ideals of social service among our students. Proper feedbacks on the academic and overall achievements are undertaken by the institution from all the stakeholders- our students, guardians, employees and proper redressals are timely addressed.

Teaching-learning and Evaluation

The main mission of the institution is to impart quality education to the womenfolk of the neighbourhood leading to their empowerment. The entire approach is student centric by augmenting their capability to reflect, interact and interpret critically the subjects taught. A number of innovative teaching methods have been adopted catering to the general up-liftment of the academic standards of the students and nurturing their innovative pedagogy. Our college provides smart and ICT enabled classrooms, well-equipped laboratories, well-stocked library, LCD projectors, computer based teaching along with organization of educational tours by every Department. Special lectures, seminars, online webinars, cultural events and sports are organized by the institution to cater to their all-round development. Teachers encourage students to present papers in classrooms to help them express in their own manner the learnt matter and benefit the slow learners through such interactive sessions. Regular tutorials, class tests, special theoretical, practical and revision classes are arranged by the respective departments and the transparency in the continuous internal evaluation is maintained. The

learning outcomes of the students are thoroughly monitored through interactive sessions in the class and several assessment activities. Teachers provide rare reference books to students in order to nurture their academic excellence. E-materials are provided by the faculty after completion of each topic. Open access to books and several e-journals are provided by the library to both the teachers and the students. The departments arrange for extra classes if possible through online mode in order to complete the syllabus within the stipulated time period. The college believes strongly in inclusive education and makes every effort to integrate the differently abled students. Last but not the least, in accordance with the NEP, the college has organised programmes on the inclusion of indigenous knowledge and value-based education, thereby strengthening our students' awareness of our rich ancient heritage and lost values.

Research, Innovations and Extension

Netaji Nagar College for Women encourages innovations in research and pedagogical learning thereby creating an environment conducive to it through its Research Development Council or the erstwhile Research Sub-Committee. This is quite explicit through various publications by the teaching community in UGC care listed and other peer reviewed journals. The institution has received research grants from government agencies in the last five years to carry out major research projects. The college regularly organizes seminars, workshops, lectures by eminent subject experts. To make our students aware of our indigenous knowledge and rich ancient heritage, popular lectures are organized by our esteemed faculty. The college has entered into MOU with renowned institutions to encourage faculty exchange and development programmes. The NSS units carry out extension activities with the aid of teachers and students by organizing Thalassemia Awareness Camps, health check-up camps, campus cleaning, plantation drives, welfare programmes, etc.

Infrastructure and Learning Resources

Our college is located in an urban locality with a campus area of 1375 sq. metres. The institution has 21 classrooms along with one smart classroom featuring a smart board, projector and Wi-Fi connectivity. Our laboratories are fully equipped with instruments and accessories as required for smooth conduction of practicals along with computer room with high speed internet connectivity. The college houses a spacious air conditioned auditorium with a dedicated Conference room equipped with audio visual facilities. The college office is computerized to the extent necessary. There is a common room for students with recreational facilities along with a canteen. Our college library provides a vibrant teaching-learning experience with over 10,000 books with CCTV surveillance to guarantee the safety and security of the books kept. It is automated by the integrated library management system or KOHA from 2016 procured from the Bengal Library Association. The college has CCTV surveillance and ramps have been built to provide barrier free access. Inflight facility ensures access to e-books and e-journals for knowledge up-gradation of both the faculty and the students.

Student Support and Progression

The students are the main pillars of an academic institution. Keeping this in mind, the college is fully committed to ensure that both psycho-social support, mentoring, career guidance, skill enhancement and academic advice are provided to them for their overall development in future facilitating women empowerment. The students receive financial assistance from the government. The college monitors a number of government scholarships like the Kanyasree which is a project by the Government of West Bengal to financially support unmarried female students so that the dropout rate could be reduced. Moreover the institution is untiring in its

effort to make the students avail the Swami Vivekananda Scholarship for General/SC/ST and minority students. The Teachers' Council of the college also offers financial support to meritorious students. Financial assistance at personal level is provided where it is absolutely necessary. The Career Counselling cell counsels them on their career options. Proper feedbacks are collected from the students through IQAC and assurance is granted on matters related to college campus, hostel, cleanliness and toilet facilities, etc. For a holistic development of the students, the NSS wings of the college help to infuse among them the ideals of self respect, confidence, honesty and social responsibilities through Thalassemia Awareness Camps, welfare programmes among slum dwellers and their crucial role in organizing awareness programmes during the Covid-19 pandemic. The college lays equal stress on co-curricular activities for developing their cultural proclivities and by ensuring their participation in sports. All these painstaking endeavours have found full fruition as a fair number of our students regularly enroll for higher education and are employed in various organizations.

Governance, Leadership and Management

The college as a leading centre of women's education provides a well integrated and coordinated administrative structure under the aegis of the Principal, Governing Body and IQAC. In governance the Governing Body of the college adopts strategies for the sustained growth of the institution and for attaining excellence in all fields. The vigilant and ever vibrant IQAC of the college consistently monitors and ensures quality teaching thereby evolving dynamic techniques of learning methodologies governed by the changing requirements of the institution. For de-centralizing administrative work and for ensuring the participation of all the stakeholders, the college has different committees comprising the Principal, IQAC Co-ordinator, Teachers' Council Secretary and Heads of Departments for delegating administrative duties, student related issues, scholarship schemes, college maintenance, and website work, NSS, CAS and research projects. The non-teaching staff has a key role to play for a smooth administrative functioning of the college. The college has undertaken E-governance pertaining to Planning and Development, Administration, Financial Accounts, Student Admission and Support and Examination.

Institutional Values and Best Practices

Women empowerment being its main mission, the college is committed to spread and infuse the ideals of gender equality through various practices. One of the best practice includes empathy towards fisherwomen of Sundarbans by offering financial and educational aid supporting their livelihood and thereby creating income generation opportunities for them. Community awareness to empower them to recover from various natural calamities and gain economic self-sufficiency is also given top priority. The other best practice of the institution is to raise consciousness among students about their health and nutrition. The main motive is to empower them to make dietary choices and thereby confronting challenges of undernourishment in India.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NETAJI NAGAR COLLEGE FOR WOMEN
Address	Netaji Nagar College for Women 170/13/1 Netaji Subhas Chandra Bose Road, Regent Estate
City	Kolkata
State	West Bengal
Pin	700092
Website	https://www.netajinagarcollegeforwomen.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tapan Kumar Ghosh	033-24116711	9874325889	-	netajinagarwomen@yahoo.com
IQAC / CIQA coordinator	Moumit Roy Goswami	033-24115998	9903430795	-	iqac.nncw.cal@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized 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	09-03-1991	View Document
12B of UGC	09-03-1991	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	Netaji Nagar College for Women 170/13/1 Netaji Subhas Chandra Bose Road, Regent Estate	Urban	0.34	875

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours And Honours with Research	48	HS Pass	Bengali	53	13
UG	BA,Political Science,Honours And Honours with Research	48	HS Pass	English,Bengali	53	8
UG	BA,Philosophy,Honours and Honours with Research	48	HS Pass	English,Bengali	53	5
UG	BA,History, Honours And Honours With Research	48	HS Pass	English,Bengali	53	10
UG	BA,Education,Honours And Honours with Research	48	HS Pass	English,Bengali	53	12
UG	BSc,Botany, Honours And Honours with Research	48	HS Pass	English,Bengali	53	4
UG	BSc,Chemistry,Honours And Honours with Research	48	HS Pass	English,Bengali	53	1
UG	BSc,Economics,Honours And Honours with Research	48	HS Pass	English,Bengali	27	0

UG	BSc,Environmental Science,Honours And Honours with Research	48	HS Pass	English,Bengali	27	2
UG	BSc,Food And Nutrition,Honours And Honours with Research	48	HS Pass	English,Bengali	27	12
UG	BSc,Physiology,Honours And Honours with Research	48	HS Pass	English,Bengali	53	4
UG	BSc,Zoology ,Honours And Honours with Research	48	HS Pass	English,Bengali	53	8
UG	BA,Multidisciplinary,Multidisciplinary	36	HS Pass	English,Bengali	367	89
UG	BSc,Multidisciplinary,Multidisciplinary	36	HS Pass	English,Bengali	183	11

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				8				46			
Recruited	1	0	0	1	2	6	0	8	13	27	0	40
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						13
Recruited	2		2		0	4
Yet to Recruit						9
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	5	0	7	11	0	25
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	0	0	0	1	0	0	6	15	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	193	0	0	0	193
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	15	36	29	30
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	2	1	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	9	7	14	8
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	169	290	255	274
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		195	335	299	313

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As an affiliated college we follow the regulations and curriculum of the University and approved by the State Government. The NEP curriculum has been successfully implemented from 2023-24 in
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	<p>compliance with regulations. Multidisciplinary curriculum is in evidence, as students of Botany, Physiology, Zoology and Environmental Science pursue a course in Economics, while students of Economics, History and Philosophy to take Film Studies, and students of Zoology study Food and Nutrition. Furthermore, the IQAC conducts seminars, workshops and other activities addressing cross-cutting global and social concerns, gender issues, health, nutrition and sustainability.</p>
2. Academic bank of credits (ABC):	<p>The College is affiliated to University of Calcutta, and is awaiting instructions from the University and State Government to register students in the National Academic Depository for implementing the system.</p>
3. Skill development:	<p>The institution addresses vocational education and soft skill development through capacity building initiatives like: 1. Certificate courses in Art and Craft, MS Office, DTP, Financial Accounting with GST and Tally, CCC, CCC+ 2. Post Graduate Diploma in Multimedia and Animation, Communicative English and Pre-Primary Teachers Training. The college plans to introduce value added short term training courses with guidelines and structures from the affiliating university, on Content Writing, Script Writing, Photography and Video Editing.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college is committed to deliver value-based quality education, drawing inspiration from the wisdom of our heritage. The curricula of several subjects incorporate aspects of the Indian Knowledge System inherent in the ancient texts of history and philosophy. Seminars and cultural activities are based on indigenous art, folk culture, literature and languages so that the students become acquainted with their heritage and take pride in the promotion and preservation of their glorious past. Events like Basanta Utsav (celebration of spring), Agamani (commencement of Durga Puja), Basanta Panchami (the reverence of Saraswati, the deity of learning, music and art), Alpana and Mehndi competitions are organized where students give expression to their artistic talents and creativity. Yoga is promoted among students through workshops and seminars. All activities simultaneously employ English and Bengali, one of the prominent modern Indian languages</p>

5. Focus on Outcome based education (OBE):	The pivotal objectives of NEP on OBE are competency, standards, benchmarks, and attainment of targets. The college is committed to achieve them through the structural curriculum of the university, believing that the pursuit of knowledge is a lifelong activity coupled with a positive mindset. Program and Course outcomes are defined and are designed with clear objectives. Progression of the graduates into higher education or successful careers is interpreted and analyzed for evaluating the attainment of curricular program outcomes.
6. Distance education/online education:	The college is considering possibilities of offering courses through Open Distance Learning mode, and the Governing Body has resolved that PG courses in Education and Bengali may be introduced after further detailed deliberations. Harnessing technology as teaching and learning aids for group collaborations, interactions, assignments, revision as well as assessments has become established institutional efforts towards blended learning. International, National, State and College level Webinars have been organized using technology in the Pandemic period, and continue to be equally relevant with regular college activities today.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club of the College was established on 30.08.2018 under the able guidance of the Principal Dr. Tapan Kumar Ghosh.
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?	The Students Coordinator and coordinating faculty members are appointed by the college. The Club is functional and representative in character, with the existing current Students' Union and students from B.A Honours and General courses forming the general body. The convenor is Dr. Nilimpa Ghosh from the Political Science Department. However, all students of the college can be a part of the Club, as electoral literacy is an essential education for most of the students who are new voters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	The ELC functions with the following aims: 1. disseminates information among the students through talk shows by Government Officers related to the

<p>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.</p>	<p>electoral process, screening of short films and distribution of leaflets. 2 nurtures responsible voters by making them aware of the rightful method of casting votes through various activities. 3. develops interest and respect for the democratic process of governance. 4. hosts awareness campaigns to ensure larger participation of society in the electoral process. 5. assists the government electoral administration in voter registration, preparing voter lists, and conduct of polls.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Initiatives taken by the college over the years are: 1. An online Students' Awareness Program was organized with the initiative of the Convenor Dr. Nilimpa Ghosh, as part of the celebration of World Democracy Day on 14th September, 2021. The Honourable Speaker for the program was Sri Gour Sundar Sikdar, SVEEP, 152, Tollygunge Assembly Constituency. The program was attended by both students and teachers of the college. The objective was to educate the young voters on the basics of the democratic procedure. The Speaker discussed in detail the procedure of filling up of Form 6, 7, 8 and 8A. There was also an informative and interesting question-answer session. The entire program is available in YouTube link: https://www.youtube.com/watch?v=VB-nwTx6Eug 2. An online Drawing Competition was an innovative project of the West Bengal Government and was conducted by the ELC as part of the celebration of World Democracy Day. Drawings were invited on the theme "Democracy in India" with submission of entries scheduled from 10th to 12th September, 2021. Dr. Anindita Majumder from the Department of History was the judge for the event and Durba Sen, B.A Honours, Department of History was adjudged the winner. 3. The college is a center for rectification of electoral roll discrepancies and several of the college staff are deputed by the government to assist in this process every year. Awareness and Electoral Literacy Programs are also held by concerned organizations in the college premises after college hours or on holidays.</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>The Club encourages students of and above 18 years to enroll themselves as voters by furnishing them with the necessary and relevant information required for registration, and familiarizing them with the electoral process through posters and notices put up</p>

in the college. There are plans to organize seminars, talk shows and voter awareness camps on the electoral process of the country.

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
651	809	759	794	615
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: 52

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
51	51	52	51	19

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
31.42516	41.76258	23.25656	83.58274	29.3733

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

--The college has been a pioneering centre for women's education since its inception in 1986. It follows a rational and sequenced policy for curriculum delivery that ensures consistent teaching and learning outcomes. The college has adopted the Choice Based Credit System from 2018, as per the requirements of the affiliating University of Calcutta.

--The college offers four programs: BA and BSc in Honours and General streams. There are Honours courses in 12 subjects and General courses in 4 subjects.

--The CBCS curriculum consists of core, generic elective, ability enhancement compulsory, language compulsory, skill enhancement, and discipline specific elective courses. All courses have theoretical and practical or tutorial components in their syllabi.

--The college is ready for the National Education Policy introduced from 2023 and has attended all workshops on it which have been conducted by the university and other institutions, to prepare the teachers adequately for the same.

The college ensures effective curriculum delivery through:

--Efficient implementation of the teaching-learning process, assessments, and resource utilisation.

--Adherence to the academic calendar provided by the university and all other notices and orders that are issued throughout the year.

--Preparation of the institutional academic calendar and central time table, followed by departmental academic schedules and time tables.

--Distribution of classes and syllabi as per the prescribed curriculum, among the various teachers in departmental meetings.

--Planning of supplementary programs for curricular enrichment, such as seminars, talks, workshops, etc., to be held during the session.

The college delivers classes generally in the classroom using the traditional chalk and blackboard. Multilingual mode of delivery is employed to ensure clarity and understanding whenever possible. Both online and offline modes of teaching or a hybrid model is in place, especially since the **Covid**

19 pandemic period.

Teachers are always encouraged to keep themselves informed and updated on the new and recent developments in their fields. They participate regularly in workshops, seminars, development programs, and carry on with research activities in cutting edge areas to enthuse a similar spirit in their students. There is also ample scope for faculty exchange programs among other institutions of repute in the city.

The college conducts internal assessment examinations as per the provisions in the curricular framework of the university. In addition, regular class tests, problem solving, home assignments, special practical classes are held as part of a continuous internal evaluation.

The college conducts mentoring classes to guide students, especially for the semester end final examinations, to help them deal with stress and ensure their well being.

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: 9

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: 13.09

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
101	94	90	97	93

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:

Cross-cutting issues in curriculum refer to themes that intersect various domains of learning and are not confined to a single subject area. These issues, which include topics such as environmental education, gender equality, human rights, and digital literacy, are integral to holistic education. They encourage critical thinking, problem-solving, and the development of values and attitudes that are essential for responsible citizenship. However, integrating these cross-cutting issues into the curriculum presents challenges. These include ensuring relevance to local contexts, providing adequate teacher training, and assessing learning outcomes related to these issues. Despite these challenges, addressing cross-cutting issues in the curriculum is crucial for preparing students to navigate the complexities of the 21st century.

The college endeavours to accept this challenge and delivers on it in the following manner:

--Incorporating socially relevant crosscutting issues into the curriculum, aligned with the program and course outcomes.

-- Organizing seminars and webinars on gender equality and education, women's rights and environmental consciousness throughout the academic year.

--Adopting a gender-sensitive communication strategy at all times within the campus.

--Encouraging participation of students in workshops, development programs, and research on gender and human rights issues.

--Fostering a culture of respect, diversity, and inclusion among students and staff.

An in-depth look at some of the curricula of the subjects of study offered by the college will provide a more detailed view of the cross-cutting issues that they incorporate:

--Gender Issues: English, Bengali, Political Science, History, Education, Economics

--Human values: Philosophy, Education, Bengali, Economics

--Professional ethics: Education, Environmental Science

Environment and sustainability: Chemistry, Botany, Zoology, Food and Nutrition, Environmental Science

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: 32.57

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

Response: 212

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: 32.27

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
195	335	299	313	315

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
903	903	903	903	903

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 8.76

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
26	45	44	39	23

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
404	404	404	404	404

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.76

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:

The college believes in employing student-centric methods to enhance the learning experience and make it more meaningful and relatable. The various methods to bring this about may be described as:

- Experiential learning
- Participative learning
- Problem-solving methodologies

Throughout the academic session, various competitions and activities like student seminars, debates, quizzes and elocution contests are organised for the students to develop their oratory skills, team work fair play and collective responsibility.

The college ensures optimum use of available resources and ICT tools for the teaching learning process, utilising activities like class discussions, peer teaching, problem solving in groups, writing assignments and the periodical editing and publishing the college magazine and departmental wall magazines.

Various e-resources are also utilised by some departments, for an immersive experience of learning and understanding special topics in the syllabi, such as Power Point Presentations, short films and videos and even in some cases full-length feature films and documentaries.

The college uses specific softwares for computing and analysis, simple data programming and presentation as part of the curricula of several laboratory courses.

Social platforms like WhatsApp have also become an undeniable tool for mentoring and connectedness with the students, even beyond the classroom or college hours. Study materials, reference books and data, assignments along with solutions, are all shared with the students in this manner, whenever there are constraints in actual class hours and direct contact.

The college conducts field trips, field studies, surveys and educational tours whenever possible, as part of the curricula in many of the courses, for a more direct and immersive manner of appreciating parts of the curricula. This enhances the experiential learning of the students by the activities that follow the educational trips, such as documentation, preparation of reports, and data analysis.

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: 89.96

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
55	55	55	55	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 68.75

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
37	35	34	32	16

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution adheres to the regulations and instructions of the University of Calcutta for the conduct of semester end examinations and evaluations.

A centralized examination subcommittee comprising the Principal as Centre-in-charge, some faculty members as supervisors and other teaching and non-teaching staff, ensures the smooth conduct of internal assessments and semester-end examinations.

The college academic calendar aligns with the university academic calendar, and students must appear for all internal assessments as per schedule. Teachers set question papers following guidelines of the university and the exam subcommittee. Departments discuss among themselves for moderation and setting questions within the prescribed syllabi. The time table for the internal assessments is informed to all students through the college website, notice board and it is also shared through dedicated student groups on social media maintained solely for the purpose.

An impartial evaluation is followed by discussions in class for clarification and improvements, whenever possible. Frequent class tests also assess the progress of the students, Teachers discuss question patterns and possible answers in class and help students solve questions of previous years to help prepare for internal assessments as also semester end examinations. Bright and slow learners are identified based on these assessments, and care is taken for improving the performance of those who fare poorly or are slow learners.

For the end semester examinations, theoretical papers are evaluated by examiners appointed centrally by the university. External and Internal examiners are similarly appointed by the university for conducting and evaluating the practical examinations, tutorials and projects. Internal assessment marks as well as all other evaluated marks are uploaded in the university examination portal, within time and the university also appoints scrutineers to ensure the fairness, transparency and accuracy of the evaluation process.

There is in place a robust mechanism for transparent and timely redressal of all grievances and ensure fair assessment both at the institutional level and the university level.

In the institution, a subcommittee looks after and settles any issue related to the continuous internal assessments. Answer scripts may be shown to enhance self-evaluation if need be, and students are free to approach the Head of the Department or even the Principal with any issue at any time. Additional Internal Assessment chances may even be allowed for valid reasons.

Parents are notified about their ward's performance, academic progress and any emergent problem during regular parent teacher meetings.

At the university level, the students with grievances regarding their results in the semester end university examinations can apply for a review and clarification, as all queries related to exam results, evaluation, and mark sheet corrections are within the purview of the university. They have the freedom to apply online for the same through the university portal, within a stipulated time after the results are published. These applications are then approved by the college and forwarded to the university without any delay for rectification of errors and timely resolution of grievances.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college, affiliated with the University of Calcutta, offers undergraduate programs in both Arts and Science subjects. To ensure alignment with the University's standards and syllabi, each teaching department takes the responsibility of developing Program Outcomes (PO), Program-Specific Outcomes (PSO), and Course Outcomes (CO). These outcomes serve as benchmarks for assessing students' learning outcomes and guiding their academic journey.

Before being finalized, the Course Outcomes submitted by teachers undergo thorough review processes. Once approved, these outcomes are uploaded onto the college website, ensuring easy access for students. This transparency allows students to gain a clear understanding of the expectations and objectives of their courses, facilitating better preparation and engagement.

At the beginning of each academic year or semester, students participate in Orientation programs. These programs serve as crucial platforms for students to familiarize themselves with the scope and possibilities of their chosen programs. Through these orientations, students gain insights into the curriculum, learning outcomes, and potential career pathways associated with their chosen fields of study. This helps them develop a clear approach to their studies with well-defined objectives for their future endeavours.

During orientation classes, newly admitted students are introduced to the academic aspects of the syllabus. Concepts such as Course Outcomes (CO), Program-Specific Outcomes (PSO), and Program Outcomes (PO) are clarified, laying the foundation for the teaching-learning process ahead. This structured approach ensures that students are equipped with the necessary information to navigate their academic journey effectively.

As students' progress through their studies, they have access to comprehensive resources on the college website. Program Outcomes, Program-Specific Outcomes, and Course Outcomes are illustrated in detail, providing students with valuable insights into the learning outcomes and career prospects associated with their chosen programs. This transparency empowers students to make well-informed decisions about their academic progression and career pathways.

By the time students reach their final year of study, a significant number of them have gained a deep

understanding of their academic programs and the opportunities they present. This clarity enables them to make informed decisions about their next steps, whether it be pursuing higher education, entering the workforce, or exploring entrepreneurial ventures. The emphasis on Program Outcomes, Program-Specific Outcomes, and Course Outcomes throughout their academic journey equips students with the knowledge and skills necessary to succeed in their chosen fields.

In summary, the college's commitment to developing clear learning outcomes and providing comprehensive support to students fosters a conducive learning environment. Through orientation programs, transparent communication of outcomes, and access to resources, students are empowered to take ownership of their academic and career paths, ultimately leading to their success and fulfilment.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution has a comprehensive system in place for monitoring the distribution and completion of syllabi across all departments. Each department has meticulously structured plans for teaching and learning, ensuring that students are well-informed about the knowledge and skills they will acquire in their chosen courses. Moreover, the practical applications of this knowledge are thoroughly explained to students, enhancing their understanding and preparedness for real-world scenarios. Continuous assessment of students' progress is a key aspect of the educational process, and various evaluation methods are employed to observe their learning outcomes. Communication to monitor student progress and performance within the course/program is overseen at the departmental level through direct interaction between students and teachers.

Course outcomes (COs) are rigorously evaluated by the respective department through direct assessment methods, which involve assessing COs based on student performance within the course itself. This evaluation encompasses multiple avenues, including end-of-semester course evaluation forms where students provide feedback on their learning experiences and the extent to which COs were met, as well as examinations and assignments directly aligned with the COs.

Direct CO attainment is calculated by determining the attainment level for each CO based on student performance. This involves categorizing performance levels into descriptors such as poor, satisfactory, and excellent, and then applying a formula to compute the overall attainment of COs in a course. By multiplying the number of students at each level of attainment by the corresponding level and dividing by the total number of students, a comprehensive understanding of CO achievement is obtained.

At the conclusion of each academic session, the Internal Quality Assurance Cell (IQAC) assumes the responsibility of evaluating Program Outcomes (POs). To achieve this, IQAC employs a "Student Feedback Form" that places significant emphasis on students' career aspirations after completing their B.A. Honours, B.A. General, B.Sc. Honours, and B.Sc. General courses.

The focus extends beyond mere academic progression to encompass vertical progression towards PG entrance exams or other higher academic courses, as well as horizontal progression towards job placements, entrepreneurship, or start-up ventures. IQAC meticulously calculates the percentage of total students who are engaged in higher studies, job placements, or entrepreneurial endeavours, thereby evaluating the POs of different courses based on real-world outcomes. Furthermore, the Career Counselling Cell and IQAC jointly conducts programs on career opportunities for the students based on the student feedback analysis of Program Outcomes.

In essence, the institution's holistic approach to curriculum planning, continuous assessment, and outcome evaluation ensures that students are equipped not only with theoretical knowledge but also with practical skills and experiences that prepare them for success in their chosen careers and endeavours.

2.6.3

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

Response: 74.41

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
126	150	209	191	115

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
226	239	224	203	171

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 30.28

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	30.28436	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college believes in nurturing a conducive environment where one can innovate and ideate with confidence besides learning. Moreover, it is committed in the creation of an ecosystem where the Indian Knowledge System is appreciated by all its stakeholders to the maximum extent possible. It is felt that a deep sense of pride in our traditional knowledge and value systems needs to be rekindled in our students, for them to appreciate and benefit from our immensely rich heritage and knowledge repository.

The dynamic IQAC of the college provides a platform for sustaining the culture of innovation in its activities, and encourages the flow of new ideas and strategies for holistic growth of the college. It guides and advises the various subcommittees of the college and together they create the unique learning environments for the students. The teachers strive to maintain an environment of healthy discussions,

brainstorming and debates, where even the smallest of ideas is never ignored.

At the same time, the IQAC also provide full support to the teachers to continue with their research activities, publish papers, review articles and books to keep abreast with the forefront of knowledge and cutting edge research. They are also encouraged to explore the immense possibilities of our own knowledge systems and discuss them all with the students during their courses of study to attune them for exploring further and continue into higher studies and research.

The programs held in the college throughout the year bear testimony to this claim. The indigenous food culture and traditions of our society for a healthy lifestyle and complete nutrition at minimal costs is an area where the students and teachers of Food and Nutrition department together organise several programs every year. Another such area of intense focus and sustained activity is the adoption of yoga and other indigenous martial art forms for a healthy mind in a healthy body. The sports subcommittee with enthusiastic support of the IQAC organises workshops and seminars to raise awareness and participation of the students in such activities.

Career counseling is another area of focus in the college where the students are constantly motivated to expand and explore their horizons being armed with our traditional knowledge systems. It is hoped that they would be better able to face a rapidly changing world with the confidence in their traditional value systems and knowledge. It is strongly believed that the years spent by the students in an immersive and innovative environment will help them adapt to the novel areas of research and professional and technological environments that will open up before them in the future.

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: 43

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
13	11	10	2	7

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: 1.92

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
32	18	16	18	16

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

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: 1.17

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
35	5	10	10	1

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

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:

NSS Unit-I and NSS Unit-II at our college have consistently organized a diverse range of impactful social activities, aiming to contribute to the community and nurture empathy and emotional intelligence among students. From addressing the aftermath of natural disasters to supporting nearby slum dwellers and addressing public health issues, our students have actively participated in various meaningful initiatives.

--Notable events organized by both NSS units include the Thalassaemia Awareness and Screening Camp in collaboration with the Thalassaemia Control Unit at Calcutta School of Tropical Medicine, Kolkata.

--The college has successfully conducted programs such as campus cleaning, plantation drives, and sapling distribution. Regular clean-up drives are organized to promote cleanliness, waste segregation, and community involvement in maintaining a clean environment.

--During the challenging times of the Covid-19 pandemic, NSS volunteers played a crucial role in various welfare programs dedicated to improving the social, academic, and economic well-being of local slum dwellers, particularly those residing at 144 and 188 Asoke Avenue and 16 Khanpur Road. The commitment and involvement of our students in these initiatives reflect the college's dedication to community service and social responsibility.

-- In collaboration with the Health and Family Welfare Department and the Higher Education Department of the Government of West Bengal, our college arranged a COVID-19 vaccination

programme. Additionally, during the pandemic, students created awareness videos to educate the masses and prevent the spread of the deadly disease in the community.

--Our college has also played a significant role in responding to natural disasters such as Yash, Amphan, Assam flood, and Kerala flood. Relief and aid were extended to Assam flood victims through the reputable non-profit organization Goonj.--

--Furthermore, the college helped local fishermen in Kakdip, Namkhana, and Sagar in collaboration with Sundarban Samudrik Matsyjabi Shramik Union. Fisherwomen in the Sundarbans areas face significant challenges due to frequent natural disasters like cyclones and floods. Many of these women have lost their husbands, who were fishermen, leaving them vulnerable and in need of support. The college collaborates with the fishermen's cooperative society to help these vulnerable fisherwomen. Over the past five years, the college has actively engaged in helping fisherwomen residing in the Sunderbans areas. This assistance primarily takes the form of financial aid, which is aimed at addressing their immediate needs, including clothing and educational supplies. The funds required for this initiative are collected from both the college staff and students throughout the year. This collective effort ensures a sustainable source of financial support for the fisherwomen.

The collective efforts of the college and its NSS units showcase a commitment to making a positive impact on society during both crisis and regular times.

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:

In 2019, *Dr. Moumit Roy Goswami*, the NSS Program Officer at our college, was honoured with the 'Best Program Officer' Award within the University of Calcutta. The prestigious award was presented to him during the celebration of the Golden Jubilee of the National Service Scheme (1969-2019) on September 24, 2019, at Ashutosh Hall, University of Calcutta, marking the NSS day.

File Description	Document
Upload 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: 31

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
4	6	9	6	6

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

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: 5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Infrastructural Facilities of the institution although not abundant are adequate to support the academic and other co-curricular activities of the college.

Classrooms:

The college has 21 fully operational classrooms dedicated to the Arts section.

Science departments, including Physics, Chemistry, Mathematics, Botany, Zoology, Physiology, Environmental Science, and Food and Nutrition, have separate classrooms, each well-equipped with necessary facilities.

One of the classrooms is a Smart Classroom featuring a smart board, Wi-Fi connectivity, and a projector, facilitating modern teaching methodologies.

Laboratories:

Our Laboratories are fully equipped with instruments for smooth conduction of practical classes.

Conference Room:

A dedicated conference room equipped with audio-visual facilities is available for regular use.

Auditorium:

The college houses a spacious, air-conditioned auditorium with a modern acoustic system, primarily used for seminars and related activities.

Computer Rooms:

There are two computer rooms on campus, each equipped with modern desktops, printers, and Wi-Fi facilities.

High-speed internet connectivity is provided in these rooms to facilitate training sessions and practice for students.

Campus:

The college has a beautiful campus featuring two well-maintained gardens and a sports ground.

Library:

The library is well-stocked with nearly 10,000 textbooks and 1,500 reference books, including print journals.

Library facilities are extended to both teachers and students.

The library automation process is underway, utilizing the Koha software.

College Office:

The college office has undergone modernization and is now fully computerized.

Canteen:

The college provides a clean and hygienic canteen, ensuring that students can maintain their nourishment levels during extended class hours.

Students Common Room:

The college features a common room exclusively for students, equipped with a gym, a table tennis board, and various sports items for recreational activities.

Infrastructure Maintenance:

The college administration diligently oversees the maintenance and effective utilization of the mentioned infrastructure.

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: 44.8**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
5.11410	15.5665	15.66919	55.39714	2.05864

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:

The library has been renovated and reference and textbooks for all the departments have been added from the RUSA Grant. There are a little over 10,000 books available in the library at present. Although it is not yet fully automated yet, work is earnestly under way and will soon be completed. The integrated library management system installed is KOHA, version 23.05.10.

Several journals are subscribed by the college, and it is also registered with Inlibnet, thus having access to wide ranging online e-resources and journals throughN-list.

All the departments also have a sufficiently large collection of text and reference books as part of the seminar libraries and these are extremely useful to the students almost every day. They can readily borrow books from there for completing assignments, projects, practical courses and even in depth study

of their theory papers.

The main library is optimally used by both students and teachers, and there is ample space for quiet and secluded reading for 30 persons at any given time. Daily number of students using the library is physically recorded in the log book.

Two computers with internet connections are available for the students during college hours. During the lockdown period of Covid 19 pandemic, all the departments of the college began the system of sharing study materials, soft copies of text books and other varied learning resources with the students through platforms like email, Whatsapp etc in order that the process of learning may continue uninterrupted. This has continued even after normalcy has been restored, and several of these resource materials are stored in the computers for students in the library, for them to access very easily and at their own pace. As there is a general paucity of funds and frequent changes in the syllabus due to the curriculum overhauling (from CBCS to NEP), this has been very effective in dealing with the curriculum delivery in the best possible manner.

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:

Adequate IT facilities and bandwidth is provided in the institution to support the various academic, co-curricular and administrative activities. They are kept upgraded and maintained regularly for the smooth functioning of the college.

Computer Facilities:

The college is equipped with two computer rooms featuring nine modern desktops, one printer, and Wi-Fi facilities.

Additionally, there is a smart classroom with audio-visual amenities, a smart board, and Wi-Fi connectivity.

Internet access is available on all floors of the college, and computer and printer facilities are provided in science laboratories, the office, and the teacher's room.

Online Applications and Portals:

The institution employs various customized online applications and portals to streamline administrative processes:

An online admission portal

Online fees submission portal operational throughout the year

Online feedback website

Portal for internal assessment and attendance reporting

Additional Online Portals:

The college utilizes several other online portals, including:

PFMS

HRMS

RUSA Fund tracker

E-pension

E-Provident Fund

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: 29.59

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

Response: 22	
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

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 3.2</p> <p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <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>1.24133</td> <td>1.34011</td> <td>0.78544</td> <td>2.35363</td> <td>0.98993</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	1.24133	1.34011	0.78544	2.35363	0.98993
2022-23	2021-22	2020-21	2019-20	2018-19										
1.24133	1.34011	0.78544	2.35363	0.98993										
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: 19.85

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
187	221	126	146	40

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](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
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: 8.9

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
178	145	0	0	0

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
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

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: 26.42

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
47	47	58	38	19

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
126	150	209	191	115

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: 1.37

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
7	1	0	0	0

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

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
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 5.6

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
9	6	2	4	7

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:

There is an Alumni Association in the college although it is yet to be registered. However, the college proudly acknowledges that during all these years they have meaningfully contributed towards the growth of the institution through several of their endeavours, and thus forms an integral part of its stakeholders.

Ours is a small college and the ambience has always been such that our students who pass out from here maintain strong bonds with their alma mater. They keep in touch with their teachers, and the connections have become much stronger in these days of social media. There are quite a few of our ex-students who actually teach in this institution at present and the college is inordinately proud of them. Some of the really artistic ones among them continue to participate in college functions and even help to organise them and prepare the participants for these functions. From time to time, they willingly attend motivational sessions in the college, where they directly share their experiences of higher studies, career options and how to go about them with the current batch of students. Every department has social media groups with their alumni, thus maintaining contact and being aware of their activities and achievements right up to the present.

The alumni also finds representation in the college IQAC, and is involved directly in the various activities of the college through it. New alumni are regularly inducted into the association after each academic year is completed, and the college takes immense pride in nurturing the beautiful relationship with the ever growing number of students who successfully pass out from its portals. Several among them are in prestigious positions now, whether pursuing their careers, research or higher education. They are the role models of our present students, inspiring and influencing them for their yet unexplored futures.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college is a leading women's education institute that offers higher education to girls and empowers them to be socially aware, self-sufficient, and financially independent. It has a well-organized management system that involves all stakeholders and decentralizes the entire academic and administrative process. It also seeks the feedback of all stakeholders before implementing any major decision or policy, ensuring transparency and excellence in academics and co-curricular activities. It is ready to adopt the National Education Policy 2020, having prepared itself for the implementation and it has come into effect from the session 2023-24. Teachers from every department have been encouraged to attend all the workshops on NEP organised by the university or the government.

The college's values of women's education are:

- To provide higher education and empowerment to all the girl students of the society.
- To impart liberal, contemporary, and forward-looking education and develop personality.
- To celebrate their achievements and help them gain recognition and acceptance in society.
- To empower the women by enriching them with our indigenous knowledge system.

The college's governance is:

- Democratic and participative at all levels of management, in alignment with its vision and mission.
- Holistic and responsible, instilling moral values, discipline, and dynamism in the students.
- Well-structured and decentralized, ensuring participation of all stakeholders and effective communication among the various bodies.
- Transparent and aiming for excellence, consulting all stakeholders and sharing information regarding new initiatives adopted by the college.

The college's management structure is:

- The Governing Body: The highest authority that takes all policy decisions and strategies for the sustained growth of the college.
- The Principal: The chief administrator and executor of all orders from the Government, the UGC, the Governing Body, and the University.
- The IQAC: A dynamic and enthusiastic body that decides on all quality initiatives and control with efficient distribution and delegation of responsibility, resources, and manpower.
- The Teachers' Council: The coordinating body that liaises with all the departments and the

Principal through regular meetings and discussions.

- The Subcommittees: The functional units that look after all the main activities of the college such as Admission, Examinations, Academics, Library, Sports, Cultural Activities, Scholarships, and various others. The Grievance Redressal Subcommittee, Placement and Career Counseling Cell, and some others are responsible for discharging some of the vital specific functions essential to the governance of the institution.
- The Departments: The operational units that carry out the detailed activities and classes of the department with reasonable autonomy and in consultation with all the other departments and the central time table. The Head of the Department is at the helm of the entire workings of the respective departments.
- The Support Staff and Office Staff: The administrative units that assist the Principal and the teachers in the day to day administration of the college.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institution plans its goals, policies and strategies for growth, systematically projecting and developing blueprints with fairly long term targets and objectives. Of most relevance are the several short-term plans, formulated with specific objectives and goals, which when taken together lead to the fulfillment of the long term plans. In fact, they serve as the actual policy framework which resonates with the mission and vision statements of the college. The major plans which have been implemented are:

1. Plan for RUSA 2.0 grant.

The Detailed Project Report for Component 9 (Infrastructural Grants for Colleges) under RUSA was prepared for submission, providing comprehensive information of existing infrastructure of the college at the time and outlining the physical and financial outlay required for an expansion. It included the construction of new facilities, renovation and upgradation of existing ones, and procurement of new equipment, computers and books.

1. Plan for the implementation of CBCS Curriculum.

The teacher's council of the college in its plan for the Session 2018-19 drew up details for

implementation of CBCS Curriculum from the new session. Much effort was put in to formulate a systematic strategy where both the Annual (1+1+1) curriculum and the new CBCS curriculum would be in place. This involved augmentation of infrastructure and teaching resources, appointment of teachers in vacant posts and preparing teachers for the new methodology. A new committee was created to provide them necessary information and resources to grasp the salient features of the new curriculum. All government orders and university guidelines, information on workshops on CBCS would be provided to the teachers so that they are adequately prepared to deal with the students taking admission in the new system with confidence and clarity.

1. Plan of action for the Covid-19 Pandemic period.

The Covid - 19 pandemic brought about unprecedented challenges to the teaching learning process all over the world. The complete lockdown which came about in March 2020, dealt a severe blow to all the regular college activities including classes and examinations. Although initially there was a chaotic period of indecision where staying safe and healthy was the main concern, the college was remarkably quick to adapt to the challenges with the online mode of teaching. The teacher's council resolved to do all that was necessary to continue uninterrupted with classes, evaluation and most of the other activities of the students in this period with a structured and well-defined plan of action.

1. Plan of action for the implementation of the NEP Curriculum.

The academic subcommittee of college took the initiative to plan ahead in minute detail for the NEP Curriculum which came into effect from July 2023. The strategy outlined therein included dissemination of all important information from the Government and affiliating university regarding NEP, encouraging the teachers to attend workshops and seminars to train and equip themselves with the necessary knowledge, and preparing the resources and infrastructure of the college to adequately deal with the requirements of the new system in the best possible manner.

File Description	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

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:

Welfare Schemes for Teaching and Non-teaching Staff

- Group Life Insurance: Extended coverage is provided for both teaching and non-teaching staff.
- The general provident fund facility is available to all staff members appointed to substantive posts. Staff members have the option to obtain loans from the Provident Fund in accordance with government regulations.
- Staff Credit Co-Operative Society: Both teaching and non-teaching staff as members, can borrow funds as loans from the Co-Operative Society, to be utilized for a useful purpose.
- West Bengal Health Scheme: Improved medical facilities are offered to all teaching and non-teaching staff and their dependents.
- Both teaching and non-teaching staff are entitled to Maternity and Paternity Leave in accordance with government regulations. Additionally, they can utilize various types of leave, such as Medical Leave, Earned Leave, Casual Leave, and Childcare Leave.
- Puja Bonus: The college's casual staff received an ex-gratia bonus from the college fund during Durga Puja Festival. Non-teaching staff and State Aided College Teachers receive an additional bonus during Puja from State Government.
- Retirement Benefits: Pensions, Gratuity, and Leave Encashment.
- Academic Development: Faculty members are encouraged to participate in workshops, Faculty Development Programs (FDP), and seminars for academic and professional growth.

Institutions Performance Appraisal System for teaching and non- teaching staff

Teaching Staff:

1. Faculty performance assessment aligns with UGC regulations and State Government directives.
2. The institution utilizes a Self-Appraisal Report system for monitoring teaching staff performance, covering class teaching, examination-related duties, academic and administrative responsibilities, and participation in professional development activities.
3. The IQAC has developed an Academic Performance Sheet for faculty, completed monthly and submitted to the IQAC Coordinator for verification.
4. The coordinator reviews the sheet, offers suggestions as necessary, and communicates findings to the principal monthly.
5. A comprehensive feedback system managed by the IQAC collects student insights on faculty performance, teaching methods, and evaluation processes.
6. Low evaluations prompt interventions for improvement directed by the IQAC.
7. The IQAC manages the entire process to ensure objectivity and impartiality.

Non-Teaching Staff: The appraisal process for non-teaching staff aligns with UGC norms and State Government directives.

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: 20.54

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
14	3	14	4	11

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
0	0	0	0	0

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

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:

1. Financial Audits:

- The college, being government-aided, undergoes financial audits by an external auditor appointed by the Higher Education Department of the Government of West Bengal.
- Internal audits are conducted by S.N Singh and Company, Chartered Accountants based in Kolkata.
- This ensures transparency and adherence to regulatory standards.

2. Financial Management:

- The Principal, Bursar, and Accountant collectively oversee all financial transactions.
- New projects or activities require funding approval from the Governing Body, preceded by a comprehensive proposal to the Finance Sub-committee.
- Purchase and Finance committees scrutinize proposed expenditures, and timely bill submission is essential for fund release.

3. Revenue Sources:

- The college is primarily funded by the Government of West Bengal and generates revenue from student admission and hostel fees.
- RUSA funds, received in the 2017-18 fiscal year, are allocated for college and hostel building development.
- Interest from fixed deposits and rent from the IDBI Bank ATM also contribute to revenue.

4. Fund Allocation and Utilization:

- Funds are strategically allocated to benefit students and cover various expenses.
- Purchase and Finance committees plan fund mobilization, allocate funds in the general budget, and oversee utilization.
- Areas of development covered include building maintenance, staff salaries, academic and co-curricular activities, and contingencies.

5. Procurement Processes:

- Purchases follow a tender system, and transactions are supported by vouchers.
- Bills are processed by the Accountant, Bursar, and Principal to ensure financial accountability.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes, adhering to guidelines and curriculum of the State Government. It has prepared the institution for the adoption of the National Education Policy (NEP), ensuring alignment with national standards.

The institution assesses its teaching-learning processes, organizational structure, and methodologies, with the IQAC overseeing the following activities:

1. **Academic Monitoring:** With the Academic Sub-Committee, it monitors and reviews methodologies, operations, and learning outcomes at regular intervals. It ensures infrastructural support and maintenance of classrooms, laboratories, library and the office.
2. **Self-Appraisal of Faculty:** Self appraisal also contributing to academic monitoring, the IQAC has devised a monthly Academic Performance Report for faculty, which they complete and submit for verification. The IQAC Coordinator reviews them, offers suggestions, and communicates them to the principal.
3. **Continuous Internal Assessments:** Continuous internal assessments are in place to gauge student progress and comprehension, and are integral to ensuring ongoing learning and improvement. Teachers design and administer regular tests, quizzes, and assignments aligned with the curriculum, providing valuable feedback to students for their academic development. IQAC oversees this process to maintain consistency, fairness, and adherence to educational standards, fostering a conducive environment for continuous learning and growth.
4. **Mentoring Classes:** The IQAC supports mentoring classes for the students arranged by the departments, which aid slow learners by providing additional and individual assistance. For high-achieving students, guidance is offered to excel in examinations and secure placements or admission to postgraduate courses.
5. **Student Feedback Mechanism:** The IQAC manages a comprehensive feedback system where students provide insights on faculty performance, teaching-learning processes, and evaluation methods. This feedback is crucial in gauging the actual quality of the educational experience. In cases of low evaluations, the IQAC directs necessary interventions for improvement. The entire process is exclusively managed by the IQAC, ensuring objectivity and impartiality.
6. **Seminars and Magazines:** The IQAC organizes seminars and webinars for students, along with pertinent training programs for the staff. It also encourages the publishing of wall magazines and e-zines by the departments as well as the annual college magazine.
7. **Internal Academic Audit:** Internal Academic Audit is conducted by the IQAC to ensure that the departments have successfully executed all curricular, co-curricular, and extra-curricular activities, while also maintaining proper documentation of these activities.
8. **Holistic Development Initiative:** Prioritizing vocational education and soft skill development, the IQAC ensures that the college offers diverse diplomas and certificate courses to the students and there are plans for further skill development programs in the future. It actively embraces Indian culture and heritage and advocates for yoga to promote physical and mental well-being of the students.
9. **Teacher Support:** IQAC ensures timely completion of the procedural requirements for the Career Advancement Scheme of the teachers. It monitors the processes through which they can continue research work for Ph.D. or other Faculty Development programs.

AQAR Submission: the IQAC prepares the AQARs and ensures their timely submission every year.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	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

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:

Gender equity and sensitization are integral aspects of the educational environment at our Women's institution. Despite being a women's college, the concept of Gender Audit remains relevant as it equips our students with essential knowledge for their future professional endeavours. Gender Audit entails examining the structure, policies, and programmes of an organization to identify and address any discriminatory practices against women. By sensitizing our students to these issues, we empower them to advocate for justice and equality, aligning with the institution's mission and vision.

To ensure a safe and secure campus environment, stringent measures are in place. The college premises are under CCTV surveillance, and a security guard is stationed throughout the college hours. All students are issued identity cards upon admission and encouraged to always wear them. Strict protocols are enforced against ragging or any form of sexual harassment, with severe consequences for offenders. Additionally, teachers are readily available for mentoring and counselling, addressing students' academic, psychological, or other concerns.

Both curricular and co-curricular activities emphasize gender equity and sensitization. Social science courses explore deeply into gender issues, fostering critical discussions and awareness. Various departments, and also NSS units and the cultural sub-committee, organize activities focused on women empowerment, safety, security, and self-defence, as well as promoting good health and nutrition. Annual celebrations like International Women's Day feature engaging lectures by esteemed personalities, along with poster presentations addressing pertinent gender-related themes. Furthermore, medical camps are conducted regularly to raise awareness about blood group determination and Thalassemia.

Art and craft courses are offered to students, aiming to impart skills that could be valuable for future business ventures. Students actively participate in creating and publishing the college magazine, departmental wall magazines. These activities expose students to a diverse range of ideas and opportunities, equipping them with valuable skills for their future endeavours.

The Women's Cell conducts annual gender audits by taking feedback from students on various gender-related issues. This feedback is analysed to identify areas for improvement and to organize seminars, workshops, debates, and other programs aimed at increasing awareness. Post-program feedback is collected to evaluate the effectiveness of these initiatives and measure the progress towards gender equity.

In conclusion, our Women's institution is committed to fostering an inclusive and empowering

environment where gender equity and sensitization are prioritized. We have conducted a Gender Audit with a team comprising internal college members and external members from a West Bengal State Government University. Through a combination of rigorous academic discourse, engaging activities, and proactive measures, we strive to prepare our students to become informed and empowered advocates for gender equality in their future endeavours.

File Description	Document
Upload 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

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
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The institution recognizes the importance of a democratic and inclusive environment in the campus, which is consistent with its core values and beliefs. All policies and actions therefore seek to ensure dignity, respect, justice and equality, diversity and human rights, courage and responsibility. Equality demands equal access and opportunity, and protection from discrimination to enable equal participation. Deep faith in these principles guides the teachers and students alike in all activities and interpersonal relations. A harmonious tolerance towards cultural, regional, linguistic, communal, and socio-economic diversities is encouraged, and the students are sensitized so that they understand their duties to the society as responsible citizens of tomorrow. The college admission is merit-based, with students from all religious and linguistic communities, and varied socio-economic backgrounds finding representation.

The NSS units of the college involve students in different community programs that serve all sections of the society. Commemorative days like Republic Day and Independence Day, NSS Day, College Foundation Day, World Democracy Day, International Mother language day are celebrated with fervour and cultural activities encourage harmony and tolerance of diversities. The students are taught to empathize with the marginalized sections of our society and to stand by them in solidarity through social service and outreach programs. Health camps are conducted in local slum areas, and financial aid provided to some of the hapless victims of natural calamities from the Sunderbans region.

Enthusiastic involvement of teachers and students in equal measure is evident in the various programs of the college when everyone sits together to discuss and chalk out programs in detail, from start to finish, be it in the sports field, a cultural or academic event, preparation of newsletters, magazines, or e-zines. Responsibilities are shared, delegated and completed, suggestions being always welcomed and appreciated. Connecting with the young minds brings new insights and broadens outlooks, their

enthusiasm and energy is pleasantly rewarding for the teachers. The students sense the responsibilities that are entrusted with them without any discrimination during these activities and this brings their leadership qualities to the fore. After every successful venture, the motivation and sense of equality and achievement enthused in everyone is invigorating and uplifts the collective morale.

In the light of the New Education Policy 2020, the college aims to generate awareness of the Indian Knowledge System among the students. Through various activities such as seminars, special lectures and practical demonstrations, the immense possibilities of our inherent knowledge repository is to be highlighted and celebrated, so that the students take pride in them and acquire the confidence to adapt them in their future academics or careers.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Practice: Empathy (Sahamormita)

Objective:

- Offer financial aid and resources tailored for fisherwomen disproportionately impacted by disasters.
- Support livelihood restoration and creating income-generation opportunities.
- Strengthen community resilience by raising awareness and empowering fisherwomen to cope with and recover from calamities.

The Context:

- **Collaborative Effort:** Fisherwomen in the Sundarbans areas face significant challenges due to frequent natural disasters like cyclones and floods. Many of these women have lost their husbands, who were fishermen, leaving them vulnerable and in need of support. The college collaborates with the fishermen's cooperative society to help these vulnerable fisherwomen.

- **Financial Support:** The primary form of assistance provided is financial aid, which is used to address necessities such as clothing for the women. Funds for this initiative are collected throughout the year from teachers and students of the college. The collected funds are distributed to the beneficiaries before important festivals, ensuring timely support.
- **Education Support:** In addition to providing aid to fisherwomen, the initiative also supports the education of secondary school students who have been affected by natural disasters.
- The sustainability of the initiative relies on continued collaboration, fund mobilization efforts, and ongoing assessment of beneficiaries' needs.

The Practice:

- **Financial Aid Distribution:** Over the past five years, the college has actively engaged in helping fisherwomen residing in the Sunderbans areas. This assistance primarily takes the form of financial aid, which is aimed at addressing their immediate needs, including clothing and educational supplies.
- **Source of Funds:** The funds required for this initiative are collected from both the college staff and students throughout the year. This collective effort ensures a sustainable source of financial support for the fisherwomen.
- **Mode of Distribution:** Once the funds are collected, they are distributed to the beneficiaries in a timely manner. This distribution can take various forms, including monetary aid or the provision of essential items such as clothing and educational supplies, depending on the needs of the recipients.
- **Regular Communication:** The college maintains regular communication with the beneficiaries to assess their ongoing needs effectively. This communication allows the college to stay informed about the evolving needs of the fisherwomen and enables them to offer further assistance as required.
- **Environmental Awareness:** The college also emphasizes the importance of environmental awareness and conservation among the fisherwomen and the broader community. By fostering a sense of environmental stewardship, the college aims to create a more resilient and sustainable future for the Sundarbans region.

Evidence of Success:

- **Positive Feedback:** The success of the initiative is evident through the positive feedback received from beneficiaries residing in the Sunderbans areas. Feedback from beneficiaries highlights the significant benefits received from the financial aid and support initiatives.
- **Increased Outreach:** The positive feedback has prompted the college to increase its outreach efforts and expand support initiatives to further assist the fisherwomen community.
- **Continuous Improvement:** This feedback loop ensures continuous improvement in the assistance provided, allowing the college to tailor its efforts to better meet the evolving needs of the fisherwomen community.
- **Establishment of Trust:** The college has successfully established a strong bond with the

community, earning their trust and confidence in the continued support provided.

Problems Encountered and Resources Required:

- **Logistical Challenges:** Implementing the practice faces logistical constraints due to the remote locations of the Sunderbans, posing difficulties in reaching the beneficiaries.
- **Resource Availability:** Another challenge is the availability of funds and resources to sustain the initiative over time.
- **Mitigating Factors:** Despite these challenges, the commitment of college staff and students, along with the support of the fishermen's cooperative society, helps mitigate obstacles.
- **Collaboration and Resource Mobilization:** Continued collaboration and resource mobilization efforts are essential to ensure the success and sustainability of the practice.
- Overcoming these challenges requires a concerted effort to secure ongoing support and resources, ensuring the long-term viability of the initiative.

Best Practice 2

Title of the Practice: Eat Well to Live Well (Sustaining Good Health through Nutritional Awareness)

Objectives:

- Raise awareness about healthy nutrition and eating habits among college students.
- Empower students to make informed dietary choices for themselves and their families.
- Cultivate practical skills in meal planning and preparation.
- Contribute to addressing food security and undernourishment challenges in India.

Context:

- India faces significant food security and undernourishment challenges, highlighting the need for access to affordable, nutritious food.
- Lack of understanding about nutrition and unhealthy dietary habits pose significant challenges.
- As a women's college, students play a pivotal role as future mothers and contributors to society, underscoring the importance of equipping them with nutrition knowledge.

The Practice:

- The Food and Nutrition department annually celebrates National Nutrition Month to promote healthy eating habits.
- Events include a keynote lecture by a renowned dietician, poster presentations by students, and a quiz on health and nutrition.

- The highlight is the student-organized food fair, where students prepare and sell nutritious dishes, showcasing their culinary skills and commitment to promoting healthy eating.

Evidence of Success:

- The student-organized food fair illustrates practical application and a dedicated effort towards promoting healthy eating habits.
- Students show increased awareness about nutrition and its implications for health, suggesting effective educational interventions.
- Positive feedback from attendees, along with potential shifts in dietary habits over time, serves as indicators of the event's success.
- The full-day celebration of Nutrition Week 2022 was unequivocally successful, evident from the enthusiastic participation of college staff, teachers, and students across all activities.

Problems Encountered and Resources Required:

- Logistical challenges in organizing events and ensuring sustained engagement.
- Collaboration with external experts and organizations requires resources and coordination.
- Ongoing educational materials are needed to reinforce nutrition-related knowledge.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our Institution was established during a period of political and social turmoil in the state. There was an immense influx of refugees in West Bengal from Bangladesh which presented some very immediate challenges of their rehabilitation and integration in the new country. Colonies grew up in several parts of the state to accommodate the new population, and our college is located in one such colony area. As the new population gradually adjusted and integrated themselves into the national fabric, there soon arose the necessity of educational institutions in the locality for the children of these people, Thus our college was established almost overnight, because of the overwhelming desire for mainstream higher education of the people, coupled the untiring efforts and exceptional foresightedness of some eminent personalities of the region.

Beginning its journey as a single college, it was subsequently divided into three independent institutions, and necessity demanded that there be an institution solely catering to the women of the region. Consequently, Netaji Nagar College for Women began its solo journey in 1986 as a morning college in the same premises as its two other sister colleges. Finally, with its own building in a separate campus, it became a day shift college from the year 2006.

The *neighborhood* has grown and developed much in the intervening period, while remaining tethered to its traditions, culture and values. At the core remains the undeniable necessity of a holistic and affordable education for all, which will empower and instill confidence in the students so that they become socially responsible citizens of tomorrow. The college strives to fulfill this requirement, working hand in hand with the people of the region, to bring about sustainable growth, industry, development and employment opportunities for them.

Our vision reflects these same values as we strive to enlighten and empower women through education. As an integral part of the society, our activities are ever in consonance with its well being and development. The students, staff and the people from the locality are always involved together in activities to nurture a healthy neighborhood, while our students learn to be conscious of their roles as its integral and responsible citizens.

Some of our salient activities continuing over the years have been:

1. As part of outreach programs, the college has collaborated with the neighbourhood NGO “Apon Aalo” and offered them the college premises for conducting various activities of their special school for autistic children. The students of the college have also enthusiastically participated in cultural activities along with these special children. They have become aware of the special needs of the differently-abled children, and learned to value empathy, inclusion and gender equity from their interactions.
2. Every year, the college provides support to several students from underprivileged and financially weak backgrounds, for continuing with their studies. Hostel accommodation, and educational resources are offered if required, and financial help for tuition and examination fees are taken care of by the college on several occasions.
3. The college with the help of the NSS Units, has been organizing regular health camps for the people of the neighbouring areas. These include Free Eye testing Camps, free Health Check-ups and Blood Donation Camps.
4. The students have conducted surveys in the locality to understand first hand their needs and expectations from the college, and welcomed suggestions for further growth and development of the college. The information analyzed has contributed to actions taken to bring about changes in various aspects and functions of the college.
5. Environmental awareness programs are organized together with the local population focusing on tree plantation, improving green cover and a clean surrounding. A People’s Biodiversity Register (PBR) of Kolkata Municipal Corporation Ward No 98 has been prepared by the Departments of Environmental Science and Zoology of the college, with the guidance of Dr S.N.Ghosh, Senior

Biodiversity Officer, West Bengal Biodiversity Board which includes Landscape, Lifescape and Peoplescape Diversity of the area.

6. The College canteen which serves wholesome clean food to the staff and the students during college hours also has a system to cater to the local people of the area. The same food here is available during the day at very reasonable prices for persons other than college students and staff from a separate takeaway point.
7. There is a IDBI Bank ATM installed in a kiosk within the college premises and this is used by the college staff as well as a good number of the local people throughout the day. There is no other bank ATM in the exact vicinity of the college, and has proved to be of immense service to the local people.
8. As a tradition, the staff and students of the college always take part together in all cultural, sports and other programs being organized in the college, sharing ideas and resources, the stage and even accolades. A healthy interaction and easy camaraderie is evident at all times, making for strong bonding and lasting relationships even when the students pass out from the institution.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

A pioneering women's education institution in the region, the college also has a hostel with accommodation for more than 60 students. The construction for this was initiated with UGC grants and further renovated from RUSA grants.

Many of the teachers have taught post graduate classes or specialized courses for reputed universities and institutions in the state as guest faculty from time to time.

Dr Barun Pal of Mathematics department is a Visiting Associate at IUCAA. Dr Pradip Thakur of Physics Department has a prestigious ongoing research project with a research scholar who is registered with him for Ph.D. Dr Niranjan Jaladas of History Department is a recognized name in the region for his expertise and extensive research work on the marginalised societies of the Sunderbans. Dr. Bipul De of the Economics Department has authored Text Books for the newly Introduced NEP Curriculam in the Calcutta University B.Com. Syllabus.

Teachers dedicatedly work with NGOs and other organizations for social causes and campaigns on personal levels throughout the year. There are many talented artists, singers, dancers, language experts, photographers and film makers among the staff. One of our teachers is also a state level yoga expert and instructor of repute.

Besides pursuing academics our students also participate in extracurricular events within college and outside, winning many laurels and accolades. There are yoga or martial arts experts, talented artists of theater, singers and dancers among them. Our alumni have established themselves in wide ranging careers, or are pursuing higher studies and research. The college nurtures a lasting bond with them, taking immense pride in their achievements and acknowledges their sustained contributions to various college events.

Concluding Remarks :

Despite challenging handicaps like limited scope for expansion, dwindling resources and student strength and a severely understaffed office, the core strength of our institution is its team spirit, dynamism and flexibility to accept challenges and adapt to changes. Commitment to academic excellence with dedication, sincerity, transparency and accountability ensures that vital functions are still completed in time despite these constraints.

Our vision is furthering the cause of women's education, and preparing students for leadership roles in society through an integrated development that emphasizes holistic and participative learning. Social awareness and responsibilities are developed and participation encouraged and facilitated not only in extracurricular activities, sports and cultural programs but also in community services and extension initiatives.

A transformative education is envisaged, where gender sensitization and equality, inclusion, personal dignity and security are ensured with psychological support and counseling. Sustainable development, waste management, resource conservation with green initiatives follow from the energy and environment policies that are in place.

Quality enhancement embracing technology and ICT tools, encouragement for independent thinking, research

and skill development and optimization of available resources sum up the overall teaching learning experience.

In the final analysis, although the institution has grown from strength to strength, we reiterate our promises and commitments, where our vision and mission remain unwavering. Adapting to the challenges of the higher education scenario, we shall continue our efforts at empowering students to face the contemporary and rapidly changing world undaunted, as a premier institution for the education of women.