



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DOMKAL GIRLS COLLEGE

P.O. DOMKAL, P.S. DOMKAL, DIST. MURSHIDABAD
742303

www.domkalgirlscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Domkal Girls' College was founded on 23rd February 2011 on a five-acre land provided by the Government of West Bengal. The College is Affiliated to the **University of Kalyani** and is recognised by **UGC** under the **2(f) section** since **2021**. It is the only the second all women college in the district of Murshidabad, and the very first to be established after India's Independence. It started off with programme courses in 7 subjects History, Bengali, English, Education, Political Science, Sociology and Philosophy. From 2012 History and Bengali were upgraded to honours courses. In 2014 English, Education and Political Science also joined the list. Geography and Physical Education joined the line-up of programme courses in 2018. At present the college provides education to nearly 2000 girl Students. The college has started the **NEP 2020** courses from the academic session 2023-24.

The first building of the college was inaugurated by the then president of India Shri. Pranab Mukherjee in August 2014. The New four storey building of the was funded by Department of Minority Affairs, Government of West Bengal and Inaugurated by Shri. Jagdeep Dhankhar, the then Governor of West Bengal in November 2019 and became functional in March 2020. We have **ICT enabled classrooms, Open-air class rooms, Open Stage, Herbal Garden, Solar energy facility, Arsenic Free Water supply** etc.

The institution has a Library with about 1500 titles and nearly 3800 copies of books as on 22.06.2023 and internet access facilities. The library subscribes to **INFLIBNET** giving students and teachers access to wide array of books and journals. It uses the **KOHA** library management system.

The college continues to grow with its recent increase intake capacity. This will enable it educate even greater number of students and work towards its mission and vision of working towards the education of women.

Vision

To be a leading institution in education, driving advancements and innovations that benefit society which also help students to gain contemporary knowledge by innovating, adapting and resetting learning as a more accessible, digital and collaborative experience. Finally, it leads to our students to achieve our motto '??? ????? ???? ??????'. "Ora Ekdin Matha Tule Darabe"-- They can hoist their head in society.

Mission

- To grow into the most effective learning centre for women in the area and make it possible for women to be empowered through education.

- To empower students to become lifelong learners, creative problem-solvers, and responsible global citizens.
- To foster a culture of innovation, entrepreneurship, and creativity, preparing students for successful careers and leadership roles.
- To ensure fair and equitable distribution of opportunities for all women in the surrounding areas and make it more accessible.
- To ensure a democratic, secular, cultural, and intellectual environment for education.
- To provide a joyful environment of learning for the first-generation learner.
- To provide a smooth working environment to all stakeholders

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Domkal Girls' College stands as a unique institution in its area as an academic institution dedicated to exclusively to the education of women it plays an important role in lessening the gender education gap.
- A comprehensive action plan is implemented at the commencement of each academic session with preparation of academic calendar, class routines and teaching plans. The institution stresses upon the regular upgradation of the teaching and non-teaching staff by adapting latest technologies and encouraging them to participate in appropriate training programmes.
- All policies regarding the college are framed by the Governing Body and are implemented through various sub committees under the supervision of the principal and IQAC.
- The college has a pool of young, energetic and dynamic faculty and non- teaching staff.
- The library has been digitised through the KOHA library management system.
- The college has subscribed to the N-list and provides access over 2000 journals and 600,000 e-books to staff and students.
- The institution has a Library with about 1500 titles and 3841 copies of books as on 22.06.2023 and internet access facilities.
- The National Service Scheme unit of the college plays an active role in the all-round development of students.
- Institution has a Student Welfare Fund which provides special financial aid to economically challenged pupils.
- The College has a credible computer literacy programme for all stakeholders
- The College has Yoga Club to provide healthy lifestyle choices to students
- The College provides various Vocational Add-on Courses to enhance income opportunities for students
- Healthy work culture and strong student-teacher relationship exist within the campus.
- The College maintains a transparent admission system.
- Students' and Faculty Reading Rooms.
- Arsenic Free Water facility within the campus.
- Green and clean campus.
- College has the Srijani incubation centre, which endeavours to provide students with hands on training.

Institutional Weakness

- As the college caters to a majority of first-generation learners it is difficult to imbibe awareness of educational opportunities. The parents are not aware and this often compounds the problem.
- The institution has limited number of courses.
- Lack of UGC, Government and Corporate Funding.
- Infrastructural deficiencies.
- Lack of physical Books in the Library
- Early marriage of students
- Student-Teacher ratio

Institutional Opportunity

- To create greater opportunities in higher education for students from under-privileged backgrounds.
- To offer more diverse courses in higher education.
- To offer online and off-line add-on courses
- To offer Vocational training
- To further digitize education
- To open a National Cadet Corp Unit
- To further extend NSS activities

Institutional Challenge

- The college endeavours to create a fully-digitised campus, however, the necessary equipment is not available at the moment. If the college is able to overcome this challenge, It will enable us better collaborate with institution both within India as well as outside and provide a larger exposure to our students which they lack at present.
- Most students who enrol in the college do not have the desire or means to access higher education. It is therefore necessary to create more opportunities in vocational courses, which would enable them to earn a livelihood, and also provide them with the financial means to continue further education if they so desire.
- The college is able to offer fewer subject options to perspective students, and many seek admission in other institutions. It is difficult to start new subjects/course as it will have to be financed by the college. “No-self Financed” course are not being approved at present. To make this viable the fee for such course is more than students can bare.
- There is a lack of availability for research grants, both at institutional level, as well as for individual faculty members, which makes it difficult to conduct meaningful research.
- Murshidabad is a district of full of heritage and culture. As our college is located in this district, we have the opportunity to conduct surveys and research on culture-heritage and historical sites. Faculty and the students of the department of History have done some survey, tried to make small museum, have interest to do more work in future.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Domkal Girls' College offers 14 Undergraduate courses including **BA Honours and BA Programme Course** following the **Choice Based Credit System (CBCS 2018)** and **9 Undergraduate Major Courses**(NEP2020)designed by the University of Kalyani.

Curriculum Planning and Delivery:

Each department implements a well-structured curriculum plan effectively delivered to students as per the academic calendar. Some departments organize project work, excursions, and educational tours for enhanced curriculum delivery.

Continuous Internal Evaluation:

Continuous Internal Evaluation is conducted by the departments to ensure that students understand their lessons. The college also arranges co-curricular activities and mentoring sessions for the benefit and improvement of students.

Academic Flexibility:

Domkal Girls College has offered 23 Add-on Courses and Certificate Courses in the last 5 years. These Add-on Courses with the objective of developing some employable skills have well-framed syllabi beyond the purview of the existing syllabus of **The University of Kalyani** and have attracted students in large numbers.

Curriculum Enrichment Crosscutting Issues:

The Institution skilfully integrates issues of Professional Ethics, Gender, Human Values and Environmental Sustainability to help students cope with the challenges of modern living. The crosscutting issues of professional ethics, gender, human values, environment and sustainability are well integrated, assimilated and reflected in the existing curriculum with the aim of its enrichment. Almost all students have undertaken project works under various departments of the college.

Feedback System:

The College has collected and analyzed feedback through standard questionnaire from various stakeholders like students, teachers, alumni and employers on various aspects of curriculum delivery, institutional infrastructure, laboratories, library facilities, ICT facilities, office facilities and other support services of the institution. Based on the analysis of the feedback reports the college has taken suitable action.

Teaching-learning and Evaluation

Domkal Girls' College has exhibited a robust commitment to enhance the Teaching-Learning and Evaluation Processes within its academic framework.

Admission (Enrolment)

The College follows a transparent online Admission process following the guidelines and Reservation policies of Higher Education department, Government of West Bengal and University of Kalyani. Overall Enrolment Percentage and the reserved categories Enrolment Percentage are **45.79%** and **21.56 %** respectively.

Students-Teacher ratio :

The present student-teacher of the college is **137.79**. Some more teachers are required to run the four year Major courses under the new NEP(2020) system. The College is striving to increase Students-Teacher ratio by incorporating more faculties.

The College effectively stresses Experiential, Participative and Problem-solving Teaching-Learning methodologies by conducting practical classes, projects and dissertations, field trips, seminars, Yoga class, workshops, hands-on trainings on Art and Craft and others, add-on and certificate courses. Community engagement, extension activities.

ICT-based methods

Domkal Girls' College successfully uses various ICT-based methods for teaching-learning, including LMS, Google Meet and Google Classroom, ICT-enabled classrooms, internet, KOHA, N-LIST subscription, OPAC, and e-resources.

Faculty Profile and Strength

The Percentage of full-time teachers against sanctioned posts during the last five years is **70.59. 91.67**of Full-time Faculty members are qualified with NET/SLET/Ph.D. degrees.

Internal and External Examinations :

The College conducts Internal and External examinations as per regulations of the University of Kalyani. The Examination sub-committee helped to conduct internal (online mode) and Final (external) exam in Blended mode during the pandemic period.

Examination-oriented Grievances:

Students can submit their Examination-relatedcomplain in Complain box and through Departments, Grievance Redressal Committee, Principal's office, Examination sub-Committee.

POs, PSOs and COs enlistment, circulation and evaluation of their Attainment :

The POs, and COs of all the programs and courses have been designed meticulously by the Departments. The evaluation of Attainment of Outcomes is conducted through mechanisms like Internal and External Results analysis, Department meetings, Higher education progression, and Placement records. End Semester Surveys are conducted annually.

Students' Satisfaction Surveys. Student Satisfaction Surveys are conducted amongst the enrolled students.

Results

The College has an extremely healthy Examination Pass percentage hovering above the **70.85%** mark over the last 5 years.

Research, Innovations and Extension

Resource Mobilization for Research:

Grant received for research projects: The college has yet to receive any grant from government and non-governmental organisation. The college has encouraged the teaches to apply for government and non-governmental research projects.

Innovation Ecosystem:

Domkal Girls' College has created an ecosystem for innovations through the following activities:

- Various Seminars on different topics including research methodology and others organised by different departments, committees and IQAC.
- Faculty members are encouraged for Ph.D, other courses and publications.
- To encourage students to know and protect the local heritage, different groups are created by the department of history to conduct field surveys, Certificate course on Yoga,Local History and Murshidabad District.
- Faculty Development Programs enhance teaching and research skills.
- The Facility provides opportunities for our students to make a living through vocational training on **Art and Craft**. Girls from other institutions (which have MOU with our college) can also get benefit of this Incubation Centre.

Research Publications and Books Publications: 17 research papers have been published in **UGC enlisted journals** by the faculty members. 45 books and book chapters with ISBN have been published during the last five years.

Seminars/Webinars/Workshops/Conferences:

35 workshops and seminars/webinars including on Research Methodology and entrepreneurship were conducted for the enrichment of the students and teachers during the last five years.

Extension and Social Outreach Activities:

Domkal Girls' College organizes several extension and social outreach programmes in the local community to promote social awareness among the students for their holistic development. The NSS Unit of the college has organised several extension and outreach programmes.

Awards and Recognitions:

The Institute, through the active participation of its Students and Teachers in various extension and social outreach activities relating to community service, has received several appreciations, recognitions from different Government organizations, as well as from non-government organizations/ institutions/ agencies.

NSS Activities:

45 extension and outreach programs have been conducted by the institution through NSS Unit with involvement of community during the last five years.

Collaborative activities:

27 functional MoUs & linkages with different expert academic/ non-academic institutions have been conducted for the execution of various capacity building, skill enhancement, career counselling programmes during the last five years for the holistic development of the students and teachers.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The college boasts a well-equipped infrastructure including a two-storied main building and a four storied Annex Building. Facilities for teaching and learning comprise 27 classrooms, ICT-enabled rooms, departmental rooms and libraries, a well-resourced central library with digital resources, and a geography laboratory and Computer laboratory. Cultural activities are supported through conference rooms, seminar halls. The college has an active canteen for all. Sports facilities include a playground, indoor and outdoor game equipment, and a yoga club. ICT facilities feature Wi-Fi connectivity, desktops and learning management systems. Green initiatives include gardens, rainwater harvesting, and ground water recharging and organic farming. Additional facilities include solar power panels, gender specific separate toilets and hygienic amenities, common room, office spaces, parking zones, fire safety measures, and lift systems.

IT Facilities: Domkal Girls' College has significantly upgraded its IT infrastructure, offering robust Wi-Fi connectivity with multiple bandwidths, regular installation of new computers, and dedicated sub-committees for maintenance and updates. The campus-wide **Wi-Fi network**, LAN connections, and various online portals promote easy access to academic resources and administrative functions. Advanced library services include digitized question papers, barcoded library cards, CCTV surveillance, and Web-OPAC for catalogue access. Number of computers available for students' usage during the last five years, are 13.

Central Library: The College has central library facilities, the Library serves with various books, e-journals and e-resources. All staff and students can avail the facilities. The library automated with KOHA Software, it offers advanced search facilities and issues Library Clearance Certificates. CCTV-monitored and equipped with LAN, highspeed internet, and Wi-Fi, the library conducts orientation programs and has a Library Sub-committee for service enhancement. Four computers are dedicated to the library, and it subscribes to E-Resources via N-LIST. Usage is encouraged and documented. For the past several years, emphasis has been placed on one hour of compulsory study in library to enhance the reading habits of the college students.

Scholarships:

The College is determined to provide scholarship facilities to students. Assistant and guidance are provided to the students irrespective of gender, caste and creed in acquiring various scholarships. Almost all students benefited by scholarships provided by the institution, government and non-government bodies, etc. during the last five years.

Student Support and Progression

Guidance for Competitive Examinations and Career Counselling

Almost all students got benefitted by free guidance provided by the college and the departments for competitive examinations and career counselling. A considerable number of students qualified for different competitive Examinations like NET, SET, JRF, etc.

Students Progression and Placement:

The college regularly tracks the progression and placement records of its students. Our pass-out students have achieved placements in different Government and non-Government organizations. In last five years 41% of students completed / pursuing higher Education or got placement to various job opportunities.

Awards and achievements:

College motivates active participation of students in different co-curricular and extra-curricular activities by providing supporting aids. A number of awards have been bagged by our students along with 06 awards/medals in last five years.

Organized Grievance Redressal Mechanism:

College has functional, well-organized regulatory committees for awareness, prevention and addressing of grievances related to ragging, sexual harassment of students. The College has complain drop box. The College has displayed the Code of Conducts for its Stakeholders on the college website.

Alumni: College has applied for the Alumni Association registration. The registration process of the same is yet to be completed. But the ex-students(Alumni) are actively participates in different academic and infrastructural development of the institution.

Governance, Leadership and Management

Governance of Domkal Girls' College is always in accordance with the Vision and Mission of the Institution. Sustained Institutional Growth has occurred both in Academics and Administration and other aspects of the institution. The Governing Body and various sub-committees of the college are dedicated to monitoring the progress towards fulfilling the mission of the college and maintaining transparency in financial matters.

Decentralized and participative administration has made institutional governance and developmental activities smooth and efficient.

Domkal Girls' College always prepares institutional perspective plans focussed on Teaching-Learning processes, Student enrichment, Development of Research activity, Students' Outreach activities, Institutional Social Responsibility, Institutional Physical & Academic Infrastructure Augmentation and Administration with ample use of modern ICT based technology and accordingly strategies are developed to ensure their executions.

Domkal Girls' College is a government aided college under the Higher Education Department, Government of West Bengal and is affiliated to The University of Kalyani. Faculty members are appointed by the Higher Education Department, Government of West Bengal on recommendation of West Bengal College Service Commission as per the UGC Guidelines. Principal is the Head of the Institution and leads the Administration in consultation with IQAC and Teachers' Council.

Domkal Girls' College has successfully implemented E-governance in all areas of operation of the college including Administration, Finance & Accounts, Student Admission & Support and Examination.

There are performance appraisal systems for both the teaching and non-teaching staffs. Career Advancement Scheme quantifies the performance of the teachers in the college through various parameters. There are infrastructural, academic and recreational welfare measures for the faculties of the college.

The institution is run by mobilizing funds primarily from fees collected from students and grants obtained from government and non-government organizations. The salary component is borne by the Government of West Bengal. External audit is conducted by a qualified firm of chartered accountants appointed by the Higher Education Department, Government of West Bengal.

IQAC of the college plays crucial role in framing and implementing quality assurance strategies. It collects and analyzes feedbacks from all the stakeholders and takes necessary actions. It organizes Academic and Administrative Audits, Green Audits and Energy Audits every year. IQAC has played a significant role in signing 27 MoUs with various organizations and institutions.

The College is certified with ISO 9001:2015, ISO 14001:2015 and 50001:2018.

Institutional Values and Best Practices

Gender Audit and measures Gender Audit:

The college organizes regular Gender Audit to maintain a good gender balance in the institution and finding measures to reduce the gender disparity.

Significant Facilities for Women in the Campus:

- Kanyashree and other Scholarships,
- 24/7 CCTV surveillance,
- Code of Conduct,
- Gender segregated hygienic toilets for staff and students with vending machines,
- health & hygiene awareness camps,
- Postering against early marriage, violence against women, anti ragging, anti sexual harassment and others
- Girls' Common Room and indoor games equipment.
- Active Anti Ragging Cell, Internal Complaints Committee and Complain Box
- Self-defence Mechanism Add on/certificate course

Institutional Green Campus Facilities and Initiatives

- Solar Panel and LED lights in the campuses.
- Management of the various types of degradable and non-degradable waste.
- E-Wastes Room, Daily Waste are Managed through House-Keeping.
- Water conservation- Rain Water Harvesting and Groundwater Recharging System has been installed.
- Gardening and plastic-free campus declaration.
- Disabled-Friendly, Barrier-Free Environment through ramps and washrooms for Divyangjan persons.

Quality audits on environment and energy regularly undertaken by the Institution through performing:

Green Audit / Environment Audit: Audit on environment management system and obtained ISO14001:2015.

Energy Audit: Audit on energy management system and obtained ISO 50001:2018.

Clean and green campus initiatives through Gardening, declaration of plastic-free campuses and daily Waste Management.

Beyond the campus environmental promotion and sustainability activities were conducted through:

- Tree Plantation
- Distribution of saplings
- Field visit

The College strictly follows the Reservation rules for admission as per directives of Central and State Governments as well as the University of Kalyani.

The college celebrates cultural, regional, linguistic, communal, socio-economic diversities among students by organising educational programmes.

Many UG courses in subjects like English, History, Political Science and others students are taught about cultural diversity, gender equality and constitutional obligations.

Various National and International/ Commemorative Days Programmes celebrate Constitutional obligations about values, rights, duties and responsibilities.

Best Practices: Best Practice-1: ‘Love for the Book’

Best Practice-2: ‘Jagat Kalyan through Environmental Awareness’

Distinctiveness: ‘Women’s Empowerment, Gender Equity and to mould socially responsible and competent individual’s through Education’

Domkal Girls’ College focuses on empowering women; the motto of our Institution is to provide education to the women so that **‘They can hoist their head in society (ora matha tule darabe)’**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DOMKAL GIRLS COLLEGE
Address	P.O. Domkal, P.S. Domkal, Dist. Murshidabad
City	Murshidabad
State	West Bengal
Pin	742303
Website	www.domkalgirlscollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Alak Kumar Das	03481-230111	9433520470	-	dgcollege2011@gmail.com
IQAC / CIQA coordinator	Anasua Bagchi	-	9830428183	-	ana.bagchi@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	13-07-2021	View Document
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Domkal, P.S. Domkal, Dist. Murshidabad	Rural	5	4624.71

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted

UG	BA,Bengali, Honours in Bengali	36	HS	Bengali	170	81
UG	BA,Bengali, Program in Bengali	36	HS	Bengali	2000	92
UG	BA,Bengali, Major in Bengali	48	HS	Bengali	550	239
UG	BA,History, Honours in History	36	HS	English,Beng ali	140	69
UG	BA,History, Major in History	48	HS	English,Beng ali	630	260
UG	BA,History,P rogram in History	36	HS	English,Beng ali	2000	45
UG	BA,Educatio n,Program in Education	36	HS	English,Beng ali	2000	80
UG	BA,Educatio n,Honours in Education	36	HS	English,Beng ali	140	79
UG	BA,Educatio n,Major in Education	48	HS	English,Beng ali	550	186
UG	BA,English,P rogram in English	36	HS	English	2000	0
UG	BA,English, Honours in English	36	HS	English	140	66
UG	BA,English, Major in English	48	HS	English	300	100
UG	BA,Political Science,Majo r in Political Science	36	HS	English,Beng ali	500	152

UG	BA,Political Science,Program in Political Science	36	HS	English,Bengali	2000	30
UG	BA,Political Science,Honours in Political Science	36	HS	English,Bengali	140	52
UG	BA,Sociology,Program in Sociology	36	HS	English,Bengali	2000	2
UG	BA,Sociology,Major in Sociology	48	HS	English,Bengali	100	5
UG	BA,Philosophy,Program in Philosophy	36	HS	English,Bengali	2000	22
UG	BA,Philosophy,Major in Philosophy	48	HS	English,Bengali	120	37
UG	BA,Physical Education,Program in Physical Education	36	HS	English,Bengali	100	7
UG	BA,Physical Education,Major in Physical Education	48	HS	English,Bengali	30	1
UG	BA,Geography,Major in Geography	48	HS	English,Bengali	150	58
UG	BA,Geography,Program in Geography	36	HS	English,Bengali	100	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				17			
Recruited	0	0	0	0	0	0	0	0	10	4	0	14
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						7
Recruited	5		1		0	6
Yet to Recruit						1
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1038	0	0	0	1038
	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	94	83	48	47
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	343	432	253	243
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1175	1059	1819	1639
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1613	1575	2120	1929

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As Domkal Girls' College is an institution under the rules and regulations of University of Kalyani and is not an autonomous college, so it has no opportunity to modify the syllabus and course structure at the
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	<p>Undergraduate level. Therefore, there is no option for multidisciplinary studies for the students beyond what the curriculum allows. However, there is the option for interdisciplinary studies. The students coming from the Arts stream in Higher Secondary can take any one subject from Bengali/ English/ Political Science/ Education/History as Honours and one of the above subjects as GE in 1st and 2nd Semester along with Physical education, Philosophy, Sociology and Geography in the appropriate case. Similarly, they can change their GE in the 3rd and 4th Semester and again choose another from the above subjects as GE as in the previous appropriate case. The students from the Arts stream in Higher Secondary can take any two from Bengali/ English/ Political Science/ Philosophy/History/Physical Education/ Education/Sociology, Philosophy and Geography. Under the notification of the Department of Higher Education, Government of West Bengal, (Notifications No.: 266(31)-Edn(U)-EH/IU-45/2020(Pt.), Dated: 7.03.2023, No.: 339-Edn (CS)/OM74L/2023, Dated: 26.05.2023 and 354- Edn(CS)/10M-95/14, Dated: 02.06.2023) the University of Kalyani, has taken various steps towards the swift and fruitful implementation of NEP(2020). The affiliating university has introduced multidisciplinary courses to facilitate students' mobility between disciplines. The college has envisioned Library Science and Computer Application courses in this category.</p>
2. Academic bank of credits (ABC):	<p>As per the guideline of West Bengal Higher Education Department, our affiliating institution, the University of Kalyani, through a notification No. CoE/ABC-ID/2/U.G/2023 dated 03.04.23 has instructed all the students of affiliated colleges to register for the Academic Bank of Credits (ABC). As an initiative for preparedness relating to NEP 2020 among the Students, Faculty members and Staff members, and to spread awareness about Academic Bank of Credits (ABC) based on Digi Locker Framework, college issued a Notice cum guideline for registration in Academic Bank of Credits (ABC) (Ref. No. DGC/N/170/2023, Date: 04/04/2023) and a 10days Workshop on Academic Bank of Credits (ABC) based on Digi Locker Framework' has been organized on and from 10th April 2023 to 20th April 2023. The participants were trained in the procedure</p>

	<p>for handling of Digi Locker (a depository of documents in digital form) so as to facilitate the same for the entire pools of students of the College within a short period of time to enjoy its ultimate benefits. In addition, various guidelines and demonstrating videos have been circulated which lucidly outlines the procedures of installation of ADC Digi locker and methods of uploading documents therein the app. The faculty supervising unit have constantly mentored the students for overcoming any troubleshoot that the students faced while creating their Digi locker Id. Hence this national level initiative was duly percolated among the students as an effort for NEP 2020.</p>
<p>3. Skill development:</p>	<p>As per the curriculum under CBCS and NEP 2020, Domkal Girls' College follows the syllabi under The University of Kalyani which contain skill enhancement courses for the students in various subjects. College has also taken additional initiatives to organize various skill development activities in the form of capacity building programmes to motivate and equip our students for their holistic development. Yoga has been appointed and regular classes have been allotted in the routine to promote these life skill activities among the students. Domkal Girls' College has started Computer Literacy Course for all the students. There are 3 different certificate courses (viz. A. Certificate Course in Basic Computer Application, Certificate Course in Advanced Computer Application, . Certificate Course in Basic Networking) of six months duration where the course offers both theory and practical classes. The study material is prepared by the institution and distributed to the students. After completion of the course, the students have to appear in an examination conducted by the college and the certificate is issued by the college. The aim of the course is to develop the knowledge of computers and the skill to handle the computer among the students so that in future they can use this knowledge in theory and practical for academic and professional purposes. IQAC proposed to introduce Add-on courses by all the departments mandatorily for all students of the college to give them exposure beyond curriculum.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The College has introduced a Yoga Club and Yoga Certificate Course. This will facilitate greater physical and mental well-being through traditional</p>

methods. The Herbal Garden of the college is home to various medicinal plants and aims to foster a greater understanding of traditional healing systems. The College will look to further develop in this area in the future. the teaching learning process through teaching of vernaculars like Bengali as major subjects in the College. Establishment and functioning of "Heritage Club" emphasizing on historical, architectural and cultural heritage which encompasses Indian knowledge System. This club in collaboration with the Department of History established a museum in the college premises to preserve the historical information especially focusing on the local History and Culture. Department of History offered a Certificate Course on 'History and Tourism in India' to provide a scope to the students for inculcate the Indian knowledge system. Observation of important days related to traditional Indian language like Bengali through "Bhasha Divas" on 21st February. The Bengali Department has offered add-on various courses on Bengali Language and Literature.

5. Focus on Outcome based education (OBE):

Domkal Girls' College promotes Outcome based education (OBE) through emphasizing on student-centric learning processes for imparting knowledge, skills, lifelong learning experiences and independent problem-solving of the learners. In practical teaching, provides a better scope of learning at their best and personal level by ensuring their active involvement through learning. Interactive modes of teaching-learning through Audio- Visual aids, Study tour and field visits encourage the students in experiential and participative learning. Students' participation in various activities such as seminars, group discussions, induction programmes, quiz competition, workshops on the job trainings, job oriented certificate courses(viz. Computer Literacy Course and others), career counselling activities are the prime tools for assessing the outcomes of the learning experiences. Enlisting programme outcome and course specific outcome in the website- the outcomes of all the courses under curriculum across the various programmes are documented by the teaching departments. A uniform structured Course-Outcome, Programme Specific Outcome tabular format is prepared by all the Departments and are collated together to form a consolidated document. It is

	<p>mandatory for the faculty to formulate Course Outcomes (COs) describing what every student should be able to learn and grasp at the end of any particular course. These enlist the knowledge and skills that would be expected to be possessed by a student, in a particular subject, upon successful completion of their undergraduate honours. Realisation of the objectives specified for a Programme and a Course is assessed from teacher's perspective as well as from the student's achievement in the End Semester Examination. Post Internal examination usually departments conduct a review meeting to discuss and as certain the further course of action for facilitation of students' achievement especially for weaker section of students. Teaching Learning process is criteria based rather than norm based, so that emphasis is given on achievement of cognitive, affective and psychomotor skills and not simply numerical score of marks.</p>
6. Distance education/online education:	<p>Distance education/online education: There is no online education system at Domkal Girls' College. Domkal Girls' College is the study centre of DODL, University of Kalyani where students can avail of post-graduate courses in Bengali, History, Education and English in distance education method. The students both from inside and outside of the college can take admission to these courses. The study materials are supplied to the students from the college office of DODL Study Centre.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, the Electoral Literacy Club has been established by the college and is functionally active. The club comprises 50 students engaged in multiple activities concerning electoral literacy and awareness. Domkal Girls' College is the second general degree college in Murshidabad under Kalyani University is trying to sensitize the local area on teaching and learning, culture and sports and current affairs resulting in the territorial boundary of the region to enrich and prosper. The remoteness of the region contiguous to the border area offers a distinct ambience for the presence of a large number of schools dotting the vicinity of the college in the sub-division of Domkal</p>
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	that's why our college established an electoral literacy club on 6th august 2022.
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?	Yes, the students' coordinator and coordinating faculty members are appointed by the college administration through periodic college notification and functions as a notified body representing both the students and the faculty members. The club undertakes multiple initiatives in proliferating the awareness of enfranchisement rights, constitutional entitlements and special add on courses among the masses to ensure the true spirit of electoral literacy. Mr. Rajib Saha, a faculty member of the Department of Political Science has been formally appointed as the coordinating faculty member and Ms. Anindita Das, Dept. of political science as the student coordinator of the club. The club presided over the Pledge Taking Programme on National Voters' Day on the Twenty-Fifth of January every year in that sense the ELCs are actively functional. Yes, the ELCs are representative in character because the volunteers of the ELCs are played as a representative of ELCs in their local areas.
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.	The initiative includes yearly National Voters' Day celebration which falls on the Twenty fifth of January with the assistance of Domkal Sub-Division. We have organized a quiz Competition, Essay Writing Competitions, and Debate Competitions about Indian democracy, the Constitution, and the Electoral Process of India and a special seminar entitled "Power of enfranchisement" under the direction of our beloved Principal Dr. Alak Kumar Das resulting in awareness about the electoral system and new voters have benefitted immensely from the said initiative. 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 underprivileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	The socially relevant projects organized by the club are as follows: i) Seminars. ii) Voter awareness campaigns. iii) Add on course on electoral system and voter awareness. iv) Celebration of National

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>Voters Day with relevant themes and open participation. v) Quiz contests.</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>Yes, the college has tried to enroll new voters in the electoral roll, ELSs as well as efforts by the college to institutionalize mechanisms to register eligible students as voters. For example, our college distributes forms about the electoral process with the help of Domkal Sub-Division. The college ELC strives to ensure the enrolment of all the eligible students as voters in their respective constituencies through targeted approaches, awareness initiatives and proactive assistance.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1929	2120	1575	1613	1583

2 Teachers

2.1

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

Response: 14

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
14	14	14	04	03

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
43.10	27.71	65.4	67.05	32.71

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Domkal Girls' College is affiliated with the **University of Kalyani**, Nadia, West Bengal, and consequently follows the prescribed curriculum of the aforesaid University. The Institution plays no direct role in the development of the curriculum framed by the University. The college prepares the Academic and Activity Calendar at the commencement of each session following the Academic Calendar framed by the University while the respective departments prepare the Departmental Teaching Schedule and lesson plan accordingly.

The Academic and Activity Calendar of each session is uploaded on the college website. The curriculum distribution, teaching schedule, and allotment of classes are prepared by the respective departments.

At the beginning of every session, the **Internal Quality Assurance Cell (IQAC)** adopts various plans in academic and other areas. Other sub-committees attempt to implement those plans. The curriculum distribution is done in the respective departmental meetings held at the beginning of each session. The distribution of syllabus is based on the faculty expertise and their area of interest by the respective departmental heads as directed by IQAC. Ahead of each session, the Routine Committee frames a central routine. It is then distributed to the respective departments and finally, in the departmental meeting classes are distributed as per requirement. It is the policy of the institution to allow teachers (as per seniority) to participate in Refresher Courses and Orientation Programmes whenever required so that the teachers can upgrade and improve their teaching skills. Apart from the specific U.G. Curriculum, certificate courses are conducted from various departments. The college teachers design the curriculum of these courses. Course materials are provided to the students. At the end of the course, an examination is conducted and the students are given a certificate. Other than the college teachers, teachers from **MoU** signed colleges take classes for UG courses as well as add-on/certificate courses. The various departments of the college also organize seminars, inter-collegiate special lectures, and inter-departmental lectures to effectively translate the curriculum into reality. During the lockdown period to ensure their studies are not disrupted, the classes have been conducted in the virtual mode through **WhatsApp, Google Meet, Email, Google Classroom**, etc., and internal or final examinations have been conducted in the blended mode as per the affiliating university and UGC guidelines. In offline classroom teaching various methods are regularly used for the effective delivery of the curriculum. These include the chalk and Blackboard method, the ICT-enabled teaching-learning method, Distribution of study materials, and Group discussion amongst the students during the class. The student's seminars related to curriculum and paper presentations by the students. Need-based survey programs, field works, and educational excursions coordinated by the departments. Seminars and special talks by experts.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 23

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

1.2.2

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

Response: 26.01

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
768	1431	000	000	95

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college is affiliated to the University of Kalyani and hence has to follow the syllabus/ Curriculum as laid down by the parent University. However, in each subject, wherever possible, classroom teaching integrates major social issues like gender, professional ethics, human values, environmental issues etc. in various ways within the parameters of the syllabus. These aspects have been given importance in the syllabus of the certificate courses conducted by various departments in the college. Through student participation in seminars/ webinars, these issues are addressed. The institution prepares students to meet the challenges of gender inequity, environmental crisis, and erosion of human values in society. Some courses already have such topics in their syllabi, but all students are sensitized regarding the imperatives of sustainable environmental practices and Gender equality through celebrations like World Environment Day, Human Rights Day, and International Women's Day. The college has its code of conduct for the students. Through these rules and regulations students are motivated to maintain professional ethics in their future. Since the beginning of 2020 human civilization devastated by the coronavirus pandemic. Due to the pandemic, everyone was under great stress, Webinars were organized on stress management and Wellness for all stakeholders. As per UGC guideline, Domkal Girls' College has prepared the Code of Conducts for all staff and students and updated it in the college website. Our N.S.S team visited nearby areas and bus stands and distributed masks and sanitizers after explaining to them how they could protect themselves from the virus. The NSS unit carried out a cleanliness drive as part of a community outreach initiative. A Legal Awareness Camp was organized by the college in 2019. To raise awareness about the legal protection of women and women's rights and end discrimination and violence against women and girls. A webinar on the Socio-politico-economical issues of **COVID-19** and its impact on higher education was organized by the Education Department in 2020. The impact of the coronavirus on higher education is discussed. Another webinar on 'Sahitya O Darshane Mahamari' was organized by Bengali Department in 2020. The impact of the Corona pandemic was so great that it also affected literature and philosophy. Also, through the small discussions with the students, poster-making work and other efforts covered various issues like stress management, consent and prevention of sexual harassment, gender, sex, and sexuality. Students from our college participated in a Gender Sensitisation programme conducted by the women empowerment Sub-Committee and IQAC. Seminars and Discussions are organized on International Women's Day. They completed the programme and were highly motivated toward the aim of promoting gender equality. The College has a written gender policy that affirms a commitment to gender equity and has an operational plan that includes a clear allocation of responsibilities and time for monitoring and evaluation. The environmental studies department along with NSS regularly organises events to spread awareness regarding the environment and sustainability.

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

1.3.2

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

Response: 45.98

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

Response: 887

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 18

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
817	1244	680	918	1012

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7340	5890	4340	4240	4140

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 16.66

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
290	301	516	438	393

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
3300	2624	1947	1902	1857

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 137.79

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:

Student-Centred Teaching-Learning focuses on student's development and achievement in learning, character maturation and behaviour formation. Teachers use various student-centred teaching methods such as **Experiential Learning, Group Discussion, Interactive Teaching-Learning, Participative Learning, Problem-Solving and Seminars** to enhance the learning experiences of the students in the classroom. They encourage the active participation of the students, promote mutual understanding, cultivate shared responsibility among them, and facilitate them to brainstorm, understand, and apply the obtained knowledge.

Experiential Learning

College endorses experiential learning to involve the students in reading and drawing maps in the laboratory to understand the geographical locations of various places or to learn about cultural and archaeological objects, they visit nearby archaeological places and share their queries with their teachers. The students also undertake study tours within the state.

Group Discussion

Teachers organise group discussions in the classroom as a teaching-learning method for various courses of their studies to develop the students' speaking skills and critical thinking in the classroom.

Interactive Teaching-Learning

The teachers involve the students to actively participate in the learning process to absorb the maximum amount of information and knowledge. They offer the students to interact with their ideas and thoughts to promote the interactive teaching-learning process in the classroom environment. At present we have 6 projectors and 6 ICT rooms.

Participative Learning

Interdisciplinary seminars/webinars, lecture series, online and offline quiz competition, Group Discussion, Debate Competitions, Students' Seminar are organised to encourage discussion-based way of learning through participatory methods. participative Learning involves students working together on the given tasks in a small group. The teachers use participative learning approaches to provide the database to the students for analysing the assigned works together. Then they assign various tasks and projects to the students to enhance their conceptual understanding of the given assignments.

Problem-Solving Teaching-Learning

Teachers assign some problems or challenges to the students to find out their solutions. They use it to promote critical thinking and creativity in the students.

ICT-Enabled Teaching-Learning

ICT-Enabled Teaching-Learning comprises Online learning through Google Meet, Zoom, YouTube and Web-Based Resources. The college has developed the use of various ICT-enabled learning tools for promoting potential learning outcomes amongst students. It has a smart classroom to conduct various lecture series, seminars and conferences. Teachers present online study materials and PPTs with the help of ICT tools in their classes. The College has decided to deploy a LMS software for the Month Wise

Teaching Plan, Question Papers, Learning Resources, for the academic benefit of the students.

Seminars

Nowadays, Seminars have been used as teaching-learning platforms to learn new trends and aspects in the exchange of others' perspectives. The college directs the HODs of every department to conduct seminars at regular intervals so that students can be brainstormed about new trends in their specific subjects. The students actively participate in seminars to share their knowledge and ideas or to pay attention to others' shared knowledge. The college organizes students' seminars to facilitate this.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 57.65

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
17	17	17	17	17

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

2.4.2

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

Response: 91.84

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
13	13	13	03	03

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college conducts internal assessments and external assessments to evaluate the knowledge of students on various courses, skills, and activities. Before the implementation of Choice Based Credit System (CBCS) in 2018 the college conducted annual examinations as per regulations of University of Kalyani. However, the college ensured that Students underwent regular assessments through class tests, pre-final tests etc... With the implementation of CBCS and Semester system in 2018-2019, the evaluation pattern was transformed. In accordance with norms of University of Kalyani the External / Internal marks division is 60/15 for 75-mark papers, 40/10 for 50-mark papers respectively. The examination committee, comprising an experienced faculty member as a convenor, other teaching faculty and non-teaching staff as members, undertakes the responsibility of managing all internal and external examinations transparently in the college.

Internal Assessment

- 1.To conduct the internal examination smoothly, the examination committee follows the examination guidelines of the affiliating university.
- 2.To arrange it, the examination committee prepares a programme schedule and notifies the students about the examination at least 15 days in advance.
- 3.To direct it, the committee informs every department of the college to prepare the question papers based on the completion of the prescribed syllabus and requests the HODs to send the question

- papers at least 15 days before the examination.
- 4.To supervise the examination properly, the committee prepares a duty list to assign the invigilators in the examination hall and informs each invigilator about the allocation of their examination duties at least a week before the examination.
 - 5.To restrain any fraudulence in the examination hall, the committee lines up the seats of the students with the random sitting system and manages two seats on each bench for the students.
 - 6.During COVID-19 the college used blended mode to conduct internal exams.
 7. To evaluate the answer scripts, the committee hands the scripts over to the faculty of each department and requests each examiner to give them back within 15 days after the evaluation.
 - 8.To make the evaluation transparent, the HODs of each department verify the corrected answer scripts and fix any grievances of the students about their internal marks.
 - 9.To upload the marks of the internal examinations, the committee timely notifies about the submission of the internal marks on various offered courses.
 - 10.During COVID-19 the college used blended mode to conduct internal exams.

External Assessment

- 1.To conduct the external examination (if the college is chosen as a test centre), our examination committee acts on the examination guidelines of the affiliating university.
- 2.To operate it, the committee arranges the sitting system for the examinees to curb the malpractices in the examination hall.
- 3.To supervise it, the committee prepares a duty list to assign the invigilators in the examination hall and ensures the allocation of their duties at least 7 days before the examination.
- 4.To obey the rules of the university, it sends the packets of the answer scripts to the university within the stipulated timeframe.
- 5.During COVID-19 the college used blended mode to conduct University exams.
- 6.To publish the result, the university takes up the burden of correcting the answer scripts.
- 7.To solve students' grievances about external marks, the university reviews the corrected scripts.
- 8.The lab-based subjects have lab-based subjects.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The College website clearly displays the objectives of Programmes and Courses on the official website. The institution has to follow the curricula designed by the University of Kalyani in different programmes. The institute, on its part, within the larger framework of the University regulations and the discipline-specific LOCF of the UGC, has clearly spelt out POs and COs for all programmes offered.

Following is the mechanism to communicate the learning outcomes to the teachers and students: The PSOs and COs are displayed in the departmental web pages on the college website printouts of syllabi and Learning Outcomes are made available in the respective departments. Based on this a roadmap and lesson plans are drawn up by the respective departments. The plans are revised after the completion of each semester and the rectified lesson plans are implemented in the next relevant semester.

As the college caters to many first-generation learners it also has to keep in mind that at certain points it is necessary to improvise upon the LOCF and the university guidelines in order to fit the Modus Operandi and programmes outcomes to the specific needs of the students of this institution.

The institution organizes regular Guardian- Teacher meetings in order better communicate with stakeholders and to keep them posted on the progress of their wards. This enables the institution to acquire direct feedback and also to promote an open environment in which feedback from stakeholders is welcome. The feedback from Guardians and Students is taken and assessed by respective departments and necessary adjustments to teaching methods are rolled out in the following semesters.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Attainment of POs and COs is typically evaluated to assess the effectiveness of a Program or Course in achieving its intended learning objectives. This evaluation is of paramount importance for continuous development and upgradation. Just as the designing of the Program and Course Objectives was the point of commencement of the entire Teaching-Learning process, the evaluation of their attainment has to be the culmination point.

The Attainment levels of the designed outcomes have to be evaluated in a robust, scientific and comprehensive manner. The Outcomes are the set of Objectives that a student should be attaining or acquiring when successfully qualifying the Final Semester (UG Semester-VI) Examination. The various

methods employed for evaluation of Attainment of these POs, PSOs, COs can be classified into 2 broad categories –

- **Direct Attainment Evaluation Strategies**
- **Indirect Attainment Evaluation Strategies**

The methods employed for evaluation of Attainment are as follows –

1. End-Semester Examination results Detailed Analysis of End-Semester Examination results provide a vivid picture regarding the Attainment of the laid down POs, PSOs, COs. Detailed analysis of the Results are attached.

2. Internal Examination results Analysis of the Internal Examination results provides a basis for evaluation of attainment and planning for the future remaining span of the Semester.

3. Academic Progression related Departmental Faculty Members' Meetings

The Faculty Members convene Departmental meetings to evaluate Academic Progression of the students. These meetings are generally held after the Internal Examinations in each Semester. Thus there are 02 such Departmental Academic Progression related Faculties' Meetings in a Academic Year (that is one for the Odd Semesters and one for the Even Semesters). The Resolutions of these meetings are enclosed.

4. Students Performance and Attainment Survey

The college uses continuous evaluation process to map (Class test, assignment, Internal exam, end-semester attainment feedback) for PSOs and for grading all the Final semester students in accordance with the laid down PSOs. Then a well-defined system for calculating the Attainment Score of each Student of the college based on both CGPA and the Faculty members' Grades. Attainment Score = 80% of CGPA + 20% of Faculty given grade.

This score gives a robust idea regarding the Attainment levels and it is evaluated for each and every student passing out of the College.

5. Progression to Higher education Students' progression to Higher Education serves as an important metric for Attainment evaluation. Progression to Higher Education acts as a marker for evaluating successful attainment of the laid down Programme and Course Objectives and Outcomes. The list of students progressing to Higher Education is attached.

6. Placements achieved by the students Placements achieved by students also serve as an important metric for Attainment evaluation. The list of students successfully placed is attached.

7. Students' Feedback Reports

The Students' Feedback Reports for the are the basis for self-evaluation of Objectives and Outcomes enlisted earlier. The attainment levels are exercised and evaluated by the students themselves through their responses in the annual Students' Satisfaction Survey (Feedback). The Detailed Report enlisting the Attainment Evaluation processes and their supporting documents are attached.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 70.85

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
113	425	340	177	148

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
327	493	392	223	263

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.42

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Domkal Girls' College has created an ecosystem for innovations through the activities of different academic departments, IQAC and its different subcommittees through its various policies and actions the following initiatives.

Indian Knowledge System (IKS):

1.Heritage Clube activities: Establishment of Heritage Club, for studying historical, cultural and architectural heritages of Indian Knowledge system. This club wishes to establish a museum in the college premises to preserve the historical information. Articles are being collected for the same. A certificate course on Local History(Heritage) was conducted by History department.

2.Faculty Development and Faculty Exchange programmes: IQAC regularly monitors the career progress of teachers and encourages them to undertake FDPs in a timely manner. It organizes faculty exchange programmes with nearby institutions for collaborative academic endeavors.

3. In an attempt to promote Indian Knowledge System, the college celebrates local and national cultures through cultural programmes. Days of National importance and birthdays of eminent personalities are observed by the college.

Certificate course on Yoga

The IQAC has initiated a Certificate course on Yoga that emphasized our endeavor in promoting transfer of knowledge. A Yoga Centre has been established as well as a Yoga Instructor is also appointed by the college

Incubation Centre:

The Facility provides opportunities for our students to make a living through vocational training. Girls from other institutions (which have MOU with our college) can also get benefit of this Centre.

Other Activities:

1. Co-Curricular Activities for Students: **IQAC** took the initiatives for organizing co-curricular activities like Quiz, Student Seminar and others.

2. Workshops and Seminars for students & faculties: **The IQAC** in collaboration with various departments and external agencies organizes workshops/seminars.

3. No objection for pursuing Doctoral degree or Research projects: provides No objections for pursuing PhD programme.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 35

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
7	9	6	10	3

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.36

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
01	01	01	01	01

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 1.29

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
05	05	04	03	01

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Response:

Since its establishment, Domkal Girls' College has been committed to socio-academic causes in the district. Over the past five years, the college has organized a range of community engagement initiatives and extension activities within the local community which aimed at addressing social, environmental, moral, and health concerns. Among a wide range of activities organised by NSS unit and other Sub-committees and Cells, the following can be summarised as follows:

Environmental Awareness and Sustainability:

- Orientation-cum-Awareness Campaign on Menstrual Health: Vending Machine
- Tree Plantation Drive
- World Environment Day Webinar- Sustainable Development – Responsibility and Responses
- Campus Cleaning Drive

Women Empowerment:

- Gender Sensitisation Programme
- Cyber Crime: Women and Child Trafficking
- Orientation-cum-Awareness Campaign on Menstrual Health: Vending Machine and Disposal Machine
- Career Counselling (Online)
- Awareness Camp Help Desk for SVMCM, AIKASHREE and Post Matric Scholarship (Online)
- International Women's Day Celebration
- Webinar: *Sahitya o Darshan e Mahamari*

Health & Hygiene:

- Health Awareness camp in Lakshmikantapur
- Blood Donation Camp
- World AIDS Day
- Visit to Domkal Sub-Divisional Hospital
- Orientation-cum-Awareness Campaign on Menstrual Health
- Awareness on Health and Hygiene
- COVID-19 Vaccination Drive
- Maintain the Soul through Yoga in Present Situation – Webinar

Socio-Economic Issues:

- Consumer Awareness Programme
- Cyber Crime: Digital Safety
- Career Counselling Programme in collaboration with R.I.C.E., Berhampore
- Cyber Crime: Digital Safety
- Indian Air Force Training
- Webinar: *Sahitya o Darshan e Mahamari*
- Webinar on Socio-Politico-Economic Issues of Covid 19 and its Impact on Higher Education
- Safe Drive, Save Life: A Civic Awareness Programme

Outcome of the Extension Activities:

Our efforts have yielded significant results in terms of sensitizing students to social issues and empowering the community. Digital webinars made important information available to students beyond the scope of the college.

Through programmes on Environmental Awareness and Sustainability the college successfully:

- Raised community awareness about environmental issues and promoted eco-friendly practices.
- Contributed to environmental conservation through tree plantation.
- Encouraged sustainable habits such as reducing plastic usage and conserving water resources.

The programmes conducted for health and hygiene outreach programmes, principally by the NSS unit, successfully:

- Increased awareness about issues including HIV/AIDS, COVID-19, and dengue.
- Promoted hygiene practices for a cleaner environment and reduced risk of disease transmission.
- Sensitized young women towards menstrual health, usage and disposal of sanitary napkins.
- Helped the local community during pandemic by conducting vaccination drive

The outreach programmes for Women Empowerment conducted thus have successfully:

- Raised awareness about gender-based issues such as early marriage, women's trafficking, and gender inequality.
- Promoted the importance of women's rights, increasing social awareness and advocating gender equality.
- Attempting to uplift the lifestyle of local community.

The Socio-Economic outreach programmes were conducted successfully to:

- Provided guidance for career-planning
- Sensitized youth to gender issues, trafficking and sexual exploitation, cyber-bullying and cyber-crime
- Provided youth with the necessary career counselling opportunities.
- Encouraged civic engagement and democratic participation through voter awareness programs.
- Raised awareness about road safety rules and civic responsibilities for a safer community.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Domkal Girls' College has endeavoured various community related services in various domains. Through the enthusiastic involvement of its stakeholders in numerous extension and social outreach activities. The Institute has received acknowledgments, appreciation and recognitions from both governmental and non-governmental entities.

Recognition received by Institution, Faculty members and Students:

- Dr. Anasua Bagchi (Assistant Prof. in History) was recognized with a Certificate of Appreciation by Belghoria Rajrajeswari Mandir Parichalan Samity for her Social and Awareness Service for the slum area people at the time of Covid -19 on 05.09.2020
- Dr. Alak Kumar Das, Principal Domkal Girls' College was recognized with a Certificate of

Appreciation by Bethuadahari College for Organizing the Covid-19 Vaccination programme on 4th and 5th October 2021 and 12th and 13th November 2021.

- Dr. Alak Kumar Das, Principal Domkal Girls' College was recognised for guiding various programmes under the NSS by Domkal Municipality on 10/11/2021.
- Mr. Priyankar Das, Assistant Professor of Sociology and Programme Officer NSS, recognised for implementing various programmes under the NSS by Domkal Municipality on 10/11/2021.
- Dr. Anasua Bagchi (Assistant Prof. in History) was recognized with a Certificate of Appreciation by Raise the voice of Human Rights for her valuable advice and social Service for the Amphan cyclone victims on 10.12.2021.
- Dr. Alak Kumar Das, Principal Domkal Girls' College was Recognized with a Certificate by the Sub-Divisional Officer, Domkal Sub-Division for social awareness program against early marriage of girl children on 05/01/2022 at College Premises.
- The Domkal Girls' College, NSS Unit was recognised by the State Blood Transfusion Council, West Bengal for organizing a blood donation camp on 26/09/2022.
- Ms. Fahmeeda Ghezaal Kazmi (Assistant Prof. in English) was recognized with a Certificate of Appreciation by Benign Hearts.in for her social Service on 10.12.2022.
- Domkal Girls' College under the supervision of Dr. Alak Kumar Das was Recognized with a certificate for educating the community and raising awareness about dangers of human trafficking by the Murshidbad Adrsha on 07/01/23
- Mr. Rajib Saha (Assistant Prof. in Political Science) was recognized with a Certificate of Appreciation by Dakshin Dinajpur D. Ed College for Contribution to Higher education on 30.03.2023
- Domkal Girls' College was recognized with a Certificate of Appreciation by Krishnagar Women's College for Gender Sensitization drive on 11/04/2023
- Domkal Girls' College was recognized with a Certificate of Appreciation by Krishnagar Women's College for the Herbal Garden on 11/04/2023
- Domkal Girls' College was recognized with a Certificate of Appreciation Domkal College for the Water Management Practices on 10/05/2023
- Domkal Girls' College was recognised with a Certificate of Appreciation by Sundarban Hazi Desarat College for the Policy of E-Governance and their commitment to digital India on 12.05.2023.
- Hazi A.K.Khan College through a Certificate, appreciates the Organic Vegetable Plantation conducted by staff and students of Domkal Girls' College, Domkal, Murshidabad on 22/05/2023.
- Domkal Girls' College was recognized with a Dr. Gour Mohan Roy College, Purba-Burdwan for the Clean Campus on 23/05/2023
- Domkal Girls' College was recognized with a Certificate of Appreciation Lalgola College for the Proper E-Waste management Practices on 07/06/2023

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

3.4.3

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

Response: 14

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
10	01	00	01	02

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

3.5 Collaboration

3.5.1

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

Response: 27

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Domkal Girls' College has ICT-enabled Teaching-Learning comprises Online learning through Google Meet, Zoom, YouTube and Web-Based Resources. The college has developed the use of various ICT-enabled learning tools for promoting potential learning outcomes amongst students. It has a smart classroom to conduct audio-visual classes. Teachers present online study materials and PPTs with the help of ICT tools in their classes. The College has designed a LMS software for the Month Wise Teaching Plan, Question Papers, Learning Resources, for the academic benefit of the students. The College has computer lab which caters primarily to its computer courses. There are labs for Geography and Physical Education.

The Institution ample cultural and sports facilities for the students to nurture their pursuits in sports and cultural activities. The institution has set up a yoga club which conducts yoga classes as per routine. The classes are open for both the students as well as the faculty members. Apart from the regular classes, the centre participates in various activities on yoga on the occasion of the International Yoga Day every year on 21 st June with all solemnity and grandeur. In 2021, during the covid-19 pandemic the Yoga Centre, Domkal Girls' College in collaboration with IQAC, Domkal Girls' College organised a Webinar and celebrated the Yoga Day on virtual platform in the form of insightful lectures on the utility of yoga in day- to-day life.

The institution has facilities for indoor games like badminton, carrom etc and outdoor games like kho-kho, kabaddi, cricket in the campus. Department of Physical education conducts regular practice sessions of the games and make the students participate in various Inter-college, and district level competitions. Annual sports meet in the college is one of the major attractions for the students.

The institution has opened two skill enhancement certificate courses on basic Computer Application for the students. The students from any discipline can register themselves and take a course which will be beneficial for any future income generating activities. The facility for cultural activities is a prominent feature of the institution. It provides musical instruments like harmonium. Besides, the college has both indoor and outdoor stage for the students to showcase their cultural activities like singing, dance, drama, recitation etc. Every department of the college has a departmental wall magazine where the students can express their literary voice. Besides, the students and faculty members can publish their literary thoughts in the college wall magazine called "Puber Alo". Recently Domkal Girls College has set up a Cine Club to discuss about great movies of the world and screening of them to the students. There have been

departmental screenings of various films on behalf of the cine club. On 3rd October, 2023, eminent Kolkata based filmmaker Mujibar Rahman was invited to screen two of his highly acclaimed documentaries- “Begum Roleya: Aloker Dyuti” and “Palashir Sorojontro” along with an introductory lecture by him.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 28.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.88	2.71	27.60	16.20	9.94

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

In 2014 a separate library was set up, after the inauguration of the new building of the college. At present

the College Library is computerized with 3841 (as on 30.06.2023) printed books, some newspapers and other learning resources.

Facilities:

- **Office Counter**
- **Reading Room**
- **ICT Counter**
- **Lending Service / Circulation Counter**
- **Reference Service**
- **Internet facility through LAN & Wi-fi**

·Display of New Arrivals

·CCTV cameras

The Library is a member of N - LIST (National Library and Information Services infrastructure for Scholarly Content) consortium of INFLIBNET through which the members of the library can access 6300+ e journals and 1,00,000 e books.

The initial computerization process was initiated in 1000 with customized software Cella System for automating cataloguing and circulation process. Later, in 2023 the library has shifted to Koha, a fully-featured award winning, Open-Source Integrated Library Management System (ILMS). With a complete Web-based, Multilingual OPAC, Koha comes with comprehensive functionality and advanced options. The Koha is installed in high end rack server (Apache 2.4.38, Debian) with Linux 162-241-124-114 as operating system. The server is connected with 25 GBPS internet connectivity for 24X7 accessibility of library database.

The features of Koha the Library using are:

- Web-Based cloud Interface
- 24X7 remote accessible Online Public Access Catalogue (OPAC)
- Bar-code based circulation
- MARC 21 compatibility

Presently the Library is automated with Koha (ver. 20.11.04.000) using following modules:

- Circulation
- Patrons
- Cataloguing
- Reports
- Tools
- Administration and
- Authorities.

The foot fall calculation in library is also synchronized with Koha.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Our college is Internet facility enabled since 2014. The installation of **Wi-Fi** facilities started in our institution in the year 2015-16 with the installation of 01 MBPS Inifinet Wireless Broadband line at the College campus and office was run by the BSNL Broadband line.

Followed by this, in the year 2016-17 a high speed of 50 MBPS was installed through Service provider Alliance Broadband Pvt. Ltd. at the Campus of the College. After this, in the year 2018-19, **50 MBPS** line was upgraded to 100 MBPS at the Campus along with staff room and offices. In other words, both buildings of our college are now centrally Wi-Fi enabled with 170 MBPS connection. The college has dedicated Wi-Fi, Internet and College ICT Sub-Committee to ensure the regular maintenance and updating of the institutional website. The college offers Digitalised library services, barcoded library cards, additional **CCTV** installations for enhanced surveillance, and provision of **Web-OPAC** services for convenient access to the library catalogue anytime, anywhere. We have lack of computers for the students and many of the students have no smart phone to access online things properly.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 128.6

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

Response: 15	
File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 7.06</p>														
<p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5.31</td> <td>3.19</td> <td>3.92</td> <td>2.89</td> <td>1.34</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	5.31	3.19	3.92	2.89	1.34
2022-23	2021-22	2020-21	2019-20	2018-19										
5.31	3.19	3.92	2.89	1.34										
File Description	Document													
Institutional data in the prescribed format	View Document													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document													

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 78.22

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
1544	1701	1575	1613	466

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 35.35

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
1495	1623	0	0	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 42.56

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
80	158	135	86	53

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
113	425	340	177	148

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

5.2.2

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

Response: 0.87

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
03	02	01	0	0

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

5.3 Student Participation and Activities

5.3.1

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

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

Response: 0

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

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

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

5.3.2

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

Response: 6.8

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
10	07	00	10	07

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

5.4 Alumni Engagement

5.4.1

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

Response:

Information **Domkal Girls College** is located in a remote and backward area, where girls come from conservative families and get married at a very young age, many are forced to give birth early. Despite all these odds, Domkal Girls College admits several girls whose families want to educate their girls in higher education. Many girls go for a Master's Degree after graduation. They are pursuing higher education or many have passed out from reputed universities. Since this college is young, most of the girls passing out have not had the opportunity to become financially independent. The Alumni Association is not very strong financially but they help the college and current students in various ways. Even before the formation of the legal association, the alumnae participated in various meetings. The college has a close relationship with its alumni. They participate in various cultural events, participate in sports, and inspire current students to pursue higher education. They also take part in maintaining the green corridor within the college premises. During the PG entrance exams of various Universities, the students get help from the teachers of different departments of the college as well as the various information they get from the alumni. Also, during the time of admission, they encourage girls from their own families or neighbours to be admitted into this college. The Formal Registration of the Association is under process.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

In terms of culture and education, Murshidabad is one of the comparatively underprivileged districts of the country and Domkal is a subdivision with a substantial minority population (89.69% as per the census 2011). Women from orthodox families often face social obstacles in their quest for higher education. This problem is further compounded by the tendency to marry girls off at a relatively younger age. The college endeavors to become a center for the education of women in the Domkal area and beyond. It intends to go beyond the classroom and provide the stage for sports, art and craft, music, dance, and various other capacities. In the foreseeable future, these women will be able to perform on the world stage, be successful in various competitions and become examples to girls from various disadvantaged backgrounds.

Mission:

- 1.To create and develop greater interest in multidisciplinary education in accordance with NEP-2020 for our students.
- 2.To motivate our students to face various challenges of life that they come across **as individuals and more so as women.**
- 3.To equip our students with various professional skill-based courses so that they may become **skilled and financially independent.**
- 4.To achieve these high standards of holistic education, the institution strives to adhere to discipline, courage, steadfastness and dedication with a constant eye on problems peculiar to the region.
- 5.**The Governing Body** and various sub-committees of the college are dedicated to monitoring the progress towards fulfilling the mission of the college and maintaining transparency in financial matters. This transparency may be sustained further through e-governance making it easier for stakeholders to access any relevant records.

The Governing Body, headed by the President is the highest administrative body of the college, with the Principal as the secretary and representatives from Teaching, Non-Teaching, and External Members (including Government and University Nominee/s). It governs the management of the college in compliance with the opinion of the majority of the members.

All major decisions on development, infrastructure, financial management, academic affairs, admission, governance and administration are taken by the Governing Body. The decisions are implemented by and

aided by IQAC and various statutory and non-statutory sub-committees like Finance Sub-Committee, Academic Sub-Committee, Exam Sub-Committee etc.

The sub-committees deal with curricular, co-curricular, and extra-curricular activities, and various add-on or certificate courses. where faculty members are encouraged to participate as members and conveners.

The organisation has a collaborative approach and has **MoUs** with multiple academic and extra-academic institutions.

Teaching focuses on student-centric methodology. Regular departmental meetings allow every member of the department to express their ideas and views on existing programmes of the institution. The feedback from students, alumnae, teachers and parents helps in the upgradation of the existing system. Regular parent-teacher meetings, which constitute a unique feature of the institution.

The institution arranges various **seminars, workshops** on academic and job-oriented subjects.

Periodic **Financial Audits** inculcate financial transparency and efficient budgeting.

The College has conducted **Academic, Green, and Gender Audits**.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The main focus is on the **holistic development** of students which includes providing them with quality education and training them for various skills -creative and technological vocational skills, moral values and ethics as well as **physical and mental wellbeing**.

- The institution designs its strategy to cater to all demands of different stake-holders, namely students, staff and locality. For this purpose, the institution practices decentralization of decision-making and accommodates the valuable opinions of the stake-holders while prioritizing the directives and orders of the **Department of Higher Education and University Grants Commission (UGC) and the affiliating university**.
- All sub-committees responsible for conducting various academic and co-curricular activities plan the calendar well in advance and follow it meticulously, thereby ensuring that the activities are

conducted at appropriate times and students can avail opportunity for maximum participation.

-
- Major plans deployed by Domkal Girls' College under following broad categories include: Teaching-Learning Curricular planning and implementation through well-defined routine structure, Digital cataloging of library and making e-resources available.
- Introduction of Learning Management Software
- Add-on courses and Certificate Courses for all students
- Institutional Preparedness for NEP 2020 for its effective implementation
- Student enrichment
- Integration of co-curricular activity classes within the routine.
- Integration of Yoga classes within the routine.
- Collaboration with Professional Organizations/Institutions and Industries for skill enhancement and capacity building of the students.
- Collaboration with Social Organizations to encourage students in social outreach activities
- Publication of Departmental Wall Magazines
- Students' Outreach activities and Institutional Social responsibility
- Outreach activities are organised mostly by NSS

- **1.Physical and Academic Institutional Infrastructure**

- Infrastructure Augmentation:
- Rainwater Harvesting and Groundwater Recharging System,
- Ramp, and and Canteen
- Renovation: Main old Building, Principal's Office, washrooms, classrooms, Laboratories and Departmental Staff rooms
- Establishment of Heritage Club,
- Establishment of Yoga Club,
- Establishment of Incubation Centre (Shrijani)
- E-Governance with key features, On-line Admission process, Use of digital Platforms LMS, WBIFMS and PFMS, Dynamic College Website, On-line Student-support (Fees payment, Registration, Enrolment),

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution follows the **PBAS (Performance based Appraisal System)** for the teachers (**recommended by WBCSC**) as per the 2010 and 2017 regulations of the **UGC**. As and when the faculty is eligible with minimum criteria their promotion is considered.

The responsibility of checking and verification of all academic activities of the faculty is conducted meticulously by **IQAC**. Once the information is thoroughly checked, the **IQAC** Coordinator forwards the documents to the Principal. The Principal takes requisite action with the permission of the **Governing Body**.

CAS Benefit is availed by all eligible teachers appointed under UGC-Scale. The college works on CAS under the aegis of **IQAC** to facilitate preparing PBAS documentation. The Principal approves On-duty leave (sanctioned by GB) for the sake of the FDP(OP/RC) program to the teachers. Advance salary is sanctioned to teachers till their pay of Both full-time professors and State Aided College

Teachers are permitted to study for the degree of Ph.D. subject to the approval of the Governing Body. The college offers fast Wi-Fi connection and INFLIBENT membership to its staff, which are essential for research. For the female staff of the college the college grants them required maternity leave during

childbirth and also grants them Child Care Leave (CCL) within the rules of the Govt. of West Bengal. Male teachers are also granted **Parental/ Paternity Leave (PL)** and that too as per norms framed by the Government of West Bengal.

The college has made provisions of a non-refundable bonus within its capacity for the sake of the festivity of the season to the Casual staff if required. The college arranges blood donation camps, and the cards are catered to the staff and students in need of blood for themselves or any family member. The authority maintains an internal mechanism for the teacher performance appraisal system to promote their career advancement as per the guidelines of UGC. Non-Teaching Staff of the college are encouraged to do courses to enhance their skill sets.

Other welfare Measures: - **The Teacher's Council, ICC, and Grievance Redressal Cell** are three distinct bodies that also take care of different welfare measures among our college's teaching and non-teaching staff. usually, the grievance cell is resolved by mutual and amicable settlement There has not been any untoward incident to date which required interference by other authorities.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 34.18

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
05	07	06	02	07

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
06	06	06	06	06

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response:

The institution is run by mobilizing funds primarily from fees collected from students and grants obtained from government and non-government organizations. The salary component is borne by the Government of West Bengal. There are other sources for the mobilization of funds are scholarships which is directly transferred to students' bank accounts from the State Government.

The college implements its financial policies through Mobilization and Utilization of Fund under the decision of Finance Sub-committee. The institution deliberately prepares its budget for each financial year based on estimates from the previous year, actual expenses, and the number of students eligible for the academic year for the optimal utilization of resources and funds.

The institution utilized the funds for Remuneration, Seminars, Conferences, Workshops, Training, Expert Lectures, Various curricular activities, Consultancy, Student Affairs Extension Activities, Games & Sports, Cultural Activities, Prizes and Awards, Electric Fees, Creation and maintenance of physical and academic infrastructure, IT Infrastructure, Green Campus etc.

Financial Audits (Internal and External):

An external audit is conducted by a qualified firm of chartered accountants appointed by the Higher Education Department, Government of West Bengal. This independent audit provides an unbiased evaluation of the institution's financial practices, ensuring adherence to accounting standards and regulations.

The Authority closely monitors income and Expenditure. Proper procedure for purchases is adopted under the decision of Governing Body and it executes Finance Sub-committee and Purchase Sub-Committee. Quotations are called for and prices are compared. The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record of the capital expenditure are also checked and verified. TDS and GST returns are submitted every year within the stipulated filing date.

A statutory external audit and assessment of Income Expenditure and Receipt-Payment are also done by the external auditor. The audit objections/compliance, if any, are handled by the Accounts Department.

In conclusion, our institution's financial management strategies encompass a careful balance between resource mobilization, utilization, and rigorous auditing processes. The commitment to transparency and

accountability ensures that financial resources are optimally used to support the institution's mission of providing quality education.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Governing Body of the college is charged with determining the structure of **IQAC** following latest **UGC** guidelines. The **IQAC** function under the guidance of the principal and is headed by the **IQAC** coordinator. Various sub-committees, including Academic sub-committee, examination Sub-committee, Routine Sub-committee, Student support and Progression sub-committee, etc. function in close conjunction with the **IQAC** ensure the that the academic activities of the college are of the requisite standard. One of the challenges of the institution is to ensure that students are attending classes regularly. The lack of attendance often leads to dropping out of the academic courses altogether. This challenge has been further intensified by the Covid-19 pandemic and its aftermath. The most important task of the institution is to ensure students find education both attractive and viable. To this end the college organizes various commemorations on important days and also organizes numerous cultural programmes, competitions and extracurricular activities. During the pandemic the college was able organize programmes online which went hand in hand with online classes. WhatsApp and Telegram groups have ensured clear communication between students and teachers during the lockdown and ensured the imparting of education remains uninterrupted.

The college has regular **departmental parent-teacher meetings** to ensure that guardians are kept in the loop about progression of their wards and feedback is welcomed to enhance departmental functionality. Students are also welcome to give feedback and that feedback is analyzed. The Students are encouraged to make wall magazines and express their creativity.

Keeping in mind the future careers and to enhance employability of the students the college has started various academic, vocational and hands-on training through add-on courses. This includes computer training courses, and other add-on courses.

The Teachers are encouraging to undertake research both doctoral and post-doctoral and are also encouraged to attend short-term courses, induction programmes, refresher courses, workshops and other courses to enhance both teaching and research skills.

The **IQAC** has keen eye on the progression of the library is relatively new and has recently been upgraded to the **KOHA** digital management system. There is a consolidated effort to increase the number of titles that are relevant to the **UGC-CBCS** system. The next move is to subscribe to **INFLIBNET**, which will transform the library experience for both our teachers and students, providing access to a wide array of academic journals. **IQAC** communicates recommendations to the college administration, leading to various infrastructural developments, website restructuring, online feedback system and enhancement of teaching facilities.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit is an attempt to study whether the college has a good gender balance. It tries to see whether the college follows government rules, policies, and actions formulated for the upgradation of women in society. The Gender Audit tries to assess the impact of its current and proposed policies on gender equality. Domkal Girl's College organizes gender audit through both internal and external auditors. The gender Audit Team analysed that gender equality and gender sensitivity are encouraged by the management and staff of the college and they do have gender-sensitive behaviours. It is found that the college has enormous strength and opportunities to develop a fine gender balance.

Since it is a girls' college, the question of discrimination stemming from a gender bias amongst students is not very visible. In order to sensitise the young girls regarding such issues, the college focuses on many activities including observing International Women's Day every year, well-planned classroom teaching, seminars, orientation programmes and cultural programmes. As such, the students' exposure to gender sensitization is all-pervasive in the college.

Besides this, the institution strives to create awareness among students, teaching and non-teaching staff regarding sexual harassment through various programs such as Awareness Campaigns, Postering, maintenance of a Complaint/ Grievance Box etc. Such initiatives are taken by the Women Empowerment Sub-Committee, Anti Ragging Cell, and the NSS Unit of the college has an active role in executing the same. Immediately after admission to 1st semester, the NSS programme officer motivates students to join NSS team so as to foster amongst them a spirit of service and responsibility and to sensitise them towards a realisation that as women they can change society.

The college has formed an Internal Complaints Committee (ICC) as per the University Grants Commission Regulation, namely, *Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Education Institutions, 2015*, which confidentially takes into account the problems of the students in respect of their safety and security.

At the informal level, counselling is done mostly personally and confidentially where the girls from the different financial as well as socio- economic backgrounds approach the cell. The Women's Empowerment sub-committee of the college at times forwards the specific problems to the college authority for possible way-outs.

Both the buildings of the college are equipped with CCTV cameras for monitoring girls' security and safety. There are experienced gatekeepers at the entrances of the college. Identity cards are issued to all

students, teachers and non-teaching staff.

There are separate washrooms for female Teaching and Non-Teaching Staff in both buildings.

The College has conducted an Add on/certificate course on Self-defence Mechanism.

The college has organised numerous health camps for generating awareness of women's health including health check-up camp and blood-donation camp. Three sanitary-napkin vending machines have been installed in the two buildings to ensure an important health facility. There is a separate Students' Common Room, sick room, separate toilets and other facilities.

File Description	Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

4. Beyond the campus environmental promotion activities

Response: A. All of the above

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

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:

Domkal Girls' College is a higher educational institution in the sub-divisional town of Domkal, the second such institution for girls, situated in one of the under-developed areas of the Murshidabad district of West Bengal, where students come from the minority section and are economically challenged and are mostly first-generation learners and are further marginalised on account of being girls.

The values of inclusion are practiced at multiple levels including its admission policy which encourages the admission of the students from diverse sections of society. The College strictly follows the Reservation rules for admission as per directives of Central and State Governments as well as the University of Kalyani.

The institution has various practices and ensures that students get various governmental and non-governmental scholarships and funds to encourage inclusion. The institution has staff and students from a diversified cross-section of society. However, these differences do not overshadow the institutional ethics and environment.

The institution itself does not celebrate any religious ceremony like Saraswati Puja to maintain its secular point of view but it ensures appropriate holidays for staff and students to observe their own religious festivals, like Doljatra, Holi, Eid, Christmas and others.

The Cultural Sub Committee of the college celebrates cultural, regional, linguistic, communal, socio-economic diversities among students by organising educational programmes. Classroom teaching based

on the given curriculum also focuses on gender sensitisation, acceptance of diversity and maintaining communal harmony

The N.S.S. unit of the college observes different national and international days and arrange the lectures and workshops to create awareness about the importance of the girl child and their education, the harmfulness of the early marriage of the girls, awareness about the diseases like HIV/AIDS, COVID 19, etc. and also about the common problems of the rural and border areas.

Through the curriculum in UG courses in subjects like English, History, Political Science and others students are taught about cultural diversity, gender equality and constitutional obligations. Besides the academic curriculum, the institute arranges annual cultural competitions to explore the talents of the students in the cultural sphere like dancing, singing, drama, recitation etc .

The institute publishes printed magazines and hand decorated wall magazine where the students can publish their stories, poetry, etc to explore their creative talent.

The institute encourages linguistics diversity by giving the students the opportunities to study the different languages in Honours and programme courses, like Bengali, English in under graduate level.

The institute also arranges different programmes, like seminars, webinars workshop, add-on courses etc on the history and development of the above languages.

Remedial classes are also arranged for the weaker students from all sections who need additional help in different subjects.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

1.Title of the Practice: Love for the Book

2. The Objectives:

- The main objectives of Mandatory Library service for the students for at least an hour in a day:
- Increasing love for the books

- To improve the quality of education
- Increase attention
- Enhancing competitive spirit
- Increase interest in higher education
- Increase awareness about digital library
- Increase interest in research-based work

3. The Context:

The sanctity of the Library ambience is considered as one of the most fundamental prerequisites of an academic institution and upholding it not only fosters an all-round intellectual development but also moulds the personality of an individual in the long run, considering this ubiquitous perception Domkal Girl's College has introduced a novel convention of Mandatory Library service for the students for at least an hour in a day to develop a formidable inclination towards Library purposes and also to promote indispensable scholarly qualities among them.

1. The Practice:

The convention of Library service attempts to strike a fine balance between the two diametrically opposite yet associated modes of learning. Under the scheme the students in their leisure time can access the service by collecting the "**Love Books**" coupons which is authorized by the college administration from the library counter and engage in different library activities for an hour.

- 1.A routine is devised to bring all the girls to the library for an hour;
- 2.Every student can read in the library outside the routine fixed an hour;
- After the end of their respective library activities the students have to submit the coupons to a designated authority at the main exit gate of the college where these coupons would be collected, verified and the presence of the students are also duly authenticated.

1. Evidence of Success:

The college has seen increased student engagement and interest in books and digital library usage. The girls have been successful in choosing themes for departmental wall magazine and successfully using the library to prepare writing for them. Increased interest in various subjects outside the curriculum. Our girls are basically first generation learners, they have very few resources for studying, most of them do not have their own books to read, most of the girls are married at a young age, but studying in the library increases their confidence and interest in studying. Through the digital library, students can easily get various information from different parts of the country and different countries of the world.

6. Problems encountered, and Resources required:

To run this practice is not an easy job because we have limited number of books to access. The space for reading room in the library is not adequate. Number of computers is very low in the college and library. More financial support needed for improvement of infrastructure and books.

BEST PRACTICE- 2

1. Title of the Practice: Jagat Kalyan through Environmental Awareness

2. The Objectives:

'Jagat Kalyan through Environmental Awareness' represent the welfare of world through tree plantation, herbal gardening, flower gardening, community awareness against arsenic pollution of drinking water and such other environmental protection program. College is the small unit of the society and have great role in welfare of society. In our institution different plans of environmental issues has been taken to minimize the environmental crisis. In this way our plan of environmental awareness will be helpful for 'Jagat Kalyan'.

3. The Context:

- **Fossil fuel Drilling:** our dependence on fossil fuel is a global addiction that affects every aspect of the world and the combustion of fossil fuels add to the increased atmospheric CO₂, which in turns causes the progression of global warming and ocean acidification.
- **Deforestation and Herbal garden:** Deforestation causes wildlife and biodiversity extinction because the loss of habitat threatens many species' existence. Herbal trees are used as herbal medicine to alleviate cough and fever, pain, and general gastrointestinal disorders as well as to cure dermatologic disorders and others.
- **Arsenic Pollution-** Groundwater is the major source of freshwater in Murishidabad District in West Bengal. Arsenic contamination in groundwater is a serious problem in different districts of West Bengal, particularly in Murshidabad.

4. The Practice:

Our Institution has taken different programme to protect the environment and sustain its natural resources. We involved our student in different environmental related programme so that they can aware about environmental related issue. These programmes are-

- The solid wastes of college canteen and college are used in vermicompost pits to generate compost which is used in gardening of college.
- The trees plantation programmes within the college campus have been taken in different times of the year.
- Herbal garden initiatives have been taken within our college. The students of NSS unit planted different herbal tree at several phases of time.
- We have distributed two plants to each blood donor for social foresting.
- The college has organized different projects and organized seminars on environmental related issues and awareness on arsenic toxicity of drinking water.
- The e-waste of the college is managed properly by our college.
- We installed LED facilities in the classroom, office room etc.
- The college has installed solar panels on the roofs of the arsenic free water trunk.
- With the help of State Government we have installed Arsenic free water trunk within college campus.
- We motivated our students and staff to use either bicycle or battery powered vehicles.

5. Evidence of Success:

This programme encouraged our students to learn how to keep our environment healthy. In their personal life also, they planted the tree in their personal land. They personally used the herbal as a medicine to remove their health problems. The students acknowledged the bad effect of arsenic through drinking water and keeping in mind the bad effect of arsenic, they aware their family members to use arsenic free water in daily life.

6. Problems encountered and Resources required:

In present situation there is arsenic problem in the remote village of West Bengal as well as adjacent area of the college. This is a great public health problem which has been accepted widely. The adequate measures must be taken for its preventions without any wasting of time. We have Financial constraints for testing the water samples regularly. Moreover, we have no expert resource parsons who will advise our students regularly to keep safe from this problem.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Women's Empowerment, Gender Equity and to mould socially responsible and competent individual's trough Education

Prologue:

In early times, the status of women in India was inferior to man in the practical life.

Women were considered to be caretakers of home. They had to look after the running of the family smoothly, they had to manage the expenses in the most economical way possible, they had to look after aged in-laws, nurture the child, etc. They were expected to obey orders of their husband, the elders of the family, but kept in isolation when it came to major decision related to the family. The women were not too educated in the past eras.

When it comes to political rights, the Indian Constitution grants equal position to men and women, such as the right to vote, to contest elections, and to citizenship. Women and men are considered equal in law. They enjoy equal rights and privileges and all rules apply to them equally. The motto of our Institution is to provide education to the women so that **They can hoist their head in society (ora matha tule**

darabe).

The institution is over 12 years of service and has set its vision of *'transforming the women youth through holistic education towards an enlightened society so that they themselves can change the society and can hoist their head in society'*. The institution owes its origin to the Founder's dream of having a scope of higher learning for women in minority prone region. One of the funder members Mr. Anisur Rahaman, former minister of West Bengal Government tried to establish this institution for the holistic education of the women in this region. The more obstacles he faced, the more determined he became to establish this institution where only female students would be accommodated for higher learning. He was assisted in this mission by some noble-hearted philanthropists of the area. This history of the origin of the college has put gender-equality and gender-sensitization as one of the core values of the institution. Over the years, the institution has tried to nurture, foster and carefully preserves the dream of the founder by providing higher education to women and working towards the welfare of the neighbouring community.

We consider this as the unique distinctiveness of this institution.

Activity 1: Empirical Learning Gender Sensitization

There has been much progress in increasing access to education, but progress has been slow in improving the gender sensitivity of the education system. This is critically important for girls to come out of college as citizens who can shape a more equal society. The **distinctiveness of Domkal Girls' College** has been illuminated through the **empirical learning activities**. Students **learn by doing** in hand-on activities (Abir Making, Organic Plantation etc.) leading to their overall development. Empirical learning is realized through seminar, and computer training.

Activity 2: Stop early marriage and sexual harassment

Early marriage is a major impediment to girls' education. the college sprede awareness about the evils of the same. Our institution provide full safety and security to the student in the campus. Students entered the campus by putting their signature and leave the college after doing so. Our institution has uniform dress code for the students. We can easily identify our students even on the way and any person even our college teacher can help them to solve their problems.

Physical development of the students

1. The College has playground and facilities to shine in sports and games. The students of all department take part in the sports regularly during the interval of their class.
2. **The NSS has** regular service activities help the students to develop physical strength, team spirit and punctuality. Compulsory Yoga and health and wellness promote physical endurance among the students

Activity 3: Raise Aspirations of girls and their parents

One of the key strategies must be to change how girls, families and society imagine what girls can be and can do. We need to give girls images and role models that expand their dreams. The College set up an Incubation Centre for under privileged girls. Before entering the field of higher education, girls lose interest in reading due to pressure from family and society. The creation of Art and Craft group to bring out the talents within them. The Incubation Centre is engaged in various handicrafts besides fabric painting works, organic vegetable plantation, and others.

Activity 4: Safety and Security of students

The institution has taken the following initiatives to ensure the safety and security of our students in the college campus.

1. 24 hrs. Security staff
2. CCTV surveillance system in the college.
3. In accordance with the UGC Regulation 2015 (prevention, prohibition and redressal of Sexual harassment of women's employees and students in higher education institutions), college has already formed an Internal Complaints Committee (ICC) with compliances of all the formal procedures as mentioned in that regulations.

Activity5: Scholarships & Financial Support schemes

The college facilitates the students to avail several State Scholarship. The Kanyashree scheme, a flagship project of the Govt. of West Bengal, ensures financial security of the female students. The college facilitates the processing of such applications. During lockdown period the Governing body of the college offered 20% deduction to all students.

Activity 6: Stop the violence

Gender inequality allows for violence against women to continue persistent. The girls in our society face multiple forms of oppression, which further reduce their power and choice. They are at increased risk of violence and face increased barriers to accessing support. Safety, particularly in times of crisis, is just the first step in the journey to gender equality. Our students are girls and they are often under-represented in leadership and planning around humanitarian crises in society. We tried to participate our students in decision making in different levels of planning and development of the college.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Future Plans of the College

College will **arrange more ICT facilities and improve student computer ratio.**

In this area early marriage is a bigger obstacle to complete under graduate studies and attend classes regularly. The college will plan to motivate those students and provide classes in blended mode.

To make the students financially independent the college set up Incubation centre, and the college has plan to make it strong and useful.

The college will take initiative for the introduction of more skill-based **Add-on / Certificate Courses through** massive open online courses(MOOCs) for internal college students and others.

Our college plans to sign MoUs with other **renowned Institutes** and with **foreign academic Institutions.**

Our college will apply for more Govt. And Non Govt. Funds for Books and other infrastructure.

College will promote more **Capacity Building Programmes and career counselling to encourage students for higher studies and job placement.**

The college has plan to introduce natural sciences subjects to increase option for Multidisciplinary courses under NEP(2020)

New Education Policy opened up an opportunity for the college to **Execute Inter-Disciplinary/ Multidisciplinary based Research & Academic Activities** for the students and teachers.

The College will endeavour for the procurement of **Central Research Facility** required for research and academic activities as well as encourage the faculty members to opt for **Research Projects and Publications.**

More **Extension and Social Outreach Programmes will be** conducted in collaboration with NGOs through active participation of the NSS Unit.

College will continue its **Environmental Awareness and Protection Activities** through tree plantation and sapling distribution drives.

College has various plans to **upgrade** of the existing facilities in the premises.

College will design for creating possibility of generation and utilization of more **renewable energy sources** in the campus.

The college will strive for the introduction of PG courses two cater further Academy Pursuit of its students.

The college aims to incorporating a **NCC unit** to provide students with opportunities for leadership

development and national service.

Strengthening the **internship program in industries** to bridge the gap between academia and real- world applications is another future plan of the college.

The college will apply for **more assistant Professor and an assistant Librarian posts** to run four years Major Courses under NEP(2020) successfully.

The college has decided to setup **language hub** and introduce **communicative English and Hindi Courses** for the Students.

Concluding Remarks :

Domkal Girls' College, established in 2011 with a noble vision of providing higher education opportunities to the local under privileged girl students to reduce social taboos and patriarchal obstacles(like early marriage, early motherhood and others) and make these girls financially independent. This college is the second girls' college in the Murshidabad District, in West Bengal which earned an appreciation to promote women education in the same district. To achieve these goals all staff, Principal and GB members are dedicatedly joined hands with each other to fight against all evils and obstacles.

Most of the students who come to this college are first generation learners, it is a big challenge for them to step into the door of higher education. All the teachers, and especially Principal of the college make tireless efforts to motivate the girls to attain higher education. Our girls are encouraged to excel not only in studying but also in other subjects such as cultural, sports or handicrafts.

The College has had **three new Assistant Professors** join since 2023, two of them joined with Ph.D., and two of the Assistant Professors who joined the service earlier have completed their Ph.D in this period. At present nine of the seventeen Assistant Professors of the college have Ph.D degrees.

The Art and Craft group has now emerged as the incubation centre: **Srijani**. Besides art and craft, Monirul Bazar and E-Commerce private ltd. Are providing software training to students.

The College has converted seven classrooms into **ICT** enabled rooms and purchased 2 K-Yans developed by IIT Mumbai. The College has recently received a grant of rupees 14 Lakhs. from the Department of Minority Affairs, Government of West Bengal to develop Library infrastructure.

Domkal Girls' College has made considerable strides from humble beginnings . However, multiple challenges still remain, including a considerable drop out and lack of proper funding and infrastructure. However, with the able support of all stakeholder and the leadership provided by Governing Body and the Principal.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :23</p> <p>Remark : As per clarification received fro HEI, and according to the supporting docuemnts provided, thus DVV input is recommended.</p>																				
1.2.2	<p>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</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>902</td> <td>1480</td> <td>0</td> <td>0</td> <td>95</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>768</td> <td>1431</td> <td>000</td> <td>000</td> <td>95</td> </tr> </tbody> </table> <p>Remark : As per clarification received fro HEI, and ,and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	902	1480	0	0	95	2022-23	2021-22	2020-21	2019-20	2018-19	768	1431	000	000	95
2022-23	2021-22	2020-21	2019-20	2018-19																	
902	1480	0	0	95																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
768	1431	000	000	95																	
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</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>817</td> <td>1244</td> <td>680</td> <td>918</td> <td>1012</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>817</td> <td>1244</td> <td>680</td> <td>918</td> <td>1012</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	817	1244	680	918	1012	2022-23	2021-22	2020-21	2019-20	2018-19	817	1244	680	918	1012
2022-23	2021-22	2020-21	2019-20	2018-19																	
817	1244	680	918	1012																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
817	1244	680	918	1012																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2930	2930	1480	1480	1380

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7340	5890	4340	4240	4140

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

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	173	213	227	273

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
290	301	516	438	393

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1318	1318	664	664	619

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3300	2624	1947	1902	1857

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	03	03

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

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
2	3	6	4	3

Answer After DVV Verification :

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

Remark : As per clarification received fro HEI, and according to the screenshots in supporting docuements provided, thus DVV input is recommended.

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
16	9	13	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	04	03	01

Remark : As per clarification received fro HEI, and calendar year to be considered, thus DVV

input is recommended.

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
11	9	2	1	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	01	00	01	02

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.33	15.14	13.15	18.73	13.66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.31	3.19	3.92	2.89	1.34

Remark : As per clarification received from HEI, and Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) only to be considered, thus DVV input is recommended.

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
3	1	0	2	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and proof of this metric are not found, thus DVV input is recommended.

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
15	10	0	13	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	00	10	07

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

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
5	0	0	0	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and proof of this metric are not found, 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
4	12	4	5	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	06	02	07

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	06	06	06

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1929</td> <td>2120</td> <td>1575</td> <td>1613</td> <td>1414</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>1929</td> <td>2120</td> <td>1575</td> <td>1613</td> <td>1583</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1929	2120	1575	1613	1414	2022-23	2021-22	2020-21	2019-20	2018-19	1929	2120	1575	1613	1583
2022-23	2021-22	2020-21	2019-20	2018-19																	
1929	2120	1575	1613	1414																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1929	2120	1575	1613	1583																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	4

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	04	03