SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SIDDHINATH MAHAVIDYALAYA

VILL - SHYAMSUNDARPUR PATNA P.O.- SHYAMSUNDARPUR PATNA P.S.-
PANSKURA DIST.- PURBA MEDINIPUR
721139
www.siddhinathmahavidyalaya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Siddhinath Mahavidyalaya, a government-aided co-educational undergraduate college affiliated with Vidyasagar University, is nestled in the rural ambiance of Panskura-1 Block, Purba Medinipur, West Bengal. It was established in 2013 and was initially run by the Shyamsundarpur Patna Educational & Charitable Trust. The college has become a beacon of hope for students in this remote area. It aims to fulfill the educational aspirations of students, especially girls from minority-dominated, tribal-based, and economically backward communities.

The college owes its existence to the dedication and vision of Sri Nirmal Chandra Maity, an educationist and headmaster who founded the college. His relentless efforts, along with the generous land donation by Rabi Nath Mahanta and the support of S.S. Patna Educational and Charitable Trust, brought Siddhinath Mahavidyalaya to life. The college officially started its journey on March 15, 2013, with a mission to provide higher education opportunities to those who previously had limited access.

The college operates under a robust administrative structure governed by a body formed according to the rules of the Government of West Bengal and the affiliating University. This Governing Body oversees policy determination, staff appointments, financial audits, budget approval, and overall governance, ensuring the institution runs smoothly and effectively.

Academically, Siddhinath Mahavidyalaya offers 10 Honours subjects and 20 General subjects across Humanities and Science streams. The institution is equipped with 25 classrooms, including 8 ICT-enabled rooms, and 6 laboratories. The college's academic success is supported by a dedicated faculty of 34 permanent members, including the Principal and Librarian, and 15 permanent non-teaching staff who are integral to its operations. Quality assurance is maintained through the Internal Quality Assurance Cell (IQAC), ensuring the continuous improvement of educational standards and infrastructure.

Vision

Siddhinath Mahavidyalaya set off on its journey with a vision. Since the very inception of its journey, the institution has been cherishing a dream of enrolling the students emphatically the girl students belonging to socio-economically weaker sections of its local ambit into higher studies. This rural college focuses on the eradication of the negligence of higher education.

This institution spotlights the shaded mental state of the rural backward classes reluctant to progressive education. It beyond its so-called institutional exercises plays a pivotal role as the catalyst bringing the indifferent into the light of a different world- a world transforming utopian ideas into fact to opportunities for higher studies. So, to say since 2013 Siddhinath Mahavidyalaya has been playing the role of a beacon light to all the aspirants of various strata of the society to navigate and anchor them safely into the harbours of self-identity and self-establishment.

Mission

Following the famous dictum "If your path is beautiful, first confirm where it leads to; but if your destination is beautiful, go ahead how the path is" our glorious institution has also set up a few targets or missions for the betterment of the students as they are the pilgrims of this holy temple of learning. Pages of the history of our college tell us that since the maiden day of our college girls' students from tribal sections, minority, and economically backward society have been admitted here at a large scale. So, the mottos of our college are as follows:

1. To scatter the seeds of education in every corner of these rural and remote areas.
2. To boost up confidence among the deprived sections that education is open to all.
3. An educated girl can radically change the scenario of her family.
4. Dropout boys and girls should be encouraged to be enlightened by the light of education.
5. To eliminate superstitions and old beliefs among parents through students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution imparts higher education to students of which a significant percentage are first-generation learners, coming mostly from socially and economically backward communities.
2. Motivated Faculty and ICT-trained faculty members.
3. Teachers of the departments always invite students for personal guidance and counseling.
4. Girl students, socially and economically disadvantaged sections like SC, ST, and OBC bear a positive attitude to life and this element.
5. The central library and all the departmental libraries have physical libraries with some collections and guided ICT facilities. Partially automated central library on KOHA cloud having more than 4927 books, newspapers, magazines and periodicals, desktops, printers, etc.
6. Extensive use of ICT in teaching-learning-evaluation to improve the learning experiences of the students through the use of ICT-enabled seminar halls and classrooms, Wi-Fi, well-equipped laboratories, and WhatsApp Groups.
7. MOU-s with various institutions.
8. Scholarship helps desk and concessions to reduce dropouts.
9. The college has a registered Alumni Association which actively contributes to the development of the college.
10. The college NSS units (01) function, conduct regular programmes, and organize various outreach activities.
11. A plastic-free campus, created from the principles of green aesthetics and modern hygiene and indigeneity, vermicompost management, and rainwater harvesting for future use.

Institutional Weakness

1. Locational disadvantage owing to the distance from roads and railheads, and the non-availability of bus routes.
2. Rural Geographical location.
3. Inadequate number of classrooms.
4. Low student enrolment.
5. Inadequate Development funds, fewer financial resources, and backup from funding agencies.

6. Lack of Consultative and Placement opportunities for students within the campus because of its location, students are rarely exposed to real-life working opportunities in corporate industries.
7. Not all classrooms are ICT-enabled.
8. More Alumni participation and contribution are required.

Institutional Opportunity

1. Scope to increase infrastructural facilities.
2. Bringing first-generation learners to the mainstream of education.
3. Implementation of LMS (Learning Management System).
4. Initiation of more skill-based programmes.
5. To equip more classrooms with ICT and smart room facilities.
6. To sign more MOUs and encouraging more exchange of faculties and students with the neighboring HEIs.
7. To encourage the faculty members to write more quality research papers and publish those in UGC–listed journals and books.

Institutional Challenge

1. The College is situated in a rural location where most of the students who are first-generation learners, are coming from rural backgrounds. To motivate the students to higher studies and help them to get career opportunities is a challenge to the Institution.
2. It is a challenge to motivate students to be admitted to science departments where a shortfall of admitted students has been observed recently.
3. Financial self-sufficiency and the generation of funds from non-government sectors is a serious challenge to the development of academic and infrastructural facilities.
4. Improving the laboratory conditions and providing new advanced instruments is a challenge for us keeping in view the scarcity of funds.
5. To increase the number of classrooms and laboratories.
6. Creation of additional space for the college library.
7. To increase student enrolment. Strengthen the culture of research and enhance the quality and number of publications by faculty members
8. Early marriage and dropout due to various reasons.
9. The administrative challenges arising out of the introduction of the CBCS system, as well as the NEP 2020 with a heavier emphasis on a multi-disciplinary and multi-lingual curriculum framework.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation

Being a higher education institution in the rural fabric of Purba Medinipur, Siddhinath Mahavidyalaya bears the lamp of knowledge to eradicate the dark of unconsciousness among the rural people. The twelve (12) UG programmes of the college affiliated to Vidyasagar University firmly adhere to the CBCS curriculum

[introduced in 2017 (B.Sc.) and 2018 (B.A.) respectively]. In 2023-24 academic year, the NEP curriculum is also introduced. For effective delivery of the intricate and outcome-based curriculum, the following academic exercises have been implemented viz. preparation of academic calendar, central/departmental routines, scientific internal assessment strategy, organisation of certificate courses, feedback analysis system, faculty exchange programme under MoU, question bank preparation, strategy for especially abled students, mentor-mentee system, LMS, etc.

Academic Flexibility

The college has introduced and completed 27 value-added/ add-on/ certificate courses from 2018-19 to 2022-23. The duration of these courses is 30 hours in most of the cases. These courses are with well-framed syllabi beyond the purview of the existing syllabus of Vidyasagar University with the objective to develop some employable as well as analytical skills. 54.38% of students have completed courses successfully.

Curriculum Enrichment

The institution inculcates cross-cutting issues like professional ethics, human values, gender, and environmental sustainability through well-planned programmes like seminars, workshops, out-reach programmes etc.

In the last academic year i.e. 2022-23, 41.28% students have completed project works in the programmes like Bengali (H), Geo. (H), Education (H), and Physical Education as part of experiential learning.

Feedback System

Institution feedback have been taken on academic performance and ambiance of the institution from three stakeholders viz. Students, teachers, and alumni for 2021-22, 2022-23. Feedback forms are analysed, action taken reports are prepared and forwarded to the governing body and office of IC, Vidyasagar University. The feedback analysis, and ATR are displayed in the institutional website.

These curricular measures will surely help the holistic development of students.

Teaching-learning and Evaluation

Siddhinath Mahavidyalaya, affiliated with Vidyasagar University, integrates modern educational practices and technology to enhance learning and assessment processes. The college's infrastructure includes Wi-Fi enabled seminar halls, library reading rooms, and ICT-equipped classrooms with projectors, supporting contemporary teaching methods.

During the pandemic, Siddhinath Mahavidyalaya swiftly adopted virtual platforms like Zoom, Google Meet, and WhatsApp for seamless online classes and webinars, ensuring uninterrupted learning. The college's automated library, managed via KOHA Library Management Software, facilitates easy access to extensive resources, encouraging independent research.

Practical education is bolstered by well-equipped laboratories tailored to diverse disciplines, featuring tools such as Q-GIS, Google Earth, and programming languages like Python and MATLAB. Students actively utilize ICT tools such as MS Word, PowerPoint, and Excel for presentations and assignments, enhancing their digital literacy.

Faculty members engage students through robust learning management systems (LMS), disseminating materials through email and WhatsApp, and conducting continuous online assessments. The college upholds transparency through the sharing of assessment outcomes and regular parent-teacher meetings, supported by an efficient Grievance Redressal Cell.

Aligned with Vidyasagar University's directives, Siddhinath Mahavidyalaya employs a Credit Based Choice System (CBCS) since 2018, balancing internal evaluations and external examinations to ensure comprehensive student assessment and uphold academic standards.

Beyond academics, the college promotes holistic development through co-curricular activities, extension programs, and cultural events, fostering teamwork, leadership, and social responsibility. These initiatives cultivate critical thinking and bridge theoretical knowledge with practical challenges, preparing students to be conscientious contributors to society.

Siddhinath Mahavidyalaya's dedication to educational excellence, leveraging ICT tools and adhering to prescribed curricula, underscores its commitment to nurturing well-rounded professionals equipped for global challenges.

Research, Innovations and Extension

Siddhinath Mahavidyalaya's Research and Development (R&D) Sub-committee fosters innovation and creativity through several key initiatives:

1. **Indian Knowledge System (IKS):** Organizes events to promote India's ancient knowledge and heritage.
2. **Research and Innovation:** Provides ICT-enabled classrooms, seminar halls, libraries, and laboratories for research. Promotes seminars, workshops, and publishes "Shodhyajoti," the college's research anthology.
3. **Incubation Centre:** Collaborates with Mouchak Sebashram for hands-on training in arts, crafts, soil analysis, vermicomposting, and mushroom cultivation, enhancing entrepreneurial skills.
4. **Intellectual Property Rights (IPR):** Raises awareness of IPR through extension lectures.

Outcomes:

- Encourages student entrepreneurship.
- Supports business startups with resources, mentoring, training, and seed funds.

Community Engagement and Social Responsibility: Engages in community outreach through NSS, IQAC, Women's Cell (acting as ICC), and various departments.

1. **Community Service Projects:** NSS volunteers lead clean-up drives, literacy programs, health campaigns, and blood donation camps.
2. **Awareness Campaigns:** Focus on environmental sustainability, gender equality, and social issues through tree plantation and literacy drives.
3. **Philanthropic Activities:** Fundraises for impoverished children and healthcare with active participation from faculty, staff, and students.

Outcomes:

- Develops students' compassion and social responsibility.
- Enhances leadership, teamwork, and communication skills.
- Strengthens the college's commitment to holistic education and community development.

Quantitative Aspect

1. **Grants Received:** The college received personal donations.
2. **Workshops and Seminars:** Conducted 49 workshops, seminars, and conferences on Research Methodology, IPR, and entrepreneurship in the last five years.
3. **Research Publications:** 0.34 research papers per teacher published in UGC-approved journals.
4. **Books and Chapters:** 0.61 edited book chapters published per teacher in national/international proceedings.
5. **Extension Activities:** Conducted 42 NSS activities over the last five years.
6. **Awards for Extension Activities:** Received recognition from government bodies.
7. **Outreach Programs:** Documented programs on Swachh Bharat, AIDS awareness, and gender issues through NSS.
8. **MoUs and Collaborations:** 40 MoUs for faculty and student exchanges, research, and academic activities over the last five years.

Infrastructure and Learning Resources

The Governing Body of the College through the Principal ensures that the physical requirements and facilities or infrastructure required for active teaching-learning process, are upgraded regularly. It ensures all facilities such as classrooms along with library and laboratories with modern requirements for smooth-running of comprehensive study and research. It assures the stakeholders that every physical attribute and technological support are available.

- **Campus Infrastructure:** The college campus extends over 5.23 acres and has a built-up area of 9860 sq. meters. There are 24 classrooms out of which 02 are ICT-enabled. One ICT room is used for small seminars. The laboratories are well-equipped for conducting experiments and are upgraded from time to time. The college also boasts a landscaped garden, 1 herbal garden, and 1 water body. There are also playgrounds and separate common rooms for boys' and girls' students. There is a canteen in the campus; so that students and staffs get food in college hours.

- **Libraries as learning resources:** The central library area of 75 sq. meters. The Central Library of the College has been Partially automated with an Integrated Library Management System (ILMS) (Koha: 21.11.01.000) since 2023 and has about 4927 books and 9 periodicals, 4 Newspapers. The college has 12 departmental libraries. 24 students' capacity Reading Sections are available. The Central Library is under the supervision of a full-time librarian and follows an open-access system.

- **ICT Infrastructure:** The college always focuses consistently for best-in-class IT infrastructure and application development for all kinds of academic and administrative support. The college has 22 computers in working condition, out of which 13 are for academic purposes. The College campus has been enabled with Wi-Fi connectivity of 100Mbps bandwidth on 24×7 support. General maintenance and quality checks of user facilities provided at Siddhinath Mahavidyalaya are performed regularly. Computers, Water-purifiers, and Air Conditioning systems are maintained and upgraded when it is necessary.

Student Support and Progression

Student Support and Progression

It refers to the comprehensive framework and services provided by educational institutions to ensure the holistic development and success of students throughout their academic journey. This concept encompasses a wide range of support mechanisms aimed at addressing students' academic, personal, emotional, and career-related needs.

Scholarship: Our Institutional students get various scholarship like Swami Vivekananda Merit Cum Means Scholarship, Kanyashree, Aikyashree, Oasis, Central Sanskrit University Scholarship, Jindal, Students Aid on the basis of Merit, Needy, Specialized under the Government and Non-Government Sector. Fee concession were also given to students due to the COVID19. Total 57.74% of students availed financial support during the last 5 years.

Capacity building and skill development initiatives: Siddhinath Mahavidyalaya offers various certificate/add-on/value added courses as collaborative endeavours on soft skills, Language & communication skills, life skill and ICT computing skills, etc.

Guidance for competitive examinations and career counselling: This institution offers various types of career counselling to encourage the students for fulfilling their dreams. Total 1125 number of students of our institution appeared for counselling that makes 41.59% in the last 5 years. They have been awarded certificates too.

Grievances Redressal mechanisms: The college complies with UGC and Government guidelines, maintaining Grievance Redressal, Anti-ragging, and ICC cells. Periodic meetings and awareness campaigns within the campus and through website notices are conducted, with special emphasis during student and faculty meetings for awareness.

Students' progression: Every year a good number of students are enrolled for higher education in different universities and many students have been employed with a handsome salary during this period. Many of the students qualified different kind of examinations.

Sports and cultural activity: Students of our College successfully participated in annual sports and cultural activities, inter-college competitions, district-state-national level championships. Many of the students get

championship, and also get selected in the state level.

Alumni engagement: There is no recognised Alumni association in our college, we have applied it but due to some unavoidable circumstances we haven't received it. But the students are working with the NSS.

Governance, Leadership and Management

1. **Institutional Vision and Leadership:**
   - Siddhinath Mahavidyalaya aims to provide higher education to socio-economically disadvantaged students, with a focus on girls in rural areas.
   - The mission encompasses spreading education, fostering confidence among the underprivileged, and addressing outdated beliefs.
   - Future plans include aligning with NEP 2020 by introducing new courses, upgrading facilities, and enhancing community engagement, mentoring, and support systems.
2. **IQAC's Role:**
   - The Internal Quality Assurance Cell (IQAC) is pivotal in developing Annual Action Plans and conducting faculty development programs.
   - It promotes quality in teaching, learning, and governance through systematic reviews and continuous improvements in educational processes.
3. **Decentralization and Participative Management:**
   - Governance is decentralized, granting operational autonomy to various functionaries and committees.
   - The Governing Body oversees administration with significant input from faculty and staff, reflected in a transparent college organogram.
4. **Strategic Planning and Deployment:**
   - The college adheres to UGC, MHRD mandates, and state regulations for appointments and promotions.
   - Recruitment processes for teaching and non-teaching staff are transparent and compliant with government policies.
   - Annual Action Plans and budgets are prepared by IQAC and the Finance Committee, respectively, and implemented by the Principal.
5. **E-Governance Implementation:**
   - **Administration:** Digital systems improve administrative efficiency and transparency.
   - **Finance and Accounts:** Automated tools manage financial processes and reporting.
   - **Student Admission and Support:** Online platforms streamline admissions and support services.
   - **Examination:** Visual System Handled Exam Management and result processing during pandemic session.
   - E-governance expenditures are documented in audit reports.
6. **Faculty Empowerment:**
   - Performance appraisals, welfare measures (around 11 types), and career development opportunities are in place.
   - Support is extended to 175 faculty and non-teaching staff through professional development and training programs.
7. **Financial Management:**
   - Resource mobilization strategies include personal donations and utilization of ?4,25,000 for infrastructure and development.
   - Regular internal and external audits ensure financial transparency and adherence to regulations.

8. **Quality Assurance Initiatives:**
   - IQAC institutionalizes quality assurance through eco-friendly and collaborative initiatives.

Institutional Values and Best Practices

Gender Equity

Siddhinath Mahavidyalaya actively promotes gender equity through:

- Conducting gender audits and implementing policies.
- Ensuring equal participation and special support for female students.
- Organizing gender issue programs and maintaining proactive Women Cell (WC), Internal Complaint Committee (ICC), and IQAC.
- Providing separate sanitation facilities, mentoring, complaint drop boxes, and helpline interactions.
- Supporting girl students with scholarships, self-defense courses, and gender sensitization seminars.

Environmental Sustainability

The college adopts comprehensive measures for environmental sustainability:

- Utilizing alternative energy sources and conserving energy.
- Managing degradable and non-degradable waste.
- Implementing water conservation and green campus initiatives.
- Conducting green, environment, and energy audits.
- Promoting clean and green campus initiatives and beyond-campus environmental activities.

Inclusivity

To foster an inclusive environment, the college:

- Celebrates various cultural, regional, and linguistic festivals and events.
- Adopts bilingual teaching and provides bilingual study materials.
- Offers courses to improve language skills.
- Provides scholarships and engages in community activities through NSS.
- Observes national days and promotes constitutional obligations.

Best Practices

1. **Child Health and Hygiene:**
   - Encourages health awareness and hygiene practices among students.
   - Conducts yoga sessions and provides health education.
   - Measures success through improved health behaviors among students.
2. **Women's Education and Empowerment:**
   - Focuses on women's health, self-reliance, and confidence-building.
   - Conducts educational and empowerment programs.
   - Measures success through increased awareness and health-seeking behaviors.

Women Empowerment Initiatives

Siddhinath Mahavidyalaya empowers female students through:

- Scholarships and financial assistance.
- Gender sensitization programs and a safe campus environment.
- Physical empowerment through self-defense training.
- Equal opportunities in co-curricular and extracurricular activities.
- Mentor-mentee system for personal guidance.
- Job-oriented courses for employability.
- Involving female staff in college management and decision-making.
- Ensuring safe and hygienic facilities for female students.

Outcomes:

- Increased female enrolment and improved pass percentages.
- Active participation in NSS and cultural programs.
- High scholarship availing rates and successful placements in higher education.
- Safe campus environment with zero incidents of harassment or ragging in the past five years.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIDDHINATH MAHAVIDYALAYA
Address	Vill - Shyamsundarpur Patna P.O.- Shyamsundarpur Patna P.S.- Panskura Dist.- Purba Medinipur
City	Panskura
State	West Bengal
Pin	721139
Website	www.siddhinathmahavidyalaya.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Uma Ghosh	03228-255030	9433114291	-	siddhinathmahavidyalaya@gmail.com
IQAC / CIQA coordinator	Debanjan Maity	03228-255025	9038685232	-	debanjanmaity@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-05-2024	View Document
12B of UGC		

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	Vill - Shyamsundarpur Patna P.O.- Shyamsundarpur Patna P.S.- Panskura Dist.- Purba Medinipur	Rural	5.23	9860

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Bengali, Hons.	0	0		0	0
UG	BA,Bengali, Hons. or Hons. with Research	48	Higher Secondary	Bengali	69	43
UG	BA,English, Hons. or Hons. with Reasearch	48	Higher Secondary	English	60	33
UG	BA,English, Hons.	0	0		0	0
UG	BA,History, Hons.	0	0		0	0
UG	BA,History, Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	60	16
UG	BA,Philosophy,Hons.	0	0		0	0
UG	BA,Philosophy,Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	49	13
UG	BA,Sanskrit, Hons.	0	0		0	0
UG	BA,Sanskrit, Hons. or Hons. with Research	48	Higher Secondary	Bengali,Sanskrit	69	11
UG	BA,Education,Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	69	37
UG	BA,Educatio	0	0		0	0

UG	BSc,Mathematics,Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	27	7
UG	BSc,Mathematics,Hons.	0	0		0	0
UG	BSc,Chemistry,Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	11	0
UG	BSc,Chemistry,Hons.	0	0		0	0
UG	BSc,Physics,Hons.	0	0		0	0
UG	BSc,Physics,Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	11	0
UG	BSc,Geography,Hons. or Hons. with Research	48	Higher Secondary	English,Bengali	38	7
UG	BSc,Geography,Hons.	0	0		0	0
UG	BSc,B Sc General,Gen.	0	0		0	0
UG	BA,Ba General,Gen.	0	0		0	0
UG	BSc,Bsc Multidisciplinary,Life Science and Physical Science	36	Higher Secondary	English,Bengali	38	7
UG	BA,Ba Multidisciplinary, Humanities	36	Higher Secondary	English,Bengali	111	39

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				33			
Recruited	0	1	0	1	0	0	0	0	24	9	0	33
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				15
Recruited	12	3	0	15
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	4	1	0	6
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	18	8	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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	63	0	0	0	63
	Female	150	0	0	0	150
	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	12	10	11	18
	Female	17	19	14	21
	Others	0	0	0	0
ST	Male	3	3	4	5
	Female	5	6	3	4
	Others	0	0	0	0
OBC	Male	6	7	4	7
	Female	21	23	11	17
	Others	0	0	0	0
General	Male	48	28	29	40
	Female	73	103	131	116
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		185	199	207	228

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college has started its journey in 2013 as a general degree college. Being an affiliated College to the Vidyasagar University of West Bengal, Siddhinath Mahavidyalaya has been preparing itself

	all along to elevate itself into a holistic and multidisciplinary institution. A few sections of the UG curriculum introduced by Vidyasagar University reflect multidisciplinary approaches. There are two streams- arts and science. The college always tries to impart higher education to the students. As the Higher Education Department accepts NEP 2020, the college has given importance to multidisciplinary education to develop a compact mentality among the students. An interdisciplinary system, in fact, trains physical, mental, aesthetic, emotional, social, intellectual abilities of the students. Even project works are a compulsory part of Environmental Studies which is a common academic exposure to all UG students of the college. Every department arranges for multidisciplinary classes so that all the students get scope to learn together. For instance, Bengali department organizes lectures on language and literature in collaboration with other language departments. The English department runs an add-on course on spoken English to spread enthusiasm among the students. The Department of Physical Education encourages students with Martial Arts and 'Bratachari Training'. This multidisciplinary or interdisciplinary approach makes the students aware of the value of knowing every subject and of practicing co-curricular activities apart from learning textual lessons. The students also will get the scope to know the society more helping them to be the responsible citizen of the nation. Moreover, students will know the application of learning.
2. Academic bank of credits (ABC):	Siddhinath Mahavidyalaya is an affiliated undergraduate college under Vidyasagar University. The colleges abide by the syllabi and the programmes as prescribed by the university. At the end of every semester examination is held, students are awarded with mark sheets after being evaluated by the teachers of same or different colleges. The whole process is centralized by the university. The total marks and credits remain in the custody of the university so, the college has no opportunity to keep them in their possession. Students' free entry and exit depends on the university. ABC is not possible in the institution as the academic autonomy is not at their hand. In the future, if rules and regulations change, the government will take responsibility to revise and modify the issues regarding ABC, and the college

	will take positive steps to execute this. However, under the existing system of examination under V.U., students enjoy the facility of carrying forward their academic scores and credits from one semester to another.
3. Skill development:	Skill development courses are not only important for the enrolled students but also the alumni. The college is involved in or collaborating with skill development programmes of both state and central. Besides education, these programmes will enhance students' interest in personal growth and later on professional. So far, along with IQAC, NSS, the college has taken the initiative in organizing martial art, Bratachari, yoga keeping in mind students' development. The college is involved in or collaborating with skill development programmes of both state and central. Besides education, these programmes will enhance students' interest in personal growth and later on professional. Therefore, integration of skill development with traditional academic programmes has become a very common view in the curriculum of almost all Universities. The present curriculum framed by Vidyasagar University under the CBCS pattern has offered skill enhancement courses (SECs) for the students which aim to improve the skills of the students in domains like communication, employability, and practical application of cognitive knowledge. Training on 'Mushroom Cultivation', a Special lecture and workshop on Indian Dance, a Certificate course in spoken Sanskrit, a Certificate course in English communication & digital literacy, British Council spoken English course, Life Skill (Yoga, physical fitness, health, and hygiene, Awareness of trends in technology, add on a course on QGIS, World Health Day and Martial Arts training workshops, etc. have been introduced for skill development in the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The teaching-learning process runs through bilingual (Bengali, English) mode. Bengali department students receive lectures in Bengali. In Sanskrit, department lectures are delivered both in Bengali and Sanskrit languages. English department teachers take classes in English language. Science departments follow both Bengali and English languages. The Humanities and Social Science departments provide their students with the concept of Indian rich culture. All the teachers teach keeping in mind the Indian

approach and aspects. The college has organized various seminars/ webinars/workshops/add-on courses related to the Indian Knowledge system. 1. The curriculum of Sanskrit Departments promotes the Indian knowledge system especially the paleography and epigraphy curriculum shows the new vistas of the Indian knowledge system. Certificate courses on Manuscirptology, Scientific Tradition of Ancient India and Spoken Sanskrit are organized. Among extension lectures, status of women in early Indian texts, Ayurveda, Indian Dance 2. Yoga workshops to inspire the students to explore and practise the Indigenous systems of knowledge effectively reconciled the physical and spiritual aspects of education. 3. The Indian culture is upheld through various cultural activities like drawing, enacting drama, singing, dancing, and traveling to historically enriched places. 4. In the college campus, there are statues of many great figures. The institution celebrates birth anniversaries of great figures to pay homage. Students are involved in each event to enrich their knowledge about India and its bright past. 5. The English department has taken the initiative for spoken English classes for the advancement of the students. Science departments focus on the advancement of science and technology. All the teachers teach keeping in mind the Indian approach and aspects.

5. Focus on Outcome based education (OBE):	The college focuses on the student's future through imparting life-building education. Students are taught in such a way that they get a clear idea of what to do after the completion of prescribed courses. The college has emphasized value-added/ certificate/add-on courses for the students to secure jobs in the real competitive world. We have well-defined Programme Outcomes (PO) and Course Outcomes (CO). Teachers are well-oriented at the beginning of the academic session regarding these outcomes by the academic committee and IQAC. All the criteria are fulfilled by conducting internal assessments, external examinations, project work, assignments, and classroom presentations. Apart from syllabus-wise education, students are eager to be involved in co-curricular activities like seminars, excursions and cultural programmes. Following the university guidelines and through various initiatives teachers are making students eligible to cope with any section of

	society.
6. Distance education/online education:	During the pandemic of Covid-19 like other institutions, this college offered online education to the students through Google Meet. Webinars had been conducted by the college. Students got the scope to learn more particularly and specifically on their subject. Classes would even run through online mode. If students faced any kind of problem regarding any subject, they could easily solve interacting with their teacher on Google Meet. Not only that internal and university examinations were also conducted online successfully.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	No
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.	Any Electoral Literacy Club (ELC) has not been set up in college. Awareness and guidance regarding voter's rights are imparted to students by the teachers. A workshop was arranged about the voter's rights before the legislative election in 2019. Voter's Guide promoted by the Election Commission of India has been displayed on the college website.
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	No

institutionalize mechanisms to register eligible students as voters.	

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
470	500	549	561	625

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: 40

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
34	33	35	36	24

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
42.91	10.91	19.57	37.13	54.01

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:

Curriculum planning

Being a higher education institution in the rural fabric of Purba Medinipur, Siddhinath Mahavidyalaya bears the lamp of knowledge to eradicate the dark of unconsciousness among rural people. The twelve (12) UG programmes of the college affiliated to Vidyasagar University firmly adhere to the CBCS curriculum [introduced in 2017 (B.Sc.) and 2018 (B.A.) respectively] of that university. For effective delivery of the intricate and outcome-based curriculum, the following academic exercises have been implemented.

Endeavours taken for curriculum delivery

- **Academic Calendar** is developed at first under the aegis of IQAC, teacher's council and academic sub-committee following the university academic calendar. The calendar spotlights the tentative weeks relating to curricular and extra-curricular activities like the commencement of sessions, internal and end-semester exam. schedule, seminars, sports etc.
- The **Central Routine** is prepared by the routine committee prioritizing the needs of various departments.
- A semester-wise **Teaching Plan** indicating syllabus distribution is shared at the departmental level which makes both students and teachers aware to complete the syllabi within stipulated time. Principal and IQAC monitor the progress of the curriculum.
- An **Induction Programme** is always organized for newly admitted students to keep them acquainted with the new curriculum.
- Besides traditional methods, **innovative teaching methodologies** including ICT-based teaching, experiential learning, student seminars and excursions have been implemented. The institution displays its important academic lectures in its YouTube channel.
- During the **pandemic phase**, the curriculum delivery remained uninterrupted during uninterrupted as the institution successfully shifted to **Online Mode** for teaching and assessment by using Google Meet, Google Classroom, Telegram, WhatsApp etc. Several meetings were organized by the principal and IQAC to eradicate the lacuna of the online education system. Mentor-mentee system has got a new pace to drive out the psychological trauma of the students in pandemic and post-pandemic phase.
- An efficient and transparent **Internal Assessment** mechanism is executed centrally by the examination sub-committee. Departments have also taken the initiative for continuous formative evaluation through empirical methodologies like **surprise tests, student seminars, project works** etc.

- ◆ **Question banks** are prepared for students to help them avail practice-learning before examinations. The syllabus and previous examination questions are also preserved in the college library.
- ◆ Various **Certificate/ Value-added Courses** are introduced beyond the purview of existing syllabi. Participation in wall-magazine preparation is also encouraged as a part of experiential learning.
- ◆ **The library and the Learning Management System** of the college quench the knowledge thirst of students. Especially, in the pandemic period, the LMS built a strong bridge between teacher, student and curriculum.
- ◆ The college has always maintained a **healthy liaison with its stakeholders** like students, teachers and parents. Every year **parent-teacher meetings** are arranged in central as well as departmental levels. **Analysis of feedback** received from different stakeholders is another type of initiative in this respect.
- ◆ **Academic Collaboration and faculty exchange programmes** under MoU are often encouraged by the authority to encourage students to listen/ participate in inter-disciplinary seminars/ webinars/workshops.

The academic ambience of the institution assists a student in cultivating wisdom with a holistic approach.

File Description	Document
Upload 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: 27

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: 54.38

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
452	333	0	393	293

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:

The academic environment of Siddhinath Mahavidyalaya skillfully integrates the cross-cutting issues relating to professional ethics, gender, human values and environmental sustainability in the prevalent curriculum to cultivate the wisdom towards holistic development. These issues are major attributes Observance of these values are the idiosyncratic attributes of the institution.

- **Professional ethics and human values**

In the syllabi of arts and social science subjects, professional ethics and other ethical issues are well-knitted. Human value is the thrust area of the curriculum of the different courses of Sanskrit, Philosophy, History etc. An extension lecture on Intellectual Property Rights was arranged by IQAC to inculcate professional ethics in pursuing research and academics. Extension lectures on 'Ethical Issues Reflected in Ancient Indian Literature' and 'Ethics (Western)' were organized by the Department of Sanskrit and the Department of Philosophy respectively to sensitize students. Various shades of ethical values were highlighted in the international seminar titled 'Sahitye Mulyabodher Sankat: Epar Bangla Opar Bangla' contributed by the Department of Bengali. Various commemorative days are observed in the college by NSS which sow the seeds of national integration and communal harmony among the students and staff.

Gender

A good number of texts from the curriculum of English, History, Education etc. reflect the dynamic character of gender with an emphasis on the role of gender ideologies and gendered relations. The texts focus on women's education, inequality and women's empowerment. Every year women's Day i.e. 8th March is celebrated in the college with great pomp with the initiative of Women's Cell. A certificate course on Gender Equality was organised by Department of Education in 2019-20 session. The add-on course on self-defense and Martial Art training camp were held in 2021-22 and 2022-23 sessions respectively. Among the extension lectures organized on gender issues, a few are 'Role of Education in Women Empowerment' 'Status of Women Reflected in Early Indian Texts', 'Vivekananda O Nari Samaj' etc.

The girl students have enthusiastically participated in Yoga and football competitions at Vidyasagar University. The NSS unit has engaged in outreach activities like literacy drive, 'Beti padao beti Banchao', women's health etc. The policy of gender sensitization is also highlighted in Wall magazine (e.g. *Alokavartika*), project works (e.g. Project work, student seminars etc.)

Environment Sustainability

The issue develops an inclusive understanding of global environmental challenges among the students and helps them to become disaster-resilient, environmentally conscious human beings. All students in 2nd semester have to prepare project works for the ENVS compulsory course. To promote values of environmental sustainability the college has taken the following initiatives viz. tree plantation on World Environment Day, the creation of a medicinal garden, the installation of solar panels, vermicomposting plant etc. The deadly coronavirus left its paw over the civilization. So, to build a disease-resilient society, the college arranged webinars/ seminar/outreach programmes. Certificate courses and lectures are also organized based on ecological history, the relevance of Ayurveda in modern India, the Environment and the poems

of Tagore so on and so forth.

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: 41.28

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

Response: 194

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: 48.37

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
185	199	207	228	325

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

2022-23	2021-22	2020-21	2019-20	2018-19
496	496	420	456	497

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 32.67

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
64	70	47	72	110

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
236	236	199	210	230

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.82

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:

Response:

The teachers of the Siddhinath Mahavidyalaya use ICT tools for better teaching-learning and communication for imparting knowledge among the students. Siddhinath Mahavidyalaya adopted the following ICT tools for the effective delivery of teaching and learning.

i. The College has a Wi-Fi-enabled Seminar hall, library reading room and a few classrooms which help the teachers and students stay connected to the internet and learn and teach the updated information. The broadband speed for internet connectivity on the campus is 100 Mbps. The college has ICT-enabled classrooms with projectors, which help the e-learning process.

ii. During the pandemic the college used virtual applications like 'ZOOM', 'Google Meet' and 'WhatsApp' for the smooth functioning of online classes, webinars etc. And site has been created for uploading Study material.

iii. The college has an automated library through KOHA Library Management Software with OPAC facility that enables the students to find the availability of books easily. It helps access information from anywhere in the world, easy search and retrieval of information.

iv. The college has well-equipped computer laboratories for practical classes. The Geography laboratory is updated with Q-GIS 3.14, Google Earth, Google Earth Engine and Past; Python, C, C++, R, JAVA and MATLAB are used by the Physics and Mathematics Department, ChemDraw by the Department of Chemistry.

v. Students are encouraged to prepare presentations, assignments, projects and field reports using MS Word, MS PowerPoint, MS Excel and other ICT tools.

vi. Teachers share study materials, notes and e-books through college LMS, Whatsapp, and e-mail.

vii. Teachers also use ICT in their routine work like lesson plans through LMS, continuous class tests and Internal Assessments online.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	33	35	36	24

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: 36.42

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
14	14	12	12	07

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 awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Siddhinath Mahavidyalaya, affiliated with Vidyasagar University, adheres closely to the University's guidelines for examinations and evaluation, ensuring a transparent and equitable system of continuous internal assessment (IA).

1. **Academic Calendar and Activities:** At the onset of each academic session, Siddhinath Mahavidyalaya prepares a comprehensive academic calendar synchronized with Vidyasagar University's schedule. This calendar includes tentative dates such as admissions, class commencements, internal examinations, and final exams. The adherence to this calendar ensures timely notification and smooth conduct of academic activities.

2. **Components of Continuous Internal Evaluation (CIE):**

   - **Assignments and Class Tests:** Integral to CIE, assignments are structured according to department-specific teaching plans. Class tests and internal examinations follow a defined activity layout outlined in the academic calendar and syllabus requirements.

3. **Credit Based Choice System (CBCS):** Introduced in 2018-2019, CBCS allocates 35% of marks through internal evaluation and 65% through external examiners for theoretical based. Practical paper follow a 40-60 distribution. For non-practical subjects, internal evaluation includes 6.66 % for attendance, 13.33% for internal assessment, and 20% for tutorial projects.

4. **Transparency and Grievance Redressal:** Answer scripts from internal assessments and class tests are shared with students to provide insight into their performance. Regular parent-teacher meetings are arranged to update parents on their wards' progress. The Grievance Redressal Cell promptly addresses any grievances related to internal assessment raised by students.

5. **Assessment of Tutorial Projects:** IA tutorial projects are evaluated according to University guidelines, involving term papers, projects, written work, group discussions, presentations, etc., tailored to individual departments.

6. **Departmental Variations in Assessment:** Departments maintain informal systems of continuous internal assessment through interactions with students, class discussions, and assigned tasks. While specific methods may vary, adherence to task submission and discussion ensures alignment with academic goals.

7. **Adaptation to Changing Norms:** In response to evolving educational norms, Siddhinath Mahavidyalaya promotes continuous evaluation through less formalized methods, such as using smartphones for developmental purposes. Both physical tests and digital platforms like Google Forms are utilized, with a preference for digital assessments in the during-pandemic time. Students receive ample notice and details regarding assessment dates and formats.

Siddhinath Mahavidyalaya's commitment to following Vidyasagar University's directives ensures a robust framework for continuous internal assessment, fostering transparency, fairness, and adaptability in the evaluation of student progress and performance.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Siddhinath Mahavidyalaya offers 12 programmes at the UG level, the curriculums of which are framed by the affiliating University. Vidyasagar University and its affiliating Institutions strictly adhere to the prescribed curriculum. As the outcomes of all Courses are explicitly defined by the University the respective departments of the college take adequate care to analyze and identify the learning outcomes of the courses that are taught in the college to create awareness about the outcomes of the same course they seek enroll . The CBCS framework is uploaded to the college website so that students are well aware of the course structure. The programme and learning outcomes are uploaded to the college website to ensure that the facts of students have ready access to create impetus in faculty to achieve projected outcomes and increase accountability in service delivery. Departmental orientation programmes play a important role in making students aware of the outcome of each course. The faculty members are committed to the holistic development of students by ensuring in-depth engagement with the prescribed texts and secondary readings. Critical thinking as well as articulation of one's ideas is encouraged by helping students connect readings with real-world issues like of superstitions, gender inequality, caste-based discrimination, environmental issues etc. Such approaches help students to engage with issues they and their communities encounter in everyday life and practices. Courses like AECC (MIL), ENVS (Environmental Sciences), SEC (Skill Enhancement Course), Courses are taught for better communication skills and strengthening ties with the environment. Such courses engage with theory as well as practical aspects of effective communication and sustainable development. Extension and cultural activities are done by various departments, Co-curricular bodies/Cells and Sports play a crucial role in furthering student interaction across disciplines. These activities help students to recognize each other's strengths and weaknesses and help them in respecting other disciplinary perspectives and cultural plurality. Working in teams for various college programmes helps students to appreciate teamwork and develop leadership qualities. The emphasis on discipline helps students develop professional ethics. Awareness and Plantation drives, Rallies, Community Engagement and Awareness Videos made and circulated by students highlight social responsibility. Observation and celebration of days like Independence Day, Republic Day and participation in UGC-recommended activities play an important role in nurturing patriotism as well as in acquainting students with the ideals of nation-building and the crucial role that they can play as future citizens by wholeheartedly abiding to civic rules and

performing duties with sincerity and dedication to build a just and fair society. Training to work in a team is inculcated by encouraging group participation in various departmental, cultural and extension activities. Students develop leadership qualities and learn to embrace plurality, respect others' views and mediate in disagreements while maintaining professional and life ethics. Such measures are further propelled by ensuring student engagement with eminent academicians, social workers and professionals.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluation process for attainment of course outcomes (Cos):

Both direct and indirect methods are used in the process of evaluation.

Scores in the direct method are obtained based on performances in class test, tutorials and external examinations.

The average score is calculated for the course.

Indirect method in scores are calculated on feedback report obtained from the students after completion of the course.

Feedback forms each carrying maximum 24 marks, are circulated among the students.

Average score is obtained based on student's responses.

The attainment level score is calculated for each course by combining 80% of the direct method score and 20% of the indirect method score.

Low attainment level: below 50%

Moderate attainment level: 50%-75%

High attainment level: above 75%

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

2.6.3

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

Response: 98.78

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
137	137	170	153	129

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
137	137	170	153	138

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: 3.83

File Description	Document
Upload database of all students on roll as per data template	[View Document]()

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
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 has established a dynamic environment for innovation through its dedicated Research and Development (R&D) Sub-committee. This committee plays a pivotal role in fostering a culture of research and creativity, ensuring the creation and transfer of knowledge across various disciplines. Here are the key actions and initiatives undertaken by the R&D Sub-committee:

IKS: The Indian Knowledge System (IKS) encompasses a vast as well as ancient body of knowledge originating from India's diverse cultural and intellectual traditions. The Research and Development Sub-committee has organised several seminars, webinars, extension lectures, add-on courses, and certificate courses that helps propagate ancient knowledge and heritage.

Research and Innovation:

The Research and Development Sub-committee created an ecosystem for the transferring of knowledge, encouraging the faculties and students for research and innovation related activities. This sub-committee

promotes infrastructures like ICT-enabled classrooms, seminar halls, open-access libraries, and laboratories and also helps in making field visit. The Research and Development Sub-committee shares its planning with promoting for organising seminars, workshops, webinars, add-ons or certificate courses. The Research and Development Sub-committee birds on faculty teachers perusing doctoral programmes attending seminars, workshops, conferences and several faculty development programme. 'Shodhyajoti' an anthology of research publications of our college encourages the faculty teachers to go through various research-oriented prospective studies and to take venture of innovative workouts by assigning the students with course-related projects works.

Incubation centre:

Our college has established an incubation cell in collaboration with Mouchak Sebashram where the college sends its students to gain practical experience through a hands-on training programme on arts and crafts, and Mouchak Sebashram as well performs the same on physiochemical properties analysis of soil.

The incubation cell of our college encourages its students to get involved in innovative activities like training on vermicompost and mushroom cultivation which helps them in getting enriched with practical knowledge of entrepreneurship.

IPR:

Raising awareness about Intellectual Property Rights (IPR) among college students is crucial for fostering innovation and protecting creative works. The college has organised an extension lecture to aware of IPR to the college students.

Outcome:

* Encouraging students to become entrepreneurs
* Creating an ecosystem for innovations
* Providing students with resources and support to start their own businesses
* Giving students the opportunity to gain knowledge and interact with professionals
* Nurturing technology and knowledge-based ventures
* Providing necessary support for entrepreneurs to compete in the market
* Offering access to business support services, mentoring, training programs, and seed funds to entrepreneurs
* Helping entrepreneurs grow and scale up their ventures

File Description	Document
Upload 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: 49

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
19	9	17	2	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.25

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
0	2	1	5	2

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: 0.18

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
4	1	1	1	0

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

3.4 Extension Activities

3.4.1

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

Response:

The college, through its various departments, IQAC, NSS (National Service Scheme), Cultural Subcommittee, and other faculty members actively engage in outreach initiatives within the local community. These efforts aim to raise social awareness and contribute to the holistic development of students.

Community Service Projects

NSS volunteers spearhead numerous community service initiatives targeting underprivileged neighbourhoods. Activities include clean-up drives, Awareness programmes, literacy programs, health awareness campaigns, and blood donation camps. These efforts are often conducted by the NSS unit.

Awareness Campaigns

The institution organizes various programs to raise public awareness of critical social issues such as environmental sustainability, and gender equality. Celebrations and campaigns include Cleanness Drive, Tree Plantation, Swachh Bharat Abhijan, Save Drive Safe Life, World Environment Day, Literacy Drive, Blood Donation camp etc.

Philanthropic Activities

The institution frequently organizes fundraising activities for impoverished children, and healthcare for the needy (e.g., during the Covid-19 pandemic). Faculty, staff, and students enthusiastically participate, contributing to social change and learning the value of philanthropy.

Outcomes

Community service projects enable students to understand the importance of giving back to society and cultivate compassion for those in need. They gain knowledge of societal issues and actively engage with the community to spread awareness. Workshops foster an understanding of students' roles in creating a better society and teach essential skills like leadership, teamwork, and communication.

Faculty, staff, and students' enthusiastic participation in social change reinforces the virtue of philanthropy and enhances the institution's values of social responsibility. The extension activities significantly impact students by developing a deeper sense of social responsibility, making them active citizens. The relief efforts during the Covid-19 pandemic provided crucial support to affected local residents.

Overall, these activities help students understand social problems, develop solutions, and acquire vital life skills such as empathy, teamwork, and leadership. The institution's commitment to social responsibility enhances its positive image in the community, demonstrating its dedication to holistic education and community development.

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

3.4.2

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

Response:

 The College has garnered numerous accolades from the Government of West Bengal, The students, teachers, the various cells and units of the institution have received recognitions and accolades for

outstanding contributions in extension activities from the state govt. Faculty members have been recognised for their significant contributions to society. This recognition highlights the College's commitment to community engagement and social development, demonstrating the impactful role of its department, NSS.

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: 34

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
15	7	0	7	5

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: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- The journey of Siddhinath Mahavidyalaya started eleven years back with minimum infrastructure and physical facilities. Within a few years, the college has been equipped with a well-maintained Administrative Building, Classrooms, Laboratories, Library, Seminar Hall, ICT-enabled classrooms and Separate Common Rooms for Boys & Girls.
- There are 24 well-furnished classrooms, more than 250 benches for students and other necessary materials to impart knowledge to students. Out of the total classrooms, 2 ICT-enabled classrooms.
- In front of each department, there is a wall-magazine board where students display their creative writings and attractive paintings which bring forth their hidden talents and one notice board for display of departmental notices.
- There are three (03) water filters to provide RO-purified cold drinking water to students and staff.
- The college possesses a large (75 sq. meters) well-furnished, open-access central library with more than 4927 books, journals, magazines, and weekly and daily newspapers (both English & Bengali). There is a reading room with 24 students' capacity. Each department also has a departmental library.

- For the benefit of students, there are five (05) science laboratories for Physics (01 lab), Chemistry (01 lab), Botany (01 lab), Zoology (01 lab) and Geography (01 lab) which cater to the needs of the students.

Thus, all these facilities are provided to the students to keep pace with modern technology.

Sl. No.	Particulars	Quantity
1.	Administrative Building	01
2.	Total Number of Classrooms	24
3.	ICT enabled classroom	02
4.	Department	13
5.	Science Laboratories	05
6.	Central Library	01
7.	Individual Department Library	12
8.	Staffroom	01

9.	Canteen	01
10.	Computer laboratory	01
11.	Common room	02
12.	Seminar hall	01
13.	Meeting hall	01
14.	Ramp	01
15.	Garden	01
16.	Parking Zone	01
17.	Water cooler cum purifier	03
18.	Computer	22

Beyond academic culture, Siddhinath Mahavidyalaya facilitates sports, games and cultural activities.

- Cultural activities: -

The College has a record of various cultural activities. Under the cultural committee of the college, numerous days are observed in which several students as well as the teachers take part.

- Sports, Games (indoor, outdoor): -

Siddhinath Mahavidyalaya has a beautiful playground where different teams of college students practise Khokho, Kabaddi, Cricket, and Football as outdoor games under able supervision. In the field of indoor games, our college has facilities of carom only.

List of sports equipment available in the playground:

1. Football

2. Volleyball

3. Khokho pole

4. Cricket bat, ball and wicket

5. Badminton Racket and Cock

6. Carom board

7. Jersey and Pants for volleyball, football, Kho-Kho

Athletics:

1. Shotput ball

2. Discus

3. Javelin

4. Relay baton

5. Starting block

6. Measurement tape

- ◆ Gymnasium: - The College has no Gymnasium.
- ◆ Yoga Centre: - The College has no Yoga center.

File Description	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: 39.96

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
10.07	1.02	4.41	16.91	33.34

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](#)

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:

Response:

The library is the hub of information and the treasure of knowledge. It is the nucleus of academic pursuits. Nirmal Chandra Maity Memorial Central Library is the nerve centre of all educational activities of Siddhinath Mahavidyalaya. The college library area covers 75 sq. meters. A collection of above 4927 books, reference books and magazines, newspapers is also available. The reference section has a collection of reference books, encyclopedias, dictionaries, etc. The books are classified according to the four-volume "Dewey Decimal Classification" 23rd edition has been procured to put updated classification numbers. The students can borrow books from the library for a specified time. The library having open-access system is also equiped with 'Periodicals Section' and 'New Arrivals Section'. It is partially automated with Koha, Library Management Software. It is an ILMS that supports the MARC 21 bibliographic format. It provides a copy cataloguing feature using Z39.50. All the users can browse our Online Catalogue (WEBOPAC) 24X7 beyond the college campus. There is a baggage counter for keeping personal belongings. The library is enabled with internet connectivity. University Question Papers have been scanned and are available from the library website. The Library Orientation programme is conducted regularly. The Library Sub-committee acts as an advisory body and helps in decision-making regarding collection development and quality enhancement of library services. The library staff are always available at the circulation desk. They carry on their duties with dedication to provide better services to members.

Library Management Software

Name of ILMS software: KOHA

Nature of automation (fully or partially): Partially

Version: 21.11.01.000 (For details)

Year of Automation: 2023

List of Modules used in Koha

- Circulation
- Patrons
- Advanced search
- Lists
- Authorities
- Cataloguing
- Serials
- Acquisitions
- Reports
- Tools
- Koha administration

Salient Features of Library Management Software

- Circulation management
- OPAC (Online Public Access Catalogue)
- Cataloguing of books
- Discharging of students
- Barcoding of books & patron card
- Different reports on circulation statistics, patron details, discharge details

Library opening hours:

- For regular college students 10:00 AM to 05:00 PM

Library collections:

Present holding of the library (as on 31.05.2023)

- 4927 books.
- 4 Newspapers
- 9 Magazines of competitive examination

Reading Room Section:

- 24 students' capacity Reading Section
- Teachers' reading Section

Web OPAC:

- Central Library has WEB OPAC. It is the online public access catalogue that is accessed remotely

Departmental Library:

- The college has 12 departmental libraries.
- 940 books are available in the departmental libraries
- Departmental students can access the departmental Library

Question Banks:

- The central library has an old question paper repository.

Career Guidance:

- Career and study-related information is disseminated among library users through an OPAC and WhatsApp group.

Programme:

- Central Library organizes a Library Orientation Programme for new students each year.

  - ⬧ Central Library organizes a Librarian's Day Programme every year.

Library Usage:

  - ⬧ Days of usage of the library, by teachers and students. The average usage of the library is satisfactory.
  - ⬧ During lockdown, despite the closure of educational institutions, the library was not open for physical access.

Different Links:

1. Web-OPAC: https://snm-opac.kohacloud.in/

2. Library: https://www.siddhinathmahavidyalaya.ac.in/About-library.asp

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:

The college has IT facilities for administrative and learning management services. The broadband network from SONY and BSNL was initiated in the academic session 2018-2019.

Each access point is password protected and has permission to visit certain sites only excludes social networking sites, YouTube, etc. so that the educational purpose of the facility is properly utilized. IT facility is well maintained and updated regularly.

Wi-Fi Bandwidth

?   2018-19SONY

?   2022-23(BSNL)(100Mbps)

IT facilities

? Desktop

? UPS

? Computer

? Projector

Printing facility

? Seven printers with a Wi-Fi facility

? DS scanners

? Laser jet scanner

? Colour inkjet printers

Audio -Visual learning facility

· There are no such facilities.

Power backup facility

? Inverters for office use only.

Wire telephonic communication

? BSNL network service.

Wi -Fi facility

Free Wi-Fi access is provided for staff and students to use for academic, administrative and also learning purposes.

IT facility in the Library

? No facilities for the students. Wi-Fi service is available only for library office purposes.

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

4.3.2

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

Response: 26.11

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

Response: 18

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

4.4.1

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

Response: 14.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.93	2.98	2.75	1.74	3.62

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 57.74

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
424	265	364	296	213

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: 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](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 41.59

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
225	259	69	275	297

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

5.1.4

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

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

Response: A. All of the above

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

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: 33.06

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
35	56	42	66	41

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
137	137	170	153	129

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](#)

5.2.2

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

Response: 1.85

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
00	02	01	01	05

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
00	00	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 14.6

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
27	20	00	14	12

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:

The Alumni Association of Siddhinath Mahavidyalaya was formed on 18-06-2019 through a meeting with the Principal and alumni. After that several meetings were conducted by alumni association members. Application for registration of alumni association was initiated on May 2023. Due to some unavoidable circumstances, the online application has been accepted on 9th June 2024. Registration for the alumni association is being processed.

The alumni association of Siddhinath Mahavidyalaya will be registered as "Shyamsundarpur Patna Siddhinath Mahavidyalaya Alumni Association" (Online Application No- 210212407000001002) is the mirror of the college, reflecting the professional and personal achievement of the students.

The society was to promote the welfare of Siddhinath Mahavidyalaya and its students. The Total number of members of the Alumni Association is presently 09.

Vision: To cultivate a mutually beneficial relationship between current students and alumni.

Mission:

To encourage the exchange of academic and other experiences among present students.

To provide guidance and organize activities that motivate students to enhance their skills.

To offer career guidance to current students by the distinguished alumni.

Contributions:

The association was fully involved in the activities and social awareness program during the outbreaks of the COVID-19 pandemic in 2020. In addition, the Association is acting their activel participation of maximum with the NSS Unit in the college intending to build a clean and green campus environment. Apart from that, the association also organized various activities and events with the departmental programs and cultural programs. The association is actively engaged in regularly observed Tree plantation at the College campus.

It conducts its meetings on an annual basis. The alumni of the College have been providing support services to the College.

The Alumni Association of Siddhinath Mahavidyalaya is an organization formed by graduates (alumni) of the institution. It plays a crucial role in fostering a lifelong connection between the college and its former students.

Purpose and Objectives:

1. Providing a platform for alumni to connect with each other and build professional and personal networks.
2. Offering support to the institution, such as mentoring current students.

3. Organizing events, reunions, and gatherings to maintain the bond between alumni and the college.
4. Engaging in community service projects that reflect the values and mission of the college.

Activities and Programs:

1. **Reunions:** Regularly scheduled events to bring alumni back to the campus, often including tours, lectures, and social gatherings.
2. **Professional Development:** Workshops, webinars, and seminars to help alumni advance in their careers.
3. **Mentorship Programs:** Pairing alumni with current students or recent graduates for guidance and support.
4. **Publications:** Newsletters, magazines, or online platforms to keep alumni informed about college news, events, and achievements.

Alumni Association of Siddhinath Mahavidyalaya serves as a vital link between the institution and its graduates. It helps foster a sense of community, provides valuable resources and support to both alumni and current students, and contributes to the overall growth and success of the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION:

Siddhinath Mahavidyalaya set off on its journey with a vision. Since the very inception of its journey the institution has been cherishing a dream of enrolling the students emphatically the girl students belonging to socio-economically weaker sections of its local ambit into higher studies. This rural college focuses on the eradication of negligence in higher education.

Since 2013 Siddhinath Mahavidyalaya has been playing the role of a beacon light to all the aspirants of various strata of the society to navigate and anchor them safely into the harbours of self-identity and self-establishment.

MISSION:

Pages of the history of our college tell us that since the maiden day of our college girl students from tribal sections, minority and economically backward society have been admitted here at a large scale. So, the mottos of our college are as follows:

1. To scatter the seeds of education in every corner of these rural and remote areas.
2. To boost up confidence among the deprived sections that education is open to all.
3. An educated girl can radically change the scenario of her family.
4. Dropout boys and girls should be encouraged to be enlightened by the light of education.
5. To eliminate superstitions and old beliefs among parents through students.

Perspective plan towards accomplishing the vision and mission:

With the advent of NEP 2020 the college is planning to reform its policies and implement it through the future Institutional Plan viz:

- To introduce new UG, short-term certificate/Add-on/ Value Added Courses courses on the basis of the demand of the students for enhancing enrolment and diversifying student strength
- To upgrade the laboratory, library and allied facilities of the College for promoting better studies.
- Students are encouraged to participate in various co-curricular and extracurricular activities and career awareness programmes for achieving students' excellence and progression
- To develop a comprehensive system of student mentoring and student support system
- To create a good effective and dependable relation of the institution with its social community by

strong effective need-based outreach activities of the college NSS

   ⬧ The feedback from students, guardians, alumni, teachers help in upgradation of the existing system

IQAC's Role

The Internal Quality Assurance Cell (IQAC) is essential for planning and organizing programs through Annual Action Plans. It conducts workshops, seminars, Faculty Development Programs (FDPs), and Capacity Building Programs for teachers and administrative staff. The IQAC also promotes scientific temper, eradicates gender disparity, and encourages innovative technology use in teaching, learning, evaluation, and governance.

Decentralization

The college ensures decentralized governance by granting operational autonomy to various functionaries. The Governing Body, the highest administrative authority, includes the Principal as secretary, along with representatives from teaching and non-teaching staff, students, and external members. Decisions are made based on majority opinion.

Participative Management

Siddhinath Mahavidyalaya follows a decentralized, participative management policy. The Governing Body delegates autonomy to various committees and cells, which report to the Head of the Institution. Departments have significant freedom in curriculum planning, implementation, and delivery, ensuring effective devolution of powers.

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:

In case of vacancy against post of Assistant Professor the college sends requisition to the West Bengal College Service Commission. The recommendation of the Commission is placed in the Governing Body and after its approval appointment letter is issued.

The appointment policy of permanent teachers in substantive posts is guided by UGC Rule:

- Recommendation from CSC
- Governing Body Approval
- Appointment letter issued
- Joining of the incumbent
- GB confirmation
- Pay fixation
- GB approval
- Confirmation of service after probationary period

SACT teachers are appointed by the State Government, though selection is done by the college following all government rules.

The appointment policy of State Aided College Teachers is guided by WB Government.

- Requisition by the Department
- Placed in GB meeting
- Advertisement as per standard protocol
- Panel of experts
- Interview
- Merit List Panel
- GB approval
- Appointment
- Approved by Govt. of WB

Non-Teaching Staff:

The appointment process for non-teaching staff is transparent and finalized after government approval. The West Bengal College and University Act, 2017 and the affiliating University's statutes dictate service rules with institutional codes of conduct for both teaching and non-teaching staff. Several subcommittees implement government policies related to employment, service conditions, and promotion.

The Governing Body, the highest policy-making entity, provides overall guidance and supervision. It considers suggestions from various subcommittees, with significant input from the Teachers Council on academic matters. Initially, the Foundation Committee served as the governing body from 2013 to 2022, after which the statutory Governing Body was formed for smoother management. Regular meetings and discussions are held to make important decisions on administration and academic policies. Committees are formed to manage various aspects of the institution, with members collaborating and

supporting each other's duties.

Administrative Set up: The policy of decentralised, participative management is reflected in the institutional Organogram.

The Statutory Bodies of the college are:-

- IQAC Cell
- Internal Complaint Committee and Women Cell
- Anti-Ragging Committee
- Grievance Redressal Cell
- RTI

Various committees in the college help in monitoring and facilitating several academic and administrative functions. The decentralization of power is evident from these committees, some of them are statutory and the others are non-statutory in nature. The list of Non -Statutory committees is given below:

- Teachers' Council
- Sub- committee
- Finance Sub-Committee
- Routine Academic Sub-Committee
- Admission Sub-Committee
- Library Sub-Committee
- Purchase & Maintenance Sub-Committee
- Service Book Committee
- Seminar Sub-Committee
- Building Sub-Committee
- Magazine Sub-Committee
- Sports Sub-Committee
- Cultural Sub-Committee
- N.S.S. Working Committee
- Research and Development Sub-Committee
- SC / ST Cell
- OBC Cell
- Minority Cell
- Career Counselling Sub-Committee

Deployment of Strategic Plan:

Steps are taken to align the strategic plan with the institutional vision and mission.

- At the start of each session, the IQAC prepares the Annual Action Plan, and the Finance Committee drafts the annual budget. The Finance Committee's resolutions are then submitted to the Governing Body for approval. The Principal oversees the implementation of these plans.
- Annual Academic and Administrative Audits, along with student result analyses, help assess

improvements, foster innovation, and aim for better outcomes.

File Description	Document
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisal system:

Teachers' appraisal is rigorously conducted through the Career Advancement Scheme (CAS). Each faculty member's performance is evaluated using the Annual Self-Assessment under the Performance Based Appraisal System (PBAS), which undergoes scrutiny by Heads of Departments, the IQAC Coordinator, and the Principal.

Promotions hinge on the PBAS proforma aligned with the UGC Career Advancement Scheme, emphasizing the API score. Faculty members undertake additional duties and responsibilities beyond academics, with their contributions duly recognized and factored into their overall assessment by the institute.

The college has effective welfare measures for its teaching and non-teaching staff:

- Professional development programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.
- Permission is duly granted to participate in Refresher Courses/ Orientation Programmes/ Short Term Courses to the teaching staff for professional development.
- All the non-doctoral staff members are encouraged to get enrolled for Ph. D programme.
- ICT Facilities
- General Support Facilities
- Identity cards for all staff
- Medical leave, study leave, child care leave, maternity benefits as per norms Government Health Scheme for employee and his/her dependent family members
- Recreational Activities for Physical and Emotional Wellbeing
- All staff participating in games on Annual Sports Day
- Martial-Art Training Camp and Workshop
- Health Check up

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 82.94

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
44	44	43	43	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	10	7	6

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college implements its financial strategies through the Mobilization and Utilization of Funds managed by Proposition placed approval sought and fund identified by personal donations and funds.

The following mechanisms are implemented to utilize the funding potential of the college-

- Divyang supports and other constructions, and greeneries

- Ramp
- Divyang toilet
- Wheelchair and crutch
- Two classrooms with supporting facilities
- Plantation
- Cycle stand to be built

The Finance Sub-Committee-

- meets regularly to examine the accounts and to scrutinize proposals for expenditure and ensure financial transparency through internal and external audits.
- peruses the annual accounts and financial estimates of the college and recommend the annual budget / revised estimates to the Governing Body for approval
- makes the fixation of limits of the total recurring and nonrecurring expenditure of the year based on the income and resources of the college.
- utilize and monitor the grants and donation as per guidelines.
- uses the college funds for developmental and maintenance activities, healthy living and resourceful teaching-learning
- generated the pandemic fund by college staff.

The audit aims at reviewing whether the process of the financial systems is as per norms and if there are any deviations in the current process, they provide us solutions to improve the current procedures. It also recommends rectifying the current policy with the present leading best practices among educational intuitions.

- Internal audits and government audits make financial operations transparent and objectively defined. Budgetary compliances help financial management to ensure accountability.
- Various software systems as part of e-governance are used for financial transparency and accountability.
- Science coordinators and the librarian look after laboratory and library stock audits respectively.
- The internal stock audit is carried out by GB-approved CA under the supervision of coordinators assigned by the authority.
- The external audit is carried out by an auditor appointed by the Government of West Bengal.

- IT and GST returns are submitted every year within the stipulated filing date. Finally, all the reports are placed before the Finance Sub-committee and endorsed by GB.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a crucial role in ensuring and enhancing the quality of education in the institution. IQAC is responsible for implementing quality assurance strategies and processes within the college. By regularly reviewing the teaching-learning process, structures, methodologies and learning outcomes IQAC ensures that the institution is continuously improving and providing a high-quality education to its students.

The periodic intervals at which the IQAC conducts these reviews allow for a systematic and thorough evaluation of the teaching-learning process. This enables the identification of areas that require improvement and the implementation of necessary measures to enhance the quality of education provided. The IQAC also plays a crucial role in documenting the incremental improvements in various activities and overall facilities related to the teaching-learning process.

Through its efforts, the IQAC plays a key role in institutionalizing quality assurance strategies and processes within the college. By continuously monitoring and evaluating the quality of education, the IQAC ensures that the institution maintains high standards and meets the expectations of all stakeholders, including students, faculty, and regulatory bodies.

In conclusion, the IQAC's contributions in reviewing the teaching-learning process, operations, and learning outcomes, as well as recording incremental improvements, are instrumental in ensuring and enhancing the quality of education in the college.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Response:

Siddhinath Mahavidyalaya makes a continuous effort to provide equal opportunities to both genders in terms of their activities in the institution to promote gender equity and gender empowerment. The institution has conducted the Gender Audit with the initiative of Internal Complaint Committee (ICC), Women Cell (WC) and IQAC to identify weakness regarding gender balance. Our institution tries utmost to incorporate gender mainstreaming in its activities and policies concerning teaching learning, career promotion, infrastructural facilities, research and publication, seminar attendance, leaves and other benefits.

Measures for promotion of gender equity:

- The institution has a well-defined Gender policy published on the website.
- Gender audit reports done by WC to assess the gender sensitization facilities for two consecutive years viz. 2021-22, 2022-23 are displayed on the website.
- The institution provides equal chance in participating and voicing demands on academic and non academic issues for all stakeholders. Special attention and support is given to the girl students from rural, social and economic backwardness.
- The institution has proactive WC, ICC and IQAC which organize different programmes on gender issues. The focus of WC is on students 'thinking over gender related issues and that of Grievance Redressal Cell(GRC) and Anti Ragging cell(ARC) on taking care of the Well-being of all stakeholders.
- Representation of women staff in different committees.
- Basic separate sanitation facilities for girls & boys.
- Mentoring system helps the student.
- Awareness/ outreach programmes are regularly conducted
- Gender Calendar is displayed in College Website
- Girl students can lodge their complaint about harassment and abuse in the Complaint drop boxes.
- Members from WC, ICC, GRC and ARC interact with first semester students at the Orientation programme and share the helpline number.
- Among 13 female staff maternity leave and CCL have been taken by 08 and 02 staff respectively.
- Seminars, workshops are organized regularly to sensitize girl students regarding sexual harassment, women empowerment, women's health and well-being.
- The institution had made relentless efforts to engage implementation of different scholarships like

Kanyashree Prakalpa etc. to strengthen them economically.
- Self defence course is offered for girl students.
- Annual Gender Sensitisation Plans are drawn and published.

- The syllabi of some artsand science faculties focus on women empowerment through female literacy, gender equality, sex ratio etc.
- Female students are encouraged to participate in cultural activities, games and sports and NSS activity

Different safety measures have been taken for a safer environment:

- CCTV surveillance cameras will be installed at different places.
- Ragging free campus
- Sufficient lights in all parts.
- Girl's common room is available
- ID cards are issued for every stakeholder to restrict the entry of trespassers.
- Institutional administration has always put an effort to provide the basic sanitation and hygiene facility for all stakeholders.
- Sanitary napkin, vending machine with incinerator and covered dustbins are available at the toilets. Students can attend a counselling session in need and share their feelings and emotional concerns confidentially.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**

5.Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Students from diverse religious, socio-economic and cultural backgrounds take admission to Siddhinath Mahavidyalaya every year. The college takes several measures and initiatives to provide an inclusive environment and to enhance the understanding and appreciation of cultural, regional, linguistic, communal socioeconomic diversities and make the students aware of their constitutional rights, duties and responsibilities.

Religious and Cultural inclusiveness: Each year, different cultural and regional festivals like Basanta Utsav, Raksha Bandhan, Saraswati puja, Agomoni Uthsab, Fresher's Program, Farewell, Matri Bhasa Dibas, International women week, Teachers Day, Wall Magazine, Health Checkup Camp, Blood Donation Camp, Saraswati Puja, Aid's Day, International Yoga Day, National Library Day, Rabindra Jayanti, Baishe Shrabon, birth anniversary of Pandit Iswar Chandra Vidyasagar,Teacher's Day are celebrated every year by the institution.

Linguistic inclusiveness:

- Bilingual mode of teaching has been adopted by teachers wherever required for the students to overcome linguistic challenges. Bilingual study materials are also provided to the students.
- The college celebrates International Mother Language Day to instill the importance of mother tongue among students. Teachers and students from different departments commemorate the day through various cultural programs.
- The Department of Sanskrit organizes workshops for all students to improve their spoken Sanskrit communication skills.
- The Department of English offers a course "English Language Teaching" and Add-on course "English for Communication" that help the students to learn communication skills and creative writing.

Communal and Socio-economical inclusiveness:

- The institution provides scholarships and freeship to students from economically backward communities that help them to continue their study and fulfil their dreams.
- Through NSS Camp Various types of activities are done from there students gain experience in the art of group living, promote leadership, creativity, interacting with the community without any bias of religion, social status or economic background.
- The members of Women Development Cell organize awareness campaigns on Gender issues and undertake surveys to assess the degree of socio-economic empowerment of the students.

Sensitization of students and employees to the constitutional obligations:

- ◆ To remember and pay tribute towards the freedom fighters, the stakeholders of the institution celebrate Independence Day, Republic Day, Netaji's birthday, Gandhi Jayanti, with great grandeur. Students and staff members participate in the cultural programs, and flag hoisting ceremony.
- ◆ The Institution has a Code of Conduct that helps all stakeholders acquire human values.
- ◆ To protect and improve the natural environment, the Institution involves students in seminars, sapling plantation, biodiversity profiling and awareness rally.

File Description	Document
Upload 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:

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 Practices-1

1. **TITLE OF THE PRACTICE: "BIKASHITA O MUKHARITA SHAISHAB"- CHILD HEALTH AND HYGIENE**

1. **OBJECTIVES:**
   1. Encouraging the primary pupils to be aware of health and hygiene.
   2. To ensure yoga is one of the activities to prevent disease.

3. Helping the pupils to be fit both physically and mentally.
4. Providing the concept that health & hygiene is an important issue for taking education properly.

1. **THE CONTEXT:**

Education depends on teaching-learning system. Teaching-learning system is possible because of teacher-student relationship. Education for students relies on mental wellbeing. Mental wellbeing stands upon physical fitness. NEP 2020 proposes inclusion of basic training in mental health, preventive health care, personal hygiene, public hygiene and first aid in the curriculum.

Siddhinath Mahavidyalaya has taken initiative to train the primary students to be aware and to make others aware of health because health is an important factor in order to having education. Teachers along with a group of students visited nearby schools to make this agenda successful.

1. **THE PRACTICE :**

The college had taken initiatives for best practices on personal health and hygiene. Both the vision and mission of any university is to provide quality education to the students. But, prior to education the most important thing is their physical and mental well being. So, the college had taken several steps to make the students physically fit and mentally strong. At first, the teachers had arranged for health training camp for the students for their awareness and understanding. Then the teachers along with the students visited adjoining school to spread the awareness.

For this purpose the college had initiated following steps:

1. On the ground of personal health and hygiene teachers had given lectures to the students. It was mentioned what to do and what not to make oneself germ free.
2. Students were given food chart for their balanced diet.
3. Importance of yoga in life had been discussed to them. One teacher had taken a fifteen-minute class for them. Students thoroughly enjoyed and practised.
4. Students were also advised to make yoga- practice a habit.
5. College students weighed them and measure their height to cheque their BMI.
6. At last, they were provided gifts.

1. **EVIDENCE OF SUCCESS :**

Every has its purpose. Every activity is started with an aim to put positive impact. So, the taken initiative by the college on personal health and hygiene had also positive impact on the students.

1. Teachers started yoga and pranayama with a view to provide health-awareness education to the students. Students readily accepted, practised and made it a habit.
2. What they were taught, they followed actively. They were really enthusiastic to have new wsy of learning education.
3. Students avoided having fast food. They became health conscious.
4. Every day at school they washed hand before and after having meal. They also practised it at home.
5. After the initiative they started drinking adequate water.

1. **PROBLEMS ENCOUNTERED & RESOURCES REQUIRED:**

1. The practice requires spending a bearable amount of funds.
2. This practice demands a professional trainer of yoga.
3. Inflow of funds for medical instruments is limited.

Best Practice-2

1. **TITLE OF THE PRACTICE: "SUKANYA SAMMRIDDHI"-WOMEN'S EDUCATION AND EMPOWERMENT**

1. **OBJECTIVES:**

1. To improve women's health outcomes through comprehensive education.
2. To give scope to the women in any activity to highlight their position.
3. To establish the point that women are self reliant and self confident.
4. To strengthen physical health through physical activities and mental health through social and cultural programmes.

1. **THE CONTEXT:**

Women empowerment means a process by which women strengthen their capacity individually or collectively to identify, understand and overcome gender discrimination and thus taking control of their lives. Women often face unique health challenges and disparities due to biological, social, and economic factors. Access to accurate information and resources is crucial for promoting their well-being and reducing health inequalities.

That's why Siddhinath Mahavidyalaya has taken initiative to engage women in different college oriented social, cultural, physical and psychological activities to make them aware of health and mental consciousness directly. We know the fact that healthy mind resides in healthy body and a good health depends on physical activities. It is believed that direct attachment is always purposive. Here, in fact, comes the point of the leading role of women and obviously the point of women empowerment.

1. **THE PRACTICE:**

The college had taken initiatives for best practices on women's health education and empowerment. Both the vision and mission of any university is to provide quality education to the students. But, prior to education the most important thing is their physical and mental well being. So, the college had taken several steps to make the students physically fit and mentally strong. At first, the teachers had arranged for many social, physical and cultural programmes for the students for their awareness and understanding. Then the teachers along with the students visited adjoining school to spread the awareness.

- **Education Programs:** Conducting workshops, seminars, and online campaigns to educate women about reproductive health, nutrition, mental health, and preventive care.
- **Empowerment Initiatives:** Facilitating skill-building sessions on self-care, decision-making, and advocacy to empower women to take charge of their health.
- **Partnerships:** Collaborating with healthcare providers, NGOs, and community leaders to ensure holistic support and resources.

1. **EVIDENCE OF SUCCESS:**

- Increased awareness and knowledge levels among participants.
- Positive changes in health-seeking behaviors and preventive care practices.
- Testimonials and feedback highlighting improved confidence and empowerment among women.

1. **PROBLEMS ENCOUNTERED:**

- In traditional gender roles and societal norms.

- Limited access to funding and resources for scaling initiatives.
- Overcoming language and cultural barriers in diverse communities.

1. **RESOURCES REQUIRED:**

- Qualified health educators and facilitators.
- Educational materials and digital resources.
- Funding for program development, outreach, and evaluation.
- Partnerships with local healthcare providers and community organizations.

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:

-

Siddhinath Mahavidyalaya was established in 2013 in a remote rural village Shyamsundarpur Patna under Purba Medinipur district, West Bengal with the aim at educating the rural community. Majority of the students are first generation learners and coming from socio-economically disadvantageous families. From the very beginning, the enrolment of the female students was remarkably better than the male counterparts. After passing Higher Secondary Exam, most of the female candidates couldn't avail their graduation due to non-availability of any degree college before 2013. Besides most of the female students were irregular in classes due to household workload and poor communication in the locality. The IQAC of the institution observed the situation and planned to develop strategies for empowering female students.

-

- To provide quality higher education for knowledge enrichment.
- To assist financially by providing various scholarship schemes of the Government.

- To sensitize students about gender equity.
- To develop an environment within the campus female students and staff feel free to express themselves.
- To empower female students physically.
- To encourage the female students to participate in various co-curricular and extracurricular activities for their holistic development.
- To set up a Mentor-Mentee system in order to address any issue.
- To introduce job-oriented courses for making them self-dependent and employable
- To include female staff in the college management as Siddhinath Mahavidyalaya strongly believes that "If you educate a man, you educate an individual, but if you educate a woman, you educate an entire family".

Therefore, the institute has taken a number of initiatives to promote women empowerment to achieve its mission for spreading higher education among the remote, rural villages of Purba Medinipur District, West Bengal.

-

1. **Scholarship Scheme:** The management of the college ensures that all the female students get the appropriate fellowship provided by the Government of West Bengal and the college office provide prompt assistance in case of any issues starting from application assistance to disbursal of the fellowship.

2. **Gender Sensitization:** From the very beginning, the college inculcated the concept of male and female equality and no discrimination based on gender. The process starts from the Induction Programme at the entry level; thereafter the gender issues are regularly discussed in the classes. The college has introduced an Add on Course on Gender Issues. Moreover, the IQAC periodically organizes seminar/ special lectures on gender issues and conduct gender audit to sensitize the students of the college. In addition, the college organizes "International Women's Day" to respect women and promote the confidence of the female students.

3. **Safety within the Campus:** The college management adopts zero tolerance policy against ragging and sexual harassment and has well-established Grievance redressal Cell, Women Harassment Prevention Cell, Anti-Ragging Cell & Internal Compliance Cell. The college strictly follows UGC and West Bengal Government guidelines to provide safe environment for the female students and staff.

4. **Physical Empowerment:** The College has introduced a self-defence programme to enhance the physical fitness and compatibility to boost up the confidence of the female students. The College regularly arranges Bratachari Course, Jeet Kune Do Martial Art for the holistic developement of the students on behalf of Dept. of Physical Education.

5. **Equal Opportunity:** The College also thrives to provide equal opportunities to each and every student irrespective of their sex and encourage the female students to participate in NSS, activities and various

sports and cultural programmes for their holistic development.

6. **Mentor-Mentee System:** An extensive mentor-mentee system ensures any counselling help of the students to overcome their mental barriers and to stay motivated.

7. **Job oriented courses:** The institute has introduced various skill development programmes including soft skill, computing and ICT skill and language skill. The Anudip Foundation conducted Three months online career counselling programme for all the college students.ABP in collaboration with Gillet organized One-Day career counselling workshop for the students. The programmes enhance employability as well as promote economic freedom of the female students.

8. **Female Staff in College Management:** All the female staff are members of different sub committees and they are also included in the Governing Body of the college.

9. **Facilities for the female students:** Girls' common room facilities, Sanitary napkin vending machine Clean toilets and drinking water facility Sexual harassment cell to ensure safety.

- ◆

1. **Enrolment:** Female student enrolment percentage has increased in last five years in spite of the transport problem and other issues like – early marriage, economical hindrance and unwillingness.

2. **Result:** In the last five years, the pass percentage of the female students has improved remarkably. In 2018-19 academic year, the pass percentage was about 93.5%, which is increased in the last three academic years. Moreover, the number of female students appearing in the final examination has increased from 93.5% in 2018-19 session to 100% in 2022- 23 session. Moreover, Soma Manna, a student Department of Sanskrit has stood second in the final University Examination, 2020.

3. **Participation in extra-curricular and co-curricular activities:** Participation of female students in NSS has increased from in last two consecutive years. Most of the students participating in the cultural programme are females.

4. **Scholarship Availed:** More than 90% of the female students availed scholarship in the last five years.

5. **Placement to Higher Education:** After graduate students from our college are engaged in Higher Education in different Universities in West Bengal.

6. **Campus Safety:** Due to the strict adherence to institutional Grievance redressal, women harassment prevention and Anti-Ragging Policy- there has been no incident of sexual harassment or ragging in the last 5 years. The IQAC regularly monitors and rectifies the women empowerment initiatives of the institution for providing an inclusive environment to flourish the potential of female students of the college.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In spite of being a new set-up institution, since its inception, it has been illuminating students coming from socio-economically backward ranges of Purba Medinipur with its light of knowledge. It always endeavours to ward off social maladies by enriching the morale of students through its curricular and extra-curricular activities. The college workout is spotlighted here.

1. **Flighting the peak:** The academic outcomes of the institution are reflected in university results. e.g. Cherishing the desire for success girls like Soma, Sanchayita, Susmita, Chanda, and Radharani (the former university toppers) of the institution will surely reach the acme of achievements. Few bright alumni are associated with IIT KGP, ISM, JU, RBU etc.
2. **Empowering HER**: The remote college has shaped the future of local girls by giving the opportunity to learn. Regular drives on women's education, health and hygiene have also been arranged. A gender audit has also been done.
3. **Thinking beyond syllabi: The introduction** of various certificate/ add-on courses/capacity-building programmes beyond syllabi has been initiated.
4. **Reappraising hoary past:** Endeavour the promotion of the Indian knowledge system by exercising courses related to Indian palaeography, introducing certificate courses on Spoken Sanskrit and arranging lecture series on the cultural heritage of India
5. **Cultivating research:** Establishment of incubation cell, research and development sub-committee, Publication of edited volume Shodhajyoti, organisation of seminar/ workshops on cross-cutting issues
6. **Extending the hands:** Outreach programmes in adopted villages indicate a sincere societal responsibility.
7. **Admiring the ethics:** The college inculcates ethics by observing commemorative days and arranging lectures on ethical issues
8. **Exchanging thoughts:** MoUs with various institutions have been signed to execute academic exchange and collaboration.
9. **Showing the new career vistas:** The college has organised several career counselling programmes to acquaint students with new career opportunities.
10. **Nurturing nature:** Lush green campus of 5.23 acres with medicinal plant garden and ponds
11. **Befriending the little one:** Distribution of gifts, books and teaching basic hygiene to primary school students

Concluding Remarks :

Despite various lacune, the institution has a following future.

Academic plans

1. The college will design a strategy to create various provisions for offering Multidisciplinary subjects for

proper implementation of NEP 2020 in compliance to Vidyasagar University syllabi.

2. The college will take the initiative to introduce more job-oriented add-on/value-added / certificate courses on diversified topics.

3. Capacity Building programmes may be introduced.

4. A Non-formal Sanskrit Education Centre will be set up for the promotion of ancient knowledge. NEP has encouraged an inter-disciplinary approach to various academic programmes. The college will try to expand the ambit of research cell by introducing new innovative ideas.

5. Industry collaboration will be bridged for the employment of students. Career fare will be arranged.

6. The college will conduct more extension and outreach activities as part of social responsibility.

7. To maintain environmental sustainability, more trees will be implanted. Environment awareness programmes will be done more in number.

8. An evening school may be started as a part of a literacy drive by the college NSS unit.

Infrastructural plans

1. Boundary walls will be constructed.

2. An auditorium will be built.

3. Reputed journals and books will be subscribed by the central library. E-resources will be strengthened shortly.

4. A seminar library will be set up.

5. A museum promoting folk/ indigenous culture may be established.

6. Language lab to be formed. Existing labs must be equipped with modern equipment.

7. PG courses will be introduced.

8. Vocational education, courses on floriculture etc. may be introduced.

9. An agricultural section and a B.P.Ed. section will be incorporated.

10. The college will plan for proper management of maintenance and upgradation of the existing facilities.

11. Initiatives will be taken for good transport system in college hours.

The beelike pupils belonging to floral S.S. Patna land and floriculture-based families enter the garden of higher studies to extract the honey of knowledge and cherish to be on the wings of success aloft.

6. ANNEXURE

1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>452</td><td>333</td><td>0</td><td>393</td><td>293</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>452</td><td>333</td><td>0</td><td>393</td><td>293</td></tr></table>
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>185</td><td>199</td><td>207</td><td>228</td><td>325</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>185</td><td>199</td><td>207</td><td>228</td><td>325</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

| 496 | 496 | 376 | 395 | 395 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
496	496	420	456	497

Remark : Value updated as per supporting document provided by HEI

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*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	70	47	72	110

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
64	70	47	72	110

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
236	236	179	182	182

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
236	236	199	210	230

Remark : Value updated as per clarification document

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	37	39	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	33	35	36	24

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	17	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	17	2	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	7	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	5	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	3	5	1	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	8	0	10	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	0	7	5

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

Answer before DVV Verification : 40
Answer After DVV Verification :33

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21.44	3.45	4.99	16.91	35.92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.07	1.02	4.41	16.91	33.34

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

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

Answer before DVV Verification : 13

	Answer after DVV Verification: 18
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.41	3.70	12.67	15.41	13.05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.93	2.98	2.75	1.74	3.62

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	67	53	72	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	56	42	66	41

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	01	01	05

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty**

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	10	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	10	7	6

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

		Answer After DVV Verification: A. All of the above

2. Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 41 Answer after DVV Verification : 40
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	37	39	35

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	33	35	36	24

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43.65	11.19	20.56	38.96	54.00

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42.91	10.91	19.57	37.13	54.01

|