



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**BERHAMPORE GIRLS COLLEGE**

**C.R. DAS ROAD, P.O. BERHAMPORE, DIST. MURSHIDABAD  
742101**

**[www.berhamporegirlscollege.ac.in](http://www.berhamporegirlscollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Berhampore Girls' College is a distinguished academic institution known for its strong academic tradition and cultural values. Situated in the heart of Berhampore Town, the headquarters of Murshidabad District in West Bengal, the college has become a sought-after destination for students due to its prime location and academic excellence.

Founded in 1946 by Prof. Amiya Rao, the institution's first principal and a champion of women's emancipation, alongside her husband Mr. B.G. Rao (I.C.S.), the then District Collector of Murshidabad, the college has a rich history. It celebrated its platinum jubilee (75 years) in 2020, a milestone marked by significant academic achievements. The college's motto, "**Sa Vidya Ya Vimuktaye**" (That is learning which leads to emancipation), is derived from the **Vishnu Purana 1.19.41**, emphasizing the pursuit of comprehensive knowledge systems at both undergraduate and postgraduate levels.

Initially affiliated with the University of Calcutta from 22nd June 1946, the college has been affiliated with the University of Kalyani since 5th February 1999, following the Kalyani University Amendment Act, 1998, as published in the Calcutta Gazette, Extraordinary. Berhampore Girls' College is recognized by the University Grants Commission under sections 2(f) and 12(B), as per notification F.1-9/2003(CPP-I) dated 12th December 2003.

In the second cycle of accreditation by NAAC in 2016, the college received a Grade B with a CGPA of 2.29. Over the years, the institution has diligently worked to adhere to NAAC recommendations and has implemented the NAAC Quality Indicator Framework to enhance its quality culture. Currently, the college has 18 departments offering 17 undergraduate and 3 postgraduate programs, along with various Add-on Courses that provide knowledge and skill-based learning beyond the university curriculum.

The college campus spans 9.7 acres with a built up area of 41,832.38 square meters (main campus) and 8258.80 square meters (hostel campus) in a tranquil and eco-friendly setting at the heart of Berhampore town. It comprises six main buildings and two hostels, "Nibedita Chatri Nibas" and "B.G. Rao, Amiya Rao Prangan," with a total of six hostel buildings. The college features ICT-enabled classrooms, spacious seminar halls, a well-stocked automated library, and well-equipped laboratories. Additionally, it offers two open-air theaters for cultural performances, a playground with facilities for yoga and a gymnasium, a health centre, rooms for NSS and NCC, an IQAC room, a Research and Development Centre, a Faculty and Research Scholar Study Room, a Centre for Murshidabad Studies, an art gallery, college museum, common room for students, and designated rooms for teachers and staff in each department. The campus also includes staff quarters and a canteen, catering to the needs of the college community.

### Vision

"To **Enlighten, Empower, Enrich, Explore and Enable** (5 E's) for Inclusive Development of Human Resources"

Our vision is to nurture comprehensive growth by **illuminating, empowering, enriching, and exploring**

diverse perspectives, promoting **equitable access** to resources and opportunities for all members of our college community and **enabling** them to attain course and program outcomes and also to make positive contributions to society and national development. We strive to become a top-tier institution committed to **women empowerment** and **academic excellence**, creating a space for **earning while learning** bolstered with innovation and inclusivity.

## **Mission**

**To Enlighten** with course curriculum and beyond keeping in focus on the motto of the institute, “**Sa Vidya Ya Vimuktaye**” (**Vishnu Purana 1.19.41**). The mission is to impart an eclectic education that would integrate all aspects of life- physical, material and emotional, moral and spiritual.

**To Empower** with various skill development programs, skill-based training, job fair, internship and celebratory events focused on generating employability opportunities as well as gender equity for our students.

**To Enrich** with Seminars/Workshops on multidisciplinary aspects, co-curricular and extracurricular activities with an inclusive outlook.

**To Explore** with research activities, project work, field studies, case studies, exposure visits, innovative product development, design, patent and product commercialization etc.

**To Enable** our staff and students to attain course outcomes, program outcomes and to become self dependent and also to make positive contributions to his/her personal life and society with their knowledge and skills.

**To take** various measures for the holistic development of human resources for national development, irrespective of caste, creed, gender or place of birth.

Our mission, guided by our motto “**Sa Vidya Ya Vimuktaye**” (**Vishnu Purana 1.19.41**) is to promote knowledge from diverse sources and personal growth with requisite skills. We empower students with skill development programs, gender sensitization programs and diverse learning opportunities. Through research, projects, and extracurricular activities, we equip our students with the competencies demanded by the job market. We additionally advocate for inclusivity and holistic development among our students, enabling them to grasp the moral principles and values to become responsible citizens.

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

### **Institutional Strength**

#### **1. Historical Significance and Strategic Location:**

- Berhampore Girls’ College is the first Girls’ college in the district of Murshidabad sponsored by the government and is located at the centre of the district headquarter with good communication facilities.

#### **2. Implementation of CBCS and NEP 2020 Compliance:**

- The successful implementation of the Choice Based Credit System (CBCS) for both undergraduate (UG) and postgraduate (PG) levels, along with adherence to the Curricular Framework and Credit System for the Four-Year Undergraduate Programme as per NEP 2020

guidelines.

**3. Diverse Academic Programs:**

- The college offers 17 undergraduate programs and 3 postgraduate programs, in addition to various skill development and add-on courses.

**4. Effective Communication and Planning:**

- Academic and administrative information is efficiently disseminated through notices and regular meetings. An academic calendar and academic plans are meticulously prepared and followed by all departments.

**5. Inclusive Environment:**

- The college maintains an inclusive environment with a significant enrolment of minority students, particularly from the Muslim community and socio economically deprived.

**6. Discipline:** The Institution ensure strict adherence to its rules and regulations, particularly with regard to attendance, uniform, Morning Prayer etc

**7. Favorable Student-Teacher Ratio:**

- A good student-teacher ratio and a dedicated faculty with a participatory teaching spirit, with only 4% of permanent teaching posts vacant.

**8. Student Academic Performance:**

- Consistently commendable student performance in university examinations, with many students achieving top ranks and a high pass percentage for graduates and postgraduates.

**9. Student Motivation and Recognition:**

- Numerous memorial prizes to encourage and motivate students based on their academic performances.

**10. Knowledge Dissemination:**

- Regular organization of seminars, Invited Lectures, MoU activities and conferences for students & teachers are both centrally and departmentally funded by various agencies.

**11. Supportive Statutory Committees:**

- Functioning of various statutory committees like the Grievance Redressal Cell, RTI Cell, Internal Complaints Committee, Anti-Ragging Cell, Committee for SC/ST, Minority Cell, and OBC Cell, ensuring student dignity and a secure learning environment.

**12. Community Engagement:**

- NSS and NCC extension activities provide academia-community linkage, addressing and attempting to alleviate issues in rural and semi-urban areas of the district.

**13. Eco-Friendly Environment:**

- Sustained eco-friendly green environment at the college and hostel campuses.

**14. Cultural Preservation:**

- Preservation and conservation of culture and tradition through the **Centre for Murshidabad Studies**.
- Addressing cultural diversity and practices through programmes organized by **Anandan (Cultural Sub committee)**, .

**15. Self-Employment Encouragement:**

- Encouragement of student self-employment through the marketing of their innovative works under the Earn While Learn Scheme “Udbhabani.”

**16. Student Health and Well-Being:**

- Comprehensive care for student health, both physical and mental, through the **Subha Gangopadhyay Health Centre**, gymnasium, and counseling sessions.

**17. Women Empowerment Initiatives:**

- The **Aashapurna Women’s Cell** conducts various activities related to women empowerment, gender sensitization, and violence prevention, enriching the students' overall experience.

18. **Eco Ethics and Practice:** The college sustains and nurtures its eco-friendly campus with presence of diverse flora and fauna, addressing crosscutting issues and **Go Green Campaign**.

## **Institutional Weakness**

1. **Low Student Enrolment Percentage:**
  - The college needs to increase the percentage of student enrollments (presently 61%) to enhance its educational impact and reach.
2. **Qualification of Full-Time Teachers:**
  - There is a need to enhance the percentage of full-time teachers holding NET/SET/SLET/Ph.D./D.Sc./D.Litt. qualifications (67%) to improve academic standards.
3. **Research Publication Rate:**
  - The number of research papers published per teacher in journals listed on the UGC Care list needs to be increased to foster a robust research culture.
4. **Student-Computer Ratio:**
  - The ratio of students to computers requires improvement to ensure better access to digital resources and learning tools.
5. **Examination Qualification Rates:**
  - The percentage of students qualifying in state, national, and international level examinations (e.g., JAM, CLAT, GATE, GMAT, CAT, GRE, TOEFL, Civil Services, State Government Examinations) needs to be improved.
6. **Awards and Medals:**
  - The college should aim to secure more awards and medals for outstanding performance in sports and cultural activities.
7. **Alumni Engagement:**
  - Strengthening the engagement of alumni in the regular functioning and development of the college is crucial.
8. **Financial Support for Teachers:**
  - More teachers should be provided with financial support to attend conferences and workshops to foster continuous professional development.
9. **Industry-Academia Linkages:**
  - Implementation of stronger industry-academia linkages and the introduction of more skill development courses are needed to enhance employability and practical skills among students.
10. **Limited Role in Curriculum Design:**
  - As the college is affiliated to the University of Kalyani, it has limited influence on the design of its programmes and courses, restricting its ability to tailor the curriculum to specific needs.
11. **Dependence on Student Fees:**
  - Due to the lack of sufficient government funding for various development projects, the college is heavily dependent on fees paid by students, which can be a limiting factor.
12. **Permanent Non-Teaching Staff:**
  - There is a low percentage of permanent non-teaching staff. The poor administrative staff-to-student/faculty ratio hampers the smooth running of administrative affairs.
13. **Lack of autonomy:**
  - Lack of autonomy restricts the college's ability to implement innovative educational programs.
14. **More student progression to higher education**
  - The percentage of students progressing to higher education needs improvement, requiring enhanced academic counseling and support systems to encourage advanced studies and research

opportunities.

Addressing these weaknesses will be crucial for Berhampore Girls' College to enhance its academic, administrative, and extracurricular performance, thereby achieving overall institutional growth and excellence.

## **Institutional Opportunity**

### **1. Strategic Location and Infrastructure:**

- The prime location, ample space, and robust infrastructure of the college provide significant opportunities for growth and development. The central position in Berhampore, Murshidabad, enhances accessibility and attractiveness to potential students and faculty.

### **2. Cordial Teacher-Student Relations:**

- Strong, positive relationships between teachers and students create a conducive learning environment, fostering academic and personal growth. This environment can be leveraged to enhance educational outcomes and student satisfaction.

### **3. Utilization of IT Infrastructure:**

- The college can expand its use of IT infrastructure to develop virtual labs and language labs, which will provide students with advanced learning tools and resources, enhancing their educational experience and practical skills.

### **4. Introduction of More Skill Development Courses:**

- There is a significant opportunity to introduce additional skill development courses tailored to current market demands, thereby increasing students' employability and preparedness for the workforce.

### **5. Collaboration with Murshidabad Chamber of Commerce and Industry:**

- Partnering with the Murshidabad Chamber of Commerce and Industry can open doors for internships, job placements, and industry projects, bridging the gap between academia and industry.

### **6. Tourism Development and Employment Opportunities:**

- The rich historical and cultural heritage of Murshidabad presents a good scope for tourism. The college can develop programs and courses related to tourism and hospitality, creating employment opportunities for students in this sector.

### **7. MOUs for Academic and Professional Activities:**

- Establishing Memorandums of Understanding (MOUs) with other academic institutions and professional organizations can enhance academic collaboration, research opportunities, and professional development activities.

### **8. Utilization of an Incubation Centre:**

- Proper utilization of an incubation centre can encourage innovation and entrepreneurship among students and faculty. This centre can facilitate research, development, and the commercialization of new ideas, potentially leading to patents and start-ups.

### **9. Enhancement of Cultural Activities:**

- There is ample opportunity to improve and expand cultural activities as a Girls' College, enriching students' campus life and fostering a well-rounded education.

### **10. Emphasis on E-Governance and Resource Mobilization:**

- Increasing the focus on e-governance can streamline administrative processes, improve transparency, and enhance resource mobilization. Efficient e-governance practices can lead to better management of college resources and services.

By capitalizing on these opportunities, Berhampore Girls' College can significantly enhance its educational offerings, improve student and faculty satisfaction, and contribute to the socio-economic development of the region.

## **Institutional Challenge**

### **1. Student Retention Post-Admission:**

- **High Dropout Rate:** Despite initially full enrollments, many students drop out within the first few months for various reasons. Retaining these students is a significant challenge.

### **2. Enhancing Student Motivation:**

- **Orientation and Motivation:** Many students lack the proper orientation, aims, and attitudes required for serious pursuit of higher education. Developing programs to instill these qualities is crucial.

### **3. Maintaining Academic Balance in the Semester System:**

- **Examination Periods:** Frequent examination days in the semester system can disrupt academic continuity. Strategies to mitigate academic loss during these periods are needed.

### **4. Securing Research Funds and Grants:**

- **Research Funding:** Attracting research funds and grants from various governmental and non-governmental sources is essential but challenging.

### **5. Upgrading Laboratory Facilities:**

- **Modernization:** Improving laboratory conditions and acquiring advanced instruments to support current educational and research needs.

### **6. Fund Mobilization:**

- **Financial Resources:** Mobilizing funds from both government and private sectors to support institutional development and growth.

### **7. Increasing Employment Opportunities:**

- **Career Development:** Enhancing employment prospects for graduates through robust career services, industry partnerships, and skill development programs.

### **8. Expanding Digital Learning:**

- **Technology Integration:** Promoting digital learning by integrating modern educational technologies and ensuring access for all students.

### **9. Providing Quality Internships:**

- **Practical Experience:** Facilitating good internship opportunities to provide students with practical experience and improve their employability.

### **10. Improving Language and Communication Skills:**

- **Skill Enhancement:** Strengthening the language competencies and communication skills of students to better prepare them for professional environments.

### **11. Addressing Diverse Student Needs:**

- **Inclusivity:** Catering to the diverse socio-economic and cultural backgrounds of students to ensure inclusive and equitable education.

### **12. Preserving Mental Health:**

- **Stress Management:** Supporting the mental health of staff and students by addressing the stress and pressures associated with modern education and career challenges.

## **1.3 CRITERIA WISE SUMMARY**

## Curricular Aspects

**Curriculum Planning and Implementation** As a government-aided institution, Berhampore Girls' College adheres to the curriculum set by its affiliated university, the University of Kalyani. The college ensures effective curriculum planning of the Choice Based Credit System (CBCS) & NEP for both UG and PG programs to address local, national, regional, and global academic and developmental needs. This is achieved through well-defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). The college implements a master routine and an academic calendar to facilitate curriculum delivery. Interdepartmental faculty exchanges, innovative teaching methods, and continuous internal assessment and evaluation further support this process. The Master Routine highlights curriculum-based activities, while the Academic Calendar provides a tentative teaching plan. Teachers as members of BOS (UG and PG) helps in curriculum planning.

**Academic Flexibility:** The College emphasizes the requirements of the CBCS for enhanced academic flexibility in all UG and PG programs. The institution offers value-added, certificate, and add-on courses (amounting to 55), providing every student the opportunity to participate through a well-documented process. Syllabus revisions have been a focus over the last five years, ensuring that the programs remain relevant and up-to-date. The college offers various skill development and employability courses, to prepare students for the job market. 60.52% students completed such courses.

**Curriculum Enrichment:** The College integrates cross-cutting issues into the curriculum across all departments, fostering a holistic educational experience. Postgraduate and science students also complete dissertations, field projects, or student projects as part of their CBCS syllabus. 48.03% students completed such projects in the session 2022-2023. Beyond academics, the college enriches the curriculum through various activities and programs. MoUs and linkages with different colleges and bodies inspire students to enhance their interactive skills through faculty and student exchange programs. Inter-departmental faculty exchange programs enrich students intellectually and maintain academic flexibility. Students are also encouraged to participate in inter and intra-college quizzes, debates, and extempore competitions.

**Feedback System:** The college has a robust feedback system that collects and analyzes input from stakeholders, including students, teachers, employers, and alumni. This feedback helps the institution move forward by directing and redirecting actions based on the feedback reports. The entire feedback system is available on the college website, ensuring transparency and continuous improvement in curricular aspects.

## Teaching-learning and Evaluation

- **Student Enrollment:** The College follows a transparent online **Admission process**. Considering first-year admissions only, the overall **Enrollment Percentage** is **61.41%**, and from the **Reserved** categories, it is **61.19%** during the last five years.
- **Students-Teacher ratio:** The College has a healthy **Student-Teacher** ratio of **29.64: 1** (latest completed Academic year).
- **Experiential, Participative and Problem-solving Teaching-Learning methodologies:** The College effectively stresses promoting **experiential, participative, and problem-solving teaching-learning methodologies** by conducting practical classes, projects, dissertations, field trips, seminars, workshops, hands-on training, add-on and certificate courses, community engagement, extension activities, student seminars, debates, competitions and other co-curricular activities.
- **ICT Infrastructure:** The College has adequate **ICT infrastructure**, including **LMS, KOHA,**



INFLIBNET subscription, Projectors, High-speed internet, computers, and many others.

- **Teacher Profile and Quality:** The College has qualified and dedicated Faculty members. **96.19%** of Full-time sanctioned posts are filled, and **66.67%** are qualified for **NET/SLET/Ph.D.** degrees.
- **Internal and External Examinations:** The College maintains a robust mechanism for conducting **internal and external examinations**, which is monitored centrally by the examination committees. Departments conduct Academic progress meetings to ascertain students' progress and syllabus completion. The College also fosters a vibrant mechanism of continuous internal assessment.
- **Examination-related Grievances:** Students can register their **grievances** through Departments, the Grievance Redressal Cell, the Principal's office, and Examination committees. They can also apply for a **review** of their published results. The College has a well-designed mentoring system and conducts sessions to support students.
- **POs, PSOs and COs enlistment, circulation and evaluation of their Attainment:** The **IQAC** and the **departments** meticulously designed the **POs, PSOs, and COs** of all the **broad-stream programs and courses**. They are shared in the college website, in notifications, and in classroom interactive sessions. **Attainment** of enlisted outcomes (**POs, PSOs, and COs**) is evaluated through Results analysis, Attainment Portal score, Department meetings, quantification of higher education progress, Placement records, and others.
- **End-Semester Results:** The College has **91.7% Pass percentage** over the last five years.
- **Students Satisfaction Surveys:** **Student Satisfaction Surveys** are conducted annually amongst the enrolled students and survey reports are used in policy formulations and action taken initiatives.

## Research, Innovations and Extension

- **Resource mobilization for research:** Berhampore Girls' College has effectively mobilized resources for research, securing over 15 lakhs in research grant funding over the last five years. The college has also initiated an "Institutional Research Project," providing seed money up to fifty thousand rupees to selected proposals.
- **Innovation Ecosystem:** To foster a robust research environment, the Research and Development Cell (RDC) was established, evolving from the previous research sub-committee. This cell encompasses the Institutional Innovation Cell, which promotes initiatives such as the Centre for Murshidabad Studies to preserve local culture and heritage. The Incubation Centre supports programs like "Earn While Learn" and "Udhabani," encouraging and nurturing innovative ideas. The IPR Cell of the college organizes annual seminars on intellectual property rights. In the past five years, the college has hosted over 50 seminars and conferences in collaboration with organizations like ICSSR and MAKAIAS, addressing topics of national importance. Regular seminars on research methodology and IPR further enhance the research ecosystem.
- **Research Publication and Awards:** Faculty members have been recognized with awards such as the "Founder Fellow of The Physiological Society of India (FPSI)" and the "Livelihood Promotion Award for Fishermen," along with numerous best paper presentation awards at various conferences. The college publishes two edited books, "Science Review" and "Answeshan," and faculty members have contributed research papers to Scopus-indexed journals like Wiley and Springer, as well as UGC-notified journals.
- **Extension and Outreach activities:** The College's NCC and NSS units conduct extensive outreach activities, adopting two villages, Baigachi and Hikampur, and engaging in health, social welfare, nationalism, humanitarian services, and environmental sustainability initiatives. Over the past five

years, a total of 70 extension activities have been conducted, earning the institution awards such as the "Kanyashree Scheme," "Beat COVID Campaigning," and "Swachhta Action Plan Institution." Teachers and students have also received over 30 awards for their extension efforts.

- **Collaboration:** Collaborative efforts have been strengthened through 33 MoUs with various organizations, facilitating research and extension activities. These partnerships support project work, student and faculty exchanges, and collaborative research, enhancing the college's commitment to academic excellence and community engagement.

## Infrastructure and Learning Resources

- **Physical Facilities:** The green-certified campus of Berhampore Girls' College spans 9.7 acres with a built-up area of 41,832.38 sq.m. It includes 73 well-ventilated classrooms, 22 of which are equipped with LCD projectors. The campus houses a museum, Centre for Murshidabad Studies, incubation centre, skill development centre (Udbhavani), community hall, research and development centre, product marketing unit, and 18 staff rooms for departmental activities and research. Additionally, a student hostel of 8,258.80 sq.m. is located beside the Murshidabad District Library. Health and wellness facilities comprise a dedicated health centre, sick room, wheelchair accessibility, gymnasium, butterfly garden, medicinal plant garden, yoga and meditation rooms. Sports facilities include football, basketball, cricket, volleyball, badminton, kho-kho, and kabaddi, with an on-site playground. Further amenities feature a child care centre, FSSAI-certified canteen, rooms for NCC, NSS, Alumni Association, an art gallery, a community centre for exhibitions, and two open-air theatres.
- **Library as Learning Resource:** The central library, equipped with Braille facilities, and contains 41,746 books. Each department has its own library to meet specific academic needs. The Integrated Library Management System (ILMS), managed through KOHA software, ensures efficient resource management. The LMS portal provides students with easy access to class notes, questions, and PowerPoint presentations.
- **IT Infrastructure:** The campus is Wi-Fi enabled with access points on all floors and a bandwidth of 250 Mbps. The college has 4 computer labs, 14 science labs, and an additional computer room in the old hostel, with 115 desktop computers and laptops available for student use. An exclusive IT lab offers access to licensed and open software such as Matlab, SPSS, Hadoop, MS SQL, SAS, MS Visual Basic, Python, Visio Premium, and Project Professional.
- **Maintenance of Campus Infrastructure:** The campus includes sustainable facilities like a 30 kW solar power plant, 2 rainwater harvesting plants, 1 vermi-compost unit, 5 sewage treatment plants, and a waste paper recycling unit. Power backup is ensured by two generators (50 KVA and 125 KVA). A structured system monitors and maintains infrastructure and IT facilities, with an adequate budget for augmentation and maintenance, ensuring an optimal learning environment.

## Student Support and Progression

- **Financial Support:** Over the past five years, 87.9% of students have received scholarships, including Kanyashree and other Scholarships. During the COVID-19 pandemic, the college provided fee concessions for tuition and hostel accommodations, benefiting 3,273 students.
- **Capacity Building and Skill Enhancement:** The College offers a variety of certificate and value-added courses focused on soft skills, language and communication skills, life skills, and ICT/computing skills. Examples include:
  1. Content Writing
  2. Creativity
  3. Digital Marketing
  4. Drawing and Decoration
  5. Communication Skills (other than mother tongue)
  6. Packaging
  7. How to Face Job Interviews
  8. Basic Computer Literacy
  9. Entrepreneurship Ideas for Students to Earn Money
  10. Life Skills such as Health Fitness and Yoga
- **Student Progression and Placement:** A total of 1,701 students have enrolled in higher education programs, and 365 students secured employment in government and non-government organizations over the last five years.
- **Career Guidance:** The Career Counseling and Placement Cell, under the guidance of IQAC, provides specialized classes to help students prepare for competitive exams, including JAM, GATE, NET, and SET. Various programs and workshops equip students with necessary skills for professional advancement. Coaching for entry in services has been provided through a designated portal, with 56.67% of students attending competitive exam training.
- **Student Achievements:** Students have excelled academically and in extracurricular activities, participating in 186 cultural and sports programs and winning awards in 40 events over the past five years.
- **Redressal Mechanisms:** The College has a Grievance Redressal Cell, Anti-Ragging Cell, and Internal Complaints Committee (ICC) following UGC and government guidelines. These committees meet regularly and conduct awareness campaigns against ragging and sexual harassment.

- **Alumni Engagement:** The College has a strong network of alumnae scholars serving in various capacities both within the country and abroad, including as faculty and non-teaching staff members at our college. Alumni contributions strengthen the college community and enrich the educational experience for our students. The total financial contribution from our alumni during the financial years 2018-19 to 2022-23 has been 40.16 lakhs.

## Governance, Leadership and Management

- **Decentralized Governance:** The institution adheres to a clear mechanism for decentralized administration for women empowerment and academic excellence in line with its vision and mission. The Governing Body serves as the apex body, with the Principal as the head of the institution. Key areas such as admissions, placements, discipline, library services, counseling, and internal examinations are managed by respective committees, as depicted in the institution's organogram. Policies on promotions, grievance redressal, internal investigations, library services, anti-ragging measures, and student feedback systems are well-defined and monitored by the Governing Body.
- **Planning and Execution:** Quality initiatives are implemented through meticulous planning. These plans are initially proposed by respective committees, which include both teaching and non-teaching staff, and are subsequently approved by the Governing Body.
- **E-Governance Strategies:** The institution has designed an e-governance strategy to ensure transparency and accountability in areas such as general administration, student admissions, examinations, accounts and finances, and library services.
- **Welfare and Appraisal of Staff:** The institution effectively implements various welfare schemes ( West Bengal Health Scheme, Loan from General Fund, Leave Facilities including Maternity and Child Care leave, Adhoc Bonus, Festival Allowance for support staff, canteen facilities, staff quarter, security with CCTV etc.) for both teaching and non-teaching staff. Additionally, it introduces measures for appraisal (Biometric attendance, E-diary, 360° staff appraisal system, Career Advancement Scheme for teaching and non-teaching staff etc.) to enhance staff productivity.
- **Role of IQAC:** Since its inception on 11.07.2005, the IQAC has worked to ensure a proper academic and administrative environment in line with the standards set by NAAC, UGC, and the Department of Higher Education, West Bengal. The college has undergone various quality checks, including AAA, Gender Audit, and Green Audit, under the guidance of IQAC.
- **Faculty Development Programmes and Financial Support:** The College supports the involvement of teachers in faculty development programmes conducted by UGC or other agencies. It also covers the registration fees for participation in seminars within its financial capacity.
- **Financial Strategies:** The institution mobilizes funds from governmental and non-governmental sources based on strategic planning by the Governing Body, Principal, and Finance Committee. A comprehensive budgeting and financial planning process ensures efficient allocation of resources under both plan and non-plan heads. Special attention is given to the augmentation of ICT and general infrastructure to enhance the quality of education.

## Institutional Values and Best Practices

- **Gender Equity and Facilities for Women on Campus:** Berhampore Girls' College ensures gender equality through regular gender audits. The college supports women hostel, security guards, CCTV, Day

care centre, Kanyashree Scholarships for girls. College conducts courses addressing gender issues. Regular gender sensitization programs are held, and numerous administrative and academic committees are led by female teachers, promoting women empowerment in administration.

- **Environmental Consciousness and Sustainability:** The College prioritizes sustainability with 30 kW solar power plant, LED lights, and effective waste management practices for degradable, non-degradable, and e-waste. Water conservation efforts include rainwater harvesting and groundwater recharging. The green campus initiatives by the Go Green Committee promote a plastic-free environment and landscape gardening. Conservation of biodiversity in the college campus is emphasized. The campus is also disabled-friendly with ramps, accessible washrooms, and wheelchair provisions.
- **Quality Audits on Environment and Energy:** The institution conducts green and energy audits, earning ISO 14001:2015 and ISO 50001:2018 certifications. These audits reinforce the commitment to maintaining a clean and green campus, further supported by daily waste management and gardening activities.
- **Inclusive Environment:** The College fosters inclusivity by organizing events and celebrating significant days promoting tolerance and harmony. Programs on constitutional obligations educate students about values, rights, duties, and responsibilities of citizens.
- **Best Practices: 1. Earn While Learn:** This initiative empowers students by fostering innovative ideas and providing platforms to market handicrafts. It promotes financial stability and career advancement through skill development, evidenced by successful fairs like Udbhabani, where significant income was generated. **2. Green and Environmental Sustainability Initiatives:** The "SabujerAbbhijan" (Go Green campaign) promotes environmental sustainability through solar panels, rainwater harvesting, extensive greenery, tree plantations, butterfly garden, medicinal plant garden, conservation of biodiversity and eco-friendly practices. These efforts have led to energy savings, enhanced biodiversity, and increased awareness of environmental sustainability among students.
- **Institutional Distinctiveness:** Berhampore Girls' College exemplifies institutional distinctiveness through its **Centre for Murshidabad Studies**. This center promotes research and awareness about Murshidabad's socio-cultural heritage, conducts workshops, and collaborates with local organizations. Through academic and cultural initiatives, the center fosters a deeper understanding of the region's

history, traditions, and industries, enriching both the college community and the broader society.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BERHAMPORE GIRLS COLLEGE
Address	C.R. Das Road, P.O. Berhampore, Dist. Murshidabad
City	BERHAMPORE
State	West Bengal
Pin	742101
Website	<a href="http://www.berhamporegirlscollege.ac.in">www.berhamporegirlscollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Hena Sinha	03482-251193	9433545366	03482-251193	berhamporegirlscollege@gmail.com
IQAC / CIQA coordinator	Bhaskar Mahanayak	-	9547722205	-	iqac@berhamporegirlscollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Kalyani	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	12-12-2003	<a href="#">View Document</a>
12B of UGC	12-12-2003	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	C.R. Das Road, P.O. Berhampore, Dist. Murshidabad	Urban	9.7	41832.3

## 2.2 ACADEMIC INFORMATION



<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali, Major in Bengali	48	HS Passed	Bengali	90	69
UG	BSc,Botany, Major in Botany	48	HS Passed	English	100	86
UG	BSc,Chemistry,Major in Chemistry	48	HS Passed	English	70	40
UG	BSc,Computer Science,Major in Computer Science	48	HS Passed	English	30	9
UG	BSc,Economics,Major in Economics	48	HS Passed	English	40	3
UG	BA,English, Major in English	48	HS Passed	English	100	97
UG	BSc,Environmental Science,Major in Environmental Science	48	HS Passed	English	70	22
UG	BSc,Geography,Major in Geography	48	HS Passed	English,Bengali	70	65
UG	BA,History, Major in History	48	HS Passed	Bengali	90	74
UG	BSc,Mathematics,Major in	48	HS Passed	English	100	55

	Mathematics					
UG	BA,Philosophy, Major in Philosophy	48	HS Passed	Bengali	90	48
UG	BSc,Physics, Major in Physics	48	HS Passed	English	70	26
UG	BA,Political Science, Major in Political Science	48	HS Passed	Bengali	90	84
UG	BSc,Physiology, Major in Physiology	48	HS Passed	English	100	56
UG	BA,Sanskrit, Major in Sanskrit	48	HS Passed	Bengali,Sanskrit	90	70
UG	BA,Sociology, Major in Sociology	48	HS Passed	Bengali	70	24
UG	BSc,Zoology, Major in Zoology	48	HS Passed	English	100	47
PG	MA,Bengali, MA in Bengali	24	BA in Bengali Honours	Bengali	76	76
PG	MA,English, MA in English	24	BA in English Honours	English	51	51
PG	MA,History, MA in History	24	BA in History Honours	Bengali	51	51

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				17				34			
Recruited	0	0	0	0	7	10	0	17	24	6	0	30
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				60			
Recruited	0	0	0	0	0	0	0	0	17	43	0	60
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						30
Recruited	14		4		0	18
Yet to Recruit						12
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	7	5	0	15	9	0	36
M.Phil.	0	0	0	0	3	0	4	3	0	10
PG	0	0	0	0	1	0	22	38	0	61
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		13	16	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	2769	0	0	0	2769
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	352	0	0	0	352
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	219	305	214	230
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	23	33	23	34
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	272	323	263	291
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	665	846	502	649
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1179	1507	1002	1204

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>According to the cardinal principles of NEP this Institution has made decisive preparations to ensure meaningful inclusion of a well-integrated Multidisciplinary approach so that a dynamic approach towards imparting Education could be consolidated. Being an affiliated college of the University of Kalyani, our core syllabus designed by the parent university as per the UGC guidelines has thoughtfully included an impactful Multidisciplinary approach into the domain of teaching-learning as well as Research and Analysis. We strive to provide holistic multidisciplinary education to empower our students with the required skills that are rooted in Indian cultural values as well as transform our youth</p>
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into responsible global citizens. Nevertheless, to prepare and fulfill the objectives of NEP, our college has intensively started preparing the road map for NEP and started creating the required infrastructure. We are also using innovative pedagogy methods and techniques like Blended Mode learning, Smartboard learning and e-learning to provide augmented multidisciplinary learning experience to our students. The university offers credits for extensional activities. Additionally, the institution has implemented Add-on courses, value added and certificate courses at the Departmental and Institutional levels respectively to address the demands of Multidisciplinary nature of Education. These courses aim to extend knowledge beyond the confines of the standard curriculum, providing students with a comprehensive understanding of diverse disciplines, particularly through their interaction with Instructors and Learning tools from diverse backgrounds. The newly admitted students will be given the opportunity to choose from a wide range of disciplinary and multidisciplinary subjects. NEP related Seminars and workshops are also organized for students as well as staff members. Staff members are also provided with opportunities to attend similar training and seminars organized by other Institutes. Industries and market surveys, student's surveys, surveys of experts and teachers are being planned to prepare a road map for incorporating features of NEP 2020. Research and publication works of the college also bring in a multidisciplinary approach.

2. Academic bank of credits (ABC):

We have taken a significant initiative in promoting our educational framework with the implementation of the Academic Bank of Credits (ABC) through our affiliating University, University of Kalyani. The Academic Bank of Credits is a revolutionary system designed to enhance flexibility and promote a learner-centric approach in our academic programmes. Through this initiative, each student will accumulate credits for the successful completion of courses, regardless of the specific semester in which they are taken. This enables students to have greater control over their academic journey, allowing them to personalize their learning experience along with pace of learning. Key features of the Academic Bank of Credits implementation include- Flexibility in Course



	<p>Selection: Students can choose courses based on their interests and career goals, encouraging a more holistic and tailored education; Credit Accumulation : Credits earned for each completed course are stored in the Academic Bank, providing a transparent record of a student's academic achievements over the duration of their program; Interdisciplinary Learning: The ABC system promotes interdisciplinary learning by allowing students to accumulate credits from various disciplines, fostering a well-rounded education; Credit Transferability: The credits earned by students are transferable within the university system, facilitating seamless transitions between departments or campuses. We look forward to witnessing the positive impact of this initiative on our students' educational experiences.</p>
<p>3. Skill development:</p>	<p>Skill development is required for the students to succeed in their future lives. As per the curriculum under CBCS and NEP 2020, Berhampore Girls' College follows the syllabi of the affiliating University of Kalyani which contain Skill Enhancement Courses (SEC) for the students in various subjects. A good number of Faculty Members from this college have actively participated as UGBOS members to frame the syllabus of various subjects as per the Curriculum and Credit Framework for Undergraduate Programmes for Implementation in Higher Education Institutions. Accordingly, Basic Computer and its application is included in almost all the subjects. To improve the technology based study, 'Office automation', 'Web Development and its Application' is introduced for Computer Science students. 'Bio fertilizers', 'Medicinal Botany' and 'Mushroom culture' is introduced as SEC paper for Botany students. Other Skill based Programmes are 'Legislative Practice &amp; Procedure' and Democratic Awareness with Legal Literacy' (Political Science), 'Forensic Studies' (Physiology), 'Aquaculture and induced Breeding and integrated fish farming' (Zoology), 'Water, Air, and Soil Quality Analysis' (Environment Science), 'Soft Skill" (English), 'Pharmaceutical Chemistry' (Chemistry), 'Electrical Circuit and Network Skills' (Physics). For the students of History, 'Looking into Indian Heritage Art &amp; Architecture' and 'Studies in Electronic Communication System' are included in the Syllabus. In case of language studies, Bengali</p>

department emphasized on ‘Spelling Rules, Proof Correction, Terminology, Content Writing, Reporting, Advertisement Making, Translation and IPA’. Faculty Members gives special importance to run these courses smoothly. However, the college has also taken additional initiatives to organize various Skill Development activities in the form of Capacity-building Programme in collaboration with expert organization to motive and equip our students for their holistic development. Notably, the institution has sustained the continuation of computer learning and spoken/functional English courses along with Yoga and Karate. Trainers have been appointed and regular classes have been allotted in the routine to promotes these life skill activities among the students. Following the normalization of situations post the COVID-19 pandemic, IQAC proposed to introduce more Add-on Courses by all the departments mandatorily for all students of the college to give them exposure beyond curriculum. Accordingly, 55 certificate and Add on Courses have been conducted in the college under the direct supervision of IQAC of the college. Notably courses are: Application of Python in Physical Science, Industrial Chemistry, Human rights in everyday life, Tourism of West Bengal, Film Studies, Indian Knowledge System, Folk Culture and Folk Art of Murshidabad etc. Partial digital cataloging of the central library has been successfully developed. The catalogue can also be accessed 24X7. Students can also access e-resources on INFLIBNET to promote better learning skill. College publishes two books “Anwesan” and “Science Review” in different volumes in different sessions. College encourages faculty members to submit Project Proposal for funding from Institutional Research Grant (BGC-Research Grant). Accordingly, in the last four academic years five project proposals were already sanctioned by IQAC and five project proposals are under process.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

More than Thirty courses of study have been offered in our college, among which Sanskrit, Philosophy, History, Political Science transmit the values and ideas of India’s’ rich knowledge system through the curriculum (as approved by University of Kalyani). It integrates local, regional, national and international dimensions of higher education and with the adoption

of NEP, the institution is committed towards incorporating more contextual content from the Indian Knowledge System such as the Vedas, Upanishadas, the Bhagwad Gita, Purans, ancient Indian state crafts and policies, science & technology, medical sciences, and many more. Our institution has adopted a holistic approach incorporating numerous facets of human life, covering physical, mental, emotional and spiritual aspects. Courses are associated with Yoga and Meditation; certificate/ add-on/value added courses on Indian Knowledge System, Value Education, Regional and Local culture and tradition, workshop on Painting, Art and Crafts are continuing in tune with NEP and to highlight Indian knowledge System and its wider global approaches. Emphasis has been given to develop language skill among the students under which courses on languages on Hindi, content writing in Bengali, Sanskrit have received prime attention. College has conducted some workshop on the same. Faculty members are actively involved with disseminating ideas on IKS as many of them are acting as Resource Person in delivering lectures in different academic institutions on IKS among which Ramakrishna Mission is prominent one. Department of Mathematics, Environmental Science both have given much attention towards Indian's traditional knowledge system by conducting student's seminar, discussion, workshop and many programmes. It is also noteworthy that Department of Botany has taken effective effort to India's traditional medical system such as Ayurveda, Siddha, Unani by adopting these with syllabus and the concepts of Panchamabhutas, Saptadhatu, Poly-Herbal medicine, Tridosha have also incorporated for a wider understating of Indian Knowledge System. This institution values the spirit of diversity and pluralism, the motivational ethos of Indian Knowledge System. Our institution plans to form a centre to promote best research on IKS. The college has already developed a Body, Centre for Murshidabad Studies for promoting fundamental research based on this region and link it up with global outlooks. Different academic departments of the college are highly engaged to promote IKS such as History, Economics, Political Science, Philosophy, Sociology, Geography and they have given much attention to focus on cultural heritage, ideas and thoughts, land and people.

<p>5. Focus on Outcome based education (OBE):</p>	<p>Unlike traditional teaching methods that prioritize delivering curriculum content without considering the students' post-course abilities, outcome-based education (OBE) emphasizes the result of learning. Through outcome-based education (OBE), Berhampore Girls' College empowers students to choose what they would like to study and how they would like to study. The college follows a method of education that focuses on helping students achieve specific goals at the end of the education process. OBE does not only shift attention from a teacher-centered education to a learner-based one; it also focuses on what is to be learned, i.e., the outcomes. The National Education Policy (NEP) focuses on learners' interests, abilities, and skill development in the learning process. Our endeavors towards organizing ICT-based teaching, extension lectures, seminars, group discussions, educational excursions, quizzes, debates, job-oriented certificate courses, career counselling activities, value-based activities, fairs on 'earn while learn', workshops as well as field trips, poster presentations by the students, etc. are glimpses of outcome-based education. The college has created facilities for online study materials to be available to its enrolled students. The institution emphasizes a student-centered learning model. Our teachers are meant to guide and help the students understand the material in any way necessary, through study guides and group work. This increases motivation and engagement. Our institution focuses on a student-centric teaching and learning methodology in which course delivery and assessment are planned to achieve outcomes. The college focuses on measuring student performance, i.e., outcomes, at different levels. Our outcome-based education (OBE) emphasizes a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have. Our course outcome (C.O.) and programme outcome (P.O.) are designed by all departments in accordance with the C.O. and P.O. of the affiliating university (University of Kalyani). Our aim is to focus on the continuous assessment of learners.</p>
<p>6. Distance education/online education:</p>	<p>The significance of online digital learning has become particularly apparent during emergencies such as the COVID-19 pandemic. As the educational</p>

landscape returns to normalcy, the continued use of online methods for disseminating study materials and communicating messages remain highly relevant. This approach ensures the swift exchange of information, aligning with the trend toward efficient information sharing. Distance and online education through digital platforms have been given due importance at the institution. Currently, the college employs a blended mode of learning, incorporating both online and offline classes, and utilizes digital tools such as WhatsApp groups for information sharing. The college has been designated as a Local Chapter of SWAYAM under EMRC, St. Xavier's College, Kolkata, and is actively promoting MOOC courses through awareness campaigns, and organizing online and offline seminars and workshops. Presently, add-on courses are offered in both offline and online formats. If suggested by the affiliating university, the college is prepared to implement vocational courses through the Open and Distance Learning (ODL) mode. All academic departments of the college are equipped with ICT facilities, and the institution boasts robust internet connectivity. Faculty members and office staff are well-versed in using ICT tools to enhance the teaching-learning process. Additionally, distance and online access to library resources are available to both students and staff. Leveraging these facilities, the college can successfully implement a blended mode of learning, combining the best of online and offline education.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Berhampore Girls' College believes that as a pioneering Institution for empowering women through education, the Institution has a significant role to play in initiating the young voters of this Institution, in the age group of 18-21 years, into the electoral framework of the largest Democracy in the World. With this vision in mind, an Electoral Literacy Cell has been set up in the Institution on 10th February 2022 to make the young learners of the Institution more committed towards fulfilling their duties as responsible citizens of India by raising their

	electoral awareness and political consciousness.
<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>Ever since the inception of the club, it has remained functional in raising the Electoral Literacy of the young learners of the Institute. The Electoral Literacy Cell is constituted of Students' coordinators and coordinating faculty members as appointed by the College. The Cell is comprehensively representative in character as it is constituted with representatives of Students and Faculty Members. Principal Dr. Hena Sinha is the Chairperson of the Club, whereas Partha Pratim Mandal, Assistant Professor, Department of English and Gokul Sarkar, Assistant Professor, Department of Political Science Act as joint convenors. Other faculty members included in the Cell are Khyber Ali Miah, Associate Professor, Department of Political Science, Nepal Chandra Sarkar, Assistant Professor, Department of Political Science, Nasim Jia Sirajee, Assistant Professor, Department of Political Science, Chandrayee Gupta, SACT, Department of Political Science and Anuradha Ghosh, SACT, Department of Political Science, Nandita Das, SACT, Department of Political Science. IltezaIslam , Taniya Dey, Anusree Mandal, Susmita Mondal from the Department of English, Alivia Rahaman, Sk. Misbah Parvez, Jasmin Khatun, Payel Chatrjee from the Department of Political Science, Asmita Bhattacharyya, Ankana Ghosh, Sunita Pramanick form the Department of Zoology and Shreya Mandal, Madhurita Singh, Kankana Chandra from the Department of Bengali have been included in the Club as representative from Students' groups.</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, 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>The Electoral Literacy Cell at Berhampore Girls' College encouraged the students to voluntarily participate in the electoral process through participation in voter registration of students and communities, particularly from the regions they come from. The Club motivates the students to assist the District Administration in conducting Poll and Voter Awareness campaigns. The members of the Club visit the different Departments of the College and make the new voters aware about the importance of Voting in an unbiased, non-partisan manner. We believe that such ethical principles would enrich the minds of the respective students and their families and communities.</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>As part of Electoral awareness drive Berhampore Girls' College actively participates in the Youth Parliament Competition every year. The District Level (Murshidabad) Youth Parliament Competition, Extempore and Quiz Competition were held at Berhampore Girls' College from 21.09.2019 to 22.09.2022. In this regard it deserves to be mentioned that in the Youth Parliamentary Competitions held on 21-22 September 2019, this Institution became the champion in Mock-parliament Category and also secured individual prizes for Best Speaker, Best Parliamentarian and Best Lady Parliamentarian. Our students have also won prizes in the Youth Parliament Quiz Competition on Character Building of Students and Youth Parliament Extempore Speech Competition. Our Institution has consistently won prizes at the District and Divisional Levels of Youth Parliament Activities.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club at Berhampore Girls' College takes initiatives on a regular basis to ensure that every student who has reached the age of 18 years get registered as voters and have valid EPIC. The students are regularly made aware of the importance of enfranchisement and discharging that right in the true spirit of Democracy.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3170	3213	3254	2851	2456

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

### 2 Teachers

#### 2.1

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

Response: 114

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

#### 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
107	110	112	109	38

### 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
152.82	128.87	64.91	106.88	157.83



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

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

##### **Curricular Planning and Delivery at Berhampore Girls' College**

Berhampore Girls' College offers 18 undergraduate courses (B.A. and B.Sc.) and three postgraduate programs (Bengali, English, and History). These follow the Choice Based Credit System (CBCS) by the University of Kalyani since 2018. Nine teachers on the University UGBOS and one teacher on the PGBOS contribute to curriculum enrichment.

##### **Curriculum Implementation**

Departments ensure effective curriculum delivery by planning and implementing teaching/lesson plans, model questions, suggested readings, notes, video lessons, and PPT classes. These resources are uploaded on the Learning Management System (LMS) portal and the college website. Program outcomes and course outcomes are displayed online to guide the teaching process.

##### **Academic Planning**

The Academic Committee prepares a Tentative Academic Calendar (UG and PG) at the start of each session, aligning with the University of Kalyani's calendar. After each session, an Adherence Report is uploaded on the website. Departments follow this calendar and create their own for curriculum delivery, detailing session commencement, exams, result publications, and important events.

##### **Mechanisms for Curriculum Delivery**

- 1. CBCS Curriculum Planning:** The college follows the University of Kalyani's curriculum. Some teachers, as BoS members, contribute to curriculum formulation. The Academic Committee, led by the Principal, aligns strategies with the institution's vision and mission, offering flexibility in course selection, including electives and skill enhancement courses. Teachers of every department prepare Lesson Plan, Model Questions and Suggested Readings that are duly uploaded on LMS portal.
- 2. Information Dissemination:** The college website provides admission details and course information. Admissions follow university norms and government instructions. General information is available through the prospectus and academic calendar.
- 3. Continuous Internal Assessment:** Departments conduct continuous internal assessments beyond

regular exams. Dates are set in departmental meetings and included in academic calendars. Score sheets help students prepare for final exams.

4. **Prospectus:** A detailed prospectus is published at the start of each session, available online and in print, including academic session activities, CBCS details, and NSS and NCC activity schedules.
5. **Master Routine:** The routine committee drafts a master routine for the college, which departments use to prepare their schedules. Students are informed of the syllabus distribution at the commencement of each semester.
6. **Teaching-Learning Mechanisms:** Various methods, including online, ICT-enabled, and traditional teaching, are used. The LMS portal and virtual platforms like Google Meet enhance learning. Practical and laboratory classes are held regularly. Remedial and mentoring classes support slow learners, and class tests and assignments are integral to the process.
7. **Evaluation:** Methods like SAQs, MCQs, class tests, written assignments, and viva voce are used. Performance is assessed internally and externally as per university norms.
8. **Teaching Review:** Every faculty member reviews teaching-learning and curriculum implementation through well-designed feedback system. Feedbacks are collected from students, alumni and other stakeholders and are analyzed critically by IQAC.
9. **Syllabus Completion:** Teaching plans and class records ensure timely syllabus completion.
10. **Faculty Exchange Programme:** MoUs with other colleges facilitate faculty and student exchanges, enriching students intellectually and maintaining academic flexibility.
11. **Parent-Teacher Meetings:** Each department organizes these meetings, with dates notified in advance.
12. **Library:** The central library and 18 departmental libraries provide access to books, e-books, journals, and previous exam questions.

The National Education Policy (NEP) was introduced in the 2023-2024 session based on decisions by the Department of Higher Education, Government of West Bengal, and notifications from the University of Kalyani.

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

## 1.2 Academic Flexibility

### 1.2.1

**Number of 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:** 50

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

### Other Upload Files

1	<a href="#">View Document</a>
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### 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:** 63.47

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
2487	2449	00	2499	2050

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

Aimed to incorporate a holistic and inclusive approach towards education, Berhampore Girl's College designs and implements the curriculum to adopt a comprehensive and integrated approach to address cross-cutting issues related to Professional Ethics, Gender, Human Values and Environmental Sustainability. The syllabus prescribed by the University of Kalyani for various academic disciplines from humanities, social science and science address these cross-cutting issues in a significant way. Initiatives were taken regularly by the Institute and its respective Departments to imbibe the core principles of these issues into the curriculum. The Add-on Courses designed by the College ensure a dynamic inclusion of these cross-cutting issues into the curriculum.

**Professional Ethics:** Professional ethics has been incorporated into the college curriculum. Under the guidance of IQAC, different Departments organized state-level seminars and webinars on Intellectual Property Rights (IPR) to inculcate professional ethics in pursuing research and academics and sensitize students and teachers. The Institute adopted "Earn While Learn" as a best practice to promote the cardinal principles of professional ethics among the students. Under this initiative, exhibitions cum sales of handcrafted products were conducted on campus, garnering an intensive response from the students. Various skill development programmes were also organized as a part of this initiative.

**Gender:** All Departments and the Institutional bodies like Women Empowerment Cell have taken special initiatives through workshops, seminars, webinars, and skill development programmes to promote gender equality and raise awareness among students and faculty. These efforts ensure that gender issues are thoroughly integrated into the curriculum across all disciplines. The NSS and NCC wings of the College, along with the Women Empowerment Cell of the College, conduct programmes to raise awareness about the health and nutrition of women. Programmes have also been organized to generate awareness about their constitutional and judicial rights. Add-on courses have also been implemented to promote gender equality.

**Human Values:** The institution and all departments have taken initiatives to inculcate human values among the students. Through online lecture series, webinars and seminars, our College imparted value-based knowledge. An add-on course on the Indian knowledge system has also been added to incorporate basic human values. Outside the campus, the food is distributed to the adopted villages for the sake of humanity. Human values are further fostered through NSS activities like flood relief and the donation of clothes and books to those in need. In 2022, the Centre for Murshidabad Studies became functional at Berhampore Girls' College to promote awareness about the core ethnic values of the region.

**Environment Sustainability:** The institution strives unceasingly to make our students environmentally conscious human beings imbued with environmental ethics. All the departments have taken the initiative to organize seminars, webinars, and lectures on the environment and its issues to generate awareness among the students on ways to sustain the environment. Under the guidance of IQAC, different Departments organized awareness programmes about Environmental Pollution, Global Warming, natural hazards, etc. NSS and NCC jointly organized many observation programmes to celebrate World Environment Day and inculcate environmental issues among the students as well as the staff. A tree plantation programme is also conducted on that auspicious day. The Institute adopted the "Go Green Campaign" as a "Best Practice", and various events like Poster Campaigning Programmes, Clean Ganga Initiative, Tree Plantation Programmes, and Sapling Distribution Programmes were organized. The MOU activities focus on crosscutting issues.

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

### 1.3.2

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

**Response:** 41.99

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

Response: 1331

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 61.41

##### 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
1204	1002	1507	1179	1056

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

2022-23	2021-22	2020-21	2019-20	2018-19
1937	1937	1937	1937	1937

#### 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:** 61.19

##### 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
555	500	661	514	447

**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
875	875	875	875	875

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 29.63

## 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:

Berhampore Girls' College promotes a vibrant learning experience among students through experiential, participative, and problem-solving methodologies.

### Experiential Learning

- The departments of Geography, Botany, Zoology, Environmental Science, and Bengali arrange educational tours, field surveys, and study tours.
- The College has **22 laboratories**; teachers meticulously care for each student to give them first-hand experience with facts derived from scientific investigation, observation, measurements, and testing.
- The departments of Bengali, Botany, Zoology, Geography, History, and Environmental Science provide students with experiential learning through **museum visits, garden making**, map making, and environment testing.
- Classrooms are equipped with internet facilities and projectors for unique learning experience.
- Students participate in co-curricular activities, such as science exhibitions, poster-making, **wall magazines, quizzes**, debates, extempore, and the **Youth Parliament Competition**.
- Department of Chemistry, Botany, Economics, Zoology and Environmental Science make **industrial visits**.
- **Cultural programmes** help build students' leadership quality, confidence and problem-solving attitudes.
- Learning through the “**Earn while learn**” project, where students can make and sell arts and crafts on their own.

### Participative Learning

- Students participate in **performing arts** like singing, dancing, painting, etc.,
- **Sports and extension activities**, such as tree plantation programmes, cleanliness drives, voter awareness campaigns, blood donation campaigns, and aid awareness programmes by **NCC and NSS**, are held regularly.
- Classroom teaching is done through **interactive method**.
- Seminars, faculty and student exchange programmes, and cultural programmes are held regularly as part of the **MOU** signed with 34 different organizations.
- Students of English and Bengali departments **perform drama** in the annual cultural function every year.
- Students participate in training on **recitation, seminar presentation**, and speech modulation.
- The Department of Sanskrit promotes **Sanskrit recitation** and Sanskrit speaking.
- Students use online tools to make posters, banners, and flyers for programmes. Group discussions and student seminars are arranged to ensure a participative teaching-learning process.
- **Yoga sessions** for students are held.

### Problem-solving methodologies

- Practical Classes in the departments of Computer Science, Geography, Chemistry, Mathematics, and Physics are held to solve problems.
- The inclusion of dissertation papers in the undergraduate syllabus is a step forward in identifying one's own area of interest.

- **The Geography and Environmental Science departments carry out project work.**
- Using software like PYTHON and communicative tools, students can solve their problems quickly.
- Department of Physics and Mathematics provide **Add-on courses** on Python.
- Another **Add-on course** on Microsoft Office Essentials also runs successfully.
- The College runs two **certificate courses** on Website Development and Microsoft Excel.
- The students' learning process has been facilitated by access to large knowledge repositories like **JSTOR, SHODGANGA**, and online books and magazines through the well-equipped library.
- **Entry in service** is active in online portal for accessible information related to the employment of students.

### Use of ICT Tools

- The College has a vibrant **LMS portal** for uploading study materials, question papers, and lesson plans. It also provides students with accessible and uniform access to online tests and grievance submissions.
- The library operates through **KOHA** and has **OPAC** to allow students to access books smoothly.
- The library has **RFID** facility.
- The Campus is **Wi-Fi enabled**.
- Classes are held in projector and microphone-equipped rooms. Information, such as notices and study materials, is disseminated online.
- During Covid 19, **online teaching** learning was fully effective.
- Teachers and students connect well through **WhatsApp groups**, Google Meet platforms, and emails.
- Classes, examinations, and study materials were shared through all these means of **online** connectivity.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 95.39

#### 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
110	111	114	114	50

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 67.23

**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
71	73	73	70	33

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

## Response:

Evaluation of learners' learning is a task of paramount importance. It should be transparent, stringent, and trustworthy. The college under the University of Kalyani follows a uniform system of evaluation. The University designed the examination system for CBCS courses. The examinations of this college's UG and PG courses are taken in two parts: Internal Assessment and External Assessment.

### Internal Assessment, as suggested by the University

- The total marks of each paper vary according to the nature of the course. Generally, each paper of CC(Core Course), DSE(Discipline Specific Elective), GE(Generic Elective), and LCC(Language Compulsory Course) Courses consists of 75 marks and SEC(Skill Enhancement Course), AECC(Ability Enhancement Compulsory Course) consists of 50 marks.
- In **internal examinations**, each paper is generally allotted 15 marks, 10 marks, or 5 marks according to its nature. For **attendance**, 5 marks are allotted.
- The college has formed an **Academic** and **Examination Committee** for internal assessments, which arranges schedules, time frames, and examination procedures.
- The college's **teachers** set the **question papers** as short answer types or MCQs. The teachers invigilate during the examination according to the invigilation roster.
- **Teachers** evaluate **answer scripts**. After logging in with the examiner's user ID and password, marks are uploaded to the university portal. Evaluation is done carefully, and records of marks are kept properly.

### Continuous Internal Assessment

- In addition to this university-assigned internal Assessment, the departments continue to develop the student's skills by conducting **continuous internal Assessments**, such as class tests, assignments, projects, and viva or online tests.
- Class tests are taken after the completion of each topic by the teachers in MCQ or short answer type questions.
- During the pandemic, all examinations were conducted online.

### External Assessment

- The college functions as **examination venue** and **distribution centre** for examination-related documents, such as answer scripts, admit cards, mark sheets, etc., in Murshidabad district.
- The **University** conducts **External Assessments** by arranging question papers, examination centres, evaluations, etc.
- The college performs the assigned role only.
- For our students, the university notices are circulated online and offline for pre-examination formalities, admit card distribution, and other related information.
- External students come to our college for term/semester-end examinations, and examination committees are formed for this purpose.
- The college teachers perform their roles as invigilators and evaluators. The invigilation duty is allotted and recorded in the exam duty register.
- The University appoints the examiners through official letters. Marks are uploaded through the University's online portal.

## Grievance Redressal

- Students can file their **grievances** online or offline through an exam-related grievance portal.
- The faculties, departments, examination committee, office staff, the principal, and the college's grievance redressal cell address examination-related grievances.
- In case of internal assessment grievances, the departmental committees and heads of the departments take action initially.
- Parent-teacher meetings are held regularly to redress the grievances of the students.
- Mentor-mentee meetings encourage the students to participate freely in the grievance redressal process.
- The University allows the students to apply for review and RTI within the stipulated time for external examinations.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Berhampore Girls' College believes that a thorough set of Outcomes and Objectives for broad-based Streams, Programs, and Courses must be created and provided before the Teaching-Learning process begins. A comprehensive set of Objectives, Outcomes, and Goals had to be presented to give the students a clear and vivid grasp of the scope, syllabi, depth, and breadth of the programs they would be pursuing. The objectives and outcomes were designed, and the following actions were taken to guarantee their widest distribution.

First, the idea of Learning Outcomes (LOs) in light of Bloom's Taxonomy was comprehended. Following that, Berhampore Girls' College started creating broad stream-based programme outcomes (PO). The programs for undergraduates and postgraduates were divided into **Three broad streams**.

- 1.B.A. Programmes : Designed to integrate moral , social and ethical values along with a comprehensive understanding of socio-economic aspects in the present times. SEC courses have been implemented along with other Skill Development programmes to enhance the employability skills of the students. courses are designed to enhance communication skills .
- 2.B.Sc. Programmes : Aimed to channelize the interest of the students towards the emerging fields in Science and Technology like water refining system , petrochemicals, glass and ceramics , super conductor, electronic device, battery and solar system, fisheries, flora and fauna ; to

integrate their academic pursuit with global industry trends ; to integrate methods of environmental sustainability; to generate awareness about food and nutrition.

- 3.M.A. Programmes : Aimed to develop an in-depth critical understanding of the core subject through an integrated disciplinary and multidisciplinary approach and also to orient the students towards Research and Analysis.
- 4.The IQAC created the broad-stream-based Programme Outcomes (POs) for the above mentioned Three broad streams.
- 5.The process of designing the Programme Specific Outcomes (PSOs) for the Honours and Postgraduate programmes commenced following the enlistment of these broad-stream-based POs. Along with the Course Outcomes (COs) for each course specified in the curriculum of the corresponding Programs, the Faculty Members of all Departments collaborated to design the PSOs for each of the 17 Undergraduate Honours, 02 Undergraduate General, and 03 Postgraduate Programmes.
- 6.To promote sufficient clarity and transparency regarding the objectivity of the entire Teaching-Learning process, the College ensured that the POs, PSOs, and COs were widely circulated among stakeholders, including educators and students. The following measures ensure that the intended POs, PSOs, and COs are widely circulated.
- 7.A specific webpage on the College website hosts the departmental POs, COs, and centralized PSOs.
- 8.The College released notifications that included web links to widely distribute the PSOs, POs, and COs. This makes it easy for parents and students to obtain them and learn more about the impartiality and results of the programmes.
- 9.Faculty members provided the students with these predetermined objectives and outcomes during class instruction and discussed them in depth. It has always been recommended that the students fully comprehend these goals and have a distinct and vivid grasp.

The attached document contains the detailed methodology that the College used to design POs, PSOs, and COs.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The assessment of the programme and course objectives' accomplishment must serve as the pinnacle of the teaching-learning process, just as their conception marked the beginning of it. A thorough, rigorous, and scientific evaluation of the specified outcomes' attainment levels is required. When a student passes

the Final Semester (UG Semester-VI or PG Semester-IV) Examination, they should have met a set of objectives known as the Outcomes. Two major categories can be used to group the different techniques used to assess the attainment of these POs, PSOs, and COs.

1. **Direct Attainment Evaluation Strategies**
2. **Indirect Attainment Evaluation Strategies**

The following are the techniques used to assess attainment:

1. **End-Semester Examination Results:** A detailed analysis of the end-of-semester examination results provides a clear image of the attainment of the established POs, PSOs, and COs. The results are attached.
2. **Internal Examination Results:** Analyzing the findings from the internal examination serves as a foundation for preparing for the remainder of the semester and evaluating accomplishments.
3. **Academic Progression-Related Departmental Meetings:** Faculty members call department meetings to assess students' educational advancement. These meetings are typically conducted after each semester's internal examinations. Thus, in an academic year, two such faculty meetings are conducted (one for the Odd Semesters and one for the Even Semesters). This meeting identifies advanced and slow learners from the respective semesters. Following meeting resolutions, remedial classes are taken for the slow learners to ensure further improvement, whereas, for advanced learners, different measures, like providing extra study materials, individual doubt clearance discussions, providing reference books from the Departmental library for self-study notes preparation, etc., are taken as per student-wise requirement.
4. **Students Performance and Attainment Mapping Software Portal:** The college grades every final semester student in line with the established PSOs by mapping courses to PSOs using a web portal. The portal computes each student's attainment score using a well-defined algorithm based on their CGPA and the faculty members' grades.

#### **Attainment Score = 80% of CGPA + 20% of Internal Grade**

This score is used to assess every student that graduates from the college and provides a solid understanding of their levels of achievement.

1. **Progression to Higher Education:** The advancement of students into higher education is a crucial evaluation criterion for attainment. A benchmark for assessing whether the outlined program and course objectives and outcomes have been successfully attained is progression to higher education. The list of students progressing to Higher Education is attached.
2. **Placements achieved by the students:** A crucial indicator for assessing attainment is the placements that students have attained. The list of students who were placed successfully is attached.
3. **Students' Feedback Reports:** The basis for evaluating oneself concerning the previously specified Objectives and Outcomes is the Students' Feedback Reports for the last five completed academic years. Through their responses to the yearly Students' Satisfaction Survey (Feedback), the students exercise and assess their accomplishment levels.

The Detailed Report enlisting the Attainment Evaluation processes and their supporting documents are attached.



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

### 2.6.3

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

**Response:** 91.79

#### 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
928	1128	886	823	652

#### 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
1142	1144	919	875	732

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.89

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 9.58

**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
00	00	00	5.28	4.30

#### 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:**

**Response:** Berhampore Girls' College has established an environment conducive to fostering innovations. An economically backward district with rich cultural and social history, Murshidabad has been the centre of attention for research and innovation besides many research activities. Followings are some of the innovative initiatives:

- **Local Culture, Global Heritage:**

**Centre for Murshidabad Studies is developed to explore the historical, cultural, and architectural heritages of the Indian knowledge System (IKS), particularly of Murshidabad district. The centre built a museum to preserve and perpetuate local culture and practices. Add on courses are organized; books published and continuous researches are being done on the district. A complete shelf in the library with many rare books is dedicated to document local culture.**

- **Research and Development Cell (RDC):**

RDC has been established to encourage research, pursue financing from several government and non-government bodies, and to explore and develop entrepreneurship in emerging areas. RDC functions through different cells:

1. **Research Facilities:** The institute offers resources and facilities such as laboratories and advance instruments like Spectrophotometer, Centrifuge, Laminar Air Flow, 3D-Mirror Stereoscope, Flame Photometer, ECG, Magnetic Stirrer etc. ICT-enabled classrooms, and diverse equipment. Additionally, Institutional Research Grant is given to the selected research proposal through blind review process. The institution also provides funds to the teachers to attend seminars and grant leaves to complete doctoral degrees. In library, a research division is there for the researcher, besides different departmental library.
2. **IPR:** The Institutional Intellectual Property (IPR) policy was formulated by the IPR cell, guided by the Institutional Innovative Council (IIC), and authorized by the governing body (GB). Every year, seminar on IPR is conducted with resource persons from government bodies. Dr. Mohammad Iqbal, Assistant Professor, Department of Chemistry also has been granted patent on pesticide.
3. **Incubation Centre:** An incubation centre has been established to offer conducive environment and necessary tools for researchers and entrepreneurs to inculcate and nurture the culture of innovation at campus. The centre organizes programmes like “Earn while Learn” and exhibits students’ product to encourage them. The starts up programmes like tailoring, handmade jewellery, beautician courses and other such initiatives are taken.

- **Publications:**

The institution promotes the publication of research papers in UGC Care listed publications, indexed academic journals, the college publication. The institution continuously publishes two edited books namely “Science Review” and “Anweshan” with ISBN. Students are invited to contribute their work to wall magazines and the campus magazines published by different departments.

- **Research Guidance:**

Five of our faculties are recognized as supervisor by the university. They guide 17 PhD scholars at present. Teachers in the PG departments also guide students to complete research projects and publish research papers from books and journals.

- **MoU and Research Activities:**

The institution signed MoU with different institute and organization to promote collaborative research, sharing of labs and resources, exchanging of ideas and knowledge through faculty and student exchange, organizing seminars, workshops and other such programmes. Moreover, IQAC

in partnership with RDC arranges such activities to facilitate networking, mentoring, and peer learning.

**Outcome:** It is certain that local heritage and culture are protected to sustain it for the future generations. The teachers are recognized as editor of a reputed journal from Switzerland. The faculty members become life members in different prestigious academic bodies. Our incubation centre facilitates industry and handicrafts connections for our entrepreneurs and innovators.

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

### 3.2.2

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

**Response:** 47

**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
25	08	08	04	02

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.32

**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
16	10	8	1	2

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

**3.3.2**

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

**Response:** 0.56

**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
8	26	4	21	5

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The institution firmly believes that knowledge becomes complete only when it is used in our everyday life to develop a better society. Hence, students are encouraged to apply their knowledge in understanding different social problems that they come across through community services and extension activities which the college organizes from time to time. Extension activities are carried out through its departments, NSS, NCC, Cultural Subcommittee and Health centre.

- **Social Awareness Projects: “Knowledge is Power”**

A number of programs like Cybercrime, Fire management, AIDS awareness campaign, awareness program on suicide attempts by youth etc are organized to raise social awareness. Different days like World Environment day, Anti-tobacco day, Women’s day, National Girl Child Day, Earth Day etc. are celebrated by the volunteers to make people aware of the importance of concerned issues.

- **“Nature for Future”: Environmental Enrichment Activities**

To protect nature and promote greenery, the college formed a volunteer group called “Sabujer Abhijan”. Environmental enrichment activities like plantation in adopted villages and other slum areas, adoption of trees, eco-friendly product distribution, placing bird nest in the campus and outside are done by the volunteers and NSS. Swacch Bharata Abhiyan, clean Ganga mission, cleanliness drive in heritage Christian symmetry and Statues, maintenance of no plastic zone are also practiced.

- **“Health is Wealth”: Health and Family Welfare Campaign**

The institution through NSS and Health Centre promotes physical, mental, social and occupational health through programs like Blood donation camp, Dengue awareness camp, workshop on control of vector

borne disease, thalassemia screening program, mental health counseling of students and teachers, Fit India campaign, Yoga and Parade practice and many more.

- **“Education for All”: Learning by Serving**

Programs like non-formal education for rural youth, quiz competition and drawing competition for slum children, digital awareness on AI for students from different college, voter awareness in adopted village, are successfully arranged keeping in mind the need of the society.

- **Saheed Samman: “Tribute to Patriot”**

NSS under the Government scheme “Meri Maati- Mera Desh” campaign paid tribute to our beloved nation by honoring three freedom fighters from our district who posthumously. Following the spirit of Amrit Kalash Yatra, glorious soil from their vita is preserved in the college premises. Under another Central Government scheme namely “Azadi ka Amrit Mahotsav”, NCC wing of the college celebrated Shaheedyo ko saat saat naman by paying homage to the patriots who sacrificed their precious life for the nation. The event was further celebrated by arranging programs like rangoli, lori, patriotic song competition in online mode.

- **Philanthropic Activities: “Manush Manusher Jonno”**

“Manusher sath manusher pashe”, a humanitarian initiative by NSS is taken to serve the needy people by distributing blanket in winter and saree in the festive month. Programs like gender equality and gender justice, programs with homeless and orphanage children at a Govt. shishu abas, sanitary napkin drive for teenagers and old cloth distribution in slum area are organized to assure the support to the needy.

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

### 3.4.2

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

##### **Response:**

Acknowledgement inspires the spirit of work. Berhampore Girls’ College, its faculties and students for their selfless services to the society through different extension activities have been recognized by different government and non-government bodies. Following are some noteworthy examples:

##### **Institutional Awards/Recognition**



- The institution has been recognised as a Member of Beat COVID Campaigning by MGNCRE, Government of India in the period 2021-2022.
- Women and Child Welfare Department, Government of West Bengal, recognized Berhampore Girls' College in the year 2020 for its efforts to upgrade the girls by properly implementing Kanyashree scheme.
- Students Health Home, Kolkata, recognized the college for its health services.

### **Awards received by Principal**

- Principal is awarded by NSS, University of Kalyani for her contribution towards society during Covid-19 pandemic in 2020.
- She was invited by different universities in India and abroad to guide different social activities.
- She has also received many awards and recognition like community peace award, award for promoting women education and minority education as well as social and academic leadership in the Murshidabad district.

### **Faculty Awards**

- Smt. Sutapa Mitra, Programme Officer, NSS has been awarded with the best programme officer award for the year 2017-18 by Department of Higher Education, Government of WB.
- Smt. Sutapa Mitra is also awarded by NSS, University of Kalyani for her commendable contribution towards society during Covid-19 pandemic in 2020.
- Dr. Smritiratan Tripathy has been conferred as Founder Fellow of The Physiological Society of India (FPSI) by The Physiological Society of India (PSI), Government of India in the year 2021.
- Dr. Bhaskar Mahanayak received National Ecological Conservation Award 2023 from International Foundation for Environment and Ecology (IFEE); Best presentation award in the 9th International Conference in Environment and Ecology, 2023; outstanding paper award in the 5th Regional Science and Technology Congress, University of Gour Banga, 2023.
- Dr. Chandan Roy has been awarded Prof. K. Raghothama Rao Oration award by The Physiological Society of India in the year 2022 for his extraordinary research.
- Dr. Madhu Mitra is awarded for his endeavour in keeping alive the culture and local history of Murshidabad district through *Centre for Murshidabad Studies*, 2023.
- Smt. Urmi Maitra was adorned as ANO from NCC directorate on 25th October 2021.

### **Students' Award**

- Cadet Alpana Akter of NCC Unit, participated in "Ek Bharat Shresth Bharat Camp" in New Delhi prior to Independence Day, 2022 and was awarded certificate of recognition by NCC Headquarters, New Delhi.
- Cadet Meghamitra Saha of NCC unit has been awarded first prize in the category "Health and Hygiene" and third prize in the category "Field Craft and Battle Craft" in TSC 2022 Inter-Battalion Competition.
- Cadet Ananya Pandey of NCC unit won second position in "Best Cadet" category in TSC 2022 Inter-Battalion Competition.
- People Biodiversity Register, Govt. of India has acknowledged 25 of our students for their social welfare activity in a neighbouring community.

- Besides this, many of our students have received prestigious awards and recognition in different fields like sports and cultural competition, social services, youth parliament competition, etc.

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

### 3.4.3

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

**Response:** 36

**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
12	15	01	2	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

*five years.*

**Response: 0**

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

## 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:**

Berhampore Girls' College has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities. The college has main campus area of **41,832.38 sq.m.** along with **8258.80 sq.m.** old hostel campus located near the main campus. Following are the prime constituents of its infrastructure :

- **Classrooms:** There are **51 classrooms** including **02 conference halls** and **22 ICT Classrooms** and **18 staffrooms** and **one auditorium**. The campus is fully Wi-Fi enabled. Learners use ICT facilities in attending webinars, offering presentations, preparing technology enabled lesson plans. The classes are conducted as per dynamic time table which ensures optimum utilization of resources. Every department has a notice board installed outside for display of classroom timetable and other important notices.
- **Library:** The Library is well equipped with a **separate reading space** for students. Simultaneously, there is a **separate reading room named FACULTY AND SCHOLAR STUDY ROOM** for teachers and researchers. Library possesses an Integrated **Library Management System, ILMS: 'KOHA'** that helps in maintaining the records of the books/journals. The library has been subscribing to **e-journals and e-books through N-LIST and DELNET. RFID technology** has been installed for digitisation and instant access.
- **Laboratories:** **22** laboratories available in the college, department of **Chemistry, Physics, Mathematics, Botany, Zoology, Physiology, Environmental Science, Computer Science and Geography Laboratory**. These laboratories include **Electronics Lab, Optics Lab, Electrical Lab, Organic Lab, Inorganic Lab, Physical Lab, Histology and Histochemistry Lab, Dissection lab, Specimen Museum, Fishery and Aquaculture Lab, Entomology Lab, Biochemistry Lab, Remote Sensing and Geographical Information System Lab, Cartography Lab, Analytical Lab, Geographical and Microbiological Lab** and a **Chemical Store room**.
- **Computing facilities:** Computer laboratory is well equipped, the total number of computer for students use is **116** with the updated software's like **C++, JAVA, PYTHON, ORACLE, MATLAB etc**. Each department has printing facility.
- **Language Laboratory ;** a well equipped language lab of the erstwhile Department of Communicative English is being refurbished to meet the need of the students.
- **Hostel Facility:** College has two hostel facilities for students. One in-campus and a separate hostel located nearby which can accommodate 326 students on payment basis.

- **Fitness Centre:** Berhampore Girls' College have fitness centre & yoga centre. Various health related instrument like **Treadmill, Dumbbell, Barbell, Weight lifting, iron ball**, etc. Various Yoga activities are done by the students. Indoor games like **table-tennis, carom-board, badminton** etc. are also available in the **Indoor stadium**. College has a separate **Basket Ball Court** and a **Kho Kho** Court. Our college ground measures 78m'55m suitable for many outdoor sports.
- **Additionally we have,**
  - One NCC Room.
  - One NSS Room.
  - Two Open Air Theatres.
  - One Alumni Room.
  - One Health centre.
  - Sixteen Staff quarters,
  - One Research and Development Centre,
  - One Sick Room,
  - One Day Care Centre,
  - One Guest House.
  - 12 Ramp with Rail facility
  - 58 toilets for students and staff.
  - Braille facility for Divyang.
  - One Wheelchair.
  - Guard's Room.
  - Exam Control Room.
  - Udhhabani Block ( INCUBATION CENTRE )
  - Two Community Halls
  - One scholar's and teachers' Reading Room
  - E-wastage Room.
  - IQAC office .
  - Centre for Murshidabad Studies
  - Museum
  - Art Gallery
  - **Canteen:** The **FSSAI approved** canteen provides hygienic food to students and staff.
  - **Parking area:** The campus has two parking areas to accommodate vehicles.
  - **Common Room:** Here female students can relax, study, and get engaged in recreational activities in free time.

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

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during*

*the last five years*

**Response:** 24.82

**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
39.71	30.37	18.29	11.44	51.89

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 Berhampore Girls' College Library is a central hub for academic resources and services, supporting the institution's teaching and learning activities. The current **Integrated Library Management System (ILMS)** is **KOHA (20.11.19.000)**, and **RFID** technology implementation started in June 2024.

The library operates Monday to Friday from 10:00 AM to 5:00 PM and Saturday from 10:00 AM to 2:00 PM, closing on institutional holidays. It provides a conducive environment for academic and research activities.

#### **Library Sections and Facilities**

- 1. Automated Circulation Section:** Streamlined for efficient lending services.
- 2. Reading Room Section:** Offers:
  - Books for in-house use

- Current issues of subscribed periodicals
- Links and QR codes for Open Educational Resources
- Hard copies of university question papers
- Lists of new arrivals

3. **e-Zone:** Features three computers for students and one for teachers and research scholars.

4. **Institutional Digital Repository (IDR):** Contains e-theses of faculty members, e-publications of BGC, CBCS & NEP syllabi, and university question papers.

### **Facilities for DIVYANGJAN Users**

The library is a member of the National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), providing access to Braille books and audio books, promoting inclusivity.

### **Management and Events**

The Library Sub-committee advises on collection ,development and service enhancement. Dedicated staff at the circulation desk ensures optimal service. Regular orientation programs guide users, and the library celebrates 'Library Day,' organizes webinars, workshops, and exhibitions to foster reading habits.

### **Special Collections**

The library holds special collections on various topics, including:

- Murshidabad District
- Berhampore Girls' College
- Swami Vivekananda
- Rabindranath Tagore
- Netaji Subhaschandra Bose
- Mahatma Gandhi
- Dr. B. R. Ambedkar and Dalit Studies
- Women's Studies
- Prof. Gunamoy Manna

It also houses rare books, Braille books, and audio books. Research scholars from BGC and other institutions use these collections with the Principal's permission. The library offers internships for BLISc students and conducts annual pest control during Puja Vacation.

### **Surveillance and Connectivity**

The library is under CCTV surveillance and equipped with LAN, internet connectivity, and Wi-Fi, ensuring a secure and connected environment.

### **Available Facilities**

1. RFID technology-enabled open access library
2. KOHA-enabled webOPAC service with over 23,000 views since April 2022
3. E-journals and e-books via N-LIST, DELNET, and Sage
4. Braille books and audio books for DIVYANGJAN students

5. Lending facility for students and staff
6. Reading room and reference services
7. Wi-Fi, printing, and scanning facilities
8. Guidance in project and research work
9. Frequent exhibitions

### Library Collection

As of March 31, 2024, the library's collection includes:

- 42,222 books, with 36,739 bar-coded copies and 25,447 unique titles
- 19 periodicals (13 journals and 6 magazines)
- E-books and e-journals through N-LIST and DELNET
- Braille books and audio books via NIEPVD
- 5 newspapers and 2 job-related weekly newspapers
- 186 bound volume journals

The Berhampore Girls' College Library is committed to enhancing its services and collections, serving as a vital resource for students, staff, and researchers in pursuit of knowledge.

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

## 4.3 IT Infrastructure

### 4.3.1

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

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

- Berhampore Girls' College frequently updates its IT facilities to cater to the needs of the students ensuring effective and outcome based teaching-learning.
- Berhampore Girls' College introduced the process of enhanced **E-governance** through the introduction of **Enterprise Resource Planning (ERP)** software through a stand-alone mother server connecting all terminals located in the college office through LAN. Generally **ERP** software enables institutions to manage day to day administrative, academic and financial



activities based on a central database by providing insights and internal controls. As with other HEIs Berhampore Girls' College also uses **ERP** to collect, monitor and utilize students' data for their entire tenure in the institution from the submission of application forms to completion of graduation.

- Berhampore Girls' College has a **total of 116 computers** which are of latest hardware configuration. **The Student - Computer ratio is 27.34:1**
- Berhampore Girls' College have different digital technological facilities Updated for campus. The campus are fully connected with **High Speed Internet Connection (250MBPS), Fully Biometric Attendance system**, Total campus are covered **under the surveillance the CCTV CAMERA. Total Number of Camera of the College Campus is 126 CC.**
- All such devices, accessories, and networks are subjected to regular maintenance, and repairing and maintenance are done as per requirement throughout the year. Most of the available devices also run on the latest Operating Systems and are equipped with anti-virus software for data protection. The library too is benefitting from such updated IT facilities as it attempts to digitize books, enter the records of books into the **KOHA** software, and provide remote access to teachers and students of the records.
- The digital catalogue of the Berhampore Girls' College Library can be used via **Online Open Access Catalogue** through the following:-
- **Learning Management System (LMS)** is also used to ensure online circulation of curriculum plans, study materials, question papers, reference books and other academic resources.
- Various departments such as Mathematics, Physics, Geography, Computer Science and Economics, regularly require the use of computer labs with subject-specific software for teaching-learning purposes which are made possible by the available resources and they also aid in academic research by the faculty members. New software is also installed as and when required in the computer labs.
- There is also a dedicated portal for exclusive **online management of the admission process.**
- **There are also dedicated portals for internal evaluation of students and student grievance redressal system.**
- There is a portal in the college website for maintaining **e-diary** of teachers.
- All financial transactions, including salary, grants, fees payments etc. are also managed digitally through **IFMS** and **PFMS** systems.
- Department of Geography uses software like **Quantum- Geographic Information System, Erdas Imagine, Arc View (Arc GIS+ Arc Map+ Arc Info)** etc.
- The **Department of Computer Science** uses several Programming Language **Integrated Development Environments (IDEs)** and software for their Teaching Learning process like **Dev C/C++, JDK and Java Programming Environment, Eclipse, MySQL, Microprocessor Simulator Software, Python Anaconda Suite.** The Department uses both **Linux OS (Mint)** and **Windows.**
- College website is maintained by **Right Brains Technology.** In website of Berhampore Girls' College there are **LMS PORTAL, MCQ PORTAL, FEEDBACK SYSTEM, 360TEACHERS APPRAISAL PORTAL, POCO, STUDENT PROFILE MAPPING SYSTEM, NAAC RELATED DOCUMENT, ENTRY IN SERVICE PORTAL** etc.

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

#### 4.3.2

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

**Response:** 27.33

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

Response: 116

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

## 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:** 4.15

##### 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
11.30	4.54	0.63	4.11	4.81

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 72.29

**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
2810	1919	2798	1908	1368

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 55.27

**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
3170	3213	1676	200	00

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

### 5.1.4

***The institution 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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 41.85

**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
708	315	269	266	269

**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
928	1128	886	772	652

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 19.81

**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
217	71	140	54	21

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

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 16

**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
10	00	01	0	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 32

**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
51	25	20	30	34



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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

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

Academic Session: **2018-2019 to 2022-2023**

Name: Berhampore Girls' College **PRAKTANI**

Establishment Year: **2005**

Year of Registration:**2007**

Registration Number: **SO146597**

President: Dr. Hena Sinha (Principal, Berhampore Girls' College)

Secretary : 1.Smt. Sumana Sengupta from 08.07.2017 to 12.01.2023

2.Smt. Koyel Ganguly from 13.01.2023 till date.

Jt. Secretary: Smt. Haimanti Banerjee from 13.01.2023 till date.

Number of registered Alumni members : **2115**

**Our Vision:** We envision an Alumni Association that stands as a beacon of unity, empowerment and positivity. **PRAKTANI** aims to create a beneficial bond between present students and former ones to ensure continuous growth, collective impact and a legacy that transcends time.

**Our Mission:**

- 1.To build up communication, fellow-feeling and co-operation among all the formers students, teachers, non-teaching staff of the college and to enhance their communication with the present ones.

2. To arouse feelings of social awareness about the dignity and rights of women and participate in social welfare programs.
3. To be the pioneer in protecting the rich cultural heritage of our country, besides safeguarding the tradition and values of our college.
4. To help victims of the natural calamities and to support and help economically unprivileged students of the college.
5. Distinguished Alumni members regularly share their expertise on key development areas such as soft skill development, career growth and are actively involved in advising the Placement Cell of the college.

## Summary Report of Financial/Philanthropic Services.

### 1. Financial Contribution of PRAKTANI

Sl. No	Year	Description	Amount(Rs)
1.	2022-2023	Scholarship for students	Rs.6000/-
2.	2022-2023	Donation to College for infrastructural development	Rs.10000/-
3.	2020-2021	Donation for construction of PG block by alumni member Late Professor Putul Das (Dutta Chaudhuri).	Rs.40,00000/-
<b>Total</b>			<b>Rs.40,16000/-</b>

The total financial contribution of Berhampore Girls' College PRAKTANI from financial year 2018-2019 to 2022-2023 has been **Forty lakh sixteen thousand only (RS 4016000/-)**.

### 2. Academic and Other Support Service of PRAKTANI.

The association supports multifaceted activities along with financial support services. Some of the programmes organized by the alumni association that exerted a positive influence on the society are enumerated below:

1. In the session 2018-2019 awareness programmes on Snake Bite, Sanitization, Tree plantation programmes and other impactful cultural programmes were organized.
2. In the year 2019-2020 Fruit-Tree Plantation drive was undertaken, Awareness Programmes on COVID was undertaken, essential supplies were distributed among the economically distressed people during the COVID pandemic.
3. In the session 2020-2021 poignant awareness programmes on COVID-19 were conducted maintaining social distancing and essential goods were also distributed among the needy on behalf of the association.
4. In the year 2021-2022 and 2022-2023 substantive awareness programmes on World Earth Day, Tree-plantation initiatives and effective cultural programmes celebrating Azadi Ka Amrit

Mahotsav and women empowerment were undertaken.

Cultural programmes organized by the association underscore its commitment towards holistic development and sustainable practices. The symbiotic relationship between alumni and academic institutions serves as a powerful catalyst for positive change, nurturing a vibrant and thriving educational community.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

#### VISION OF THE COLLEGE

“To Enlighten, Empower, Enrich, Explore and Enable (5 E’s) for Inclusive Development of Human Resources”

- Our vision is to nurture comprehensive growth by **illuminating, empowering, enriching, and exploring** diverse perspectives, promoting equitable access to resources and opportunities for all members of our college community and **enabling** them to attain course and program outcomes and also to make positive contributions to society and national development. We strive to become a top-tier institution committed to **women empowerment and academic excellence**, creating a space for **earning while learning** bolstered with innovation and inclusivity.

#### MISSION OF THE COLLEGE

1. **To Enlighten** with course curriculum and beyond keeping in focus on the motto of the institute “*S? Vidy? Y? Vimuktaye*” (“*Tatkarma Yanna bandh?ya s? vidy? y? vimuktayeI ?y?s?y?para? karma vidy?ny? ?ilpanaipuna?II*” (*Vishnu Purana 1.19.41*)). The mission is to impart an eclectic education that would integrate all aspects of life- physical, material and emotional, moral and spiritual.
  2. **To Empower** with various skill development programs, skill-based training, job fair and celebratory events focused on generating employability opportunities as well as gender equity for our students.
  3. **To Enrich** with Seminars/Workshops on multidisciplinary aspects, co-curricular and extracurricular activities with an inclusive outlook.
  4. **To Explore** with research activities, project work, field studies, case studies, exposure visits, innovative product development, design, patent and product commercialization etc.
  5. **To Enable** our staff and students to attain course outcomes, program outcomes and to become self dependent and also to make positive contributions to his/her personal life and society with their knowledge and skills.
  6. To take various measures for the holistic development of human resources for national development, irrespective of caste, creed, gender or place of birth,.
- Our mission, guided by our motto “*Sa Vidya Ya Vimuktaye*” (*Vishnu Purana 1.19.41*) is to promote knowledge from diverse sources and personal growth with requisite skills. We empower students with skill development programs, gender sensitization programs and diverse learning

opportunities. Through research, projects, and extracurricular activities, we equip our students with the competencies demanded by the job market. We additionally advocate for inclusivity and holistic development among our students, enabling them to grasp the moral principles and values to become responsible citizens.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

*The 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:

#### **Institutional Polices and Administrative set up**

Berhampore Girls' College formulates the policy measures and designs the plan of action in a decentralized way with the institutional different bodies as per Statutes of University of Kalyani , rules and regulations of the Department of Higher Education, Govt. of West Bengal and UGC, New Delhi. The Apex body of the Institution is Governing Body & the Principal of the college is the head of the institution. There are many internal organizational bodies which are hierarchically set up and participate in the decision-making process to facilitate the Principal. The policies and strategies regarding important issues like Admission, placement, discipline, library services, counseling, internal examinations are thoroughly discussed in the respective committees and the Principal communicates the responsibilities to the HODs of the department for implementation. IQAC reviews the institutional strategic plan which in turn sets the academic aims and objectives of the institution and identifies the academic, administrative and financial strategies. Promotional policies, grievance redressal and internal investigation mechanism, library service, anti-ragging strategies, student feedback system are all well-defined and monitored by the Governing Body.

#### **Service rules and procedure**

The faculty members of this institution, excepting the State Aided College Teachers (SACT), are appointed through West Bengal College Service Commission. The commission recommends the names the teachers to be appointed and the governing body follows the recommendation accordingly. Their promotion is based on the period of service and the API under Career Advancement Scheme as prescribed by the UGC (vide memo no.1373-edn dt 07.12.2017). SACT are appointed by Dept. of Higher Education vide memo no. ED-97C44038/2020 dt. 29.06.2020. The non-teaching staffs are recruited by the College authority. The posts that have prior sanction and clearance from the Govt of West Bengal are

filled up transparently by the governing body. The college also recruits casual non-teaching staffs appointed by the governing body. Even though they do not enjoy annual increment and other benefits, their remuneration has been increased several times during last five years.

### Deployment of institutional strategic plan

Institutional perspective plan 2020-21 to 2025-26' which is the driving force for improving academic quality policies and strategies introduced several initiatives that Includes the following broad categories:

- Considerable number of MoUs (thirty-seven) with academic and Professional Organizations/Institutions and Industries for skill enhancement
- Teaching-Learning curricular planning and implementation through well-defined routine structure
- Digital cataloguing of library and making e-resources available
- Introduction of PG Programmes in History and English
- Introduction of Learning Management Software
- Establishment of Centre for Murshidabad Studies
- Renovation of health Centre.
- Establishment of incubation Centre.
- Central Computer laboratory cum Language Laboratory
- Recruitment of a good number of qualified full time teachers
- Quality checks (academic audit , green audit, gender audit etc. ) on regular basis
- Forty two Add-on courses for all students
- Institutional Awareness programme for **NEP-2020** for its effective implementation
- Collaboration with Social Organizations to encourage students in social outreach activities
- Publication of multidisciplinary edited book Anneswan volume-II (Humanitics ), science review volume-III (Science), Shikorer Khoje etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

#### *Institution implements e-governance in its operations*

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

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

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

## 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:**

**Effective welfare measures:**

The college believes that the adequacy of welfare environment with the assurance of welfare schemes is necessary for strengthening the rights and security of the teaching and non-teaching staff. The existing welfare measures are itemized below:

- GPF: As per PF rules, all the teaching and non-teaching staff are given PF benefits;
- Group insurance: Available for the teaching and nonteaching staff of the college;
- Berhampore Girls' College E.C.C.S LTD.: The teaching and nonteaching staffs are permitted to deposit money or to receive financial assistance;
- Festival advance: A certain section of the employees are provided with Puja Advance and Ex-gratia;
- Maternity leave: The college grants 180 days full paid maternity leaves to all female employees;
- Paternity leave: The college grants 30 days full paid paternity leaves to all the male employees;
- Child Care leave: 730 days full paid Child Care Leave is provided to all the eligible female employees;
- Facilities for day care centre.
- Staff quarters: It is available for the teaching and nonteaching staff of the college without maintenance cost.
- Research facilities in upgraded research Centre.
- The staff members of the college have taken initiative to extend support with financial assistance to the families to deceased staff or the staff in financial distress ( the permanent teachers extend financial support to casual staffs in Covid period).

- 36 Open E-Learning Resources in the College Library
- Training programme for professional development
- West Bengal Health Hcheme for the teachers in substantive post and Swastha Sathi for SACT and non-teaching staffs.
- Recreational facilities for the staff such as indoor and outdoor games , gymnasium., television.
- Two regular multi diciplinary publication provided by the institution.
- BGC Research grant
- Finalcial support for attending Seminarand workshop
- Parking space
- House keeping staff
- Generetor system
- IT support staff
- Water purifier
- Canteen Facilities
- Separate departmental staff room

### **Performance appraisal system:**

- The performance of the faculty members is scrutinized and evaluated by the authorized body of Screening Committee/Selection Committee at the time of promotion of the Assistant Professors. Candidates may offer themselves for assessment for promotion by submitting an application to the Principal. If they fulfill the minimum API scores indicated in the appropriate API system tables, they have to submit completed PBAS to the IQAC. The IQAC duly oversees and scrutinizes the documents of the respective teacher relating to his promotion at different stages (Stage-I,Stage-II, Stage-III etc.) with regard to the norms to be fulfilled and these are finally checked and recommended by the IQAC to the screening Committee.
- The filling up of the post by promotion of the non-teaching employees is confirmed whenever necessary as per the instructions given by the Higher Education Department, Government of West Bengal.
- Biometric attendance is compulsory for both teaching and non-teaching staff.
- Daily attendance and performance report are compulsory for the faculties.
- E-Dairy for faculty members: register for daily assignment of faculties
- 360 degree appraisal for the faculties: Involving self appraisal of teacher, appraisal by the Principal, appraisal by the peer members and appraisal by the students.

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

### **6.3.2**

#### **Percentage of teachers provided with financial support to attend conferences/workshops and**



**towards membership fee of professional bodies during the last five years**

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 59.19

**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
120	106	104	03	02

### 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
18	18	18	18	18

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The resource mobilization policy of Berhampore Girls' College outlines the strategies and sources of funding that support the college's operations and educational objectives. This policy ensures the institution sustains its activities while providing high-quality education to its students. The college mobilizes funds based on a strategic plan developed by the governing body, the principal, and the finance committee, detailing various funding sources.

**Sources of Funds:**

- 1. College Fees:** The primary revenue source is student fees. As per regulations, 50% of the tuition fees collected must be submitted to the Treasury of the Government of West Bengal. The remaining funds are utilized optimally for the benefit of students and stakeholders.
- 2. Funds from Central and State Government:** The college receives funds for infrastructural & academic developments from the State Government, the Central Government & the UGC. Utilization certificates are prepared and submitted on time, ensuring transparency and

accountability, which are prerequisites for future funding.

3. **Donations and Grants:** The College solicits donations and grants from various entities, including Berhampore Municipality, alumni, philanthropic organizations, and government agencies. Additional funds are raised through advertisements for seminars.
4. **Miscellaneous Sales Proceeds:** Revenue is also generated through the sale of miscellaneous items.
5. **Interest on Savings Deposits:** Interest accrued from savings deposits contributes to the college's funds.
6. **Courses with Enhanced Fees:** Certain courses are offered at higher fees, generating additional revenue.

### **Utilization of Financial Resources:**

To ensure the efficient use of mobilized financial resources, the college employs several measures:

- **Budgeting and Financial Planning:** A comprehensive budgeting and financial planning process is in place to allocate resources efficiently.

Funds are primarily used for:

- Staff salaries
- Augmentation of physical and ICT infrastructure
- Repair and maintenance of physical, ICT, academic, and support services
- Conducting seminars and workshops by departments
- Library resources
- Electricity charges

### **Financial Management and Audits:**

The institution maintains a meticulous daily balance sheet to ensure financial propriety. Detailed records of cash receipts and disbursements, including bank transactions, are documented in the college cash book. These entries are regularly checked and ratified by the Bursar and the Principal to avoid any financial irregularities. The institutional ledger book provides comprehensive information on income and expenditure, serving as a database for financial transactions.

At the end of each financial year, all financial documents are consolidated and submitted for internal statutory audit. An internal auditor, appointed by the college authority, conducts the audit annually. The college has consistently maintained up-to-date internal audits, which are conducted by R.N. Singh & Co. (Chartered Accountants). This firm verifies all financial transactions, including bills, payments, receipts, journals, and budget estimations.

The external audit, conducted by the Office of the Principal Accountant General (General & Social Sector Audit) of West Bengal, was completed up to the 2019-20 financial year.

By adhering to these structured financial management and audit practices, Berhampore Girls' College ensures transparency, accountability, and optimal utilization of resources, thereby upholding its commitment to providing quality education.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The IQAC plays active role in assuring quality culture of the institution in following ways:

#### **Significant contribution of IQAC for institutionalizing the quality assurance strategies and processes:**

- IQAC developed a system for conscious, consistent and catalytic improvement in the overall performance of the institution.
- Ensured timely, efficient and progressive performance of academic, administrative and financial tasks of the institution.
- Ensured equitable access to resources to all stakeholders for continuous & inclusive academic progress.
- Initiatives were taken for optimization and integration of modern methods of teaching and learning including resource sharing and networking.
- The evaluation process was made transparent and time bound.
- Ensured the adequacy, maintenance and functioning of the support structures and services.

#### **Review of teaching learning process, structures and methodologies of operation and learning outcome at periodic intervals:**

- Facilitated creation of a learner centric environment conducive to quality education and reviewed teaching learning process and institutional operations at regular intervals through **Academic and Administrative Audit**.
- Disseminated information on various quality parameters of higher education to different stakeholders such as faculty, non-teaching staff, students, alumni etc.
- Organized inter and intra institutional workshops, seminars on quality related issues for formation of quality circles.
- Documented various programs/activities and review of the activities at periodic intervals leading

to quality improvement.

- Acted as a nodal agency of the institution for coordinating quality related activities, including adoption and dissemination of best practices.
- Collected feedback responses from the stakeholders on quality related institutional processes and specific actions taken on analysis of feedback.
- Submission of Annual Quality Assurance Report (AQAR) to NAAC and formulation of future action plans for better academic ambience of the institution depending on AQAR.

**Record of incremental improvement in various activities of the institution:**

- Formation of **WhatsApp group and SMS alert system** for information dissemination.
- Use of **Integrated Library Management System (ILMS) and RFID** in college library.
- Introduction of online transactions in all financial matters of the institution and use of **Tally accounting system**.
- Enhanced infrastructural development of the college including IT infrastructure.
- Introduction of **LMS Portal, Student Profile Mapping Portal, POCO Portal, Coaching for Entry in Services Portal, MCQ Portal, Grievance Redressal Portal, G-suite mail account** etc. for better teaching and learning including digital education.
- Enhanced **Add on Courses and MoU activities** with Academic and Professional Institutions.
- Establishment of **Research and Development Cell, Institutional Innovation Cell and Institutional Incubation Centre** for enhanced research, innovation and entrepreneurship.
- Completion of **Academic and Administrative Audit** of the institution.
- Green and environmental sustainability initiatives including **“Go Green Campaign”, Green and Energy Audit and ISO certification, Medicinal Plant Garden, Butterfly Host Plant Garden. Gender Audit** and enhanced **gender sensitization programs** in all departments.
- Introduction of **Earn While Learn Scheme (Udbhabani)** for product development and product commercialization.
- Establishment of **Centre for Murshidabad Studies (CMS)** for preservation and conservation of local history and culture.
- Overall improvement in **Institutional Quality Culture**.

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

**6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**

**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

**Berhampore Girls' College** is deeply devoted to fostering **gender equity** and cultivating a nurturing atmosphere for its academic community. The college's steadfast dedication to **gender equity** is exemplified by its thorough **Gender Audit**, which evaluates the gender balance among faculty, staff, and students. Central to this commitment is the **Internal Complaints Committee (ICC)**, which ensures a gender-neutral environment, supporting the diverse identities within its community.

Over the past half-decade, the college has orchestrated a range of enlightening initiatives, including notable **webinars, seminars addressing gender issues.**

The college extends **counseling services** to the female students to confront the real-world obstacles. Forward-thinking amenities, such as a **vending machine(3), the Girls' Common Room(01), Gymnasium(01), Day-care Centre(01), Lactation Room(01), Toilets(58), 2 hostels with 360 seats etc.** underscore the college's commitment to meeting specific student needs.

The curriculum at Berhampore Girls' College is meticulously delivered to infuse **gender sensitization** across various disciplines. Subjects like **Political Science, English, Bengali, Philosophy, and History** delve into topics like **Gender Rights, Feminism, and Women's Empowerment**, ensuring a holistic comprehension of societal dynamics, literature, and social reform efforts.

The college commemorates **International Women's Day** with insightful **seminars**, engaging activities, and **documentary screenings**, featuring esteemed speakers to enrich student awareness.

The **National Service Scheme (NSS)** at the college campaigns gender equity by organizing awareness campaigns in **rural areas**, focusing on personal and mental well-being, as well as nutrition. NSS volunteers advocate for **women's health** and tackle issues like **domestic violence and sexual abuse**. Quite significantly, officiating persons at important portfolios like **Bursar, NSS (Program Officer), NCC (ANO), Hostel Superintendent** are accorded to female staff.

Gender sensitivity is further instilled through **workshops(5), seminars(18), and academic endeavors(4)** organized by different departments of the college. Moreover, MOU activities with significant social reform organizations like **Rokeya Nari Unnayan Samiti** and **feminism dot com** focus on issues of gender inclusivity.

Female students benefit from various government initiatives like **Kanyashree Prakalpa and SVMCM,**

**OASIS etc.**

The college prioritizes safety through measures like **CCTV surveillance (126 CCTV), gate security, gate pass** and a **redressal system**, ensuring a secure and nurturing environment. **Psychological counseling** services and gender-segregated facilities further enhance the sense of safety and empowerment on campus.

In the realm of college administration, women's empowerment is palpable through key leadership roles held by **female faculty members**. The esteemed position of **Principal** is graced by a distinguished female educator. The Internal Complaints Committee (ICC), overseen by a senior female Professor as the Convener. Various committees, including those within the **Governing Body, IQAC, Academic Committee**, and other **Administrative Committees** are accomplished by women faculty members. Furthermore, the National Service Scheme (NSS) is under the guidance of a distinguished **Lady Professor**, further highlighting the college's dedication to women's leadership and empowerment in administrative roles.

In essence, Berhampore Girls' College embodies a holistic commitment to gender equity, evident in its curriculum, extracurricular endeavours, and specialized support services. Through ongoing initiatives in sensitization, support infrastructure, and safety measures, the college stands resolute in its pursuit of gender sensitivity and empowerment.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above



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

### 7.1.3

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

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

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

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

### 7.1.4

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

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

**Response:**

Berhampore Girls' College is committed to fostering an inclusive environment that promotes tolerance, harmony, and acceptance of diversity across cultural, regional, linguistic, communal, and socioeconomic backgrounds. The institution recognizes the importance of creating a space where all individuals feel valued, respected, and included.

To achieve this goal, the college implements various initiatives and efforts aimed at promoting cultural understanding and appreciation. Cultural festivals, events, and celebrations are organized throughout the year to showcase the rich diversity of traditions, languages, and customs represented within the college community. These activities provide opportunities for students and employees to learn from each other, celebrate differences, and build connections across various cultural identities. Notable events include the Saraswati Pujó (16.02.2021), Republic Day Observation (26.01.2021), Independence Day Celebration (15.08.2021), Teachers' Day Observation (05.09.2022), and the Birthday of Iswarchandra Vidyasagar (26.09.2022).

Moreover, the college actively promotes dialogue and discussion on issues related to tolerance, harmony, and inclusivity through seminars, workshops, and guest lectures. For instance, the Gender Sensitization Workshop (15.06.2022) and the Workshop on Indian Knowledge System (13.04.2023) encourage open and respectful communication, allowing individuals to share their perspectives, experiences, and concerns in a supportive environment. Initiatives such as the Freshers' Welcome (01.04.2022 and 12.12.2022) and the Farewell for Outgoing Students (31.05.2022) play a crucial role in building a cohesive and supportive community.

The college also prioritizes accessibility and affordability, ensuring that all individuals have equal opportunities to access education and participate in college activities. Scholarships, financial aid programs, and support services are available to students from diverse socioeconomic backgrounds, helping to reduce barriers to education and promote inclusivity.

Berhampore Girls' College is dedicated to acquainting both its students and employees with their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens. The college endeavors to ensure that individuals understand the principles outlined in the Constitution of India and their significance in shaping a just and democratic society. Through various educational initiatives and engagements, the institution aims to foster a deep appreciation for democratic values and principles among its community.

Awareness sessions, workshops, and seminars are organized to enlighten participants about their fundamental rights, such as the right to equality, freedom of expression, and education. Events like the Programme on Democracy and Voting System (22.09.2019) and the Special Lecture on The President: The Constitutional Provision, Role, and Position (12.07.2022) exemplify this effort.

Practical activities, including mock parliaments and visits to governmental bodies, offer hands-on experience in democratic processes. The institution also encourages participation in sports competitions, such as the Annual Sports Day (07.02.2023), fostering teamwork and sportsmanship among its community members.

Through collaborations with organizations like the National Service Scheme (NSS) and National Cadet Corps (NCC), the college conducts activities aimed at instilling a democratic spirit among students and employees. Additionally, the institution actively engages in awareness campaigns, orientations, seminars, and workshops on ethical values and civic responsibilities to nurture socially responsible individuals poised to become future leaders. Notable activities include the Blood Donation Camps (25.02.2022 and 25.11.2022), Thalassemia Screening Camp (18.05.2022), and the Cyber Crime Consciousness Camp (23.07.2022).

Overall, Berhampore Girls' College strives to empower its community to actively contribute to the democratic fabric of society while celebrating and respecting cultural diversity.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice-1**

**Title of the Practice: Earn while Learn (Udhabhabani)**

**Objectives of the Practice:**

1. To unravel and foster the latent innovative ideas of the girl students in order to enable them to earn.
2. Besides continuous learning process, the institution ensures improvement of the quality of life of the students through skill development for the purpose of career advancement and providing financial stability.
3. To set a goal and provide a platform for students willing to earn.

**The Context:**

The quality of time demands developing earning capacity through skill enhancement in order to ensure overall development of the students. Providing a sustainable ground for earning is the prime motive of the practice. The socio-economic development of the country depends invariably on the capacity of its citizens to become financially self-reliant. In this perspective, it is essential for every human being, more so, for girls to earn for emerging as empowered individuals.

### **The Practice:**

1. MOUs with reputed NGOs like *Rokeya Nari Unnayan Samiti* and *feminism dotcom* for training in skill development courses.
2. MOUs with government aided institutions for preparing a nurturing ground of young girls.
3. To provide a platform for marketing of handicrafts and creating a space for display of the goods to be sold to prospective consumers.
4. Organization of fair involving the students of the college for display and sale of hand made goods.
5. Organization of fair involving the students of the schools of the district for display and sale of hand made goods.
6. Organization of fair involving NGOs and local girls of the district for the purpose of display and sale of hand made goods.
7. Organisation of a fair named Udbhabani-1 took place on 17.02.2023.
8. Organisation of a fair named Udbhabani-2 held on 05.03.24 and 06.03.24, providing a platform for marketing handicrafts like shola work, tailoring, painting, food items, etc.
9. Organisation of a fair named Udbhabani-3 held on 25.06.24, providing a platform for marketing handicrafts like shola work, tailoring, painting, food items, etc.

### **Evidence of Success:**

1. Around Rs.1,00,000 earned by the participants at the 3rd fair through sale of products.
2. Student participation increased and financial outcome raised at the next fair.
3. Through such notable increase in income and resource generation, consequently the confidence of young participating students has raised substantially.
4. Students having participated encourage other learners to engage in such endeavours of the institution.
5. An alternative financial opening and source of income for enterprising learners by giving them an opportunity to earn from their leisure pursuit.

### **Problems Encountered and Resources Required:**

1. To create an initial fund for the purpose of investment required to lend suitable space for the young earners.
2. To create adequate fund for the purpose of expenses to be incurred as remuneration/honorarium to be given to the trainers.
3. The examination pattern under the semester system gives little time for engaging in such skill enhancement courses.
4. Lack of marketing policies.

### **Best Practice-2**

#### **Title of the Practice:**

**Green and Environmental Sustainability Initiatives: “Sabujer Abbhijan”- Go Green Campaign**

#### **Objectives of the Practice:**

1. To promote environmental sustainability among students.
2. To promote usage of environmental-friendly products amongst students to foster awareness of sustainability and to enable them to register them to deploy sustainable choice in their daily life.
3. To adopt ecofriendly practice.
4. To reduce pollution.

### **The Context:**

The practice of environmental sustainability amongst students is directed towards ensuring a social, economic and environmental balance. Sustainability teaches one to conserve the biotic and abiotic resources that make up the ecosystem so that one may avail the natural wealth for long term. Moreover, a sustainable way of living always aims to hold the future generation in a secure zone wherein they can survive besides satisfying the necessities of the present.

### **The Practice:**

1. Use of solar panel.
2. Three Rainwater harvesting plants.
3. Sustenance of extensive greenery of the campus that invariably contributes towards conserving the green atmosphere of the town radically facing deforestation for domestic and industrial uses.
4. Tree plantation from time to time.
5. Adoption of trees by the student members of the “**Sabujer Abhijaan Bahini**” (Green Expeditionary Force) of the college under the supervision of the academic departments.
6. Organising seminar, workshop, outreach programs on environmental sustainability.
7. Enrolment of members of all stakeholders of the college in the Go Green Committee.
8. Existence of herbal garden wherein medicinal plants are planted.
9. Publication of Environmental related wall magazines by respective departments of the college.
10. The Centre for Murshidabad Studies organized workshop on conserving ecosystem and biodiversity.
11. Initiative taken for ban of single use plastics like organizing seminars, poster presentations and rallies.
12. Use of earthen pots and plates made of leaves of sal trees in college canteen to reduce the use of plastics.
13. Vermicomposting unit in college where manure is produced.
14. Organic Farming in kitchen gardens and using the products in college canteen.
15. Use of LED for conservation of electricity.
16. Use of digital flex in place of plastic flex.
17. Academic departments give particular attention to cross-cutting issues like environment and sustainability.
18. Deploying nests for birds.
19. Publication of an edited volume entitled **Paribesh Bhabna O Bharatiya Aitijhya** with ISBN to raise awareness about Environment .
20. Butterfly Host Garden
21. Observing No Vehicles Day ( Thursday )

### **Evidence of Success:**

1. Use of eco-friendly objects/equipment in college campus which creates a positive impact on

- students by creating awareness about our objectives of environment sustainability.
- 2. Bio-diversity is sustained, maintained and conserved in college campus.
- 3. Electricity cost and energy is saved through use of solar panel.
- 4. Usage of water from rainwater harvesting for preservation of natural balance of the environment.
- 5. Vermicomposting inside the campus enhance soil fertility.
- 6. Kitchen garden provides good nutrition for human consumption inside the campus.
- 7. Awareness generated about environment sustainability from different activities inside the college.
- 8. Reduction of plastic wastes by sixty percent .

**Problems Encountered and Resources Required:**

- 1. As the college is located at the heart of the district town, noise and air pollution is a major setback.
- 2. Lack of adequate fund to be utilised for environment purpose.
- 3. More administrative help required from government bodies.
- 4. Proper use of Solar panel and rainwater harvesting projects require more funds.
- 5. Sustenance of a green campus demands regular care which can be assured through proper finance.

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

**7.3 Institutional Distinctiveness**

**7.3.1**

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

**Response:**

**Distinctiveness of Berhampore Girls’ College: Centre for Murshidabad Studies at Berhampore Girl’s College**

Founded in 1946, Berhampore Girls’ College has had a rich history about contributing significantly towards the promotion of women's education in the district of Murshidabad and West Bengal as a whole. It also has been engaged with various extension activities towards enrichment of the socio-cultural ethos and heritage of Murshidabad. The Centre for Murshidabad Studies is a unit established in 2022 under the patronage of Berhampore Girl's College aimed to promote academic research about the socio-cultural dynamics surrounding the district of Murshidabad. Established with the aim of promoting research, education, and awareness about the history, art, and culture of Murshidabad, the wing also seeks to help in the development of the society by creating a synthesis between the past and present. It works with the noble aim of contributing towards the preservation and transmission of the rich cultural traditions of

Murshidabad and its adjacent regions. Hence, it's considered as a remarkable example of our institutional distinctiveness.

Proposed aims and objectives of the Centre for Murshidabad Studies:

- To conduct various programs, workshops, seminars, and conferences to facilitate scholarly discussions and collaborations among scholars, social workers and students of this region.
- To promote rural cottage industries of the region by creating a platform for showcasing the remarkable artifacts made particularly by the local artisans.
- To raise awareness about the glorious cultural heritage of Murshidabad by focusing on the ethnic rites and rituals of Murshidabad.
- To initiate a renewed interest in the folk culture of Murshidabad particularly among the youth of Murshidabad through intensive discussions, research and scholarly publications
- To highlight the immensely significant role of Murshidabad in the socio-cultural history of Bengal.

With the aforementioned objectives in mind, The Centre for Murshidabad Studies organized the following events during the 2022-2023 session:

1. The Centre for Murshidabad Studies at Berhampore Girls' College, in collaboration with the Department of Geography & Economics, organized a One-Day workshop on the " Future Prospects of Small Cottage Industries in Murshidabad District " on 18.11.2022.
2. Centre for Murshidabad Studies, Berhampore Girls' College in Collaboration with the Department of Bengali, Berhampore Girls' College arranged a One-Day Workshop on "Folk Song: Bauls of Bengal" on 21.12.2022.
3. The Centre for Murshidabad Studies at Berhampore Girls' College, in collaboration with the Internal Quality Assurance Cell (IQAC), organized an "**Earn-While-Learn**" programme entitled "**Udhabani.**" The program took place from 17.02.2023 to 23.02. 2023 and it offered a unique opportunity for students to earn while learning, fostering thereby a practical approach to education and skill development
4. The Centre for Murshidabad Studies organized an invited lecture on "???????????????? ?" (**Kavigan of Murshidabad**) by renowned speaker Dipak Biswas. The lecture took place on 27/05/2023 at 12:30 p.m. in the Conference Hall. This event offered a unique opportunity to explore the rich tradition of Kavigan in Murshidabad.
5. The Centre for Murshidabad Studies at Berhampore Girls' College organized a special lecture on the topic "**Fish Diversity in Murshidabad District**" (???????????? ???? ???? ?????????) by Dr. Bhaskar Mahanayak, Associate Professor in the Department of Zoology, Berhampore Girls' College. The lecture was held on 02.06.2023 (Friday) at 11:30 AM in the Conference Hall.
6. The Centre for Murshidabad Studies at Berhampore Girls' College organized a special lecture on the topic "????????????: ???? ? ??????" (**Silk Industry: Past and Present**) by Dr. Khairul Anam, Associate Professor in the Department of History, Berhampore Girls' College. The lecture was held on 10.06.2023 and it aimed to explore the history and evolution of the Silk Industry in Murshidabad, highlighting its significance in the past and its current status.
7. The Centre for Murshidabad Studies hosted a special lecture on "Museum & Local Identity" eminent educationist Sanjoy Mukhopadhyay. The lecture was scheduled for 20.06.2023 at the conference hall. This event provided valuable insights into the relationship between museums and local identity, highlighting the role of museums in preserving and promoting the cultural heritage of Murshidabad.

8. Add-On Course on “Know Your District: Murshidabad “was conducted by the Centre to provide in-depth knowledge about the District of Murshidabad, with particular reference to its history, culture and socio-economic aspects.
9. Add-On Course on “**Folk Culture and Folk Art of Murshidabad**” was successfully conducted by the Centre to generate a renewed interest into the ethos of the rich ethnic traditions of the region.
10. An edited volume (with ISBN number) entitled “**In Quest of Local Culture, Literature and History: District Murshidabad** “was published by the centre on 31.03.2023 to create a potent platform for conducting research.
11. A Library with more than 300 books dedicated towards preserving the cultural heritage of Murshidabad has been built by the Centre.
12. MOU has been signed with organisations like Murshidabad Itihas Charcha Kendra, Rakhaldas Museum and Maharani Kashishwari High School to share knowledge about the region and promote scholarly or academic activities.

#### **Activities during 2023-2024 Session:**

1. Add-On Course on “Know Your District: Murshidabad “was repeated during the session 2023-24 also.
2. Add-On Course on “**Folk Culture and Folk Literature of Murshidabad**” was conducted by the Centre to share and disseminate knowledge about the roots of their Identity, and integrate academics with broader socio-cultural aspects of the region.
3. One-day State Level Seminar on “**Women’s Education in Murshidabad: Then and Now** “was organized by Maharani Kashishwari High School in collaboration with the centre for Murshidabad Studies.
4. An edited volume entitled “**Murshidabad Zillar Sahitya O Sanskriti** “was published on 30.06.2024 to orient the students and scholars towards a better understanding of their ethnic Culture.

To uphold its legacy of Institutional Distinctiveness, the Centre for Murshidabad Studies at Berhampore Girls’ College continues to foster academic excellence and cultural enrichment in the region, aligning with its mission to bridge the past and the present for the betterment of the society.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

#### Additional Information

- The institution is in the process of creating a Biodiversity Park to present the institution as a model of sustainable life.
- Involving the skills and efficiency of superannuated faculties beyond any financial assistance.
- Cultural programme (*Barshik Sanskritik Anusthan*) organized by Anandan is an epitome of originality, dedication and devotion of the students. The departments of the college stage dramas during the College Social. The events at the programme espouse the cultural practices, beliefs, folktales and ethos of India.
- Functioning of a showroom for display and sale of handcrafted artefacts prepared by the students of the college and nearby girl students of Berhampore that promotes financial stability.
- Regular morning prayer conducted by the college involving participation of stakeholders of other academic institutions.
- Nature Study Center within an ecofriendly ambience to foster and perpetuate green ethics and practice.
- Regular attendance duly documented with good involvement of students in co-curricular activities.
- The college Museum exclusively focuses on the art, culture and practices of the communities of Murshidabad district.
- Prevailing dress code for students that is wholeheartedly and unquestioningly accepted and sustained by the student stakeholders.
- The Centre for Murshidabad Studies to develop as a research centre by providing research grants to scholars.
- To enhance Institutional Research Grant and seeking recognition of teachers as Supervisors of doctoral thesis.
- Branding and marketing by the institution of different products produced by the stakeholders of the institution.

### Concluding Remarks :

#### Concluding Remarks

Berhampore Girls' College, a prestigious institution with a rich legacy of academic excellence and cultural values, continues to advance through strategic quality initiatives and future-oriented directions. The college has diligently implemented the NAAC Quality Indicator Framework, focusing on enhancing its academic and administrative frameworks. The establishment of a Research and Innovation Cell has fostered a research environment, encouraging innovative projects and collaborations with organizations like ICSSR and MAKAIAS. The college's commitment to comprehensive education is evident in its diverse range of undergraduate and postgraduate programs, supported by well-defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

Infrastructure development has been a significant priority, with a green-certified campus that includes modern classrooms, well-equipped laboratories, a central library with Braille facilities, and extensive sports, cultural

and wellness amenities. The integration of ICT infrastructure, such as a Wi-Fi-enabled campus and various software resources, further enhances the learning experience. Financial support programs like Kanyashree and other scholarships have benefited a substantial percentage of students, ensuring inclusivity and access to education.

The college's vision, "To Enlighten, Empower, Enrich, Explore, and Enable for Inclusive Development of Human Resources," drives its mission to provide eclectic education and promote holistic development. Various skill development programs, research activities, and community engagement initiatives prepare students for the job market and instill a sense of social responsibility. The "Earn While Learn" initiative exemplifies the college's commitment to financial stability and career advancement for students.

Future directions include strengthening research capabilities through the Institutional Research Project, expanding international collaborations, and enhancing employability through specialized training and internship opportunities. The college aims to maintain its focus on sustainability, with initiatives like solar power plants, rainwater harvesting, and biodiversity conservation. Berhampore Girls' College remains dedicated to nurturing a vibrant academic community, promoting gender equity, and contributing to national development through its unwavering commitment to quality education and innovation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :50</p> <p>Remark : Input has been updated excluding the value added course “ YOGA” as there is separate metric for it</p>																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2362</td> <td>2341</td> <td>0</td> <td>2386</td> <td>1956</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>2487</td> <td>2449</td> <td>00</td> <td>2499</td> <td>2050</td> </tr> </tbody> </table> <p>Remark : values have been updated as per the supporting document provided by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2362	2341	0	2386	1956	2022-23	2021-22	2020-21	2019-20	2018-19	2487	2449	00	2499	2050
2022-23	2021-22	2020-21	2019-20	2018-19																	
2362	2341	0	2386	1956																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2487	2449	00	2499	2050																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1523</p> <p>Answer after DVV Verification: 1331</p> <p>Remark : Value has been updated as one student involved in multiple field works/internship in the same academic session will be count as one as per NAAC SOP.</p>																				
2.6.3	<p><b>Pass percentage of Students during last five years (excluding backlog students)</b></p> <p>2.6.3.1. <b>Number of final year students who passed the university examination year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
928	1128	886	772	652

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
928	1128	886	823	652

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1142	1144	919	824	732

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1142	1144	919	875	732

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.4	3.25	00	4.0	7.73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	5.28	4.30

Remark : Values have been updated excluding the grant in the form of book purchase and national level seminar has not been considered as per the provided supporting document ; This metric belongs to research projects/endowments only as per NAAC SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	13	10	02	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	8	1	2

Remark : Values have been updated excluding the journals not found on UGC care list / scopus indexed as it has not been considered as per NAAC SOP

**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
1510	20	17	20	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	26	4	21	5

Remark : ISBN no. not found and book without ISBN no. has not been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	23	03	04	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	01	2	6

Remark : Values have been updated excluding the days celebration like yoga day, national festival, women's day etc. and events conducted for the benefit of own students are not outreach programs

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : None of the activities are related to the intent of the metric. Input has been modified to 0.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44.44	27.28	18.90	12.36	53.22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39.71	30.37	18.29	11.44	51.89

Remark : Excluding the expenditure on acquisition of library books, maintenance of infrastructure as it has not been considered .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50.59	56.41	20.88	54.86	60.02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11.30	4.54	0.63	4.11	4.81

Remark : Values updated as per metric intent

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
2810	1919	5011	1908	1368

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2810	1919	2798	1908	1368

Remark : Values have been updated as per the supporting document provided by the HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3380	3213	1676	200	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3170	3213	1676	200	00

Remark : As per clarification received from HEI, and Number of students benefitted by guidance for competitive examinations and career counselling should not exceed to number of stuentns in E.P. 1.1, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. 3 of the above  
 Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
871	359	294	293	249

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
708	315	269	266	269

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
928	1128	886	772	652

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
928	1128	886	772	652

Remark : Values have been updated as per the supporting document provided by the HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238	73	154	54	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
217	71	140	54	21



Remark : Values updated as per the supporting document.

**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
24	00	03	05	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	00	01	0	5

Remark : DVV partner only considered award/ medal only for outstanding performance in sports cultural activities at university /state /international level

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	33	23	32	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	25	20	30	34

Remark : Values have been updated as the multiple activities on relatively closer dates will be consider as one and also the events cannot be split into activities.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101	97	00	26	00

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Financial support of Minimum of Rs. 2000/- per year per faculty may be considered. thus, number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies ZERO may be considered for all the assessment year, thus DVV input is recommended.

**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
106	118	140	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	106	104	03	02

**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
17	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

Remark : As per clarification received from HEI, and values for the 6.3.3.1. for Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs and As per SSR, 6.3.3.2. Number of non-teaching staff 18 may be considered for all the

assessment year, thus DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></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>3171</td><td>3213</td><td>3254</td><td>2851</td><td>2456</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>3170</td><td>3213</td><td>3254</td><td>2851</td><td>2456</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	3171	3213	3254	2851	2456	2022-23	2021-22	2020-21	2019-20	2018-19	3170	3213	3254	2851	2456
2022-23	2021-22	2020-21	2019-20	2018-19																	
3171	3213	3254	2851	2456																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3170	3213	3254	2851	2456																	
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table 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>104</td><td>107</td><td>109</td><td>106</td><td>38</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>107</td><td>110</td><td>112</td><td>109</td><td>38</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	104	107	109	106	38	2022-23	2021-22	2020-21	2019-20	2018-19	107	110	112	109	38
2022-23	2021-22	2020-21	2019-20	2018-19																	
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