



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SHREE AGRASEN MAHAVIDYALAYA**

**BHUSAMONI DALKHOLA UTTAR DINAJPUR 733201  
733201**

**<https://samdlk.ac.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

With the missionary ideals in heart, thirst for knowledge in mind, untiring efforts, noble sacrifices, unmixed stewardship and bold initiative of the local people of Dalkhola in general, an attempt was made by them for establishment of a college in the locality. Consequently, Shree Agrasen Mahavidyalaya was brought into existence as a center for higher education on the auspicious day of 1st September, 1995 to fulfill the increasing desire and demand for higher studies in the locality after a long period of 48 years of our Independence. Shree Agrasen Mahavidyalaya was the perfect one of which right choice of location was made for providing encouragement and patronage to the poor and backward students. It is located at Bhusamoni at a distance of 2.5 km. from the nearest railway station of Dalkhola and 500 meters away from National Highway 34 (N.H.- 34) possessing a good campus comprising 3.88 acres of land enriched with the potentiality for developing it further into an ideal, modern and progressive institution for higher education.

Shree Agrasen Mahavidyalaya located at an ideal site within the Municipal area surrounded by picturesque landscape with ever green, calm and quite atmosphere free from pollution, dins and bustles of Municipal crowd, is the sixth degree college in the district of present Uttar Dinajpur (then West Dinajpur). It was initially affiliated to the University of North Bengal. Subsequently it comes under the jurisdiction of the University of Gour Banga. So it is now affiliated to the University of Gour Banga. Meanwhile, it has come into limelight for its brilliant performance and excellent result of the students in the university examinations comparable with many other star colleges of the University. The Mahavidyalaya was honored by the International Business Council, New Delhi with National Udyog Excellence Award in 2004. But it has still long way to go to achieve many more accolades in the field of education and other extension activities.

At present there are 07 undergraduates Honours programs. More over 18 general subjects are offered to the students from which they can opt any 3 subjects for pursuing degree program in general course in all 3 important streams: Arts, Science and Commerce. During the current session 2021-22 there are 2480 students enrolled in different programs. The teaching learning process is enriched and made productive by rich experience of teachers and availability of up to date resources to students. As an affiliated college, the college follows the university norms of Semester-end examination and evaluation as well as for internal assessment/continuous evaluation.

### Vision

As the institution is situated in the most backward district and moreover in the educationally backward block of West Bengal, the vision of the institute is to become one of the best educational institutions catering to the rural students' need of higher education, run along the ideals of man making education propounded by Swami Vivekananda.

### Mission

- To provide opportunities for all round development of the local youth irrespective of religious, races, castes and gender. The college also aims to provide a high standard of higher education to all its

students.

- To offer adequate opportunities to the meritorious students in pursuit of advanced categories of education.
- To develop in the students healthy knacks and awareness through different campus activities, academic, cultural, social and recreational.
- To provide all sorts of support and assistance to people of the area by utilizing the infrastructure and faculty of the college.
- To provide for the basic higher education to the deserving students both of the backward communities and general category.
- To aware the society regarding human rights, communal harmony, health awareness and cleanliness of environment.

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

### Institutional Strength

Starting the journey as a miniature college in the remote place of West Bengal and eventually become an institution to reckon with in the whole state undoubtedly proves the strength of the college over the years. However, the major areas of strength of the college can be identified as the followings.

- A multi-faculty college with under graduate courses in three basic Streams: Arts, Science and Commerce.
- Driven by the vision statement of imparting higher education to all, the college, ensures admission of SC/ST/OBC, minority and girls in good number
- Good reputation in the society: The hard work of the faculty members, non-teaching staff and college governing body has made it possible to become one of the reputed colleges in the state.
- Duly qualified faculty and student-centered teaching method have made this college attractive to the learners to build up their future here.
- Active NSS unit: It enables the interested students to learn how to serve the society.
- Wide range of extension, co-curricular and extra-curricular activities.
- ICT facilities such as smart class, LCD projectors, Laptop, computers and access of easy internet facility.
- Active NCC unit inculcates the importance of discipline in life. Many cadets by proving their mettle in NCC will succeed to get entry into defence, paramilitary and police services.
- Student feedback mechanism for further improvement.
- Emphasis on gender equality and sensitivity: the college always sensitizes the learners for gender equality and never allows anyone to practice any gender discrimination in the campus.
- Eco-friendly premises.
- Unique possession of a museum for interpreting history through collected artifacts.
- Excellent work of women development cell of the college.
- Harmonious relationship among the members of governing body, faculty members, non-teaching staff, students and parents/ guardian.
- Existence of active alumni association which undertakes various programs to assist the college.

## **Institutional Weakness**

Despite our strength in entirely balanced academic experience to learner some issues remain as our weakness. In spite of being quite an old college in the region, the overall infrastructure facility of the college has not been enhanced in proportion to the increase in the number of enrollment of the students.

- Badly constrained due to lying in the semi urban set up.
- Limited flexibility and opportunity in the curricular design and development.
- Insufficient funds from the Government which is not disbursed uniformly over the entire financial year poses problems for the college in planning and execution of project.
- Shortage of permanent faculty in several departments. Some of the Departments have adequate faculty members (both permanent and SACT teachers) but some departments like Physics, Chemistry, mathematics are entirely run by SACT teachers.
- No recruitment of Lab assistants in the last five years has completely depleted the Science Departments in maintaining their equipments and laboratory materials.
- No recruitment of data entry operators and guards has affected the administrative affairs in the college.
- Neither funding nor permission is available for starting diverse vocational courses which would have enhanced placement opportunities for the students.

## **Institutional Opportunity**

The college perceives all weakness as opportunities for positive intervention. Issues are dealt in such manner which ensures progress in learning.

- Enough scope is left for job oriented courses.
- To carry out more research projects in the college.
- Research and extension activities in the field of local culture, natural resources and its utilization.
- To enhance teaching and learning ability of faculty and student through exchange program within the local area, i.e. the cluster college.
- To motivate students for self-employment opportunities.
- Different type of short-term value-added courses may be introduced along with the curriculum for skill development of the students.

## **Institutional Challenge**

The college believes that every opportunity is a challenge and every challenge is an opportunity in disguise. Hence it always tries to meet the identified challenges towards achieving the goal of quest for excellence to prove itself a center of learning in eminence. The major challenges confronted by the college are:

- More efforts needed for grooming of first-generation learners.
- Providing resources for marginalized students.
- The college is located in such a place that there is both State Border and International Border.

Geographically it is the border area between Bihar and West Bengal and also Bangladesh Border is not very far from the college campus. Hence it is a sensitive and vulnerable place as any disturbance near the Border areas may affect the healthy environment of the college.

- Keeping pace with the rapid changes in higher education.
- Ensuring job opportunities to the students after successfully completing a course.
- Resource generation for up gradation of infrastructure.
- General courses are losing popularity.
- Bringing more and more under privileged students of the local area in the field of higher education.
- The college has already taken up the challenge of fully implementing e-governance in every aspect of administration and moving towards paperless administration.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Shree Agrasen Mahavidyalaya has a different perspective on education. The college promotes the formation of students as competent, committed, conscious, creative and compassionate men and women for and with others. The curriculum is specially designed by the University of Gour Banga to ensure that the students have the required domain knowledge, skills and attitude. The institute has designed a well planned master routine keeping into account the prescribed format of class distribution required for effective curriculum delivery. It is also framed by keeping into account the Academic calendar of the college. The ratio of honours and general courses has been managed according to the requirement of UGC curriculum. From 2019, University of Gour Banga has adopted CBCS (Choice Based Credit System) curriculum for all UG courses, and Shree Agrasen Mahavidyalaya (as an affiliated college to University of Gour Banga) also has adopted the CBCS system. The master routine has been designed in such a way that simultaneously 3 yr (1+1+1) system and CBCS system can be in operation. Duration of classes is adjusted to 1 hour and laboratory classes are also adjusted considering the minimum required credit hours for each laboratory courses. Internal Assessment would carry direct weightage in total marks in CBCS system for each paper, so internal assessment methods are given more importance and has been restructured. Students' feedback system assures the quality of the effectiveness in curriculum delivery, at the end of the academic year. Two value added programmes have been added during the last five years. The diverse programs of the Affiliated University (University of Gour Banga) offer the wide range of relevant incorporated issues to Gender, Environment and Sustainability, Human Values and Professional Ethics with the local as well as global need in the UG curriculum. The institution's mission is committed to the holistic development of every individual within the multifarious programmes offered by the University. Feedback is collected from students, teachers, and employers via online feedback system in college website. Feedback is analysed on regular basis, and analysis report is available on college website. College Governing body and IQAC takes necessary action based on the feedback analysis.

### Teaching-learning and Evaluation

Teaching Learning and evaluation process is the backbone of any institution. Shree Agrasen Mahavidyalaya is committed to maintain quality and transparency in the teaching learning and evaluation process, which would

ensure proper attainment of programme and course outcome of courses taught in the college. Student Enrolment percentage for the last five years is 64.74%. 84.37% of seats have been reserved for various categories. In the college the full time student –teacher ratio is 75.94%. The college adopts student - centric methods such as experiential learning, participative learning and problem-solving methodologies to enhance learning experiences. Student-centric learning helps in the all-inclusive development of the student resulting in improved learning and development of skills. Different departments of Shree Agrasen Mahavidyalaya arrange various student centric programmes that enable students to develop self confidence and rectify their mistakes. Departments follow mainly Chalk - Talk method of teaching, interactive method and participative method for holistic development of the students. Students actively participate in various extracurricular activities held in Shree Agrasen Mahavidyalaya. Students actively participate in Youth Parliament competitions organised by the Government of West Bengal, to exhibit their skill and acumen in versatile fields. During regular class hours, faculty members of various departments conduct debates and discuss where students are encouraged to come with different opinions and thoughts which pave the way of arguments as well as a way of learning. Percentage of full-time teachers against sanctioned posts during the last five years is 100%. Around 20.71% of teachers are with the highest qualification. In the non-CBCS system the students have to appear in the University Examinations as Part-I Examination at the end of 1st year, Part-II Examination at the end of 2nd year, and Part-III examination at the end of 3rd year. In addition to University Examinations, various modes of internal evaluation including class tests are conducted in college before final (university) exams. The answer scripts are evaluated and discussed with the students in order to rectify their mistakes. The main purpose of these tests is to improve their day-to-day performance, to judge their knowledge and make them up to date and prepare for upcoming semester and final examinations. Every Department has formulated Programme Specific Outcomes (POs) and Course Outcomes (COs) for their respective disciplines. The same has been incorporated in the departments' syllabi and is made available on the college website. This facilitates those seeking admission into Shree Agrasen Mahavidyalaya to enroll for a specific programme by identifying the details of the programme. In the past five years 82.36% of students have qualified in the undergraduate programmes.

### **Research, Innovations and Extension**

Shree Agrasen Mahavidyalaya has at present, 10 faculty members with doctoral degree, 8 members with M.Phil degree and 16 faculty members with NET qualification. At present 11 faculty members are simultaneously carrying on their PhD work at different Universities, along with their teaching assignments. One research project sanctioned during the last five years by ICHR and the project is entitled “Understanding Urbanization in Ancient North Bengal” and it is currently in progress. The college supports the research activities by encouraging the faculty members to participate in and organize different seminars and conferences. Number of total papers published by faculty members are 113 in last 5 years. The college library has become a member of UGC launched Information and library network which has enabled both the teachers and students to access e-books and e-journal. Faculty members have participated in seminars held at international, national and regional levels either to present their work or as resource persons. The college has also organized 04 national seminars, 01 International seminar and 4 State level seminars and several talks by eminent personalities where the students are also encouraged to attend. The NSS, NCC and Women Development Cell of Shree Agrasen Mahavidyalaya are actively involved in a wide range of extension activities which serve the local community and also provide holistic education to the students on different environmental and social issues, thus helping them to become responsible citizens of our country. The NSS unit of the college which has about 200 volunteers strives incessantly to address various health and hygiene related issues. The NSS unit in collaboration with the Blood Bank of The District Hospital of Uttar Dinajpur holds regular Blood Donation Camp. The NCC and NSS are also involved in various extension activities such as Swachh Bharat, Yoga Camp and tree plantation. Various awareness camps are organized in the college on different relevant topics like poisonous effects of tobacco,

importance of plastic free campus, prevention from contagious diseases in order to raise the consciousness of the students and staff regarding these important issues. The Women Development cell organized seminars on domestic violence, women health and gender sensitization.

### **Infrastructure and Learning Resources**

The excellence of a college depends on how well the infrastructure and learning resources are managed and developed in a college. The college started in a miniature form but today it has flourished to a great extent. Currently it offers 5 programmes at the undergraduate level with 16 departments. The institute has adequate infrastructural facilities like 13 classrooms, computer laboratories, departmental laboratories and a well organised central library for successful running of the courses offered. There is a smart classroom with internet facilities. There is another virtual classroom with a mini auditorium. The college has a medicinal plant garden maintained by the department of Environmental Science. The college has its own playground for conducting annual sports. The Central Library has a number of 13,290 books. The college has 3.88 areas in the campus with an internal playground which has a verdant green land. The college maintains an eco-friendly environment in college premises as it is a plastic free campus. Around 89.96% of the annual budget is allocated for infrastructure augmentation for the last five years.

The Shree Agrasen Mahavidyalaya Central Library customizes KOHA & DSPACE Development Company. Under Softglobe®, we are developing and making KOHA & DSPACE more and more user friendly, more secured, fully inter-encrypted database, including circulation, cataloguing, member entry, various report generation, flexible & more user-friendly data import-export system, fully secured and easy daily backup system, attendance monitoring system (with barcode) and more. NAME OF THE SOFTWARE: KOHA

VERSION: 20.05

DATE OF INSTALLATION: 16-05-2022

NATURE OF AUTOMATION: Partially Automated

The college has upgraded its IT facilities in these years. The entire campus is covered under Wi-Fi connection provided by Railtel of India Corporation Ltd. Broadband. There are 03 separate Wi-Fi login, and the passwords are shared with teachers and students for free access to Internet. Most of the departments are provided desktops and few with scanners and printers. All the departments have shared LAN internet facilities provided by ROUTERS. Total number of LAN connections in the college is 06. The bandwidth and softwares are regularly updated according to the demand of the departments, providing login facilities to various e - resources like INFLIBNET to all the faculty and students. Infonetix Kolkata acts as the system administrator of Shree Agrasen Mahavidyalaya. During the last five years around 95.54% of expenditure was incurred on maintenance of infrastructure.

### **Student Support and Progression**

Shree Agrasen Mahavidyalaya is committed towards excellence of the students through its activities on all aspects of college management and curriculum delivery. Around 71.3% students benefited by scholarships and free ships provided by the Government and Non-Government agencies during last five years. Shree Agrasen Mahavidyalaya provides institutional scholarships like Half tuition fee waiver, Full tuition fee waiver to the

students. College also offers West Bengal State Govt. scholarship schemes like Kanyashree Prakalpa, Swami Vivekananda Merit Cum means Scholarships and Student Credit Card facility.

College through various assessment mechanisms identifies students that need additional classes for grasping curricular content. Various departments of College conduct special classes and personal counseling for students, where faculty members discuss problems related to academic curriculum with students, and provide solution for overcoming those challenges. Development of communication skills, Self Defence programmes (Taekwondo), Life Skills (Yoga training) are special initiatives taken by the institution under Capacity building and Skill Enhancement programmes. During the last 5 years around 658 students have been benefitted by guidance for competitive examinations and career counseling. Most of the faculty members constantly encourage students about appearing in competitive exams, and make them aware about the timing and syllabus of these exams. Around 142 students have been placed in different sectors during the last five years. Uttar Dinajpur is a semi – urban place, mainly agriculture based and there are very few industries set up within the vicinity so most of the students after completing graduation either go for higher education or start a business. Sports and Cultural activities are very prominent in the institution. Around 250 students participated every year in the Sports events during the last five years. Due to Covid 19 pandemic 2020-2021 and 2021-2022 Sports could not be conducted in the college. Shree Agrasen Mahavidyalaya has an active and rich alumni association, which has a long tradition for working towards overall excellence of the College. Alumni association has contributed generously to the college during the last five years, especially during the pandemic period they extended their support to distribute mask, sanitizers and other essential commodities to the localities.

### **Governance, Leadership and Management**

Shree Agrasen Mahavidyalaya started its journey towards excellence since 1st September 1995 to fulfil the demand of higher education in the locality. The nature of governance in Shree Agrasen Mahavidyalaya is in keeping with the mission and vision of the college. The mission of the college is to educate, emancipate and empower students of the rural community by providing holistic education. In this mission the College ensures inclusiveness, transparency, and the overall welfare of its primary stakeholders. For effective application of the decisions regarding academic and co-curricular activities, decentralization of governance is done and participative management with inclusion of various stakeholders ensures smooth running of the institution. Shree Agrasen Mahavidyalaya believes decentralised and participative management via a series of committees which overseas various functional aspects of the college. Governing Body of Shree Agrasen Mahavidyalaya is the main decision making body and the Principal of the college act as a secretary of the Governing Body. IQAC of Shree Agrasen Mahavidyalaya plays a definitive role in overall quality improvement of the college through student feedback, mentoring process, continuous internal evaluation etc.

College is in the process of digitizing the administration work and it has already applied digitization in many areas of the administration like examination, admission, fees submission etc

Being a Government aided institution college enjoys several schemes meant for the Government Employees. Leave facility is provided to the employees (Teaching and non-Teaching) as per Government norms. API score and career advancement is done according to latest UGC Guidelines, in collaboration with Dept. of Higher Education, Govt of Westbengal. IQAC verifies the documents and forward the applications to proper authority



for appraisal and career advancement procedures.

College organises professional development and administrative related training programmes for faculty and staff members from time to time. Faculty members also regularly participates in professional development programmes such as Orientation Programmes, Short Courses, Refresher Courses etc. organised by HRDC of various Universities .

The Institution follows transparency and democracy in the entire procedure of mobilization and utilization of funds. Apart from regular grants from the Govt. of West Bengal and UGC grants, the College has been able to get funds from persons, trusts and Uttar Banga Unnayan Parsad. The institution also encourages faculty members to submit major and minor research projects for obtaining grants and funding from various funding agencies.

IQAC is dedicated to create a congenial atmosphere in the college for teaching learning process, for both faculty members and students. Two Practices Institutionalized as a result of IQAC initiatives:

1. Inauguration of the Virtual Classroom and inauguration of two International Webinars on "Shri Debesh Roy and Anisujamman:" & " Raja Rammohan Roy & Renaissance in Bengal" organised by the Dept of Bengali.
2. IQAC conducted several orientation programmes for teachers and students to motivate them to adopt the new technique and continue the teaching learning process during the pandemic period.

### **Institutional Values and Best Practices**

Shree Agrasen Mahavidyalaya addresses gender sensitivity in providing facilities such as safety and security within the campus through various majors like CCTV surveillance, security guards at different places etc.

The college adopts best practices in teaching-learning, career guidance, innovations and social service. The college takes different measures for keeping the campus clean and green with proper management of waste thereby encouraging everyone to be aware with the materials they use. To maintain the cleanliness within the campus different ways are utilized which strengthens the eco-friendly environment within the college premises.

The students and faculty members are encouraged for green practices like using eco-friendly mode of transportation including the use of bicycle, Toto, rickshaw and by walking. Digital display of important notices is communicated to the staff via WhatsApp email and LCD monitor. The College has a separate expenditure every year on green initiatives and waste management excluding salary component.

The college has defined code of conduct for the students and faculty members and administrative staff. The institution plans and organizes different activities to increase consciousness about national identities and symbols; promoting national integration, communal harmony and social awareness among all.

To maintain the ideals of our rich heritage, the institution celebrates the national festivals and the birth /death anniversaries of the great personalities to inculcate the sense of unity, harmony and secularism among the students.

The institution maintains a complete transparency in its financial, academic, administrative and auxiliary functions through the formation of different Committees like Finance Committee and Purchase Committee.

To nurture and foster a positive campus climate for the holistic formation of students Shree Agrasen Mahavidyalaya takes the initiative to create cohesive, congenial and supportive learning relationships between student-staff, caregivers to help students evolve at their best.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE AGRASEN MAHAVIDYALAYA
Address	BHUSAMONI DALKHOLA UTTAR DINAJPUR 733201
City	DALKHOLA
State	West Bengal
Pin	733201
Website	<a href="https://samdlk.ac.in">https://samdlk.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jayeeta Basu	03525-257440	9434234254	03525-257440	shreeagrasenmahavidyalaya@gmail.com
IQAC / CIQA coordinator	Leena Sarkar Bhaduri	03525-257856	9830830091	03525-257856	sam.iqac2016@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	Gaur Banga University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	08-01-2004	<a href="#">View Document</a>
12B of UGC	08-08-2004	<a href="#">View Document</a>

**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	BHUSAMONI DALKHOLA UTTAR DINAJPUR 733201	Semi-urban	3.88	27526

**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
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UG	BA,Bengali	36	H.S. OR EQ UIVALENT	Bengali	300	0
UG	BA,English	36	H.S. OR EQ UIVALENT	English	75	0
UG	BA,Hindi	36	H.S. OR EQ UIVALENT	Hindi	30	0
UG	BA,Sanskrit	36	H.S. OR EQ UIVALENT	Sanskrit	30	0
UG	BA,Urdu	36	H.S. OR EQ UIVALENT	Urdu	30	0
UG	BA,History	36	H.S. OR EQ UIVALENT	English + Bengali	1278	0
UG	BA,Political science	36	H.S. OR EQ UIVALENT	English + Bengali	1263	0
UG	BA,Sociolog y	36	H.S. OR EQ UIVALENT	English + Bengali	1263	0
UG	BA,Educatio n	36	H.S. OR EQ UIVALENT	English + Bengali	1220	0
UG	BA,Physical Education	36	H.S. OR EQ UIVALENT	English + Bengali	52	0
UG	BA,Philosop hy	36	H.S. OR EQ UIVALENT	English + Bengali	1220	0
UG	BA,Geograp hy	36	H.S. OR EQ UIVALENT	English + Bengali	30	0
UG	BSc,Mathem atics	36	H.S. OR EQ UIVALENT	English + Bengali	30	0
UG	BSc,Physics	36	H.S. OR EQ UIVALENT	English + Bengali	30	0
UG	BSc,Chemist ry	36	H.S. OR EQ UIVALENT	English + Bengali	30	0
UG	BCom,Com merce	36	H.S. OR EQ UIVALENT	English + Bengali	125	0
UG	BA,Environ ment Studis	36	H.S. OR EQ UIVALENT	English + Bengali	1500	0
UG	BA,Ncc	36	H.S. OR EQ UIVALENT	English + Bengali	30	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				14			
Recruited	0	0	0	0	0	0	0	0	7	5	0	12
Yet to Recruit	0				0				2			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				14
Recruited	11	1	0	12
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	1	0	5
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	2	0	1	2	0	5
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	1	0	2
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	9	4	0	13
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
	1	1	0	2

**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	1036	0	0	0	1036
	Female	1454	0	0	0	1454
	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	271	334	391	458
	Female	533	495	581	539
	Others	0	0	0	0
ST	Male	12	15	28	32
	Female	29	21	33	37
	Others	0	0	0	0
OBC	Male	118	107	151	147
	Female	160	139	159	166
	Others	0	0	0	0
General	Male	398	461	489	736
	Female	520	569	598	898
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2041	2141	2430	3013

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Multidisciplinary learning is a wonderful way to totally integrate education into a comprehensive unit rather than scrambling to draw connections between seemingly unrelated parts. It empowers a student to
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	<p>see tangible correlations across subject matters rather than view each in a discreet manner. It is a curriculum in which a single topic is studied from the viewpoint of more than one discipline. The multidisciplinary approach relies on people crossing disciplines to share knowledge, thereby enhancing the scope and depth of learning. Interdisciplinary education is similar to multidisciplinary in the sense that it looks to combine knowledge from multiple disciplines. However, it emphasises the importance of the process rather than the product of something. Interdisciplinary focus is to combine theories, methodologies, and perspectives from two or more disciplines; it connects a single theme or idea across disciplines. Multidisciplinary learning refer to the involvement of multiple disciplines to varying degrees on the same continuum. The common words for multidisciplinary and interdisciplinary are additive and interactive respectively. The more general term "multiple disciplinary" is suggested for, when the nature of involvement of multiple disciplines is unknown or unspecified. While multiple disciplinary teamwork is appropriate for complex problems, it is not always necessary in every single project. Shree Agrasen Mahavidyalaya follows CBCS curriculum and we look forward to introduce multidisciplinary learning with the options available in the curriculum. Our college is located in a rural place where most of the students do not get proper guidance at home. They don't realise their potential and strength unless the teachers guide them, motivate them and channelise them in best direction. Interdisciplinary/multidisciplinary education is not unidirectional so students get an opportunity to explore their interest in various subjects and eventually they can choose a right career in their life. It will help them to understand the real world and carve their future career path accordingly. In this session some departments (Bengali and English), (History and Political Science) have decided to introduce interdisciplinary dissertation topics for Sem VI. This will open a broad arena in their higher studies and they can also get ample opportunity to explore diverse fields in academics.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC,</p>

	<p>where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. It is a systematic approach and it will allow students more flexibility and mobility in academic field. It will be extremely beneficial for the students once the affiliating University implements it.</p>
3. Skill development:	<p>The main objective of the Skill India programme is to provide adequate training in market-relevant skills to over 40 crore youth by 2022. It also aims to create opportunities for the development of talent within the country and improve the overall scope and space for underdeveloped sectors. This enhances productivity and opportunities for employability. Skill India Mission is to provide market-relevant skills training. Every student does not pursue higher studies and they do not have that acumen to excel in whatever they are compelled to pursue. Skill Development courses give an ample opportunity to nurture the inherent talent that an individual has, subsequently giving an individual a scope to identify the field where he/she can be employed. The chief objective of the country is to empower the youth of the country with adequate skill sets that will enable their employment in relevant sectors and also improve productivity. It is yet to be implemented by the affiliating university. Hopefully after implementation our college will be highly benefited. Our college is located in a rural area so students along with education are already involved in different skill-based works to support their family and to continue their education. Due to financial crisis, they do not get proper training as a result of it most of them struggle to get themselves established in their life. If they get an opportunity to pursue skill development courses, they will get proper training thus an opportunity to get a position in the job market.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In a country education is of prime importance and so knowledge system is improved and upgraded if knowledge is transferred or disseminated in Indian language. There is conglomeration of culture in our country as there is diverse language and diverse religion. Culture is integrally associated with regional</p>

	<p>language and if there is a thrust on Indian language in higher education then our rich culture will not decay. Embracing Indian language does not mean disrespecting foreign language which is internationally acclaimed. However if there is a scope to integrate Indian knowledge system with Indian language then our future generation can think in a different way. Our college is a multilingual college as it is in a rural area. Here students not only speak in their mother tongue but also in their local dialects. Since there are many first generation learners our faculty members generally take their classes bilingually, thereby respecting their mother tongue and also disseminating correct information to them. Online courses along with offline classes are very much innovative and productive. Online courses are yet to be implemented by the affiliating University but simultaneous running of online and offline courses are highly productive. Scope of learning expands and especially in our college students try to engage themselves in other activities too besides their conventional mode of learning. They will get more academic flexibility to continue their education.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome based education is an educational theory that integrates each part of an education system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcome targeted. OBE focuses on the following skills when developing curricula and outcomes : Life skills, Basic skills, Professional and Vocational skills, Intellectual skills, Interpersonal and Personal skills. Every Department in our college frames proper programme outcomes as per the CBCS curriculum of the University of Gour Banga. Although OBE is not directly applicable for the Undergraduate curriculum as framed by the University. Keeping in mind the objective of the topics under respective subject heads, course objectives are framed and accordingly classes are taken by the faculty members. Classes are conducted in such a manner that -clarity, flexibility, involvement and comparisons are maintained in the</p>

	class.
6. Distance education/online education:	<p>In distance mode of learning, there is no interaction between a student and his mentor. Students are completely on their own with a self-paced time schedule to complete the course. They just have to adhere to the exam deadlines and submission dates. Such kind of studying requires a lot of self-motivation and discipline as there is no one watching over the continuous performance of the students. Online learning is a more modern way of studying. It utilises the Virtual Learning Environment (VLE) – such as Moodle, Collaborate or Blackboard to share multimedia lectures, have discussions, send student resources, and conduct exams. The lectures are prerecorded or are held live. It is a more interactive teaching method where the teacher and student often meet through the digital medium. Although University of Gour Banga does not offer any online course still online education gained significant momentum during Covid -19 pandemic. Our students were very active in the virtual classes. They participated in every interaction, delivered online presentations and participated in all types of online activities. During that period besides their regular mode of education, they got opportunity to pursue several certificate courses to expand their periphery of knowledge. Spoken English certificate course was offered to students and even online classes were also conducted for competitive examinations. Majority of the students spontaneously participated in the programme.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
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?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	NA

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.	
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.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NA

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2430	2141	2873	3080	2807

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 36

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	32	34	33	30

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.9	5.8	1.6	8.5	7.3

## 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:**

**Response**

Shree Agrasen Mahavidyalaya has a different perspective on education. The college promotes the formation of students as competent, committed, conscious, creative and compassionate men and women for and with others. The curriculum is specially designed by the University of Gour Banga to ensure that the students have the required domain knowledge, skills and attitude. It is designed to create scope for students to take up various competitive exams. Current trends and recent developments in the domain are always incorporated into the curriculum during restructuring of the syllabus as and when required.

The institute has designed a well planned master routine keeping into account the prescribed format of class distribution required for effective curriculum delivery. The ratio of honours and general courses has been managed according to the requirement of UGC curriculum. From June 2019, University of Gour Banga has adopted CBCS (Choice Based Credit System) curriculum for all UG courses, and Shree Agrasen Mahavidyalaya (as an affiliated college to University of Gour Banga) also has adopted the CBCS system. The master routine has been designed in such a way that simultaneously 3 yr (1+1+1) system and CBCS system can be in operation. The routine has been framed by keeping in mind the Academic Calendar. The Academic Calendar is compiled at the beginning of every session subject to some alterations as and when necessity demands. Duration of classes is adjusted to 1 hour and laboratory classes are also adjusted considering the minimum required credit hours for each laboratory courses. Internal Assessment would carry direct weightage in total marks in CBCS system for each paper, so internal assessment methods are given more importance and has been restructured. Students feedback system assures the quality of the effectiveness in curriculum delivery, at the end of the academic year. Tutorial classes are also held during the academic year where additional informations are shared among the students to enhance their potential in diverse fields. Regularised class tests and laboratory tests (wherever applicable) has ensured proper delivery of the curriculum and preparedness of the students during academic sessions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## 1.2 Academic Flexibility

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

Response: 02

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

Response: 0.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Response:

Response

The diverse programs of the Affiliated University(University of Gourbanga) offer the wide range of relevant incorporated issues to Gender, Environment and Sustainability, Human Values and Professional Ethics with the local as well as global need in the UG curriculum. The institution's mission is committed to the holistic development of every individual within the multifarious programmes offered by the University.

. **On Gender** : From the most fundamental concept of Gender to ancient feminist philosophy ; from an understanding of basic concepts of gender equality, women empowerment with the social phenomenon. These elements are incorporated at varying levels in the different disciplines of UG.The incorporation of

this topic in the curriculum offers intellectual and value centered formation by applying ethical and moral principles in personal and professional forefronts.

**On Environment and Sustainability :** The curricular aspect is one of the main stays of this institution. The multi-dimension of environment and sustainability as a cross - cutting issue is carefully placed in the curriculum and syllabus of UG program. Students of various courses are taught on environmental values with sustainability development with environment laws, pollution, natural resource management, waste management, biodiversity, ecosystem, biome of the world, wetland conservation, rural development, etc. The university's vision on moral uprightness, social responsibility, service to society keeps the curriculum enriched with integrated cross-cutting issues pertaining to gender, environmental sustainability, human values and professional ethics in various courses.

In the college more or less all the branches have a course in environmental studies. The students of UG courses (English, Bengali, History, Political Science, Sociology, Hindi, Commerce, Geography, Economics, Philosophy, Education, Sanskrit, and Physical Education) also have learned and increased their knowledge of environmental management, women empowerment, gender, and politics. For the students, almost the entire program deals with human values, social commitment, peace, and justice. The courses enable the students to understand and work towards resolving the challenges in the above - mentioned areas.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

Response: 1.11

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

Response: 27

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

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

<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 64.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
1369	927	1132	1789	1438

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

2021-22	2020-21	2019-20	2018-19	2017-18
2069	1769	2114	2214	2114

#### File Description

Institutional data in the prescribed format

#### Document

[View Document](#)

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

**Response:** 59.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
596	465	556	683	654

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

2021-22	2020-21	2019-20	2018-19	2017-18
993	849	1015	1063	1015

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

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

**Response:** 78.39

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

**Response:**

**Response:**

The college adopts student - centric methods such as experiential learning, participative learning and problem -solving methodologies to enhance learning experiences. Student -centric learning helps in the all-inclusive development of the student resulting in improved learning and development of skills. The curriculum is designed in such a way under CBCS curriculum that it promotes a student -centric approach to teaching and learning, wherein the teacher becomes a facilitator encouraging the involvement of the students.

Different departments of Shree Agrasen Mahavidyalaya arranges various student centric programmes that enable students to develop self confidence and rectify their mistakes. Departments follow mainly Chalk - Talk method of teaching, interactive method and participative method for holistic development of the students. Students actively participate in various extracurricular activities held in Shree Agrasen Mahavidyalaya. Students actively participate in Youth Parliament competitions organised by the Government of West Bengal, to exhibit their skill and acumen in versatile fields. During regular class hours, faculty members of various departments conduct debates and discusses where students are encouraged to come with different opinions and thoughts which pave the way of arguments as well as a way of learning. Various cultural and academic competitions are also organised by which the students get the scope ofv participative learning. Along with regular academic curriculum, educational tours are also organised in the nearby areas. The students get the opportunity to stay along with their friends and increase their level of knowledge through observation and discussion. They also develop the sense orf responsibility and the ability to work in a team.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 94.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	34	33	35	35

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Response:** 21.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	7	5	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Presently in 2019 for newly admitted students in the U.G.courses CBCS system has been implemented in the college and is running fruitfully.

In the non-CBCS system the students have to appear in the University Examinations as Part-I Examination at the end of 1st year, Part-II Examination at the end of 2nd year, and Part-III examination at the end of 3rd year.

In addition to University Examinations, various modes of internal evaluation including class tests are conducted in college before final (university) exams. The answer scripts are evaluated and discussed with the students in order to rectify their mistakes. The main purpose of these tests is to improve their day-to-day performance, to judge their knowledge and make them up to date and prepare for upcoming semester and final examinations. The most encouraging outcome of these tests is the confidence gained by the students after each test. Even students with very poor fundamental knowledge showed big improvements after going through number of tests. The confidence gained by the students after each test. Even students with very poor fundamental knowledge showed big improvements after going through number of tests.

Individual student mentoring sessions are also conducted. Interactive sessions between the three stakeholders, the parents, students and teachers are organized to get an idea about the progress of students. Students found lagging either in attendance, marks or class performance are counselled in the presence of their guardians in order to identify the original cause of their problems and the ways to rectify them. Extra classes are taken in both theory and practical papers. Students are encouraged in collaborative group work mentored by individual teachers. Initiative is taken to ensure that students participate in science exhibitions, seminars, mock parliaments as well as in house mock teaching and student presentations. The reports on field project, educational excursion or study tour and survey projects are also evaluated as a part of CIE.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

**Response :**

Every Department has formulated Programme Specific Outcomes (POs) and Course Outcomes (COs) for their respective disciplines. the same has been incorporated in the departments' syllabi and is made available on the college website. This facilitates those seeking admission into Shree Agrasen

mahavidyalaya to enroll for a specific programme by identifying the details of the programme. Apart from the detailed description of the programmes outlined in the prospectus for admission in the college website, the candidates can view the profile of the respective departments and the programme specific outcomes for the programme of their choice..

The prospectus of the institution provides all important and necessary information about all the programmes and courses along with the programme nomenclature, fee structure and other relevant information. The college website displayed various programs with its objectives at the beginning of the session. The website of the college is very elaborate. The courses taught in the college, the facilities provided to the students and the teaching faculties available are given in the website. The primary objective of our college is to communicate to the students the details of the programme at the beginning of the session. As Shree Agrasen Mahavidyalaya is located in a non descript place, students generally do not have adequate information about the future prospects. Therefore, the Three Year Undergraduate in different subjects are taught in a structured way so that it makes them aware of their career prospects after the completion of the course.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2 Pass percentage of Students during last five years

**Response:** 82.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
414	525	416	229	419

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

2021-22	2020-21	2019-20	2018-19	2017-18
507	541	424	430	530



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.42

File Description	Document
Upload database of all students on roll	<a href="#">View Document</a>

## 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:** 350000

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

2021-22	2020-21	2019-20	2018-19	2017-18
350000	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

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

**Response:**

**Reponse**

As the institute is situated in rural area, it is very difficult to set up any incubation centre in this location. Dissemination of knowledge occurs via classroom teaching and use of ICT tools. Various seminars, conferences , workshops are also organised for knowledge transfer process. Extra curricular activities like Science Exhibition provides an opportunity to faculty members to educate students on various projects and practical aspects of the curriculum. Research oriented project topics are given to students so that they learn to create, explore and innovate new ideas. Field tours are part of the curriculum in some of the domain subjects and special emphasis is given on field tours for developing innovative ideas among students. Group presentations and topic based discussions are conducted in respective classes to elicit response from students and to encourage students in bringing out their innovative ideas.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**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: 1****3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 0.64****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	3	6	9

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 1.72****3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	12	19	10

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

**Reponse**

The NSS, NCC and Women Development Cell of Shree Agrasen Mahavidyalaya are actively involved in a wide range of extension activities which serve the local community and also provide holistic education to the students on different environmental and social issues, thus helping them to become responsible citizens of our country. These extension activities address different issues like health and hygiene , women empowerment and gender sensitization and green initiatives in which students and staff participate enthusiastically. The NSS unit of the college which has about 200 volunteers strives incessantly to address various health and hygiene related issues. The NSS unit in collaboration with the Blood Bank of The District Hospital of Uttar Dinajpur holds regular Blood Donation Camp. The NCC and NSS are also involved in various extension activities such as Swachh Bharat, Yoga Camp and tree plantation.

NSS unit works closely with the Dalkhola Municipality to maintain cleanliness in the campus. Relevant Personnels from the municipality comes from time to time in the college campus to collect garbage, and install color coded dustbins for proper waste disposal inside college campus. The cadets of NCC wing of Shree Agrasen Mahavidyalaya organise several programmes on Republic Day and Independence Day. NCC Unit also organizes various awareness programmes and drill performances inside college campus to aware the students about various life saving issues.

The college has adopted a villages - Haripura and Surta, where different humanitarian activities like distribution of medicines and sanitisers during Covid 19 pandemic and awareness programmes for Dengue have been conducted. Various awareness camps are organized in the college on different relevant topics like poisonous effects of tobacco, importance of plastic free campus, prevention from contagious diseases in order to raise the consciousness of the students and staff regarding these important issues.

NSS orients students on social issues and offers opportunities to conduct and coordinate various activities related to the college programmes, national integration and national activities. The various programmes include Blood Donation Camp, Cleaning drive of the campus and locality, Anti-tobacco day, World Environment Day, International Yoga Day and also raising general awareness among common people regarding basic health and hygiene.

The Women Development cell organized seminars on domestic violence, women health and gender sensitization. Also the members of WDC work relentlessly to address various issues of girl students in the college, and work towards providing a better academic environment for the girls in the college. IQAC along with WDC meet with the girls students on regular basis to assess their problems, and action been taken at the earliest based on their feedbacks.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

#### Response:

Principal of Shree Agrasen Mahavidyalaya had been selected for Shiksharatna Award 2020, Department of Higher Education, Govt. of West Bengal for her distinguished service for the cause of education..

Centre for Education Growth and Research (CEGR) selected the name of the Principal, Shree Agrasen Mahavidyalaya for Principal of the Year 2021 Award.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

#### Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	3	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 01

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

Shree Agrasen Mahavidyalaya was founded on 1st September, 1995. It is situated in a non-descript place, in a small village, Bhusamoni at Dalkhola in Uttar Dinajpur. Since inception the objective of the institution is to uplift the illiterate people and spread the seeds of education by providing eminent pedagogy. The college started in a miniature form but today it has flourished to a great extent. Currently it offers 5 programmes at the undergraduate level with 16 departments. The institute has adequate infrastructural facilities like 13 classrooms, computer laboratories, departmental laboratories and a well organised central library for successful running of the courses offered. There is a smart classroom with internet facilities. There is another virtual classroom with a mini auditorium. The college has a medicinal plant garden maintained by the department of Environmental Science. The college has its own playground for conducting annual sports. The Central Library has a number of 13,290 books. The college has 3.88 acres area in the campus with an internal playground which has a verdant green land. The college maintains an ecofriendly environment in college premises as it is a plastic free campus. The college is always conscious of maintaining the learning environment. It has anti-ragging cell and students are regularly subjected to counselling about the adverse affects and consequences of ragging. We are also conscious of gender equity. To maintain and raise awareness of hygiene among girl students the college has installed vending machine for acquisition of sanitary napkins. The college in addition to the academic activities lays more emphasis on co-curricular activities. The institution encourages sports games and provide funds liberally for creating efficient sports infrastructure. Regular sports activities are organised and the Physical Education Department conducts Intra Collegiate ,DSA and DPI sports competitions regularly. Sports persons receive encouragement from the management with special free studentship. When they participate in intercollegiate Sports Meets, they get travelling allowance along with daily allowance. In the interanl competitions college provides certificates, gold medals, shields, cash prizes to deserving sports persons to motivate the pursuit of excellence. In 2014 Physical Education Department was set up in the college to start with the general course in physical education. Every possible type of indoor/outdoor facilities are provided in the college. There is a provision for caroom and other other indoor games. To provide facilities for outdoor games the college has campus playground which is used as badminton court , Kho Kho court, Kabaddi court etc. The college has another playground outside the campus which is used for football, cricket and athletic activities. Besides sports equipments, fitness equipments such as treadmill and cycling machine are also properly maintained in the college. International Yoga Day celebration was organised in the college campus. The college tries to train students in various cultural activities. The college has its own musical instruments such as Harmonium and Tabla to train students for different programmes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 47.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.9	2.9	.30	6.3	1.46

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The Shree Agrasen Mahavidyalaya Central Library customizes KOHA& DSPACE development company. Under Softglobe®, we are developing and making KOHA & DSPACE more and more user friendly, more secured, fully inter-encrypted database, including circulation, cataloguing, member entry, various report generation, flexible & more user-friendly data import-export system, fully secured and easy daily backup system, attendance monitoring system (with barcode) and more. NAME OF THE SOFTWARE : KOHA

VERSION : 20.05

DATE OF INSTALLATION : 16-05-2022

NATURE OF AUTOMATION: Partially Automated



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

##### Response:

With the growth of Shree Agrasen Mahavidyalaya it is imperative to develop the infrastructure especially in IT field as technology is the backbone of any college. The college has upgraded its IT facilities in these years. The entire campus is covered under Wi-Fi connection provided by Railtel of India Corporation Ltd. Broadband. There are 03 separate Wi-Fi login, and the passwords are shared with teachers and students for free access to Internet. Most of the departments are provided desktops and few with scanners and printers. All the departments have shared LAN internet facilities provided by ROUTERS. Total number of LAN connections in the college is 06. The bandwidth and softwares are regularly updated according to the demand of the departments, providing login facilities to various e - resources like INFLIBNET to all the faculty and students. Infonetics Kolkata, acts as the system administrator of Shree Agrasen Mahavidyalaya.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

Response: 202.5

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

Response: 12

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic

support facilities) excluding salary component during the last five years (INR in Lakhs)

**Response:** 50.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.35	2.92	1.32	2.25	5.84

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 71.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
2410	1040	3589	728	1738

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Response:** C. 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 0.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	50	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

**Response:** C. Any 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 7.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	33	27	23	22

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

2021-22	2020-21	2019-20	2018-19	2017-18
414	525	416	229	419

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

#### 5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 26

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	6	11	9

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	2	2

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 is a registered society , West Bengal Act XXVI of 1961 No. S/16/12703 of 2002-2003. The Alumni association was formed in the year 16th August 2016, registration number 59974 of 2016-17. The main objective of the association is to bridge the gap between the college and the alumni. The association aims to link the alumni to the institution, to develop strategic plans, to support the college to achieve its vision and to enable the institute to add value to all its stakeholders. The association has highlighted the necessity for arranging smart class room for the students to make education attractive and lively. The association also emphasized the installation of sanitary napkin vending machine for the girl students, ramp for the physically handicapped students. The alumnus often extend their help to the faculty members of the college to prepare students for YPC programmes. Some of the alumni often participate in social service with great enthusiasm for the rural children of the locality. They provide valuable

suggestions as and when the college requires their help. During Covid 19 pandemic, alumni association contributed in the following areas - distribution of of mask among common people, distribution of essential commodities and other sanitising materials during lockdown to the common people of the locality.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Response**

The nature of governance in Shree Agrasen Mahavidyalaya is in keeping with the mission and vision of the college. The mission of the college is to educate, emancipate and empower students of the rural community by providing holistic education. In this mission the College ensures inclusiveness, transparency, and the overall welfare of its primary stakeholders.

Shree Agrasen Mahavidyalaya started its journey towards excellence since 1st September 1995 to fulfil the demand of higher education in the locality. Shree Agrasen Mahavidyalaya is the only college within a radius of 50 km. The area, Dalkhola, had been totally neglected during the period of British Rule and there had been a complete indifference to the backwardness of its population. The college, located at an ideal site within the Municipal area surrounded by picturesque landscape with ever green, calm and quite atmosphere free from pollution, din and bustle of Municipal crowd, is the sixth degree college in the district of North Dinajpur. Our vision is to become the best educational institute by imparting equitable, inclusive, ethical, flexible and multidisciplinary knowledge to the budding students to serve the society. The college also envisions a life oriented education propounded by the ideals of Swami Vivekananda. Our vision is to provide opportunities for the integrated development of the local youth irrespective of caste, creed, religion and gender. The college also envisions to provide basic higher education to the deserving students both of the backward communities and general category. For effective application of the decisions regarding academic and co-curricular activities, decentralization of governance is done and participative management with inclusion of various stakeholders ensures smooth running of the institution.

- The college has well organised management with the Governing Body at the apex for policy making and the Principal as a secretary of the Governing Body acts in coordination with it. A large number of Sub -Committees work in coordination with the Principal. All the recommendations of the Sub - Committees are subject to the approval of the Governing Body.
- Perspective plans include Course dissemination strategies to change and upgrade according to the changing needs of the students with state of the art classrooms, library unit, digital literacy, and high - speed internet facilities while keeping in mind Human Rights, Gender, and Environmental issues.
- Existence of a very active Women Cell in college which comprises teachers from various disciplines. The Cell undertakes Awareness and Gender Sensitization Programs by organising seminars and other institutional programmes.
- Meetings of Principals of West Bengal with the DPI/Principal Secretaries are held where instructions regarding Grants, Proposals placed by colleges, Special Grants, etc. are discussed and the Principal implements these in the college via Office Staff.
- Meetings of Principals of U.G.B. affiliated colleges with the VC, Pro - VC (Academic), Registrar and Controller of Examinations where instructions are given to the Principals regarding admission,



registration, conduction of examinations, marks uploading, UG seat numbers, instruction of Courses, etc. The Principal complies with these instructions in consultation with the Admission Committee, Examination Committee, Examination Committee, IQAC Coordinator, TCS & HODs of the college.

- Principal, many teachers and GB President may be members of other Higher Educational Institutions. This may be seen as an extension activity of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

#### Response:

#### Reponse

The Strategy Plan : The College Authority decided to execute the plan of digitizing of administration at many levels which mainly includes Admission, Maintenance of Fee records and Accounts, Examination, College Website and Wi fi zone.

The Action Plan : 1. Admission - The Online Admission System through web tendering process has been introduced by the College as initiated by the Government of West Bengal and guided by the rules and regulations of the University of Gour Banga. The College has a separate Online Admission Committee, in addition with Academic Sub Committee to co - ordinate the admission process. This enables to identify the requirements for every academic session. The Database is further used in issuing identity cards, library cards, application for scholarships and eligibility.

2. Fee Records -The data collected during the online admission process is used as the database in maintaining the fee records and disbursement of scholarships from various agencies.

3. Maintenance of Accounts - The office of the College mostly uses Sinaware Software for maintenance of books of Accounts.

4. Examination -The filling up of examination Form is online and college provides necessary facility for the same as introduced by the Government. of West Bengal and guided by the rules and reluations of the UGB.

5. Website : The college has a dynamic website with a unique feature of providing administrative access to all the departments and it has a secure Wi-Fi with a speed of 100mbps.

During Covid 19 pandemic, the college used the website to circulate various informations to the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2 Implementation of e-governance in areas of operation

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

**Response:**

- Being a Government aided Institution, the teachers enjoy special health scheme by Govt. of West Bengal named as West Bengal Health Scheme.
- Loans from GPF are very easily made available through Single Window Service of Principal's Office.
- The college does not have cooperative system but all the newly recruited teachers and staff through Govt. of West Bengal get advance from college to fulfil their financial necessity.
- The casual staff members who do not get bonus before puja from govt., college provides them puja ex-gratia.
- The female staff members enjoy maternity leave of six months as per Govt. rule. The female staff members can also avail Child Care Leave as per Govt. rule.
- Non-teaching staff of State Aided College Teachers enjoy a special health scheme by Govt. of West Bengal named Swasthya Sathi.
- Quarantine Leave for employees affected by COVID 19.
- Regular sanitization of College helping both teaching and non-teaching staff.

- Regular distribution of sanitizer and liquid soap bottles in all washrooms keeping in mind their health and hygiene.
- Thermal guns have been purchased for the safety and welfare of all stakeholders. Paperwork has been minimized and the Institution is moving towards a paperless office.

### Performance Appraisal system

API score and career advancement is done according to latest UGC Guidelines, in collaboration with Dept. of Higher Education, Govt of Westbengal. IQAC verifies the documents and forward the applications to proper authority for appraisal and career advancement procedures. Professors undertake various career advancement schemes including seminars, workshops, administrative duties, examination related duties for career advancement. Institution, being a govt aided one, and being governed by UGC rules, and rules of Dept. of Higher Education, Govt of West Bengal, cannot design its own appraisal system.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

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

Response: 6.88

#### 6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	0	3	1

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:****Response**

The Institution follows transparency and democracy in the entire procedure of mobilization and utilization of funds. Apart from regular grants from the Govt. of West Bengal and UGC grants, the College has been able to get funds from persons, trusts and Uttar Banga Unnayan Parsad. The institution also encourages faculty members to submit major and minor research projects for obtaining grants and funding from various funding agencies. The institution regularly motivates the reputed and established alumni to generously contribute for overall development of the college. Once the funds are mobilized, adequate measures are taken for utilization of the same. The Finance Committee or the Building Committee initiates tender process (e-tender) with the concurrence of the Governing Body. Various Committees and Sub - Committees as required get involved in executing the work as per the proposal submitted and sanctioned. The teacher members and non-teaching members of all these committees vigil when the work is undertaken by the execution authorities like PWD/Municipality/Contractors etc. For all kinds of work, the College strictly adheres to the financial rules of the Govt. of West Bengal as well as the Govt. of India. The mobilization and utilization of funds are audited regularly by the internal auditors i.e. the Bursar of the College at the institution level.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**Response**

IQAC is dedicated to create a congenial atmosphere in the college for teaching learning process, for both faculty members and students. A number of students in Shree Agrasen Mahavidyalaya come from economically and academically challenged backgrounds and most of the students are first generation learners. So it is always a tough challenge for the faculty members to educate the students in a proper manner, and instill in them the values of higher education. Two Practices Institutionalized as a result of IQAC initiatives:

1. Inauguration of the Virtual Classroom and inauguration of two International Webinars on "Shri Debesh Roy and Anisujamman:" & " Raja Rammohan Roy & Renaissance in Bengal" organised by the Dept of Bengali.

IQAC has always thrived for inclusion of ICT based teaching and learning in Shree Agrasen Mahavidyalaya . IQAC felt a dedicated classroom with ICT enabled facilities are necessary for increasing the level of ICT based teaching in the college. Therefore, after consultation with Teacher's Council, a proposal was placed in front of Governing Body, which sanctioned the necessary funds for building a new ICT enabled virtual class room along with the existing smart class room. IQAC coordinator along with the Principal and the Governing Body President inaugurated the virtual classroom. All important programmes in college are organised in the virtual classroom. IQAC coordinator along with Principal inaugurated the International Webinars organised by the Department of Bengali. IQAC reviews various methodologies adopted by the faculty members from time to time, to ensure the best possible learning outcome for the prospective students, and also rejuvenate the teaching learning process that can incorporate new ideas and technologies.

2. In the last academic year , due to Covid19 pandemic situations, the teaching learning techniques around the globe has taken a paradigm shift towards online modes, IQAC, Shree Agrasen Mahavidyalaya has taken several initiatives to combat with this new mode of teaching effectively. IQAC has conducted some orientation programmes among faculty members, and students to make them aware about various online platforms where class can be conducted such as Google Meet, Microsoft Teams, Cisco Web etc. The college has designed a routine for conducting online classes during the academic year, and IQAC has kept a detailed record for all the online classes during this period. Various departments also conducted internal assessment examinations via online mode and sent record of the same to college authority and IQAC.

2020-21 and 2021-2022 has been a difficult period for academic institutions in India, as most of the institutions were closed for half of the academic year. and so regular activities like physical presence of the stakeholders were not allowed in the campus. However, that did not deter Shree Agrasen Mahavidyalaya to continue its academic activities. IQAC, shree Agrasen Mahavidyalaya has adopted several innovative measures to prevent academic loss. This included the initiation of e - learning portal, online classes, online administrative meetings and professional development programmes, connecting with community and conducting awareness activities related to Covid 19 and basic hygiene of students. Classes formally resumed in February 2022. IQAC along with various other departments organised programmes on World Environment Day, International Yoga Day, International Women's Day etc. In collaboration with IQAC all other departments organised different workshops and seminars/webinars for the benefit of the students.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

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

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

**Response:** D. Any 1 of the above

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

##### Response

The Institution made sure to promote gender equity issue a prominent one among the stakeholders. The girls common room was set up from the inception and vending machine for sanitary napkins was set up in 2017. Women Development Cell of Shree Agrasen Mahavidyalaya is a very active cell. Every year programmes are organised in college for gender sensitization and awareness among girls students. In 2017-2018 a special meeting was organised with the girl students to address their issues on March 8th 2018. In 2021, 3rd April a webinar was organised by the Women Development Cell on "Gender Sensitization and Violence Against Women". Notable speakers addressed the students in the webinar. Prof. Sanchari Roy Mukherjee, Dr. Sudarsana Sen and Dr. Nilanjana Bagchi were the speakers in the webinar. A webinar was also organised on June 3, 2022 on the topic "Violence against women : issues and challenges" keeping in mind the World International Women's Day which is celebrated across the world on 8th March. In the Webinar, the guest speaker Prof. Sanchari Roy Mukherjee, Vice Chancellor, Dakshin Dinajpur University and (Addl.Charge) Raiganj University spoke in details about how women in society can take leadership roles, and be at par with men. She also focussed on sexual harassment of women at workplace (Prevention, Prohibition and Redressal) Act 2013. Dr. Sudharshana Sen, Assistant Professor, Department of Sociology, University of Gour Banga focussed on violence against women in India and the third speaker, Prof. Ajai Niumai, Professor of Sociology, University of Hyderabad spoke on trafficking issues of women. All the students, faculty members and even the non-teaching female staff too participated in the programme. To ensure safety of women in the campus Shree Agrasen Mahavidyalaya has dedicated administrative staff in college office and we do have security guards to keep a constant surveillance on the activities of students in college.

##### The Institution shows gender sensitivity in providing facilities:

Male and female students are given equal priority in the admission process. The College provides equal opportunity to both the male and female students related to the participation in curricular and co-curricular activities. Equal importance is given to the male and female faculty in various committees constituted for different purposes. In the college there is CCTV surveillance and 24 hour security guard for the safety and security of students.

During the last five years the college celebrated all important commemorative days both online and offline. Every year Independence Day and Republic Day is celebrated in a grand way by the NSS and NCC unit of the college along with other students. Workshops are conducted on International Yoga Day for general awareness among students regarding physical fitness. International Mother Language Day is specially celebrated by all the language departments to show their respect and honour for their mother tongue. Saraswati Puja is celebrated every year in the college by the students and the faculty members. World

Environment Day, Anti- Tobacco Day and International Women's Day is also celebrated in the college to arouse consciousness among students about their basic health and hygiene. During the pandemic period we celebrated some of the events online. Festivals and commemorations of these special days bring harmony and unity among students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 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:** C. 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

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

**Response:** C. Any 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Response:**

**Reponse**



Shree Agrasen Mahavidyalaya is situated in a growing town of West Bengal with resident communities belonging to diverse cultural, religious and social backgrounds. The College values inclusionary practices at multiple levels, including its admission policy, by the means of which students of different religious backgrounds and cultures are admitted to the college. The different Government scholarships that students of this College may avail, encourage inclusion and accommodation of diversity. The College offers language courses of diverse types: Bengali, English, Hindi, Sanskrit and Urdu. Several commemorative days like Rabindra Jayanti, Birth Anniversary of Kaji Nazrul Islam, Iswar Chandra Vidyasagar, Begam Rokeya, the College Foundation Day etc. are celebrated with equal enthusiasm by students, teachers, and non-teaching staff, who are present on each of these occasions not only for the sake of recreation, but to generate the feeling of oneness and social harmony. This also promotes harmony and inclusiveness in its approach and curriculum. It organises programmes that reflect social harmony, cultural inclusiveness and regional aspects of the society. Independence Day, Republic Day, Teachers' day, International Mother Language Day, International Women's day, Saraswati Puja, Iftar Part in Ramzan Month, Yoga Day, Communal Harmony Day etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**Response:**

#### **Best Practice-I**

Maintenance of eco-friendly campus by making the whole campus tobacco free and plastic free zone

#### **Objectives:**

To make students aware and prevent the use of tobacco among young generations of Shree Agrasen Mahavidyalaya.

To increase public awareness around Bhusamoni and also Dalkhola in a broader context on the consequences of Plastic use.

#### **Context:**

Irrespective of the remote location of our campus, our institution is proud to have a vast eco-friendly campus. The main purpose is to create a plastic free zone and similarly tobacco free zone to enhance health awareness among the students.

#### **Practice:**

To make the college campus tobacco free zone, The NSS unit of Shree Agrasen Mahavidyalaya along with the Health Dept. of Uttar Dinajpur district and local administrator (B.D.O. Karandhigi) organizes awareness camps. Also, to promote health awareness, various small posters are displayed all over the college campus to prevent tobacco consumption.

To make the college plastic free zone, the NSS unit of Shree Agrasen Mahavidyalaya along with the Chemistry Dept. of Shree Agrasen Mahavidyalaya organizes a special talk regarding plastic free awareness. Also, to promote environmental consciousness, more dustbins are provided in the college campus for the disposal of plastics and other solid wastages.

**Evidence of Success:**

There was large participation of students in plastic free awareness program which clearly indicated the arising sensitivity towards healthy environment of college campus.

**Problems encountered and resource required:**

Use of separate dustbins for disposing bio-degradable and non bio-degradable waste is of urgent need.

**Best Practice II**

**Counseling and Mentoring Centre :** To nurture and foster a positive campus climate for the holistic formation of students .To create cohesive, congenial and supportive learning relationships between student-staff, caregivers to help students evolve at their best.

**Objective :** A student who is enrolled in college is faced with a myriad of challenges. It is in this context that the counseling and mentoring become relevant. Students' mental health and physical health along with academic counselling is the objective of the cell. In our college students come from diverse backgrounds and there are many first generation learners and so the cell tries to eradicate the obstacles on their way for a prospective and healthy life.

**Evidence of success-**Systematic professional psychological support is provided to individuals, small groups and larger collection of students. Through our active NSS and NCC units we reach out to students to address their issues.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

**Response:**

Adoption of the village, Haripura nad Surta by Shree Agrasen Mahavidyalaya, where the students of NSS unit of Shree Agrasen Mahavidyalaya, in association with Uttar Dinajpur District Hospital have conducted Free Medical Camp. Other notable programmes conducted were - Free education campaign, Street Theatre on social evils, Yoga training programme, Dengue Awareness camp and

**Environment awareness Program.**

- Keeping in mind the vision, priority and thrust of the institution and the core values of NAAC, Shree Agrasen Mahavidyalaya performs the village adoption program benefiting the remote areas which clearly differentiates the institution from others.
- The main priority of our vision is to motivate the students towards social service in village areas through active, dynamic, constant and consistent involvement in social issues.
- Motivating students to social service is the major purpose of NSS. The NSS units of the college give a great opportunity to realize this objective and the activities taken up by them in remote villages help to carry forward our mission to reach this vision.
- Free medical camps are organized in the adopted villages by eminent doctors of specialization in medicine.
- NSS volunteers carried out cleanliness drive in the adopted villages in order to promote healthy environmental awareness.
- Awareness Camp on Vector borne diseases are organized in the adopted villages to promote the health awareness.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Shree Agrasen Mahavidyalaya is situated at Dalkhola, Uttar Dinajpur. It is a non-descript place where the society is mainly driven by agrarian culture. The socio-economic background of the place is not up to the standard and so there are many students who belong to the category of 'first generation learners'. The college is trying its best within its academic framework and existing infrastructure to reach the level of excellence and it is quite astonishing to perceive the transformation among students. Earlier students were not so aware of the importance of higher education and especially the girls were victims of early marriage but now due to mass awareness among students and guardians, girl students along with boys struggle to make their life professionally productive. The faculty members of the college work collectively towards achieving this goal. Hopefully in the near future with the incessant effort of the faculty members our students will gain more and more accolades in their life.

### **Concluding Remarks :**

Shree Agrasen Mahavidyalaya is appearing for 2nd cycle in the NAAC Accreditation process. Keeping up to the standard of NAAC we have furnished all the data as required. In the Introductory section the details of the college are provided along with its vision and mission. In the Criterion-wise summary section, criteria-wise summary is provided with brief synopsis of every section. In the SWOC section - Institutional strength, weakness, opportunities and challenges have been highlighted.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 107 Answer after DVV Verification: 27</p>																																								
1.4.1	<p><b>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</b></p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes Remark : Revised input per documents attached by HEI</p>																																								
2.1.2	<p><b>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years</b> Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>566</td><td>489</td><td>768</td><td>779</td><td>756</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>596</td><td>465</td><td>556</td><td>683</td><td>654</td></tr></table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b> Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>796</td><td>796</td><td>796</td><td>796</td><td>796</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>993</td><td>849</td><td>1015</td><td>1063</td><td>1015</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	566	489	768	779	756	2021-22	2020-21	2019-20	2018-19	2017-18	596	465	556	683	654	2021-22	2020-21	2019-20	2018-19	2017-18	796	796	796	796	796	2021-22	2020-21	2019-20	2018-19	2017-18	993	849	1015	1063	1015
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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796	796	796	796	796																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
993	849	1015	1063	1015																																					

Remark : Note: Filled seats not to exceed earmarked one. Any excess admission made in the categories to be considered as general merit. Revised data as per attached documents provided by HEI

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : DVV input as per documents attached by HEI Pl note: workshops/seminars/conferences only on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship will be consider

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
14	7	8	13	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	3	6	9

Remark : Pl note: Research papers published in UGC care list journals will be consider under this metrics.

**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 : 01

	Answer After DVV Verification :01																				
4.1.2	<p><b>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</b></p> <p>4.1.2.1. <b>Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>195680</td><td>292311</td><td>29300</td><td>626806</td><td>146000</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1.9</td><td>2.9</td><td>.30</td><td>6.3</td><td>1.46</td></tr></table> <p>Remark : DVV input a sper supporting documents provided by HEI Pl note: Expenditure should be given in Lakhs as per metrics requirement</p>	2021-22	2020-21	2019-20	2018-19	2017-18	195680	292311	29300	626806	146000	2021-22	2020-21	2019-20	2018-19	2017-18	1.9	2.9	.30	6.3	1.46
2021-22	2020-21	2019-20	2018-19	2017-18																	
195680	292311	29300	626806	146000																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.9	2.9	.30	6.3	1.46																	
4.4.1	<p><b>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>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)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>135314</td><td>292311</td><td>132124</td><td>225749</td><td>584654</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1.35</td><td>2.92</td><td>1.32</td><td>2.25</td><td>5.84</td></tr></table> <p>Remark : Expenditure should be in lakhs as per metrics requirement</p>	2021-22	2020-21	2019-20	2018-19	2017-18	135314	292311	132124	225749	584654	2021-22	2020-21	2019-20	2018-19	2017-18	1.35	2.92	1.32	2.25	5.84
2021-22	2020-21	2019-20	2018-19	2017-18																	
135314	292311	132124	225749	584654																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.35	2.92	1.32	2.25	5.84																	
5.1.1	<p><b>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years</b></p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2410</td><td>1040</td><td>3589</td><td>728</td><td>1738</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	2410	1040	3589	728	1738										
2021-22	2020-21	2019-20	2018-19	2017-18																	
2410	1040	3589	728	1738																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2410	1040	3589	728	1738

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65	50	134	337	72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
65	50	0	0	0

Remark : Revised inout as per data template and attached documents. HEI has not provided any supporting documents requested by DVV during clarifications

**5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 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:

2021-22	2020-21	2019-20	2018-19	2017-18
37	33	27	23	22

Answer After DVV Verification :

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



37	33	27	23	22
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**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
414	525	416	229	419

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
414	525	416	229	419

Remark : DVV input as per supporting documents requested by DVV been provided by HEI

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	9	12	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	6	11	9

Remark : Revised input as per supporting documents attached by HEI. Intra collage certificates will not be consider

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)****5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	450	350	400

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	2	2

6.2.2	<p><b>Implementation of e-governance in areas of operation</b></p> <p>1. <b>Administration</b> 2. <b>Finance and Accounts</b> 3. <b>Student Admission and Support</b> 4. <b>Examination</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : DVV input as per supporting requested documents attached by HEI</p>																																								
6.3.3	<p><b>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</b></p> <p>6.3.3.1. <b>Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>4</td><td>40</td><td>4</td><td>22</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>5</td><td>0</td><td>3</td><td>1</td></tr></table> <p>6.3.3.2. <b>Number of non-teaching staff year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>12</td><td>0</td><td>18</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	3	4	40	4	22	2021-22	2020-21	2019-20	2018-19	2017-18	2	5	0	3	1	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	12	0	18	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																																					
3	4	40	4	22																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
2	5	0	3	1																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
0	0	12	0	18																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
0	0	0	0	0																																					
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <p>1. <b>Alternate sources of energy and energy conservation measures</b> 2. <b>Management of the various types of degradable and nondegradable waste</b> 3. <b>Water conservation</b></p>																																								

	<p>4. <b>Green campus initiatives</b></p> <p>5. <b>Disabled-friendly, barrier free environment</b></p> <p>Answer before DVV Verification : C. 2 of the above</p> <p>Answer After DVV Verification: C. 2 of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <p>1. <b>Green audit / Environment audit</b></p> <p>2. <b>Energy audit</b></p> <p>3. <b>Clean and green campus initiatives</b></p> <p>4. <b>Beyond the campus environmental promotion activities</b></p> <p>Answer before DVV Verification : C. Any 2 of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : Revised DV as per supporting documents provided by HEI.</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>32</td><td>34</td><td>33</td><td>35</td><td>35</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>31</td><td>32</td><td>34</td><td>33</td><td>30</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	32	34	33	35	35	2021-22	2020-21	2019-20	2018-19	2017-18	31	32	34	33	30
2021-22	2020-21	2019-20	2018-19	2017-18																	
32	34	33	35	35																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	32	34	33	30																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>195680</td><td>292311</td><td>135724</td><td>225749</td><td>584654</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3.9</td><td>5.8</td><td>1.6</td><td>8.5</td><td>7.3</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	195680	292311	135724	225749	584654	2021-22	2020-21	2019-20	2018-19	2017-18	3.9	5.8	1.6	8.5	7.3
2021-22	2020-21	2019-20	2018-19	2017-18																	
195680	292311	135724	225749	584654																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3.9	5.8	1.6	8.5	7.3																	