



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VIVEKANANDA SATAVARSHIKI MAHAVIDYALAYA

AT - MANIKPARA, P.O. - MANIKPARA, DIST. - JHARGRAM, WEST BENGAL,

PIN - 721513

721513

www.vsm.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vivekananda Satavarshiki Mahavidyalaya, a sixty year old academic institution in rural West Bengal, spans across a spacious 18.86 acre campus with 81,000 square feet of constructed area, surrounded by a vast green space with more than five thousand trees of different varieties. It was established in the year 1964 in memory of birth centenary of Swami Vivekananda with an initial objective to disseminate higher education to the rural pupils of Manikpara locality of Jhargram District. The college is situated midway between Balibhasa bus stop (located on NH-6) and Sardiha railway station. The college is affiliated to Vidyasagar University and recognized by the UGC under Sections 2(f) and 12(b) of the UGC Act. The institution is NAAC accredited. Starting with minimal infrastructure, the college has steadily developed overtime integrating ICT and modern amenities to enhance teaching learning environment. The college currently offers 33 U.G. Courses. Our college mainly serves to students from rural countryside with different learning abilities. The college is committed to providing holistic education to develop individuals with integrity, emotional and mental harmony, physical capability, social awareness as well as participation in cultural activities to become upright citizens of the nation. The permanent faculty strength of 59 along with the Principal has contributed to a successful academic atmosphere. There are six Govt. approved non-teaching staff and 12 casual staff members working with full dedication for the development of the college. The Mahavidyalaya provides an opportunity for higher education to many students from different economic, cultural, ethnic, and linguistic backgrounds and minority communities. The college also aims at empowering the underprivileged section of the society by imparting quality education to rural people, poor and backward classes, and imparting skill-based education. Within the framework of University prescribed curriculum, the potentiality for increasing human resources within the locality is encouraged. Our college instils adequate capabilities and competitive spirit to our students to accomplish success in life and emerge as leaders in their professions. Over and beyond academics, our college fosters a culture of competency facilitating students to participate at esteemed state and national level events.

Vision

The vision of our college is to emerge as an institution of eminence in providing undergraduate education to students from rural areas of Jhargram district and adjoining areas. We strive to empower our students from economically disadvantaged backgrounds to develop themselves as future leaders and sustain under a globalising world.

Mission

1. To foster an inclusive learning environment that gives an equal opportunity of pursuing education regardless of economic and social backgrounds.
2. To deliver high quality education at an affordable rate so as to reduce the gap between socio-economic backgrounds and educational achievement.
3. Inculcate the spirit of environmental awareness and sustainable development among our students.
4. Inculcate a spirit of social responsibility among our students so as to develop them as leaders which foster positive change in their communities.
5. To equip students with critical thinking skills, knowledge, and competitive attitude to help them

accomplish success in life and emerge as leaders in their chosen professions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Located in the rural and tribal belt, College remains an important centre of learning with a well-defined vision to improve standard of education in the locality.
2. Institution has diverse courses with competent faculty members who are adept in comprehending the needs and limitations of the region and accommodate their teaching methods accordingly, in order to disseminate education amongst the populace.
3. Well equipped Hostel Facilities for Boys and Girls with proper security.
4. College remains a strong centre for NCC, as only two colleges in entire Jhargram district have the NCC, and Vivekananda Satavarshiki Mahavidyalaya is one of them.
5. Large eco-friendly campus with spacious College buildings, well maintained automated library, computer laboratory, multi-gymnasium, well equipped laboratories Sports facilities and ICT enabled rooms.
6. Memorandum of Understanding with several nearby colleges and institution which provides exposure to our students
7. Inter-personal relationship among teachers, students and staff is intimate and amiable.
8. As college was established in 1964, it has wide alumni base and positive support from them and local community strengthens the position of institution.
9. A strong commitment to National and social service is present amongst the college students, as reflected in the work of NCC, MGNCRE and NSS units of the college.

Institutional Weakness

1. College suffers from infrastructural bottlenecks for its developmental purposes and vision.
2. Because of the socio - economic condition on the ground level, dropout ratio of colleges is very high - mostly associated with early marriage (girls) and migration for sustenance (boys)
3. Communication issue in relation to college geography remains one of the biggest weaknesses of the institution.
4. Keeping in mind the Climate change and institutional geographical space - more Solar and green energy resources for institutional benefits can be explored.
5. Students will be benefitted, if Post Graduate courses will be available under college domain.

Institutional Opportunity

1. To make education inclusive by including students from marginalized communities like SC, ST, and OBC communities. (Sabar, Kurmi, and others)
2. To introduce more Skill based programmes keeping in mind the market and job-oriented prospects.
3. College has applied for the study centre for Netaji Subhas Open University, if it gets the centre, it will help our students.
4. The college has the opportunity to strengthen academic monitoring system through online attendance.
5. The college has the opportunity to create a greater number of ICT-enabled classrooms for teaching-

learning

6. The college has the opportunity to get more quality research papers published by the faculty members in UGC- CARE listed journals and books.
7. To procure more e- books/e journals in the library.
8. To map out the opportunities and greater sensitivity on climate change and environmental issues.
9. To harness solar energy and its storage for clean and green energy
10. To explore huge rain water harvesting potential of our college
11. To explore more opportunities in relation to sports and cultural facilities to ensure better performance of the students in both sports and culture.
12. Strengthening the collaboration of academia and industry through industry oriented vocational courses.
13. Opportunities to organize a greater number of seminars/workshops
14. To enhance more opportunities by opening PG programmes.
15. To explore opportunities by becoming a study centre for open distance learning
16. To provide more hostel facilities for both boys and girls.
17. To enhance the modus operandi of teaching -learning and evaluation in accordance to NEP.

Institutional Challenge

1. Recruitment of competent faculty and technical staff on vacant sanctioned posts and creation of new posts are the crucial challenges.
2. To bridge the rural-urban divide in Higher Education, especially under the globalised, digitalized world
3. To boost and encourage students from the vicinity to pursue higher education.
4. To holistically boost up the education by opening up more Skill Based and certificate courses
5. To introduce new programmes in emerging areas.
6. Constructing more Classrooms and ICT enabled Classrooms to meet the demands of the CCFUP (NEP - 2020) Curriculum.
7. Procurement of books in the library as per newly implemented CCFUP-NEP syllabus due to non-availability of necessary syllabus-oriented books.
8. Funding for the library remains one of the key challenges as the college is entirely dependent on college funds.
9. To procure financial aid for the vision and mission of institution remains a challenge.
10. To go for energy conservation in near future in a more pragmatic way.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows up the curriculum prescribed by the affiliating University (Vidyasagar) and under its domain devises institutional methodologies to ensure the effective implementation and delivery of the curriculum. Institution offers a diverse range of undergraduate programmes spanning across Arts, Science, Commerce streams. Both Honours and General or pass course subjects are available in college. As per the university guidelines university follows up both the Choice Based Credit System (CBCS -2018) and NEP-2020, incorporating elective courses, fieldwork, internships, and projects, thus providing academic flexibility.

The Academic Committee prepares an annual plan and academic calendar in alignment with the University calendar. The Internal Quality Assurance Cell (IQAC) with Academic Committee ensures the structured

implementation of the curriculum. Semester configurations and lesson plan formats, prepared by respective departments, are distributed to faculties.

Departments of the institution are advised to prepare components for Continuous Internal Assessment (CIA) for each semester. This includes conducting two internal exams and a model exam prior to the university semester examination. To enrich the learning experience, cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability are integrated into the curriculum with all sanctity of university guidelines.

The institution actively promotes skill-based learning practices through various activities such as seminars, group discussions, debates, quiz contests, and value-based enrichment programs. Skill-based education initiatives such as tailoring, computer course too is part of institutional domain. In addition to this free coaching for competitive examination with Employment Exchange Office, Jhargram, contributes to strengthening of our holistic approach.

Comprehensive feedback is collected from all stakeholders for enriching academic environment. And after a thoughtful analysis by every department - appropriate actions are taken. The implementation of the curriculum is also facilitated through the Departmental Webpage on the college website, ensuring efficient delivery and management of academic content.

Teaching-learning and Evaluation

Vivekananda Satavarshiki Mahavidyalaya is dedicated to and strives for enhancing the quality of higher education through its Teaching - learning And Evaluation process. The entire process is garnered under and is in alignment with affiliating Vidyasagar University. The institution's teachers are committed to fostering innovative thinking, employing diverse methods such as Experiential Learning, Participative Learning, and Problem-Solving to make education engaging and enjoyable.

In addition to University's mandated Internal Evaluation, the Departments duly conduct Continuous Internal Evaluation including Test assessments. The Programme and Course Outcomes are clearly outlined and the attainment of the Outcomes is assessed through PO-CO Mapping and Feedback mechanism. Mentor - Mentee System has been introduced to assess the progress of students and Parent-Teacher Meetings are also organized. The performances of the students in the examinations reveal important trends to enhance and boost the entire process holistically.

As the spread of digitalization across the world has increased - the entire process of Teaching-Learning system has transformed itself too. Considering this, Institution in recent years, has introduced ICT aided education in order to make the education process more interactive and enjoyable, especially for first-generation E learners from a pre-dominantly marginalized student base. Institution currently had Four (4) ICT classrooms and One (1) Smart Class room along with a Computer Lab. Every Department have its personal computer and students and teachers are encouraged more to utilise these tools. Apart from it, Library has vast E resources to garner the needs of teaching and learning. During the Covid pandemic, the Teaching-learning process had undergone a drastic change and Vivekananda Satavarshiki College is also no exception. Besides switching over to Zoom, Microsoft Teams and Google Meet platforms for online classes, the college organized very interesting webinars for the students, teachers and researchers. WhatsApp too became an important tool since lockdown. An online repository of Teaching Resources (course module, study material, question paper, etc.) is accessible through LMS and LPP (AIMES College ERP) section of college website. Institution always strives to engage in

Teaching Learning and evaluative process with all positive approach.

Research, Innovations and Extension

Our college encourages faculty members to attend Professional Development Programmes and Workshops so as to regularly upgrade their domain knowledge and remain abreast with current developments in their fields. This has enhanced their research skills and professional efficiency. In the assessment period (2018-19 to 2022-23), our faculty members have: published fifty (50) research papers in the journals notified on the UGC CARE list; produced forty-seven (47) academic publications that include books, chapters in edited volumes, and papers in conference proceedings; and conducted ten (10) seminars on diverse disciplines. Generous attention has also been given to foster an ecosystem for innovation and the Indian Knowledge System. Numerous MOUs have been signed with reputed institutions to foster academic exchange and resource sharing. On the other hand, to enlighten the current generation of students about the vast repository of indigenous knowledge of our glorious past, an Indian Knowledge System (IKS) cell has been established with the joint initiative of four departments: Santali, Sanskrit, History, and Bengali. After its inception the IKS cell has been taking an active role in conducting numerous events like Santali Bhasa Diwas, Adibasi Diwas, Rabindra Jayanti, International Mothers Language Day, and several other events that illuminate our traditional knowledge systems. The college fosters the spirit of social responsibility and character building among its students by actively engaging them in community service, social work, and nation-building activities through its NCC wing, four NSS Units, and MGNCRE cell. Consequently a large number of **awareness programmes** (Literacy, AIDS, Anti-Tobacco Campaign, Swaccha-Bharat, Voter Awareness, Traffic control, Environmental conservation, cyber-crime and human trafficking); **cleanliness drives** (at Manikpara Public Health Centre and adopted villages); **community health initiatives** (Pulse-Polio Programme, Thalassaemia Detection Camp, Blood Donation Camp); **plantation drives** (observation of World Environment Day and Aranya Saptaha); **relief work** (distribution of surgical masks and awareness on best practices to prevent infection and contain the spread of the corona-virus), and **sensitization programmes** (on evils of child marriage, alcoholism, superstitious practices, and other social issues) were conducted by the NCC, NSS, and MGNCRE cell of our college.

Infrastructure and Learning Resources

Vivekananda Satavarshiki Mahavidyalaya, established in 1964 in 'Jungle Mahal' area of rural West Bengal, spans 18.86-acre campus with 81,000 sq. ft. of constructed area, surrounded by a vast green space with over five thousand trees. The college initially had minimal infrastructure but has steadily developed. Recently, it has prioritized ICT and other facilities to enhance the teaching and learning environment, improving academic output.

The college campus consists of four main blocks within a three storied building. Block 1 consists of the principal's office, college office, IQAC room, Physics department, staff room, health unit, NCC office, MGNCRE, and several classrooms; Block 2 includes the gymnasium, NCC store, NSS office, Physical Education department, and central library; Block 3 contains the girls' common room, ICT rooms, Chemistry department, career counselling cell, Computer Science department, and classrooms; Block 4 has the seminar hall, departmental rooms, and more classrooms.

The college offers 26 classrooms, including two large halls and five ICT-enabled rooms with projectors, internet, including a smart classroom setup. A seminar hall with ICT facilities supports events. Science

departments have labs, with a separate computer lab. Each of the 16 departments has rooms with internet and printers. The automated central library includes a spacious reading room and an e-corner, with Physics and Mathematics departments having their own libraries.

The campus has a LAN connection with 150 Mbps broadband and campus-wide Wi-Fi. The college is facilitated with a medical room, a gym, purified water, canteen etc. Solar lights and groundwater systems promote sustainability. Hostels are available for male and female students. A surveillance system with 15 CCTV cameras, 7 fire extinguishers, and diesel generators ensure safety and power backup.

The college features a playground for sports, courts for basketball, volleyball, and badminton, and a Yoga and Wellness Centre. Additional facilities include meeting room, cultural centre, tailoring unit, common rooms, store rooms, cycle stand, and an open-air stage for cultural events.

Various committees look after infrastructural development at the college. Input from stakeholders is reviewed by the Governing Body and Finance committee before initiating improvements, ensuring a collaborative approach to enhancing the college facilities.

Student Support and Progression

The students receive financial support in the form of scholarships through our college under a number of government schemes as well as non-government bodies. During the assessment year the percentage of students benefited by such scholarships stood at 58.95 percent. During the COVID pandemic, the college fee was slashed for all students to support students from underprivileged households enduring severe economic shocks due to the nationwide lockdown. Capacity development and skill enhancement activities are regularly organized by different cells of the college for enhancing the capability of students. The career counseling cell of our college plays an active role in steering seminars and courses on developing soft skills, language and communication skills, and ICT skills of the students. On the other hand, the NCC and NSS units of our college sensitize students on the health benefits of yoga, physical fitness, health and hygiene. The career counselling cell organized regular seminars on various avenues of career development as well as provided guidance for students interested in appearing for competitive examinations. Over the years the proportion of outgoing students opting for higher education or securing employment has registered an upward trend. Our students actively participate in sports and cultural events organized by our college as well as other institutions and have received several awards at University, State, and national levels. A grievance redressal and anti-ragging committee has been constituted to address students' grievance and prevent ragging in any form. Students have access to both online and offline modes of grievance submission. The Internal Complaints Committee (ICC), constituted as per the UGC regulations, spreads awareness on legal ramifications of indulging in any form of sexual harassment and addresses such cases, if any, following the prescribed regulations. The college has a supportive alumni association by the name 'Vivekananda Satavarshiki Mahavidyalaya Alumni Association' which is associated with various developmental activities of the college.

Governance, Leadership and Management

Our governance and leadership aligns closely with our stated vision and mission. The college is headed by the Principal who supervises the internal administration and reports to the Governing Body (GB). Decentralization and participative management are the key approaches utilized to ensure effective administration and curriculum delivery. The organogram of our college adequately reflects decentralization and participative management in

discharging all the responsibilities and duties related to college. Academic and administrative responsibilities are dispersed among Heads of Departments and various committees—which include both teaching and non-teaching staff. These committees are formed in the Teachers' Council (TC) meeting and finally approved in the GB. On the other hand, the Internal Quality Assurance Cell (IQAC), Finance Committee, Purchase Committee, and Academic sub-committee are formed by the GB, which look after quality assurance, financial decision making, and academic activities of the college respectively. The IQAC assists the Principal in planning, guiding, and monitoring quality assurance and quality enhancement activities of the college. It also plays an active role in promotion of eligible faculty members and librarians through Career Advancement Scheme (CAS). The bursar looks after the financial administration of the college and oversees the conduct of financial audits of the college. The Finance and Purchase committees assist the Principal on issues of administrative and infrastructural up-gradation. The teaching-learning process is monitored by the academic sub-committee of the college.

Our college has a well-structured performance appraisal system and adequate welfare measures for teaching, non-teaching, and casual staff. Faculty members are encouraged to upgrade their knowledge, teaching, and research skills by allowing them to attend Professional Development Programmes, seminars, and conferences.

The Bursar and the finance committee prepare the budgetary plan, oversee the financial transactions of the college, and compile a report on the current financial status of the college that is submitted in every GB meeting. The issues regarding procurement of goods and services are discussed and finalized in the Purchase Committee.

IQAC functions as the apex body for formulating proposals and strategies as well as for undertaking academic, research, and collaborative initiatives.

Institutional Values and Best Practices

Keeping in mind the geographical location and socio-economic conditions of the Junglemahals region – the institution follows up its institutional values and best practises. The institution through its work culture, ethics and professionalism promotes moral, social and gender equity. It duly adheres to the values and principles enshrined in the Constitution of India and duly follow its ethos. With regards to the best practises, college follows up Holistic Sustainable Development its Promotion and Sensitization - through its activities and programmes. The context of the mentioned best practise lies in recognizing the needs and requirements of current generation and interconnecting it with the various social, economic and cultural horizon for well - being and better future. From planation drive to various pollution - its impacts and its remedies to Rain water a management to waste management to use of solar panel etc., students and community at large are encouraged to chart upon the path of clean, green and sustainable environment. Another best practise of the institution is Socio - Economic Development through Skill Based Learning. The objectives of this practise entail cultivating skills among the students for future and prepare and hone their skills along with the academic journey for their socio – economic development. College's various skill-based courses, NCC, certificate courses, free competitive exam coaching etc. at nominal fee keeping in mind the socio -economic condition becomes quite crucial. Various students are benefitted form this practise and college as an institution of higher learning will continue to do and plan things for the future course as well.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVEKANANDA SATAVARSHIKI MAHAVIDYALAYA
Address	AT - MANIKPARA, P.O. - MANIKPARA, DIST. - JHARGRAM, WEST BENGAL, PIN - 721513
City	MANIKPARA
State	West Bengal
Pin	721513
Website	www.vsm.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	UMA BHAUMIK	03222-230244	9433722528	-	iqac@vsm.org.in
IQAC / CIQA coordinator	Aditya Prakash Singha	-	9434119253	-	chitta1966@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-09-1965	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT - MANIKPARA, P.O. - MANIKPARA, DIST. - JHARGRAM, WEST BENGAL, PIN - 721513	Tribal	18.86	7516

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, General	36	Passed 10+2 level	Bengali	400	396
UG	BA,Bengali, Honours	36	Passed 10+2 level	Bengali	142	81
UG	BA,English, Honours	36	Passed 10+2 level	English	69	25
UG	BA,English, General	36	Passed 10+2 level	English	30	5
UG	BA,History, Honours	36	Passed 10+2 level	Bengali	104	44
UG	BA,History, General	36	Passed 10+2 level	Bengali	60	39
UG	BA,Sanskrit, General	36	Passed 10+2 level	Bengali,Sanskrit	30	7
UG	BA,Sanskrit, Honours	36	Passed 10+2 level	Bengali,Sanskrit	84	30
UG	BA,Santali,Honours	36	Passed 10+2 level	Bengali,Santali	32	7
UG	BA,Santali,General	36	Passed 10+2 level	Bengali,Santali	30	16
UG	BA,Philosophy,Honours	36	Passed 10+2 level	Bengali	42	5
UG	BA,Philosophy,General	36	Passed 10+2 level	Bengali	15	2
UG	BA,Political Science,General	36	Passed 10+2 level	Bengali	22	18
UG	BA,Political Science,Honours	36	Passed 10+2 level	Bengali	69	48
UG	BSc,Mathematics,Honours	36	Passed 10+2 level	English	46	6

Self Study Report of VIVEKANANDA SATAVARSHIKI MAHAVIDYALAYA

UG	BSc,Mathematics,General	36	Passed 10+2 level	English	8	7
UG	BSc,Chemistry,Honours	36	Passed 10+2 level	English	20	2
UG	BSc,Chemistry,General	36	Passed 10+2 level	Bengali	8	6
UG	BSc,Physics,Honours	36	Passed 10+2 level	English	20	2
UG	BSc,Physics,General	36	Passed 10+2 level	Bengali	6	5
UG	BSc,Economics,General	36	Passed 10+2 level	Bengali	4	1
UG	BSc,Economics,Honours	36	Passed 10+2 level	English	11	1
UG	BSc,Geography,General	36	Passed 10+2 level	Bengali	3	1
UG	BSc,Geography,Honours	36	Passed 10+2 level	English,Bengali	20	5
UG	BCom,Commerce,General Degree Course	36	Passed 10+2 level	English,Bengali	0	0
UG	BCom,Commerce,Honours with Accountancy and Finance	36	Passed 10+2 level	English,Bengali	11	6
UG	BA,Education,General	36	Passed 10+2 level	Bengali	30	16
UG	BA,Physical Education,General	36	Passed 10+2 level	Bengali	80	54
UG	BA,Ncc,General	36	Passed 10+2 level	Bengali	25	8
UG	BA,Nss,General	36	Passed 10+2 level	Bengali	10	0
UG	BA,Music,General	36	Passed 10+2 level	Bengali	10	0

UG	BSc,Nutrition,General	36	Passed 10+2 level	Bengali	1	0
UG	BSc,Computer Science,General	36	Passed 10+2 level	English,Bengali	8	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				54			
Recruited	0	1	0	1	4	2	0	6	35	17	0	52
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	5	2	0	7
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	8	2	0	10
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	1	0	1	1	0	11	2	0	16
M.Phil.	0	0	0	0	1	0	8	1	0	10
PG	0	0	0	3	0	0	16	14	0	33
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	463	0	0	0	463
	Female	387	0	0	0	387
	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	63	95	90	101
	Female	37	48	47	51
	Others	0	0	0	0
ST	Male	111	155	135	105
	Female	70	101	94	159
	Others	0	0	0	0
OBC	Male	370	471	437	504
	Female	293	359	351	352
	Others	0	0	0	0
General	Male	249	344	267	259
	Female	233	303	227	207
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1426	1876	1648	1738

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As our college—Vivekananda Satavarshiki Mahavidyalaya is affiliated to Vidyasagar University and duly follows the academic syllabus (CCFUP, 2023 - NEP) (CBCS -2018) provided by them, and
---	--

our motto is to diligently follow the same. As with the newly implemented National Education Policy (NEP, 2020) the horizon of imparting multidisciplinary/interdisciplinary education has enlarged; our college follows the same roadmap. The college strives for a holistic and multidisciplinary approach for an all-round development—social, moral, intellectual, physical, and value-based education—for its students. The Undergraduate (UG) curriculum of Vidyasagar University has several multidisciplinary/interdisciplinary courses in its new syllabus in accordance with NEP. Courses like Value Added Courses (VAC), Multidisciplinary Courses (MDC), Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC), and Community Service (CS) enhances the scope of holistic and broad-based knowledge of our teaching-learning process. The college in its full capacity organizes various skill development vocational programmes like tailoring, basic computer application, as well as weekly coaching classes for various competitive examinations. Our college also has active National Service Scheme (NSS) and Mahatma Gandhi National Council of Rural Education (MGNCRE) cells which not only enhances the multidisciplinary approach related to education but also involves students in various community engagement activities. These initiatives not only enhance the personality of our students but also allows them to become socially responsible citizens. The spirit of patriotism is imparted through one of our crucial cells that is National Cadet Corps (NCC) in our college. It is quite important to create a concern group of citizens for nation and its prime activities and NCC through its years of exercise has duly followed the same in our college. The whole vision is to create disciplined cadres who can provide their services to our nation. Every year many of our NCC cadets join various forces devoted to state and national security. Apart from these, our college has various statutory sub-committees which are directly connected with student-centric programmes. Career Counselling Committee, time and again, organizes various seminars and workshops for the students which allow them to be in tune with various career prospects. Sports committee in its capacity allows various sporting ventures to the interested students in sports. Apart from Annual Sports event of our college, the committee duly

	<p>engages with various University, district, and state level sports events. A good number of our students in the recent past have brought prestigious awards to our college. To impart Indian culture and its rich heritage among our students, the cultural committee of our college remains an important part. As our college is situated in the Junglemahal region of West Bengal our college celebrates multiple cultures and its heritage. And this can be ascertained from the fact that our college celebrates Rabindra Jayanti, Santali-Bhasha diwas, and numerous other programmes. Through these programmes a rich knowledge about history and culture is imparted among our students which in itself a crucial force of multidisciplinary approach.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit remains the backbone of NEP which allows various entry and exit points to students in their academic journey. The whole programme has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate “credit transfer” mechanism from one program to another, leading to attain a Degree/ Diploma/PG-diploma, etc. Our college too has followed the path of ABC in tune with the guidelines of NEP 2020. Vidyasagar University, in its letter vide ref. no – VU/IC/Misc/102/2023, dated 28th June 2023 has decided to implement the Academic Bank of Credits for all its students. Before implementation, a workshop on “Implementation of Academic Bank of Credit” has been organized on 29th of November 2023 at Vidyasagar University where our Principal as a delegate was present. The university made it obligatory for all students from the academic year 2023-24. The college after receiving the guidelines from the university charted upon the path of creating ABC portal reflected on college’s website for the students. Students were introduced to the entire process through an orientation seminar. The entire process was digitalised where the credit and student data are preserved with all secrecy. The student data for the future can be utilised for credit transfer, credit recognition and for several entry and exit points. The entire process boosts our students to easily monitor and calculate their own academic progress. The entire process in itself creates a sense of educational</p>

	<p>empowerment and also provides freedom to the students to actively explore their educational trajectory. The entire process has strengthened the procurement and managing the academic records in the proper sense of term. College can use the data to gain insights for the academic journey and its effectiveness from each perspective and evolve in a better way as an institution. Furthermore, the entire framework allows the college to refine its administrative work in a quite effective manner.</p>
<p>3. Skill development:</p>	<p>Skill development programmes provide students with practical skills and experiences which complement academic proficiency and provide a competitive edge in their careers. The National Education Policy (2020) has given due importance to such capacity building initiatives by including a compulsory paper on Skill Enhancement Course (SEC) which focuses on subject specific skill building. Accordingly all the departments of our college offer skill enhancement courses for their respective students across both the Honours and General/Multidisciplinary Degree Programmes. Additionally, our college has a dedicated Career Counseling Cell that, besides organizing regular seminars on emerging career avenues, also takes an initiative in conducting a number of vocational courses that are well aligned with the preferences and aspirations of our students—a majority of whom are from remote rural backgrounds and belong to socio-economically disadvantaged backgrounds. In the assessment period, our career counseling cell has successfully conducted both certificate and diploma courses on computer application and a self-employment programme on tailoring by entering into an MOU with Rajeev Gandhi Youth Computer Saksharta Mission and Learnet Skills Limited respectively. Our college has also entered into an MOU with Learnet Skills Limited for starting a course on ‘Multi Skill Technician’ which is expected to gain popularity among our students from rural backgrounds. Furthermore, the career counseling cell also encourages students to improve their soft-skills by organizing seminars on spoken-English, enhancing communication skills, personality development etc. Our college also has an active Mahatma Gandhi National Council of Rural Education (MGNCRE) cell which apart from conducting their usual activities</p>

	<p>linked to community service takes an initiative to inculcate the spirit of entrepreneurship among the enrolled volunteers through organizing occasional 'Campus Fairs'. Our students prepare a wide-range of handicraft items and local food delicacies and put them up for sale in the fair. Our faculty members too motivate our students on a regular basis to up skill themselves for enhancing their prospects of employment. Finally, by organizing events like annual cultural competition and various other programmes at the departmental level, our college also provides adequate avenue for encouraging skills like singing, playing musical instruments, dancing, elocution, recitation, and oratory which foster communication skills and confidence of our students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge System remains one of the central projects of Ministry of Education, Government of India to reform Indian education system. The idea is to rejuvenate and mainstream Indian Knowledge Systems for the contemporary world and produce healthy critical reverence for the unbroken knowledge traditions of Bharata for the welfare of the world. India's rich culture and traditions must be conserved and preserved for the future generations. And the trajectory for it starts with the decolonisation of minds or initiating awareness through educating the future generations. The whole process will provide a sense a belonging and identity rooted in our great history and traditions to the future generation in the long run. The department of Santali, Sanskrit, Bengali, Philosophy and History of our college have come together and established Indian Knowledge Systems cell in our college. Along with their syllabus which remains in tune with the IKS, the cell has initiated practical way of inculcating the knowledge too among each and every student. Seminars at different phases and celebrating each and every language and its rich history as well as traditions have enriched the process. Santali Bhasa Diwas, Adibasi Diwas, Rabindra Jayanti, International Mothers Language Day, and several historical events are some examples of college's practical approach towards the process. College also have provided a dedicated room for the IKS activities. IQAC has asked the teachers to do research on tribal languages and cultures. College is also in touch with the Indian Institute Technology, Khargapur's IKS cell and their</p>

	faculty members to collaborate for future activities.
5. Focus on Outcome based education (OBE):	<p>Outcome based education (OBE) stresses on achievement of clearly defined learning goals and outcomes. In essence, OBE focuses on whether or not students are able to demonstrate an expected level of aptitude or skill upon completion of a course or programme. As an affiliated college under Vidyasagar University each department of our college adheres to the curriculum as provided by the University which is designed following the outcome based education approach envisaged under the National Education Policy (NEP 2020). The syllabus of almost all the programmes includes courses that promote knowledge and skill development of our students. Several courses also have a practical/laboratory component under their curriculum. Few courses like Environmental Studies (ENVS) and Community Service (CS) also have a Field-based module where students get practical exposure to our local environmental problems as well as avenues for rural community development. Each department of our college has outlined a clearly defined set of Course Outcomes (CO), Programme Outcomes (PO), and Programme Specific Outcomes (PSO) for our undergraduate programmes which is updated yearly and uploaded on our college website for easy dissemination across faculty members, students, and general audience. The progress of CO, PO, and PSO are monitored and regularly reviewed in departmental meetings and steps are taken towards their fulfillment.</p>
6. Distance education/online education:	<p>Mixed mode of learning (online and offline) with ICT tools were extensively used during the COVID 19 pandemic for proper academic flow. The situation of last few years has intentionally or unintentionally have forced the educational institutes to change the traditional mode of teaching and learning processes. The college fluidly started to utilise online mode along with the offline to impart education. Rigorous planning was done by IQAC and other administrative units of college to carry out all activities in a proper manner. Applications like Zoom, Google Meet, Microsoft teams etc. were utilised extensively for this. College has also developed Learning Management System (LMS) and LPP through a web designer platform for smooth running of academic activities. Faculty members were encouraged to hone</p>

their ICT skills for the mixed mode learning. They were also encouraged to do online courses and FDP programmes. Through departmental and subject WhatsApp group teaching – learning process was initiated and it remains in continuity for any emergent situation. Completing the homework, online examinations, and syllabus was feasible according to the schedule. Large number of students have participated in the online certificate courses/workshop programme offered by Govt. and Non-Govt. organization. As the NEP has talked about multidisciplinary and mixed mode of learning, the college under the guidelines is preparing itself for the same. College also have established smart classrooms for the same and looks forward to enhance its prospects in tune with NEP and government guidelines.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In accordance with the ECI guidelines, Vivekananda Satavarshiki Mahavidyalaya have established the Electoral Literacy Club (ELC) to foster electoral literacy among Indian citizens of all ages, most importantly among college students. ELC engages with the students in an apolitical, neutral, and non-partisan manner. ELC was established with a purpose of reaching out to newly registered voters between the 18 -21 age range. ELC remains an open forum for all the students of our college.</p>
<p>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?</p>	<p>College have appointed a co -ordinator and co -ordinating faculty members have been appointed by the college and was duly displayed on the college website. The ELC is also very much functional in our College. All the activities like debate competition, quiz competition, Mock Parliament drill and competition, observation of national voters day are duly channelised by the ELC. And Yes, ELC is representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,</p>	<p>Institution's prime objective through ELC is to engage students between the age group of 18 -21 and every student through the initiatives of ELC and NSS are enrolled as a member of Club. ELC and NSS every year along with the BDO and Zilla Parishad of</p>

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Jhargram District organises various camp in sensitizing students about citizens rights and duties. Also every year on the occasion of National Voters Day a camp is being organised for new and old voters for new addition or any grievances in context with the voters list. In these interactions and sensitization programme along with students, the entire local population is also invited. And in these programmes promotion of ethical voting, enhancing participation of underprivileged sections of society especially transgender, disabled persons and senior citizens also happens.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>College duly participate in electoral related issues and sensitization process almost every year. Many block level programmes are also happens in our college. BDO and Zilla Parishad offices of Jhargram District engages our college too for their respective programmes and camps. The college has been participating in the Youth Parliament competition for long and it duly creates awareness among its students and inject democratic ethos in them.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Through various camps and sensitization programmes by BDO office and Zilla Parishad, every year the new voters are being recognised. Both digital and physical process are shared with them and a list is being created by ELC/NSS. Also, various sections and information related to voter ids' correction or transfer is duly shared with the students. Students are asked to timely submit their forms to the relevant office. ELC with full capacity helps at every step to the concerned students related to the process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1738	1648	1826	1426	1584
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 64

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	54	56	59	54

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
48.00	18.09	13.23	31.47	33.54

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- Our college is affiliated to Vidyasagar University and it follows the curriculum designed and circulated by Vidyasagar University. As the ongoing academic calendars remains in a transitional phase - currently the college follows up the two kinds of syllabus one is CBCS and another is CCUFP/NEP. The CBCS or Choice Based Credit System version is based upon the older educational pattern and CCUFP/NEP is based upon the New educational policy as initiated by the government.
- Additionally, college is providing vocational, add -on courses and skill development courses like Tailoring, basic computer courses, Yoga, coaching for competitive exams etc.
- The Annual Academic Calendar is routinely prepared by the IQAC and academic subcommittee in alignment with the university calendar before the start of the academic year. All the departments are too consulted on the said matter. The calendar outlines significant activities such as master routine, commencement and ending of classes, Continuous Internal Assessment (CIA), ensuring a systematic teaching-learning process. This entire process enhances the academic credibility of the institution.
- To monitor the entire assessment and examination process the college has an exam sub-committee which decides the entire modus operandi. This committee establishes a common examination schedule for CIA and collects feedback after each assessment. The entire process also allows college to mark up slow learners and strong learners' students. Apart from this, as college serves an important examination centre for the University, the exam sub – committee also channelises the entire process.

The institution ensures effective curriculum delivery through various steps:

1. Departmental meetings at the start and end of each academic session to discuss time frame and course distribution.
2. Syllabus distribution based through timely departmental meetings by the Head of the Department.
3. Preparation of Master Routine as well as individual departmental routines.
4. Strict adherence to the Time-Table for theory and practical classes.
5. Encouragement of modern teaching aids and ICT tools for enhanced learning.
6. Supplementary activities like seminars, wall magazine, group discussion, debate, quiz, exhibitions, workshops, special lectures, and educational tours.
7. Provision of user IDs and passwords for accessing INFLIBNET to teachers and students.
8. Strict monitoring of class attendance, with marks allotted based on attendance percentages.
9. Mentor – Mentee allocation before the semester to engage with the students at every level.

The institution conducts special classes for the slow learners by identifying them and mentoring them in every possible way. Timely parent teacher meetings are conducted every semester and feedback is collected from the stakeholders to continuously improve the academic processes.

College with a website developer has crafted the Web Pages which carries all the relevant information for each department, equipped with essential information, contribute to student accessibility including question bank, notices, study material, student achievement, assignments. Separate staff rooms and classrooms for each semester facilitate effective communication and teaching- learning processes.

College uses the ICT classrooms, computer lab, and a well-equipped central library - to enhance students' communication and IT skills. WhatsApp groups, E-mail communication for each semester provide a platform for continuous communication between the students and faculty members.

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

1.2 Academic Flexibility

1.2.1

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

Response: 2

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 0.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Education means all round development and not just mere academic qualification. Our college with the same spirit integrates issues relevant to professional ethics, Gender, Human values, environment and sustainability in transacting curriculum. The entire process strengthens the holistic vision of our institution.

Crosscutting Issues relevant to Gender:

Academically the undergraduate programmes embrace gender issues as an integral component of the curriculum, alongside Environment awareness, Professional Ethics, Sustainability, and Human values. some examples are as follows:

*Undergraduate programmes:

- Gender Education in India and women rights are two papers enshrined in the UG history syllabus (CBCS) which enlightens students about their rights and dues.
- The CC-12 (CBCS) course of English Department on Women's writing sheds light upon a heterogenous narratives and powerful impact which women can have on entire society.
- Philosophy courses engage students in thought-provoking discussions on Applied Ethics and

Termination of life.

- Political Science courses dives deep into Gender issues and human rights -fostering a nuanced understanding of gender dynamics in governance.
- With the new syllabus of NEP courses on Gender narratives and human rights have become the core of academic development and the institution is duly inspiring students to take such courses.

Gender Equality:

The institution through its praxis and commitment to gender equality allows equal opportunities for all the students. Institution has a Women's /ICC cell which vigilantly works in tandem with college institution to ensure women safety and a sustainable academic environment. Various seminar/conferences are conducted for gender awareness and sensitization purposes. Institution has female specific spaces and facilities like Girls Common Room, Girls Hostel with female guards. College also has an active anti – ragging cell for fostering safe environment for all. The commitment of college can be gauged by the awards in west Bengal government's Kanya Shree Scheme twice, which provides financial support to girl's education.

Environment and Sustainability:

Sustainable environment and praxis attached to the same remains core principle of our institution. Waste management and cleanliness drive remains active throughout with the guidance of cells like NSS, NCC AND MGNCRE. Seminars/webinars on waste management and sensitization on environment issues too contribute to the entire process. College also has rain water harvesting facility and is focusing on solar energy and have installed some solar lights. Students actively participate in the cleanliness drives, organic cultivation, tree plantation drive etc.

Human Values:

Along with the in-depth academic guidance, the institution cultivates human values through various holistic drives. Institutional Observance of national days of eminence through NSS, NCC and MGNCRE - fosters its unwavering faith in inculcating the pride, emotion, patriotism etc.. As an institution college also through its various cells engages with the community situated near the geographical area of college.

Professional Ethics:

Institution follows all the academic and professional ethics as guided by its parent body Vidyasagar University. It also follows all guidelines provided by UGC and state government.

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

1.3.2

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

Response: 31.13

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

Response: 541

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
806	768	843	797	1045

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1252	1252	1362	1545	1545

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 52.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
323	323	355	332	405

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

2022-23	2021-22	2020-21	2019-20	2018-19
600	600	652	730	730

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 33.42

2.3 Teaching- Learning Process

2.3.1

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

Response:

Vivekananda Satavarshiki Mahavidyalaya is dedicated to enhancing learning experiences of our students by following student centric methods which foster critical thinking, active participation, and reflection among students while making the teaching-learning process an enjoyable activity. The various measures which our college follows to foster student centric methods can be summarized as:

Experiential Learning: Experiential Learning involves acquiring knowledge and skills through hands-on experience where students learn by directly engaging in activities, projects, and experiences. Our faculty members are committed to foster experiential learning by actively participating in the following activities:

- Project Report on Environmental Studies (ENVS), a Value Added Course (VAC), is an important component of the recently implemented curriculum under NEP (2020) (as well as the CBCS curriculum effective till 2023-24) which all the First Semester students have to compulsorily submit.
- All the science subjects have a compulsory practical component which gives adequate scope for experiential learning based on hands-on-experiments. Students from Geography, Santali, and Bengali are also required to submit a field-based project as an essential requirement to complete their undergraduate degrees. The project report is prepared by our students under effective supervision of faculty members.
- All our second semester students have to compulsorily participate in Summer Internship which requires them effectively participate in Community Service in the nearby villages surrounding our college.

Participative Learning:

Participative learning aims to make learning more meaningful and effective by actively engaging students into the learning process through discussions, group-work, and hands-on-activities.

- Our faculty members encourage the culture of group discussions where students participate in debates and discussions on issues of contemporary relevance.
- Student led seminars are organized where our students make presentation on an assigned topic in front of their classmates.
- Essay writing and quiz competitions are organized to hone up their writing skills, language skills, general awareness and alertness.

.Problem-Solving Methodologies:

Our college too strives to incorporate problem solving methodologies along with traditional lecture based teaching method. For students of Science and Accountancy, special attention is accorded to solving numerical problems related to their practical experimentation and cases. To complement their problem solving skills, students are also provided hands-on-training on related software like MS Office, TALLY, MATLAB, PYTHON, C, C++ and other programming languages. For humanities based subjects, students are encouraged to participate in debates and discussions and writing reflective as well as informative essays on various issues of interest—contemporary or historical.

Use of ICT in Teaching-Learning Process:

Use of ICT in teaching learning process is imperative in making the Teaching learning process more

engaging, effective, and dynamic. As of the current academic year our college is equipped with three ICT-enabled classrooms and one ICT-enabled seminar hall which are used for delivering special lectures using power point presentations. Additionally, our college maintains a department wise online repository of study materials like lecture notes, additional reading materials, model question papers and other handouts related to academic administration like academic calendars, routine etc. which can be easily accessed by our students through the college ERP system.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 91.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	60	59	60	61

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

2.4.2

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

Response: 45.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	25	28	24

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our college, being affiliated to Vidyasagar University, follows all its prescribed regulations on curriculum, assessment, examination, and evaluation. Our college strongly acknowledges the importance of a transparent and efficient mechanism for internal assessment as well as the redressal of associated grievance, if any. With the start of every new academic year, the Academic sub-committee of our college prepares an academic calendar, which is well-aligned with the academic calendar released by our affiliating University, wherein a period of time is allotted for conducting the internal evaluations of our undergraduate students. The academic calendar, so prepared, is discussed in the Teachers' Council Meeting and finalized for the ensuing session. The Routine Committee prepares a master routine for each semester for facilitating a well-planned Teaching-Learning process. Each department holds an internal meeting of its faculty members where syllabus is distributed and a probable period for holding internal assessments is fixed. The Choice Based Credit System (CBCS) introduced by the University in the academic year 2017-18 for Science stream and 2018-19 for Arts Stream allots a weightage of marks for internal assessment as well as on class attendance. For subjects with a practical component, practical examinations are held separately. Few subjects also have a component on field survey and require submission of a Project work at the end of the semester. As marks scored in the internal assessment are added to the final score in a subject, such assessments are, indeed, an integral part of the Continuous Internal Assessment (CIA) and play a decisive role in the overall score of a student. Following the academic calendar, the Internal Assessments are conducted twice in every semester, in a well-organized manner. The departmental faculty members are engaged in setting up of question papers as well as the evaluation of the answer scripts. In addition to these internal assessments, each department holds revision assessments and assignments in order to ensure curriculum delivery and keep students well engaged in the teaching learning process. After the evaluation process, the concerned faculty member displays the answer scripts to the respective students, clears the associated doubts, as well as addresses issues of grievance, if any. Such instance of grievances is extremely rare and if in case any such incident surfaces it is addressed on an immediate basis.

Additionally, our college also has a separate grievance cell which looks after any possible grievance from the student community and works towards its redressal. An online grievance submission system has also been set up where students can state their issue. There is also a complaint box for submission of written grievance.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In an outcome based education (OBE) framework attainment of Programme Outcome (PO) and Course Outcomes (CO) are of prime importance for churning out quality students. In essence, Programme Outcomes (PO) clearly outlines the attributes students are expected to possess upon completion of graduation in terms of subject knowledge, practical skills, and attitudes. Course outcomes, on the other hand, are specific knowledge, skills, and attitudes that students gain on completion of the course. Each department has prepared a comprehensive list of Programme Outcomes and Course Outcomes which is updated regularly to match changing requirements in industry and academia. Our college has clearly displayed the programme outcomes and course outcomes for all the programmes offered by our college in our college website. With the start of each academic year, the freshly admitted batches of students are communicated about the programme outcomes in the orientation programme. Additionally, at the beginning of each semester, the faculty members of each department communicate the course outcomes (COs) to their respective students. A transparent mechanism in displaying the Programme Outcomes and Course Outcomes enables our stakeholders including students, parents, and employers to gain a comprehensive idea about the skillsets, confidence, and competencies our graduates are expected to possess. With the start of each semester the faculty members of each department hold a departmental meeting wherein the prescribed syllabus is distributed for timely and effective completion of the course. Following the academic calendar provided by the college potential dates for holding internal evaluations as well as the preferred mode (written exam, assignments, viva-voce, and class-presentation) of holding the evaluations are also discussed. Apart from the classroom based teaching-learning process, students are encouraged to participate in various seminars and webinars hosted by our departments and committees which raises their level of awareness and broadens their outlook. Best efforts are taken to implement participative learning processes like debates, quiz-competition, field-survey, study tours to effectively supplement the traditional mode of class-room based pedagogy.

Students' performance in regular internal assessments and assignments help to measure the effectiveness in achieving program outcomes and course objectives.

The progress in attaining PO/CO are also be tracked by few other mechanisms like:

- Mentor-Mentee System
- Parent-Teacher Meetings wherein parents can directly interact with teachers and gain an idea about their ward's performance as well as discuss the unique strengths, weaknesses, and requirements of their child.

Our college has a robust feedback mechanism wherein students get an opportunity to rate the quality of teaching received as well as a wide range of other infrastructural facilities and services received from college.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

As an affiliated college, under Vidyasagar University, we follow the curriculum, academic calendar, and all the regulations governing teaching, learning, and evaluation as prescribed by the University. Although our role in framing the curriculum is extremely limited, we can improve upon our teaching-learning and evaluation practices to enhance the overall quality of our Programme Outcomes and Course Outcomes. A periodic evaluation of Programme Outcomes (PO) and Course Outcomes (CO) is imperative for ensuring the alignment of our academic programmes with the educational goals of our institution. It also helps us to measure the effectiveness of our curriculum and make improvements, wherever necessary. It also aids in holistic development of our students by helping us equip them with necessary skills, knowledge, and attitude to succeed in their respective fields and become a contributing member to a society.

Each department clearly defines its Programme Outcomes and Course Outcomes which is displayed on the departmental webpages of the college website. With the start of each academic year, the freshly admitted batches of students are communicated about the programme outcomes in the orientation programme. Additionally, at the beginning of each semester, the faculty members of each department communicate the course outcomes (COs) to their respective students. The attainment of Programme Outcomes and Course Outcomes is evaluated through CO-PO mapping which shows the relationship between the COs of each course and POs of the program. Direct assessment methods like exams, assignments, projects, and practical sessions serve as effective mechanism to measure the extent to which students have achieved the Course Outcomes (COs). Continuous internal evaluations (CIEs) too serve as quick and effective instrument to gauge the attainment of course outcomes in short intervals. Our college also takes best efforts to deploy student centric methods like experiential learning, participative learning, and problem solving sessions as well as ICT to enhance the overall learning experience which further augment the attainment of Course outcomes.

On the other hand, indirect assessment mechanisms like student feedback on teaching-learning mechanism, student-satisfaction-surveys on the quality, infrastructure, and administrative services received from the college, feedback from alumni and employers and analysis of placement data are used to understand the extent to which we have been able to attain our Programme Outcomes. The results obtained from the analysis of surveyed data are then reviewed in the TC meeting, academic-subcommittee meeting, and IQAC and necessary changes are made in the teaching and assessment strategies to improve the attainment of POs and COs.

The progress in attaining PO/CO are also be tracked by few other mechanisms like:

- Mentor-Mentee System
- Parent-Teacher Meetings wherein parents can directly interact with teachers and gain an idea about their ward's performance as well as discuss the unique strengths, weaknesses, and requirements of their child.

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

2.6.3

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

Response: 93.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	359	365	283	146

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

2022-23	2021-22	2020-21	2019-20	2018-19
348	359	409	283	177

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.39

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.8

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Indian Knowledge System IKS:

- The department of Santali, Sanskrit, Bengali, Philosophy and History of our college have come together and established Indian Knowledge Systems cell in our college.
- Seminars at different phases and celebrating each language and its rich history as well as traditions have enriched the process. Santali Bhasa Diwas, Adibasi Diwas, Rabindra Jayanti, International Mothers Language Day, and several historical events are some examples of college's practical approach towards the process. College also have provided a dedicated room for the IKS activities
- Faculty development programmes, collaborative academic endeavours and the Archive helps the college to propagate ancient Indian culture and heritage.
- The INFLIBNET provides ample resources for the benefit of academic community.

Collaborative Research:

Institution's various Departments duly collaborates with various academic institutions for fostering activities in research and on-the-job training under MoUs with them. Academic exchanges happens with invited lectures and talks. The entire process significantly contributes to strengthening the teaching and learning process.

Support for Research Endeavours:

The institution provides support to faculty members for pursuing doctoral degrees or research projects, offering relaxation and study leaves. They are also provided with on duty leaves for any seminar, workshop or conference for any academic and administrative purposes.

Institution also encourages faculty members for publishing their research works, organizing workshops, seminars. The entire ecosystem remains vibrant and research oriented.

Social Work and Social Entrepreneurship:

Various extension programs by NSS, NCC, MGNCRE strengthens the social and entrepreneurial outlook of students. Swachh Bharat Programmes, Blood donation camps, plantation drive, cleanliness drive nearby etc. are some examples of social work programmes done by the institution. Self-help groups and Vivek Bazar under MGNCRE remains an important example of social entrepreneurship programmes. Institution also on various days of eminence for example science day visits nearby schools and interacts with them. These all contributes to the holistic development of our institution.

Outcome:

The entire process contributes towards a strong academic environment. It not only enriches the entire teaching and learning process, but also explores the allied aspects attached to human life which crafts the students for various futuristic activities.

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: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	5	1	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	9	9	4

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

3.3.2

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

Response: 0.28

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

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	2	1	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities**3.4.1**

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

Response:

Vivekananda Satavarshiki Mahavidyalaya, located in remote rural district of Jhargram, has a pride history of serving the neighbourhood community in the villages surrounding our college through diverse forms of extension activities conducted by the cadets and volunteers of the NCC and NSS units of the college.

Under the supervision of NCC:

Republic Day and Independence Day Celebration: Participation of all cadets in the parade at college and conducting a rally for fostering patriotism.

N.C.C. Day Observance: Regular events in our N.C.C. units from different colleges and schools on last Sunday of November every year.

No Tobacco Day Awareness: An awareness rally was conducted by NCC cadets to sensitize the local communities about the ill effects of tobacco use.

Swachh Bharat Abhiyan: Cleaning programs at College Campus, Manikpara Bus Stand and Primary Health Centre, Manikpara.

World Environment Day: Observing with a 'SAY NO TO PLASTIC' programme.

World AIDS Day Rally: Awareness programme on AIDS through rally in local area.

Plantation Programme: Regular event at college campus.

Swachhta Pakhwada: An activity was taken by the NCC cadets under the Swachh and Swastha Bharat mission.

Yoga Day Observation: Since inception of Yoga Day the NCC unit of the college has been observing Yoga session in each and every year.

Blood Donation: The cadets of our College NCC unit donated blood when it was organized by college unit or at 25 Bengal BN NCC, Kharagpur.

Traffic Control Awareness: Awareness programme of traffic control was held in nearest locality.

National Unity Day: We observe National Unity Day every year on 31st October.

Educational Tour: Every year NCC cadets organised for educational tour.

Under the supervision of NSS:

Awareness Programmes: The NSS volunteers under the supervision of NSS Programme Officers conduct frequent rallies and awareness programmes in the nearby villages on a number of socially pertinent issues like Literacy, AIDS, Anti-Tobacco Campaign, Swaccha-Bharat, Environmental conservation, cyber-crime and human trafficking etc

Cleanliness Drives: For the benefit of local community the NSS Units of our college have undertaken a number of cleanliness drives at Manikpara Public Health Centre (PHC), and adopted villages.

Activities related to Health of local communities: The NSS Units of our college have undertaken a number of community health initiatives like: Pulse-Polio Programme, Thalassaemia Detection Camp, Blood Donation Camp etc.

Plantation Drives: Our NSS volunteers eagerly observe World Environmental Day as well as *Aranya Saptaha* (a week-long event dedicated to promote environmental sustainability through tree plantation) by conducting plantation drives in and around the college campus as well as the nearby local areas.

Relief Work: During the COVID-19 pandemic our NSS-volunteers distributed surgical masks among the local communities. They also informed households in their neighborhoods about best practices and preventive measures to control the spread of corona virus among local communities.

Sensitization Programmes: By organizing a number of skits and street plays in the adopted villages our NSS volunteers try to sensitize the local communities on the evils of child marriage, alcoholism, superstitious practices etc

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

3.4.2

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

Response:

For any institution - awards and recognitions for extension activities plays an important role in acknowledging the efforts and contributions towards community development, outreach, and holistic education.

The college has received recognition and accolades from various organisation for various extension activities. Faculty members and students have been lauded for their significant contributions. Some of the notable awards and recognitions are as follows:

Institutional Awards & Recognitions:

- Institution have received two Kanyashree Prakalpa Award from the office of the District Magistrate and Collector, Jhargram, Government of West Bengal.
- Institution has been awarded with District Green Champion Award for the year 2022- 23 for Jhargram district by Mahatma Gandhi National Council of Rural Education (MGNCRE), Govt. of India.
- In the field of NSS college has received best programme officer award and best volunteer award.
- Several students from NCC have been selected for Republic Day Parade and have been awarded various medals including prestigious Governor Medal award.
- Through the efforts of MGNCRE cell of the college, the institution has been awarded A plus in Green Campus award.
- College has also received various awards in the field of Sports from University and State level organisations.

All the documents related to the above-mentioned recognitions and awards have been supported by annexure documents below.

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

3.4.3

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	15	12	22	17

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

3.5 Collaboration

3.5.1

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

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Vivekananda Satavarshiki Mahavidyalaya, a sixty-one-year-old academic institution in rural West Bengal, spans a spacious 18.86-acre campus with 81,000 sq. ft. of constructed area, surrounded by a vast green space with over five thousand trees. Initially, the college had minimal infrastructure, but it has steadily developed over time. In recent years, the college has prioritized the development of ICT and other infrastructural facilities to enhance the teaching and learning environment, thereby improving the academic output of the institution.

In this connection, the infrastructural development in the college can be summarized as follows:

1. The college has 27 classrooms, including two large halls for regular teaching and learning.
2. There are 05 ICT-enabled classrooms with projectors and internet.
3. A well-furnished seminar hall with ICT facilities and sound system is available for events.
4. All science departments (05) have laboratories with essential lab equipment.
5. The college has a computer lab with 12 desktops with internet.
6. Each of the 16 academic departments has separate departmental room with computers, internet, and printers.
7. The automated college library offers study materials and a spacious reading room with an e-corner for browsing the library OPAC and e-resources.
8. The entire campus is Wi-Fi enabled through the free Reliance Jio network.
9. A medical room handles minor health issues and first aid.
10. Purified and cold drinking water facilities are provided.
11. The college has a functional canteen.
12. To promote an eco-friendly campus, the college has installed a few solar lights and developed two groundwater charging systems.
13. Two hostel accommodations are available for outstation students: one for males and other for females.
14. A surveillance system with 15 CCTV cameras is installed at key locations.
15. The college has 07 fire extinguishers for emergencies.
16. The college has 02 diesel generators and sufficient UPS systems for addressing power cuts.
17. A well-maintained garden called 'Vivek Udyan' in the heart of the campus enhancing the aesthetic appeal.
18. A spacious playground, a well-equipped gymnasium and a yoga and wellness Centre are

available.

19. The college has sports apparatus for various sports activities and courts for basketball, badminton, and volleyball.
20. Two lawn mowers and a manual tiller maintain the garden and playground.
21. Four submersible water pumps ensure an uninterrupted water supply on campus.
22. The administrative block includes the principal's chamber, college office, IQAC room, and ICC room.
23. There are one NSS room and two rooms for NCC unit.
24. Separate rooms for MGNCRE, IKS, and Cultural Centre have been provided.
25. A well-equipped meeting room is available for official meetings.
26. The college has a tailoring training unit.
27. Separate common rooms are provided for boys and girls.
28. There is a well-arranged staff common room.
29. The college has two general storerooms.
30. There are separate rooms for Students' Union and Alumni Association.
31. An open-air stage and a cultural centre support cultural and extracurricular activities.
32. A spacious two-wheeler stand is available.
33. Adequate toilets and washrooms are available.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 26.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.00	0.02	2.73	4.95	14.72

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of Vivekananda Satavarshiki was established in 1964 with the inception of the college. Over the years, it has grown in both size and collection, evolving to support the academic needs of the entire college community, including students, faculty, and staff members.

Library Automation

The library is partially automated using a cloud-based Library Management System (ILMS), integrated with the ERP software of the college, AIMS Cloud ERP, developed and maintained by Infotech Lab, Kolkata. Initially, the library utilized SOUL 2.0, an ILMS from INFLIBNET, which began automating functions in 2015. This earlier software facilitated tasks like cataloguing, barcoding, reporting, and stock verification. In July 2023, the library upgraded to the new MARC21-compatible library system (AIMS Cloud ERP), which efficiently manages all library operations, including the acquisition and cataloguing of books, journals, e-resources, barcode and label generation, report generation and circulation of library materials. The Online Public Access Catalogue (OPAC) can be accessed at https://vivekanandasatavarshiki.in/lib_opac.aspx. Additionally, the library is equipped with six computers to ensure smooth service operations and provide students with access to the OPAC and e-resources.

Library Collection

Print Collections: The library boasts over 24,000 books, including textbooks and reference materials. It subscribes to 10 journals, 5 magazines, and has a substantial collection of bound journal volumes, along with 2 newspapers.

E-resources: Since 2009, the library has subscribed to NLIST e-resources from INFLIBNET (formerly UGC-INFONET), providing access to over 6,000 e-journals and more than 200,000 e-books from reputable publishers. The library's website also offers a range of open-access e-resources valuable for

both students and faculty.

Library Membership:

Currently, the college library serves approximately 1,738 students and around 60 faculty and staff members across 16 academic departments.

Library Services

Lending Services: The library provides book lending services tailored to meet the academic needs of its members, with specific rules for different categories of users.

Reading Room: Two separate reading rooms are available—one for students, which includes adequate seating, a newspaper reading desk, and an e-corner for online access of library catalogue and e-resources. This room features a robust collection of texts and reference books, including a special section for Bengali fiction, and is openly accessible to all members.

Reference Service: The librarian is readily available to assist users with information and academic guidance as needed.

Library Website: The library maintains a dedicated website (<https://vsmlibweb.wordpress.com/>) for disseminating information and e-resource services. It is integrated with the main college website (vsm.org.in) and provides links to the OPAC, syllabi, online study materials, archives of past exam papers, and other important resources.

Shelf Arrangement: The library employs Dewey Decimal Classification (DDC) for organizing books on the shelves.

Orientation Program: Orientation sessions for new members are conducted at the start of each academic year to help students understand the library's significance and how to access both physical and electronic resources.

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

4.3 IT Infrastructure

4.3.1

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

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

within a maximum of 500 words

Response:

Vivekananda Satavarshiki Mahavidyalaya continually enhances and optimizes its IT, Internet, and Wi-Fi facilities to meet the evolving needs of the college community. By embracing ICT-enabled teaching and learning environments, the college ensures it caters effectively to the educational demands of students and faculty members.

Below are the details of interventions made by the college:

1. Computers, including laptops for students, teachers, and office staff, are regularly updated and upgraded as needed. Currently, our college actively uses 50 desktops and 12 laptops.
2. The college subscribed to broadband Internet services from BSNL under NME-ICT till 2019. The broadband service was upgraded to 60 MBPS and subsequently to 100 MBPS bandwidth (Wish-Trick and Silver 60 Plan) with a subscription from Wishnet Network during 2019 through a local vendor, Ramakrishna Network. To ensure seamless internet service, the facility was further upgraded to 150 MBPS (Silver 150 Plan) broadband. LAN connections are provided in the administrative block, library, computer laboratory, ICT-enabled classrooms, seminar hall, and departmental rooms of the college.
3. The whole campus is Wi-Fi enabled through the Reliance Jio network under the free Jio Wi-Fi scheme.
4. Printers, scanners, projectors, and other IT accessories are purchased as needed. Currently, there are 25 printers, 07 scanners, 02 barcode scanners, 03 photocopiers, and 07 projectors in use.
5. The college has 05 (five) ICT-enabled classrooms equipped with projectors and internet facilities.
6. Since 2015, the college has implemented an online admission system, including an online payment module, using software developed and maintained by Aidni Infotech.
7. The college used financial management software developed and maintained by Aidni Infotech until 2023.
8. An upgraded online admission system, including college ERP, was implemented in 2020 through 3S software. In addition to managing online admissions, the system handles all student-related tasks, such as maintaining student details, registration data, creation of identity and library cards, scholarship data, examination data, etc.
9. In 2020, the college transitioned from a static website to a dynamic website. It is consistently updated with the latest web technologies, and Infosky Solutions manages its web server. The official website of the college is: <https://www.vsm.org.in>.
10. The college has implemented a new cloud-based ERP system, which encompasses essential modules such as admissions, student management, HR, administration, Integrated Library Management System (ILMS), Learning Management System (LMS), and Lesson Planning Programming (LPP), IQAC, starting from the 2023-24 session. Infotech Lab maintains the ERP system (URL: <https://vivekanandasatavarshiki.in>)
11. The Online Public Access Catalogue (OPAC) facility of the College Library can be accessed through the website.
12. Since the 2023-24 session, the library has been automated using AIMS Cloud ILMS. Previously, it used SOUL 2.0 ILMS.
13. The college has a comprehensive 24/7 surveillance system with CCTV cameras. A total of 15 CCTV cameras are installed at various locations and floors throughout the college buildings.
14. Online feedback from stakeholders was introduced from the Academic Year 2020-21.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 43.45**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 40

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 42.14**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
20.50	8.72	4.42	16.08	11.10

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 57.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1738	1468	865	462	166

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 15.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
247	344	319	86	240

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 9.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	18	58	12	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
348	359	409	283	177

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	14	7	10

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

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

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

5.3.2

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

Response: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	0	0	0	35

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Alumni association of any institution plays a pivotal role. It represents the deep roots of academic culture which not only fosters its history and heritage, but also inspires the institution to work for a better future. The Alumni Association of Vivekananda Satavarshiki Mahavidyalaya remains an active body and their contributions are immense. The name of the association is **“Vivekananda Satavarshiki Mahavidyalaya Alumni Association”**.

As our college was established in 1964 and is situated in the rural belt, so a large portion of population in and around remains alumni of the institution. The Alumni Association cultivates and channelises the healthy relations between ex – students and current students. They also hold the valuable position in Governing Body as well as in IQAC. Regular interactions and engagements such as seminars, workshop, career counselling activities, sports activities and cultural programmes – serves as a platform for sharing and inspiring the current students about life and career both. The association also actively maintains a healthy relationship with the administrative staff and other stakeholders of the institution which culminates into a supportive and holistic network. Many alumni play a crucial role in collecting data on higher studies and job opportunities, thereby aiding current students in making informed decisions about their academic and professional paths. Beyond academic contributions, alumni play a vital role in various social initiatives such as Blood Donation camps, Youth Day Observations, AIDS Day Camps, Special Winter Camps, and certificate courses. Their involvement extends to diverse areas, including feedback collection and assistance in organizing events that enhance the overall college experience. Retired

teachers and office staff too maintains a healthy relationship with our students and contribute their bits through various activities and inspirational talks.

Institution has a dedicated room for the Alumni Association. They have maintained their inner organisation which acts as a bridge between the college and alumni. Institution looks forward to continue a harmonious and supportive relationship with its alumni for future activities too.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our governance and leadership aligns closely with our stated vision and mission. Our college mainly serves to students from rural countryside. An overwhelming majority of our students belong to socio-economically marginalised (SC, ST, and OBC) communities which derive their livelihoods out of agriculture or rural non-farm based occupations with limited earning potential.

The primary vision of our college is to emerge as an institution of eminence in providing undergraduate education to students from rural areas of Jhargram and adjoining areas.

Decentralization and participative management are the key approaches utilized to ensure effective administration and curriculum delivery. Under this system, academic and administrative responsibilities are dispersed among Heads of Departments and various committees, which include both teaching and non-teaching staff. All such sub-committees that look after student and academic related issues are proposed in the Teachers' Council and approved in the Governing Body. Each committee is led by a Convener who conducts meetings and delegates tasks in a democratic manner, ensuring that all voices are heard and final decisions are recorded. To encourage fair distribution of responsibilities, the Convener position rotates every two years among the faculty. Similarly, Heads of Departments are chosen on a biennial rotation basis to manage the academic departments. The Teachers' Council Secretary is also elected to represent the faculty's best interests. The Teachers' Council meeting provides a democratic platform for discussion of issues relating to welfare issues of teaching staff as well as academic and infrastructural development of the college. Several nodal officers have been appointed, out of faculty members, for facilitating student related services like student credit card, scholarships, and management of student data.

At the start of each academic session, the academic committee of our college prepares an academic calendar following the schedule provided by our affiliating University. Accordingly, the routine committee prepares the class routine to be followed by all the departments.

The Career Counselling Cell raises awareness among the students on different avenues of employment. Similarly other sub-committees like sports, cultural, magazine, admission, examination etc. look after their respective fields.

NCC and NSS units of our college help in developing human values, morality, leadership and character among our students apart from their regular training and extension activities respectively. We also have MGNCRE cell which engages with rural areas adjoining our college as well as instils the spirit of entrepreneurship among our students. The Mentor-Mentee System provides help, support and necessary

guidance to our students. Special efforts are taken to develop leadership skills among the students by identifying and engaging active students in various extra-curricular activities. Under the supervision of faculty members, active students are engaged in management of events like Fresher's Welcome, Saraswati Puja, Teachers day, Cultural Competitions, Annual Sports etc. The policies and functioning of the college are overseen by the Governing Body, while the IQAC serves as a planning and coordinating agency for quality initiatives.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Vivekananda Satavarshiki Mahavidyalaya is a government-aided college affiliated to Vidyasagar University. Accordingly, our administrative set up, service rules, and policies are governed by the guidelines set and issued by the West Bengal Higher Education Department (WBHED), University Grants Commission (UGC), Ministry of Education, and Vidyasagar University. All the faculty members and librarians in the substantive posts as well as the Principal are recruited by the West Bengal College Service Commission (WBCSC).

The college is headed by Principal who supervises the internal administration. The Principal, in turn, reports to the Governing Body (GB)-the apex policy making body-constituted as per the government rules. The organogram of our college adequately reflects decentralization and participative management in discharging all the responsibilities and duties related to college. Accordingly a number of sub-committees consisting of both teaching and non-teaching staff are constituted to manage various activities of our college. These committees are initially formed in the Teachers' Council (TC) meeting. TC is a statutory body consisting of all teachers in substantive posts, librarian, and Principal that looks after the welfare of teachers so as to aid in smooth functioning of college. All sub-committees formed in the TC meeting are finally approved in the GB. All kinds of development plans requiring finance are executed after approval of GB. As the internal revenue generation of our college is limited, competent authorities are approached for sanctioning of funds for development activities. On the other hand, the Internal Quality Assurance Cell, Finance Committee, and Academic sub-committee are formed by the GB, which look after quality assurance, financial decision making, and academic activities of the college respectively.

The IQAC assists Principal in planning, guiding, and monitoring quality assurance and quality enhancement activities of the college. The bursar looks after financial administration of the college and oversees the conduct of financial audit of the college. The Finance and Purchase committees assist the Principal on issues of administrative and infrastructural up-gradation. The teaching-learning process is monitored by the academic sub-committee of the college. It holds meetings with the Head of Departments at regular intervals to discuss issues related to the teaching and learning process. Most importantly it prepares the academic calendar for the college every year following the same released by

the University. The college has an active Admission Committee to supervise the online admission process. The NCC, NSS, and MGNCRE besides fostering leadership and social responsibility among our students complement our College's effort towards community service.

The Anti-Ragging Cell takes effort to enforce the UGC anti-ragging guidelines, spreads awareness on the negative effects of ragging, and penalizes the perpetrators, if any such instance surfaces. The Internal Complaints Committee (ICC) administers issues on prevention of sexual harassment so as to ensure a safe and respectful working environment for students, staff and teachers. Grievances and complaints raised by staff or students or any stakeholders on various aspect of college life is addressed by the Grievance Redressal Cell. Similarly all other committees and cells have well-defined responsibilities which they address in consultation with Principal.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System:

An effective performance appraisal system is crucial for improving institutional performance and staff welfare. It promotes transparency, accountability, and continuous improvement which enhances staff satisfaction as well as institutional efficiency.

For the fulltime teaching staff, serving at the level of Assistant Professor, a performance based appraisal system (PBAS) is already operational following the prescribed UGC guidelines under Career Advancement Scheme (CAS) which takes into account: attendance, involvement in teaching-learning and evaluation activities, involvement in administrative activities, and involvement in research activities as reflected by publications in journals, books, and participation in seminars and conferences. On the other hand, for the State Aided College Teachers (SACT), a satisfactory service rendered for a stipulated number of years, acquisition of doctoral degrees, and qualifying the National Eligibility Test (NET)/State Eligibility Test (SET) examination renders him/her eligible for a higher slab. The non-teaching employees are provided their promotional benefits on completion of 7/10/20 years of service subject to the approval of Governing Body of our college and the Directorate of Public Instructions (DPI). In general, the institution takes into account the attendance and the number of leaves taken up by the staff for their performance-based appraisal. Excessive leaves over and beyond the permissible limit are treated as 'extraordinary leave' and accordingly penalties are imposed in the form of salary deduction as per standard rules. The deducted amount is then returned to the government accounts. Annual increments are also provided to casual employees hired on 'need-basis' after completion of each additional year of satisfactory service.

Welfare Measures:

As both the teaching and non-teaching staff are the pillars of all academic institutions; provision of adequate welfare measures for both the groups is imperative. We have the following welfare measures:

- The Service Book committee initiates and updates the service books of all employees wherein an account of all kinds of leaves and details of performance based appraisals are systematically documented.
- A dedicated P.F. sub-committee looks after P.F. advances and withdrawals and the associated interest credited in the employees' account books.
- The college provides a monthly advance to newly recruited employees on substantive post till their 'pay-fixation' is complete.
- The IQAC, besides its advisory and supervisory role, plays a pivotal role in career advancement of faculty members by verifying and processing the CAS related paperwork of the incumbent.
- Every year 'Puja Bonus' is provided to all the casual employees of our college to tide over

increased expenses during the festive season of Durga Puja.

- Interest free festival advances are also granted to SACT teachers during the festive season of Durga Puja.

Avenues for career development/progression:

Faculty members are encouraged to participate in Faculty Induction Programmes (FIP), Refresher Courses (RC), Faculty Development Programmes (FDPs), Seminars, Workshops as well as to undertake Doctoral research at institutions of repute. Such endeavours are supported by allowing leaves as per statutory and Government provisions. Provision of online resources like e-books, journals and databases through NLIST subscribed by the college supports research endeavours of our faculty members.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 53.55

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	81	25	21

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Being a government-aided college, V.S. Mahavidyalaya receives financial assistance from the Government in the form of salary grants. The obtained salary grants are disbursed as emoluments to the staff members as per the prescribed norms through the HRMS portal. Fees collected from students is the major source of revenue generation which is utilized for payment of salaries and wages to casual staff as well as incurring all the development and operational expenditure of the college. All student fees are collected through the Online Student Management System.

The institution tries its best to manage its financial resources and maintain transparency in all financial

transactions.

To run its financial transactions smoothly the college must undergo the Statutory Audit process; the name of the statutory auditor is recommended by the Directorate of Public Instructions (DPI), Govt. of West Bengal. However, since the year 2016-17 the name of the statutory auditor has not been received from the Office of the DPI despite several requests from our end. As a result the statutory audit of our college has been conducted up to the financial year 2015-16 by the firm M/s Kundu Hossain Karmakar Chartered Accountants recommended by the DPI. From the year 2016-17 to 2022-23, however, the college has regularly conducted internal audits by hiring the firm Biswas, Dasgupta, Datta & Roy Chartered Accountants as recommended by the Governing Body (GB) of the college.

The Bursar and the finance committee oversee the financial transactions of the college, prepare a report on the current financial status of the college and submit the same in every Governing Body meeting thereby updating every GB member on the financial health of the college. The Bursar in consultation with the Finance Committee also prepares the Budgetary Plan.

The issues regarding procurement of goods and services are discussed and finalized in the Purchase Committee. Following the prescribed government rules and regulations, the committee invites tender from eligible sellers and service providers for the requisite items. For wider dissemination of information the notice for such tenders are displayed in the college website, college notice board, and notice boards of local public institutions like the Gram Panchayat Office, Post Office etc. Once the tender notice is released, the matter is reported to the Finance Committee and/or the Governing Body following the prescribed application process. These matters are thereafter discussed in the Finance Committee and/ or Governing Body where the proposal is carefully scrutinized and the required funds are approved. On receiving the approval, the Purchase Committee grants the work order/ tender to the lowest bidder.

The Bursar and Principal look after the execution of all financial transactions as and when required. The cashier receives the bill/ invoice statements and prepares the corresponding payment vouchers. The received bills and invoice statements are thoroughly checked and signed by the Bursar and Principal and the respective payment is made. As per the prescribed norm as well as to foster transparency in maintaining financial transactions, most of the payments are made through banks.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of V.S. Mahavidyalaya strives to improve the quality of education, infrastructure, student welfare as well as works towards the overall development of the college. IQAC functions as the apex body for formulating proposals and strategies as well as for undertaking academic, research, and

collaborative initiatives.

At regular intervals, Principal and internal IQAC members review the teaching, learning, and evaluation process. Student performance in the continuous internal assessments and semester-end examinations are discussed so as to make a comprehensive assessment of attainment of Programme Outcomes (PO) and Course Outcomes (CO) for each of the programmes offered. Accordingly corrective policies are designed and future course of action are recommended.

An Academic Committee has been constituted to conduct internal academic audits at regular intervals. Each department prepares an internal report on academic activities and other developmental initiatives which is discussed in the IQAC meeting.

The Mentor-Mentee system implemented on the recommendation of IQAC is running smoothly and has been instrumental in facilitating personalized counselling as well as guidance on academic activities.

IQAC encourages faculty members to continually upgrade themselves by actively participating in Faculty Induction Programmes (FIP), Refresher Courses (RC), Faculty Development Programmes (FDP), Workshops, Seminars, and Conferences at reputed institutions. This helps equip themselves with innovative teaching methodologies which enhance the teaching-learning mechanism; this also provides exposure on emerging research practices, tools, and techniques which enhances their quality of research. IQAC supports faculty members to organize seminars and conferences within our college or in collaboration with other institutions.

At the end of every academic year, the IQAC arranges for feedback from key stakeholders—students, employers, parents, and faculty members. It also conducts student satisfaction surveys (SSS) for eliciting student satisfaction on a number of services and facilities provided by the college. The collected responses are analysed and a report is prepared on the basis of which the required infrastructural developments are recommended. Improvement in sanitation facilities, increase in the number of computers and internet facilities, improvement in gymnasium equipment, purchase of laboratory equipment, construction of cycle-stand and stage, purchase of new books as per latest syllabus and up-gradation of library facilities, development of new ICT classrooms are few of the measures recommended by the IQAC which were successfully implemented.

IQAC supported the Career Counselling Cell in successfully conducting a diploma course on ‘computer application’ and a self-employment programme on ‘tailoring’ by entering into MOU with **‘Rajeev Gandhi Youth Computer Saksharta Mission’** and **‘Learnnet Skills Limited’** respectively. Furthermore, seminars were organized for improving the soft skills of students like spoken-english, communication skills, personality development etc.

IQAC has also facilitated environmentally sustainable initiatives like: development of rainwater harvesting system, installation of solar lights, as well as green and energy audits, all of which collectively lead to reduction in environmental impact and promote a more sustainable future.

IQAC facilitates community engagement and outreach in collaboration with the NSS, NCC, as well as the MGNCRE cell of the college. Numerous social welfare and extension activities were conducted in the adopted villages and nearby locality.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity reflects a healthy and holistic environment of any institution. The institution is committed to this particular sustainable goal and it is reflected through a series of practical measures which institutions duly practises for an inclusive, safe and healthy environment for all the members related to the college community. Some of these measures are as follows:

1. **CCTV cameras for secure campus:** CCTV surveillance at important points provides institution a watchful eye and provides security to the campus. It creates a safe environment for students, faculty members and staff. It also allows institution to monitor and address security concerns in a proper manner.
2. **Various Gender centric committees:** Institution have established Internal Compliance Cell, Anti – Ragging Committee, Grievance Redressal Cell, Women’s Grievance Cell Committee, SC, ST’s cell. These all cell and committees address the issues related to harassment, discrimination any grievance related to gender equity promptly and effectively.
3. **Special lectures on Women’s Day and other relevant calendar days:** Ideas inspires people and crafts our praxis. Institution celebrates all the ideas related to gender specific issues and organises various lectures on days like International Women’s Day and every important day related to gender. For example, any important historical entity who inspires gender centric view.
4. **Steps taken by NCC, NSS and MGNCRE:** NSS, NCC and MGNCRE committee/Cell of institution inspires and informs students about their rights and dues. NCC training not only strengthens and breaks gender stereotypes but also provides equal opportunities to every sans any differences. Similarly, NSS timely organises camps and seminars which talks and works upon gender specific issues. MGNCRE through their self-help groups and Vivek Bazaar instils a sense of independence and entrepreneurial skills into the female students.
5. **Girls Common Room:** Institution have and maintains Girls Common Room with basic facilities and privacy.
6. **Hostel facilities and Female Security Guards:** Institution have a sperate girls hostel facility. Institution maintains strict adherence of in and out time for the students and provides all facilities to our girls’ students. Hostel also have separate female security guards for the protection of the same.
7. **Gender ratio and representation:** Striving for a balanced gender ratio within the college and ensuring representation of female casual workers contribute to creating an environment that values diversity and inclusivity.
8. **Equal Facilities:** Institution provides equal facilities like ample Washrooms, equal opportunity in every committee and cells which looks into equal distribution in college’s facility and resources.

Ensuring representation of girls' voices in decision-making processes through inclusion in working committees promotes inclusivity and diversity, facilitating more comprehensive and equitable outcomes.

- 9. Teaching special papers on gender issues and women's writing:** Incorporating special papers on gender issues and women's writing into the curriculum promotes critical engagement with gender-related topics and amplifies marginalized voices, contributing to a more inclusive educational experience.

By implementing these practices, the institution demonstrates its proactive approach to advancing gender equity and creating a campus environment that is safe, supportive, and conducive to the holistic development of all its members.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

Vivekananda Satavarshiki Mahavidyalaya stands as a beacon of inclusivity and cultural harmony in the Junglemahals region of West Bengal. The college is situated in Jhargram district which is recognized as one of the tribal districts of West Bengal. Institution through its various academic and administrative activities inculcates the idea of tolerance and harmony. The ethos enshrined in our constitution works as a idealistic trajectory for the institution. Institution respects and celebrates the diversity – cultural, regional, linguistic of all the stakeholders. The campus is free from any divisive policies based upon caste, community, colour, religion, language and socio- economic parameters.

The institution through its policy exemplifies equal opportunities for all the students, irrespective of caste, language, religion or social background. It also provides crucial support system to students which have not so sound socio – economic background and ensures equitability through positive discrimination which includes assistance with tuition fee concession, rebate in hostel fees, government scholarships and others. Additionally, college also have SC, ST and Minority cell which helps to maintain and protect the rights of the concerned groups.

The National Service Scheme (NSS), National Cadet Crops (NCC) and Mahatma Gandhi National Council for Rural Education (MGNCRE) organises camps and celebrates various events which promote inclusivity, instils constitutional ethos, breaks socio – economic barriers and strengthens comradeships as well as harmony.

Further the college has established Internal Compliance Cell and Anti-Ragging Cell, which uphold equal treatment for all students and promote tolerance and unity. The admission policy prioritizes diversity by providing online counselling and financial aid to students from diverse backgrounds.

The college celebrates and protects cultural, regional, linguistic, communal, socio-economic diversities through student programs, encourages and promotes linguistic diversity. A major portion of students are from Kurumali/Kudamali speaking Mahata community, followed by students from Bengali community. A small proportion of students are from Santali community which is a primitive tribe traditionally residing in Jhargram and the adjoining state of Jharkhand. College faculty members and staff also represents various background and diversities. The college through its various activities and cultural programmes celebrates communal harmony and inclusivity. One such example is of Santali Bhasa Diwas

or Vijaya Bhasa Diwas which our college proudly celebrates on 22nd December to commemorate the acceptance of Santali language in the Indian constitution. In addition to these efforts, the college hosts various events and activities throughout the year, such as blood donation camps, International Mother Language Day observances, International Yoga Day celebrations, and cultural competitions. Special occasions like Independence Day, Republic Day, Social Justice Day, Voters Day Constitutional Day and Human Rights Day are also commemorated, fostering a sense of national pride and social responsibility among students.

As institution we pledge to maintain inclusivity and harmony among students and employees with all constitutional obligations, values, rights, duties

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

1. Title:

Holistic Sustainable Development – Promotion and Sensitization

1. Objectives of the Practice:

The objectives are as follows:

- **Inculcating Awareness about Sustainable Development:** Keeping in mind the Sustainable Development goals and government's (central and state) initiative on the same, institution through its activities inculcates awareness keeping in mind the local space and environment.
- **Holistic Empowerment and Capacity Building:** Empowering communities by locating and addressing their multifaceted needs comprehensively. This includes social, economic, and educational aspects.
- **Knowledge Sharing:** Facilitating the exchange of knowledge, best practices, and lessons remains key aspect of our knowledge sharing agenda.

1. Context

The context lies in recognizing the needs and requirements of current generation and interconnecting it with the various social, economic and cultural horizon for wellbeing and better future.

4. Practice:

Practices encompass a range of strategies include:

- **Sustainable Development Practices:** Sensitizing and promoting environment friendly activities for a better future and positive growth.
- **Capacity Building and Community engagement:** Providing training, skill development and engaging in academic exercise (theory and its application) to empower groups and individuals for an active community development.
- **Monitoring and Evaluation:** Tracking and evaluating progress and ensuring the outcomes and accountability remains an important pillar of our practise.

Activities - Institution's various initiatives:

- Institution conducts plantation drive every year with its NSS, MGNCRE cell. External bodies like Forest Department and Panchayat officials are also engaged in institutional plantation drive and outreach programmes.
- Awareness and sensitization campaign from Swachta Pakwada to about the danger of plastic pollution.
- Rain Water Management - A network of pipes collects the rainwater from the roof -tops and is collected down in a well. Institution utilises this water source in a nuanced manner.
- College has separate dustbins for dry and wet waste materials. In addition, it also has an E waste bin and plastic free zone.
- Communities like NSS, NCC, MGNCRE, ICC, Cyber Crime – conducts several environmental and holistic sensitization programmes.
- Use of Solar panel lights have been started by the institution and it remains in its working stage.

5. Evidence of success:

- College through its Sustainable development initiatives impart the valuable knowledge directly and indirectly both. Directly through sensitizing and providing education to students and indirectly through community engagement and when a student imparts the same through his/her activities.
- Whether it is Plantation drive or cleanliness drive or activities -each and every activity somewhat reflects on ground.
- Our active alumni work in various schools and offices (governmental and private) who carry forward our ideas at various strata of society. College strives to continue such work in future.

6. Problems Encountered and Resources Required:

- As our college is situated in the Jungle mahals region of West Bengal, one of the biggest problems remain is the problem of communication with the students. Some part of jungle Mahals are not well connected, but institution tries its best to communicate.
- Securing adequate aid for community development programmes is a major issue for the college.
- The success of community development cannot be solely measured by points.

1. Title of the Practice:**Socio – Economic Development through Skill Based Learning****1. Objectives of the Practice:**

- **Cultivating skills for futuristic holistic development** - Cultivating skills for futuristic holistic development of students remains an important tool towards growth and development of any society.
- **Enhancement of Cognitive Abilities and Creativity:** Aims to cultivate critical thinking, problem-solving skills, and creativity, empowering individuals to adapt to diverse challenges and innovate solutions.
- **Socio – Economic Development** – Through Skills and Job Oriented courses, college strives to prepare students for their upcoming careers which remains the need of the times.

1. The Context:

The context spans various domains, including education, career driven development, and community well-being. It underscores the importance of embracing a comprehensive view of human existence and promoting holistic well-being at individual, societal, and global levels.

1. The Practice: The practice includes

- **Multifaceted Education:** Integrating arts, physical education, and vocational training alongside traditional academic subjects.
- **Skill Driven Initiatives:** Inculcating Skill driven initiatives for the future career-oriented prospects.
- **Socio – Economic development** – Keeping in mind the geography, job market and other relevant future prospects, institution have initiated the practise.

Activities

- College through its Career Counselling Cell organises various seminars, certificate courses and also provides relevant placement information to our students.
- NCC prepares cadets for futuristic jobs and institution have a good record with regards to their placements in different armed and police forces.
- Keeping in mind the socio – economic condition of our students college has started computer course under Rajiv Gandhi Computer Saksharta Mission at very minimal fees.
- College also has in place ‘Self Employed Tailoring Course’, initiated under Skill India and National Skill Development Corporation (NSDC), which allows students to learn tailoring at very nominal fees.
 - MGNCRE under its domain have started an initiative named Vivek Bazar (campus Bazar), which inculcate among students traits of entrepreneurial skills.
 - Institution also with the Employment Exchange Office, Jhargram have started free competitive exam coaching (online mode) for our students.

5. Evidence of Success:

- Various students have been benefitted from the seminars, talks and certificate courses of our institution.
- Students on yearly basis are recruited in various armed forces (including Air force, Navy) and Police Forces.
- Computer Skills are the need of the hour and our students are getting acquainted with computer skills and have been employed in various governmental and private institution and have also have been helping entire community in their vicinity.
- Tailoring course has been helping and making our students self - sufficient.
- Free coaching for competitive exams has been helping the students from not so sound economic background to avail the knowledge and apply for various exams.

6. Problems Encountered and Resources Required:

- Limited resources, including time and proper funding pose challenges for implementing holistic development initiatives comprehensively.
- The adjustment of minimal fees for any course keeping in mind the socio -economic condition of our college is another problem for our institution.
- Getting resource person smoothly for various activities remains another problem.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: Providing Economic Support to Needy and Meritorious students

Vivekananda Satavarshiki Mahavidyalaya is situated in the Janglemahals region situated Jhargram district of West Bengal State. The area is considered as Tribal and rural belt. According to official records, Jhargram district covers an area of 3,037.64 km² and had a population of 1,136,548 in the 2011 census. 96.52% of the total population was rural and only 3.48% was urban population. 20.11% of the total population belonged to scheduled castes and 29.37% belonged to scheduled tribes. In past decade the developmental process is in continuity, but it is still regarded as tribal and rural region and majority of the population remains rural.

As an institute situated in this particular geographical space, college observes various working criteria to channelise and provide higher education. One of the biggest problems of Jhargram district in regards to

attain higher education is the financial crisis which most of the family faces in this particular rural and tribal belt. Many students are either force to leave studies and earn for their family or either gets married because of financial strain. And facts support this hypothesis. The whole thing impacts the higher education and institution too have to face this situation.

Institution under its domain tries various measures to provide economic support to needy and meritorious students, so that they can pursue higher studies. Any support and guidance are valuable to them. Institution also conducts regular ‘Parent Teacher meeting’ to counsel guardian about the value and necessity of higher education in one’s life. In addition to that, the mentor – mentee system too helps institution to help and guide students.

During Covid Pandemic which saw a devastating mark on the economic conditions on several people and specially to rural class population as well as daily wage labourers, Institution reduced the fees for each and every student.

Institution also helps the students who are good in sports and are medal holders at institutional, university, district and state level too are provided with all financial help and fee exemption.

College also provides all administrative and official help to all the student who want to avail various governmental scholarship schemes for their future studies.

Activities and Initiatives:

- Fees was reduced for the academic session 2020- 2021 and 2021- 2022 due to COVID – 19 Pandemic. Form fill up fees to developmental fee to laboratory fees was duly reduced.
- Students who performed well in sports, their fees were also reduced. Also, as several of our students was interested in Kho -Kho game, college provided free coaching Kho – Kho players.
- For students who are economically backward and needs support for their higher education their fees were too reduced.
- College also provides medical help to the needy students under its initiatives as per the situation.
- Several faculty members through their own initiatives provides financial help and aid to students.
- Mentor – Mentee system of the institution allows the students to share their problems with their mentor, which allows mentor to highlight the various problems including the socio- economic need of the students.
- Parent – Teacher meeting on regular basis, also allows the institution to understand the condition of pupil of the institution, and take necessary steps.
- Institution also helps students in getting their scholarships by various government schemes.
- Institution has been awarded by the Government of West Bengal for its outstanding performance for disbursing ‘Kanyashree Prakalpa Scheme’. The scheme provides valuable economic support to the girl student for higher education.

Institution strives for development and growth of the area in which it is located and tries its best to solve the hurdles faced by the students and hopes to continue the same for the future.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Vivekananda Satavarshiki Mahavidyalaya strives to become a beacon of higher education. Established in the year 1964 college has constantly helped the marginalized communities and tried its best to foster socio – economic growth of the region in and around. Some additional information about the institution:

- As the college has huge geographical space, it strives to utilize the same for various purposes like - Herbal Garden, Kitchen Garden and for other relevant horticulture activities. Plot has been assigned for the same.
- College is also developing green zone and is striving to achieve the status of plastic free campus. Necessary work is in progress.
- College is also developing its Indian Knowledge System centre under the guidance of IIT Khargpur and Vidyasagar University. As college remains the hub of various ancient languages and communities, it strives to preserve and engage the younger generation with their history and legacy through IKS.
- Keeping the socio - economic condition along with the lack of opportunities and high dropout ratio – college strives to get an official study Centre authorization from Netaji Subhas Open University.
- Self Defense for girls through Karate Training for the female students have been started in the college.
- To make campus more secure through installation of more CCTV Camera, college has passed a resolution has been adopted in the ICC and purchase committee.
- Request for the indoor stadium and swimming pool to enhance college sports facility of the college.
- College strives to adopt more villages through its MGNCRE cell.
- College is associated with the industry UAL Bengal and engaged with them. Their member is in our IQAC and they through their Corporate Social Responsibility (CSR) has been attached to our developing story. They have recently develop our two wheeler vehicle stand. College strives more such engagement in future for futuristic development.

Concluding Remarks :

Vivekananda Satavarshiki Mahavidyalaya was established in the year 1964 in memory of birth centenary of Swami Vivekananda with an initial objective to disseminate higher education to the rural pupils of Manikpara in Jhargram District. Starting with minimal infrastructure, the college has steadily developed overtime integrating ICT and modern amenities to enhance teaching learning environment. The college aims at empowering the underprivileged section of the society by imparting quality education to rural people, poor and backward classes, and imparting skill-based education.

Being an affiliated college under Vidyasagar University, the college follows the curriculum as prescribed by the University, offering both Honours and General UG programmes in Arts, Science, and Commerce. Academic and administrative responsibilities are dispersed among faculty members and various committees. The faculty members are committed to fostering innovative thinking by employing experiential learning, participative learning, and problem-solving to make education engaging and enjoyable. In addition to conducting internal evaluation which is a compulsory exercise, all the departments duly conduct continuous internal evaluation. Apart from academics, the college tries to impart skill based vocational courses like computer training and tailoring to enhance the employability of students. Faculty members too are encouraged to attend Professional Development Programmes and Workshops. This has enhanced their research skills and professional efficiency

resulting in numerous academic publications in esteemed journals and books. Generous attention has also been given to foster an ecosystem for innovation and the Indian Knowledge System. Numerous MOUs have been signed with reputed institutions to foster academic exchange and resource sharing.

The college cultivates the spirit of social responsibility and character building among its students by actively engaging them in community service, social work, and nation-building activities through its NCC wing, four NSS Units, and MGNCRE cell. Our students actively participate in sports and cultural events organized by our college as well as other institutions and have received several awards at University, State, and national levels. A watchful grievance redressal cell and anti-ragging committee as well as Internal Complaints Committee (ICC) ensure that our students are adequately guarded from harassment and disturbances of any form.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>62</td> <td>62</td> <td>64</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>60</td> <td>59</td> <td>60</td> <td>61</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	61	62	62	64	65	2022-23	2021-22	2020-21	2019-20	2018-19	59	60	59	60	61
2022-23	2021-22	2020-21	2019-20	2018-19																	
61	62	62	64	65																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
59	60	59	60	61																	
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>26</td> <td>27</td> <td>31</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>25</td> <td>25</td> <td>28</td> <td>24</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	25	26	27	31	27	2022-23	2021-22	2020-21	2019-20	2018-19	24	25	25	28	24
2022-23	2021-22	2020-21	2019-20	2018-19																	
25	26	27	31	27																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	25	25	28	24																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>13</td> <td>11</td> <td>11</td> <td>7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	13	11	11	7										
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	13	11	11	7																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	9	9	4

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	16	11	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	2	1	2

Remark : DVV has made the changes as per considered only ISBN no title and rechecked the shared link but not accessible.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1886	1468	865	462	166

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1738	1468	865	462	166

Remark : DVV has made the changes as per 1.1

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as

one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	6	13

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared certificates and not considered certificates of appreciation, honours.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	81	25	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	81	25	21

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 65 Answer after DVV Verification : 64</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>56</td> <td>59</td> <td>63</td> <td>58</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>54</td> <td>56</td> <td>59</td> <td>54</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	54	56	59	63	58	2022-23	2021-22	2020-21	2019-20	2018-19	52	54	56	59	54
2022-23	2021-22	2020-21	2019-20	2018-19																	
54	56	59	63	58																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
52	54	56	59	54																	