SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOKHALE MEMORIAL GIRLS' COLLEGE

GOKHALE MEMORIAL GIRLS COLLEGE 1/1, HARISH MUKHERJEE ROAD KOLKATA-700020
700020

https://www.gokhalecollegekolkata.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

Executive Summary

Introduction:

Gokhale Memorial Girls' College is a women's college affiliated under the University of Calcutta. It is a grants-in-aid college located at 1/1, Harish Mukherjee Road, Kolkata-700029. It was established in 1938 as an extension of Gokhale Memorial Girls' College and has since then served as a premier institution for women's education. Its students have taken its legacy to regions all over the country and abroad.

The objectives of academic excellence, social responsibility and national pride have driven the institution in its 84-year journey. In its dedicated pursuit of the mission set by the founders, the institution has been successful in withstanding the challenges that have come its way and has secured a position of national repute. It has made its mark in providing liberal education with essential values based on the vision of its founder Sarala Ray, popularly known as Mrs. P. K. Ray, a great social reformer and educationist, ardent disciple of the great patriot Gopal Krishna Gokhale, a distinguished teacher, educationist and freedom fighter. As a social reformer Sarala Ray's primary objective was not merely to churn out women graduates intellectually sound but also to train them to become worthy citizens, capable home-builders and conscientious workers in their chosen field of activity. The College is currently functioning under the able leadership and guidance of Dr. Atashi Karpha, Principal. The College is currently preparing for the 3rd Cycle accreditation. In the previous two cycles the college was awarded Grade "B" status. The college is known for its strict adherence to the principles of maintaining student discipline and staff diligence. The College strives to maintain consistently high standards of comprehensive growth of its students in the contemporary scenario of deteriorating values and standards within an environment of constant flux.

Vision:

To develop and empower women through education that fosters knowledge and skills, promotes values of equality, secularism and national integration, moulds character through discipline and rigour and creates an open mind capable of assimilating the best traditions of the East and the West.

Swami Vivekananda in his letter to Singaravelu Mudaliar, dated 3rd March 1894 proposed that: "Education is the manifestation of perfection already in man. Religion is the manifestation of the Divinity already in man. Therefore, the only duty of the teacher in both cases is to remove all obstructions from the way."

Each of us, as teachers of Gokhale Memorial Girls' College aim to inculcate the motto of Brihadaranyak Upanishad as stated by the great Advaita philosopher Maitreyi. It was her pertinent question on immortality towards her husband, Rishi Yajnavalka, on his decision to renounce worldly pleasures and take up sanyas (monk hood): *"Yenaaham naamruta syaam kimaham tena kuryaam"* —-"येनाहं नामृता स्याम् किमहं तेन कुर्याम्।" – What shall I do with that which does not give me immortality?" – our Motto.

Mission:

The mission statements of Gokhale Memorial Girls' College aim at translating its vision into action plans through:

- · Dissemination of knowledge leading to academic excellence and personal growth
- · Stimulation of the academic environment of the Institution for promotion of quality in teaching-learning.
- · Maintenance of a balance between education that promotes knowledge per se and training that imparts skills for employability.
- · Broadening the base of women's education in keeping with the framework of a pluralistic society.
- · Inculcation of egalitarian, secular and non-parochial values among students in addition to the core values of honesty, discipline, courage, compassion, self-respect as well as respect for others
- · Promotion of all-round development of the students to face the emerging and futuristic challenges arising from complexities of the rapidly changing national and international scenario.

SWOC

Institutional Strength :

Strengths

- Reputed & well-known management.
- The student teacher ratio is significantly positive.
- 91% of the sanctioned post of teachers are filled up
- College runs smoothly independent of interference from any quarter.
- Financial stability
- Admission strictly based on merit.
- Positive social perception with diversity of students
- Good participation of students in curricular and co-curricular activities
- Recognition by UGC under 2f and 12B
- The Curriculum is integrated with ICT to enhance employability
- Continued assistance to needy and deserving students
- Excellence in academic performance and academic achievements of students in the University examinations and other platforms
- Significant progression to higher academic studies
- Mentoring and counselling and a strong feedback system for students
- Faculty encouraged to pursue Ph.D., research, etc. and programs for career advancement.
- Holistic education - Equal emphasis on co-curricular activities, value-added courses, student activity clubs viz. Literary Club, Cultural Club and Social Awareness Club for all round development and extracurricular activities.
- Institution operates as the Swayam-NPTEL Local Chapter to offer distance courses that enhance employability.
- Alumni participation in various social activities, counselling and outreach. Alumni initiatives sought for job generation and referral drive of junior students through "Alumni Speak" sessions.

Institutional Weakness :

Weakness –

- As the institution is in the heart of the city, space constraint to some extent is there.
- Limited scope for updating the course curriculum.
- Consultancy activities are limited.
- Research publications are few in number.
- Limited facility for post-doctoral research

- Collaborations few in number.
- Financial resources are limited. Income generating sources need to be identified.
- Student internship limited to vocational courses only.

Institutional Opportunity :

Opportunities –

- Scope for inter-disciplinary teaching and research.
- Tie-ups & academic exchanges with reputed institutes
- With significant increase in awareness, career counselling programs and job fairs, the institution aims to open up greater scope for placements of the students.
- To strengthen the College Alumni Association for their involvement in developmental, academic, research and mentorship activities of the students.
- Opportunity for development of E-content by faculty
- Distance learning to be pursued
- Focus on Research activities & collaboration with institutes and industries
- Involving more faculty members in research-oriented programs
- Obtaining External funding for research, project and innovative programs
- Introducing more add-on programs to prepare students in Soft Skill, Aptitude, CAT, CLAT, GMAT, NET, SET etc. examinations
- Enrolment of Students in Internship programs in different corporate houses & industries
- More involvement in community services to fulfil institutional social responsibility

Institutional Challenge :

Challenges: -

- Taking care of the space problem.
- Upgrading & updating course curriculum programs in tune with global trends
- Taking added assignments on the prescribed curriculum
- Greater Industry and Academia connect necessary to ensure curriculum and skills in line with requirements
- To achieve good position in the NIRF ranking
- To search for innovative career opportunities for students
- To ensure increased student enrolment
- To ensure effective curriculum delivery in English for students coming from different vernacular backgrounds
- P. G. courses could not be opened due to space problem. Nontheless, an additional building is in progress, funded under RUSA 2.0

Criteria wise Summary

Curricular Aspects :

GMGC is affiliated to the University of Calcutta and strictly adheres to the curriculum specified by the University. CBCS (Six Semesters) system for the three-year BA and BSc, (Honours, General and Major) programs have been introduced from 2018. The College offers 13 Honours courses and 3 Major (Vocational) courses. Sanskrit and Sociology are offered as generic subjects only while Environment Studies is a compulsory subject to be read in Semester II.

The College follows the Academic Calendar of the University, the notifications on admission, registration, examination form fill-up, examination schedule, etc. and all are communicated to the students by timely notification posted in college website.

The Institution makes consistent efforts for efficient delivery of the curriculum and students' preparedness through continuous internal evaluation (CIE) processes. Departments draw up their Academic Calendars (Study Plans) for timely completion of syllabus. Students' progress, attendance, etc. are communicated to the guardians through parent-teacher meetings. Faculty meets regularly for academic planning. Student seminars and presentations enhance capabilities.

The institution has a MOU with PMIT for Add-on Value-added Courses viz. Computer Course, Supervisory Skills & HR Associate. Introduction of Spoken English and Communicative German Language courses in association with the Ramakrishna Mission Institute of Culture, Kolkata is under process. The three Major vocational degree courses and the Add-on courses serve to generate employability. Enrollment in Swayam-NPTEL distance learning courses has been continued.

Cross cutting issues pertaining to environment, gender etc. are integrated into the prescribed curriculum and taken up in lectures and workshops.

All students under Major degree programs mandatorily undertake project and internships and on-job trainings. Several Honours subjects have curriculum portions devoted to experiential project work.

In every academic session, the College obtains feedbacks from the Students, Guardians, Teachers, Non-teaching staff and Alumni stakeholders. These are processed by an external expert and the final reports are placed in the Academic Sub-Committee meetings for taking resolutions on actions to be taken. Curriculum design feedback is obtained from students and faculty. Departments are directed by the IQAC to forward the observations to the members of the UG Board of Studies for necessary follow action.

Teaching-learning and Evaluation :

2.1 Average Enrolment percentage during last five Years- 53.59 %

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- 29.25 %

2.3 The teachers of Gokhale Memorial Girls' College are tech-savvy and they use technology efficiently for teaching learning process. ICT enabled teaching helps the students to learn the topics easily and effectively. Proper use of ICT makes the learner more interested in the class, which enables them to participate actively in the learning process which in turn enhances their problem solving ability.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years-91.11 %

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)-82.32 %

2.6.3 Pass percentage of Students during last five years (excluding backlog students)-96.84%

2.5.1 Several procedures are followed to maintain the mechanism for dealing with **internal assessmen**t-related grievances in a transparent, time-bound and efficient manner. All question-paper related issues are directly addressed by the departmental faculty themselves. After evaluation the answer-papers are shown to the students for self-inspection and if necessary those are also shown to the guardians during the Parent-Teacher meetings.

2.6.2 Attainment of POs and COs are evaluated from-

1. the results of the internal assessment, performance and activities consisting of assignments / tutorials

2. result of external examination conducted by the university.

Research, Innovations and Extension :

Metric: 3.1.1: In 2019-20 Rs. 5.15 lakh and in 2021-22 Rs. 0.65 lakh were received as research grant from Department of Science & Technology and Biotechnology, Government of West Bengal for carrying project work entitled 'Development of small molecule catalysts for bio-inspired oxidation reactions and for degradation of organic pollutants' under supervision of Dr. Anangamohan Panja, Associate Professor, Department of Chemistry.

Metric: 3.2.1: Central Research Project Committee and Students' Research Cell submitted their projects entitled "Durga Puja: Festival or Industry" and "Survey on the Effect of Covid - 19 on the Society, Economy and Culture" respectively.

Gokhale Memorial Girls' College published fourth volume of Academia:GMGC, a multi-disciplinary, peer reviewed, annual academic journal (ISBN 2348-7054) in 2017. This volume included 26 articles.

Metric 3.2.2: In all, 16 workshops/seminars/conferences on specified area were conducted in last 5 years. 2 of them were on research methodology, 10 of them were on skill development and 4 of them were on entrepreneurship.

Metric 3.3.1: Total 89 numbers of research papers were published in last five years. 35 of them are CARE and UGC enlisted journals. Rests of them were published in peer-reviewed journal. Number of research papers published per teacher is 1.24.

Metric 3.3.2: Total 58 numbers of such publications were published in last 5 years. 0.81 is the value of contribution per teacher.

Metric 3.4.1: Being actively associated with various social activities organized by NSS, Social awareness club etc, many of our students could find immense motivation in continuing with social service through different NGOs even after passing out from this college.

Metric 3.4.2: Students and teachers of the college received certificates of recognition from Mahatma Gandhi National Council of Rural Education (MGNCRE) for various extension activities.

Metric 3.4.3: In all 48 extension and outreach programmes were conducted in last five years through Social awareness club, NSS Unit-1, IQAC, MGNCRE-SESREC cell etc of Gokhale Memorial Girls' College.

Metric 3.5.1: Total 5 numbers of MoUs were functional in last five years.

Infrastructure and Learning Resources :

4 new classrooms have been added to the existing 22 rooms in past five years. One meeting-cum-board room has also been built.

14 new computers have been purchased along with 1 server and 1 laptop. Among these 14 desktops, 8 are for students' use and have been given to various departments.

There are 2 classrooms/seminar halls with LED projectors and audio facilities. Moreover, college has 2 more mobile projectors.

All computers are equipped with internet facilities.

6 departments have been provided with wall mount LED TV which they use for various academic purposes and video lectures demonstrations.

College is dedicated to the safety of its users. Good safety measures are in place throughout the campus. Smoke detection system, fire alarm, fire extinguisher, CCTV are regularly maintained.

Pre-pandemic, college had internet speed of 200 MBps. Post pandemic, additional 50 MBps speed had been secured at first. From December 2021 (after the first reopening of the college for offline classes) the college bought additional internet connection from Alliance Broadband Pvt. Ltd. which serves enhanced internet speed of 300 MBps.

New wifi routers are placed throughout the campus to distribute the internet connectivity. The campus is a fully wifi zone.

After the Covid lockdown, the college was prompt to secure G-suite account for all teachers and departments. Examination was also held in online G-suite account.

After the resumption of classes post-Covid, the college procured thermal gun, Fumigation machines, touch free liquid sanitizer machines for maintaining Covid protocol.

New Instruments for laboratory based subjects have been procured using RUSA 2.0 fund.

A new wifi enabled interactive panel board with touch sensitivity and integrated audio-visual system has been installed.

All computers are uploaded with anti-virus. Laboratory equipments are well maintained by the attendant.

Safety and security measures are maintained regularly. Whenever some instruments are at fault, maintenance service providers are called for.

Computers are regularly formatted and updated.

The college admission is a completely online process. It was outsourced to Aidni Pvt. Ltd.

Student registration is also outsourced to the same company.

College website is prepared and maintained by Braindrops Web design and Solutions.

Student Support and Progression :

The criterion concentrates on two major areas of student development- student support and student progression. The metrics included, focus upon the different measures taken up by the institution to support the pupils financially and otherwise along with tracing their further progression details into higher education. The initial three metrics evaluate financial support provided by the institution (5.1.1) in the form of government and non-government scholarships provided to the students, the capability-enhancement and skill-building opportunities created by the institution (5.1.2), and the career counselling and training for competitive examinations (5.1.3). The institutional data indicates that it facilitates financial assistance in the form of govt and non-govt scholarships and assistance to 10.10 percent of the student body. The capability enhancement initiatives span across a plethora of activities organized by the institution including soft skill, physical activity, language and ICT training opportunities for the students. The institution is still on its way to providing training for competitive examinations. Career counselling initiatives have been taken though, and extended to about 19 per cent of the students in the last five years. More than 50 per cent of the students have progressed to higher education and have been placed at various organisations (5.2.1). Almost 12 per cent of the students have cleared international, national and/or state-recognised competitive examinations(5.2.2). Around 48 prizes, awards and recognitions have been received in these five years (5.3.1) and the average percentage of events, the students participated in (both institutional & external), has been around 40 per cent (5.3.2). The criterion also provides insights into grievance management strategies and the institutional defence mechanisms against ragging, bullying and harassment (5.1.4). The institution

has an Anti-Ragging Cell and an Internal Complaint Committee and is equipped with sufficient mechanisms to address such issues though the incidence rate of such events is mostly negligible.

Governance, Leadership and Management :

The institution aims to develop and empower women through general and vocational education so that the students are ready to respond to global concerns and global demands.

Academic excellence and teacher-student relationship are the strong areas of the institution. Even during the pandemic, the teachers went an extra mile to ensure academic continuity and teacher-student interaction. During the Covid-19 pandemic period, a G Suite account was provided to all departments, along with Wi-Fi facility, for the smooth functioning of online classes.

The students, too, express their attachment with their alma mater through an active alumni association.

The Governing Body, in unison with the Principal, the teaching and non-teaching staff, and the statutory and non-statutory committees work towards providing the students with a harmonious environment.

Keeping up with the changing times, the institution has time and again used and upgraded the use of ICT not only in the teaching-learning process but also in areas of administration, finance, to ensure ease of admission.

Internal Quality Assurance Cell (IQAC) reviews teaching learning process. Teachers maintain Self-Appraisal Dairies. Students and Parents are also asked to review the structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities.

The institution has an effective appraisal system for Teaching and Non-teaching staff. Every year the outgoing students carry out and submit teacher evaluation and campus evaluation surveys through feedback forms. The duly filled in forms are analysed and the report obtained therein is judiciously addressed for the betterment of the teaching learning process.

A general Student Satisfaction Survey is carried out regarding delivery of services like library facilities, internet facility, reading room environment, capability of librarian, infrastructure of the college, auditorium, security arrangements, adjudging teaching standard, punctuality of the teachers, syllabus completion, use of digital tools in both honours and general courses.

Institutional Values and Best Practices :

Instutution' svision mission and motto revolves around holistic education.

Instituional values and best practices include the following-

- Library Orientation Programmes (LOPs) are organized every year for new entrants to make them aware about the Central Library as an important campus resource, its services, rules and regulations. LOPs were conducted both for the teachers and all the students during the Covid-19 pandemic lockdown in the virtual mode to disseminate information about the e-books and e-resources purchased with RUSA 2.0 grants.
- The institution has endeavoured to cater to the needs and aspirations of its students. One of these is mental health. Awareness about mental health is promoted through workshops and lectures. The Department of Psychology is in charge of the Counselling Cell. The college counsellor meets all students in regular pre-set schedules and batches to make the service inclusive for all students and conduct special sessions to address specific needs.

- A best practice of the institution is to nurture the latent talents and abilities of the students through various inclusive activities which give equal opportunity notwithstanding their different intellectual levels and backgrounds. Student seminars and paper presentations promote academic and reaearch orientation and enhance capabilities.
- Value inculcation, building good habits through practice, following the code of conduct, partaking in community work, build good and strong personalities. Some of the regular such activities are Blood Donation, Social Outreach, Social Awareness Club activities, NSS participation, SES REC engagement, special observances, commemorative events and College Exhibition where students learn to participate with few resources,adapt to working in a small space, develop fellow-feeling and learn to respect diversity.
- The institution strives to implement effective policies to faciliate the students. The Student Welfare Sub-Committee works closely with the HOI to identify needy and meritorious students for providing financial assistance. Awareness workshops disseminate information about government grants and schoolarships that students can avail.
- The campus is green and clean. There is a plantation with a herbal corner which is nurtured with utmost care. The institution has a well-defined Green and Clean Campus Policy and an Environment and Energy Usage Policy to conserve and manage its environment.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	GOKHALE MEMORIAL GIRLS' COLLEGE
Address	Gokhale Memorial Girls College 1/1, Harish Mukherjee Road Kolkata-700020
City	Kolkata
State	West Bengal
Pin	700020
Website	https://www.gokhalecollegekolkata.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Atashi Karpha	033-22233020	9830456984	-	gokhalecollegekolkata@gmail.com
IQAC / CIQA coordinator	Sanchita Sen	033-46044857	9433026104	-	sanchitasen.sen@gmail.com

Status of the Institution	

Institution Status	Grant-in-aid

Type of Institution

By Gender	For Women
By Shift	Day

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	18-04-1957	View Document
12B of UGC	18-04-1957	View Document

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	Gokhale Memorial Girls College 1/1, Harish Mukherjee Road Kolkata-700020	Urban	0.45	2646.8

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)						
Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	HS or ISCE or CBSCE or any other board	Bengali	28	0
UG	BSc,Chemistry	36	HS or ISCE or CBSCE or any other board	English	21	5
UG	BSc,Economics	36	HS or ISCE or CBSCE or any other board	English	61	23
UG	BA,Education	36	HS or ISCE or CBSCE or any other board	English	34	8
UG	BA,English	36	HS or ISCE or CBSCE or any other board	English	61	39
UG	BSc,Geography	36	HS or ISCE or CBSCE or any other board	English	40	28
UG	BA,Geography	36	HS or ISCE or CBSCE or any other board	English	7	1
UG	BA,Hindi	36	HS or ISCE or CBSCE or any other board	Hindi	28	2
UG	BA,History	36	HS or ISCE or CBSCE or any other board	English	43	15
UG	BSc,Mathematics	36	HS or ISCE or CBSCE or any other board	English	34	7
UG	BA,Philosophy	36	HS or ISCE or CBSCE or any other board	English	28	4
UG	BSc,Physics	36	HS or ISCE or CBSCE or any other board	English	16	2
UG	BA,Political Science	36	HS or ISCE or CBSCE or any other board	English	61	33

UG	BA,Psychology	36	HS or ISCE or CBSCE or any other board	English	28	22
UG	BSc,Psychology	36	HS or ISCE or CBSCE or any other board	English	30	25
UG	BSc,Advertising Sales Promotion And Sales Management	36	HS or ISCE or CBSCE or any other board	English	40	3
UG	BA,Advertising Sales Promotion And Sales Management	36	HS or ISCE or CBSCE or any other board	English	12	1
UG	BSc,Clinical Nutrition And Dietetics	36	HS or ISCE or CBSCE or any other board	English	28	13
UG	BA,Communicative English	36	HS or ISCE or CBSCE or any other board	English	34	5

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				19				31
Recruited	0	0	0	0	2	17	0	19	13	12	0	25
Yet to Recruit				0				0				6
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				18
Recruited	7	1	0	8
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	11	7	0	18
Yet to Recruit				0

Technical Staff

	Male	Female	Others	Total

Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	15	0	9	9	0	35
M.Phil.	0	0	0	0	1	0	1	0	0	2
PG	0	0	0	0	1	0	3	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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	Others	Total
	5	16	0	21

Provide the Following Details of Students Enrolled in the College During the Current Academic Year					
Program		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	233	2	0	0	235
	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	30	45	53	46
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	6	4	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	18	35	26	25
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	203	270	210	288
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		254	356	293	362

Provide the Following Details		
Number of Programs	Self-financed Programs offered	New Programs introduced during the last five years
	3	0

Provide the Following Details		
Unit Cost of Education	Including Salary Component	Excluding Salary Component
1.09615	1.09615	0.08016

List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Departments	UG	PG	Research
Philosophy			
Mathematics			
Economics			
History			
Clinical Nutrition And Dietetics			
English			
Advertising Sales Promotion And Sales Management			
Political Science			
Psychology			
Physics			
Geography			
Chemistry			
Hindi			
Bengali			
Education			
Communicative English			

Institutional preparedness for NEP	
1. Multidisciplinary/interdisciplinary:	GMGC is affiliated to the University of Calcutta and does not have the prerogative to alter the prescribed CBCS curriculum. The curriculum however, in different disciplines have been framed by the university such that they have interdisciplinary topics that can be taught by the faculty of a different discipline. This is exactly what is attempted in GMGC. Departments identify the interdisciplinary portions and approach the faculty of another discipline who would be best suited to deliver that topic. This establishes an inter-departmental exchange of faculty within the institution and helps in the best delivery of the curriculum. The college thus tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and ensures that each program achieves its goal. The College already has three well-conducted three-year Vocational Degree Courses under the affiliating University since 2004. These are: • Advertising, Sales Promotion and Sales Management • Clinical Nutrition and Dietetics • Communicative English
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits, the institution has yet to obtain a green

	signal from the affiliating University. The College in the near future will follow directives of the affiliating University for registering on the ABC platform to facilitate the students - a step forward in adopting NEP 2020. The pedagogical approach of the institution is student-centric where the faculty's pedagogical approach hinges on helping students to develop fundamental knowledge and is constructivist, inquiry-based and integrative. Summative and Formative assessments and assignments are used to evaluate the students' difficulty levels, learning outcomes and preparedness.
3. Skill development:	The extension of add-on programs along with curriculum is critical for hastening skill development. There has been a shift in recent times in the psyche of college students. Students no longer flock to higher education institutions just for the experience or for the chance to become "more well-rounded." Instead, students seek out a college education to ensure they are more employable after graduation or look for degrees that can ensure employment in future. More often than not employment outcomes after graduation are not as desired or expected. In Gokhale Memorial Girls' College, students come from various lived experiences, cultural backgrounds, financial situations and ability levels. Many of them require the basic skills that could help in career-building or help them cope with difficult and challenging aspects of adult life. In adherence to the principles of holistic education the College undertakes several initiatives in every academic session to help the students develop additional employability skills and other life skills. The college has value-added courses which are employable skill-development certificate courses offered to all students in collaboration with Pranavananda Institute of Technology and Management (Affiliated to MAKAUT). These are: • Computer Course (Duration Three Years) • HR Associate and Supervisory Skills (Duration Two Years) Mentoring by faculty is one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies. The college has a Counselling Cell which arranges regular counselling sessions for all students in batches by an external expert. Mentoring and counselling together are practices that aim at helping at helping students develop academic interest, life skills, communication skills, social skills, career skills and work-place related skills. in tandem with the policy of building student skills, the college has in recent times introduced new Add-on courses, viz., Spoken English and Communicative German

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The promotion of Indian languages, arts and culture is beneficial not only to the country but also to individuals. It instils both regional and national pride. GMGC offers – • Honours Courses Bengali, English and Hindi • Major (Vocational) Course in Communicative English • Bengali, English and Hindi and Sanskrit as generic subjects • Hindi, Bengali and English as compulsory AECC-1 (choice) subjects to be read in Semester-I in CBCS Teaching-Learning is conducted basically in Bengali and English. The institution commemorates significant dates and hosts activities in in all these three languages with equal importance to instil a sense of regional pride. Hindi is accorded equal importance as Bengali as programs, activities and special lectures in the language are conducted from time to time and incorporated in cultural and co-curricular events such as during celebration of Teachers' Day, College Foundation Day, Independence Day, Parakram Divas, Republic Day, Hindi Divas, International Women's Day, World Environment Day and such others. Preservation and promotion of the languages taught is an important future objective of the College.
5. Focus on Outcome based education (OBE):	The CBCS curriculum accords due consideration to economic and social needs at large and is aligned with the spirit of NEP. All courses focus on outcome based learning with objective of equipping the students to face the future. Adequate learning is sought to be achieved through planning and assessment. Additionally, value-based education imparted in GMGC complements the NEP as social service, environmental education, are embedded in the curriculum. College encourages students to participate in NSS, NCC, social outreach, SES REC activities, institutional and external competitions and cultural events. Human values, gender sensitization, gerontology, social awareness, community health awareness & promotion are all part of college and department programmes. College Codes guide the staff, students and guardians in ethics, values and responsibilities. Environmental Sciences is a course that looks at all areas of environmental sustainability. Environmental and Health consciousness is promoted through special observances and initiatives such as Swachhta Pakhwada, No Single-use Plastic, World Environment Day, Special Lectures on environmental pollution, NSS Plantation Protection and SES REC Clean Campus initiatives, No-Tobacco Day, Rashtriya Poshan Maah, Cancer Awareness Drive, and SES REC Woman's Nutrition & Empowerment Drive and Thalassemia Awareness and Check-up drives The faculty strives to deliver the CBCS course curriculum with – • Clarity of focus - This means the faculty teaches is clearly focussed on what they

want the students to know and teach the teach the syllabus in such a manner that so that the students know what they are expected to learn, understand what they are being taught, are able to apply develop the knowledge and that can help them to achieve the intended outcomes. • Designing down - The CBCS curriculum prescribed by the Affiliating University is clearly set and outcomes are adequately articulated. The curriculum design of the Honours and the Major (Vocational) are explained by the faculty right at the outset to each new batch of students in a Semester. Students are made aware of the (graduation) outcomes to be achieved at the end of the program. The Faculty draws up the study plan (departmental academic calendar) to deliver the syllabus efficiently within the stipulated time and guide the students through internal assessment tests to ensure their preparedness and help them achieve high scores in the final examination. • High expectations - Teachers establish high and challenging standards of achievement for the students through class assessments, so that students can better themselves at every step. They provide special guidance if necessary. • Expanded opportunities - Teachers of the institution identify the students at different difficulty levels. Not all learners can learn the same thing in the same way and in the same time. Such learners are identified by teachers and specially guided. Peer-Tutoring and Remedial classes are held to facilitate weak learners. Class and home assignments are provided to encourage students to better themselves. Strong learners are motivated towards further improvement and enhancement in their learnings.

| 6. Distance education/online education: | Distance learning has been facilitated through the Swayam-NPTEL Courses since 2017 when the College became a local chapter of the Swayam-NPTEL, a MHRD initiative. Sessions are conducted by the learned faculty of IIT, Kharagpur. Students get enrolled in multiple courses offered by IIT Kharagpur every half-yearly session. During the Covid-19 pandemic lockdown, the institution imparted all its course content in online mode in digital platforms such as Zoom and Google Meet, WebEx app, Google Suite etc.. Every department and every teacher was provided a Gsuite account to ensure smooth delivery of syllabus, provision of study material formative evaluations. Due to the experience gained during lockdown period of Covid-19, access to online resources by educators and students is not a constraint anymore. ICT tools are now at the finger tips of students and teachers. The faculty in GMGC uses different ICT methods as feasible to deliver curriculum as well conduct other academic functions. The Central library has purchased e-resources, trained the faculty and students in ways to access these through special |

Library Orientation Programme, a best practice of the college. The Central Library website (https://gmgclibrary.wordpress.com/) guides teachers and students in remote-accessing of e-resources of the institution's central library as well as those available in N-list of INFLIBNET. Online/distance learning shall be more facilitated as classrooms are equipped with computers with virus protection, wi-fi connectivity, led projectors, smart TVs. There is an ICT class room with smart panel installed for remote teaching , learning and e-content development. The institution has plans for further extension of ICT facilities in future.

Institutional Initiatives for Electoral Literacy	
1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Cell has been set up and communicated to the Office of the Election Commission. Electoral Literacy Club will be set up in the current session as soon as students return to College after the Semester-End Examinations.
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?	The coordinating faculty members have been appointed by the HOI. Electoral Literacy Club will be formed with student members when the Semester-end examinations have been completed. ELC will become functional once it gets formed in the right perspective. The college is committed to making the ELC representative by including students from all socio-economic backgrounds.
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.	ELC has not been formed yet. However, the College will undertake a suitable policy by deploying students resources as best as possible through NSS Unit-1, MGNCRE SES REC, NCC and the Social Awareness Club of the College. Students shall be encouraged to take voluntary initiatives to spread the awareness of ethical voting particularly in areas and among local communities where they come from and which they are familiar with. Students will also be encouraged to participate in voter awareness campaigns especially among the transgender, senior citizens and underprivileged women and youth.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Once the ELC is constituted, the college will engage the students to to conduct electoral related issues and awareness drives, creation of content through the college magazine and dissemination of democratic values among peers and taking up research projects aptly guided by the faculty coordinators.
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	The College shall begin the process of identifying students above 18 years who are yet to be enrolled as voters in the electoral roll. The college will find

institutionalize mechanisms to register eligible students as voters.	ways to institutionalize mechanisms and processes to register eligible students as voters.

QIF

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

Answer:

The teaching strategy in CBCS hinges on sequence of topics, the reading material available, lesson planning, and the accuracy of topic presentation. Stress is laid on clarity of delivery, topic completion and topic revision. Faculty guides students in conceptual ideas, analytical approach, communication, diligent study and preparedness for examinations.

Course learning requirements are discussed in departmental meetings and Departmental Academic Calendar (Study Plan) is drawn up to assign topics according to the teacher's specialization. However, added assignments are also undertaken as required. Thus the faculty has general proficiency in delivering all the topics in the syllabus.

Learning is made inclusive by providing text book matter, printed, hand-written and electronic reference study materials keeping in mind the needs of diverse learners.

As such, the College follows the University directives on Academic Calendar, Admissions and Examinations and plans its teaching and examination processes accordingly. However, CIE processes are devised by the department in the form of class tests, mock tests, open book tests, home assignments etc. to identify students at different difficulty levels and remedial, supplementary, doubt-clearing and peer-tutoring classes are arranged for slow learners. Prior to introduction of CBCS, the old system of internal evaluation was in the form of mid-term test and a Selection Test. These were supplemented by the internal CIE processes. In new CBCS system, Internal assessments are made according to the University schedule. Marks awarded are directly uploaded in the Uiversity portal in the account of the student. Thus CIE processes are crucial for identifying students different difficulty levels to arrange for Remedial Lectures, revision classes etc.

A tentative Academic and Administrative Calendar of the College is mentioned in the college prospectus. It is designed to accommodate extra-curricular activity, special observance days and continuous evaluation. Notices are duly posted in the college website as well in the Notice Book maintained in the Principal's Office. Departmental academic calendars (Study Plans) indicate the syllabus distribution among the faculty. Departmental draws up class routines based on the master routine prepared by the Time-Table Committee at the start of the academic session and conveyed to the students.

During the Covid-19 pandemic lockdown, online classes were conducted for syllabus completion. Gsuite accounts were provided by the instituttion to each department and to each teacher for conducting classes smoothly. Timetables were designed to deliver the syllabus as best as possible and in the most-student friendly manner. Special routines were drawn up the departments initially and subsequently the usual master routine was followed once full adjustments could be made to the disruptions caused by the Covid-19 ailment/internet connectivity problems. Faculty provided the reading material in online classrooms, through emails and through uploads in the college website as students were not able to visit the library physically.

Due to the statutory lockdown declared by the Govt. of India and Govt. of West Bengal during the Covid-19 pandemic, the University did not declare the Academic Calendar for academic sessions 2020-21 and 2021-22 and only the Notification for UG Admission was declared for the academic session 2021-22.

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

1.2 Academic Flexibility

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

Answer: 3

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

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

Answer: 15.39

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
79	134	148	177	218

File Description	Document
Upload supporting document	View Document

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

1.3 Curriculum Enrichment

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

Answer:

The CBCS curriculum is prescribed by the affiliating university and the instituion does not have any means to alter or modify the same. However several co-curricular activities conducted by the complement the curriculum and integrate crosscutting issues particularly, human ethics and values, environmental awarenessand equal opportunity. students have ample opportunity to participate in activities that complement their learnings and undersatndings. Special observances imbibe respectfullness among studens towards heritage and legacy. Often what they learn in syllabus gets translated into conscious action through their participation in Cultural Club, Literary Club and Social Awareness Club activities, NSS engagements, community work through SES REC under MGNCRE, Blood Donation, Observance of World Environment Day and such others. During the Covid-19 pandemic student constituted a special Covid Helpline of the College under the guidance of the faculty members of NSS to extend 24X7 aid to the covid sufferers. Psycho-Social Support activities were initiated by the students of the GMGC Covid Helpline and MGNCRE SES REC Cell of the College.The World Environment Day on 5th June 2021 when the entire nation was in a locked down situation, was diligently observed at home by the staff and students through planting of saplings. when the supercyclone YAAS struck the State, students of the NSS unit of the College along with the faculty members rushed to the aid of the flood-stricken villages of Keorakhaliin the South 24 Paraganas District of West Bengal.

All College Codes pertaining to the conduct of matter in the educational institution are displayed in the college website. These codes are relevant for the teachers, students, guardians, and the non-teaching staff and are closely followed by them. they have been drawn in the manner suitable for integrating cross-cutting issues relevant to Ethics, Values, Environment, Sustainability and Academic Quality.

The College has drawn up several policy documents and displayed in its website. These are -

- the Policy for Disabled-friendly Barrier-free Environment
- the Anti-Ragging Policy
- the Internal Complaints Policy
- the Career Counselling and Placement Policy
- Green and Clean Campus Policy
- Environment and Energy Usage Policy
- Gender Sensitization Action Plan
- Inclusivity Policy

These are crucial policy documents which serve as the guiding force in the maintenance of a student-friendly, student-assistive and personality-building environment in this all-women institution.

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)

Answer: 59.11

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

Answer: 516

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

Answer: 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

2.Teaching-learning and Evaluation
2.1 Student Enrollment and Profile
2.1.1 Enrolment percentage

Answer: 53.59

2.1.1.1 **Number of seats filled year wise during last five years**

(Only first year admissions to be considered)

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
254	356	293	362	390

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
634	634	634	593	593

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Answer: 29.25

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
58	86	83	74	86

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:

2021-22	2020-21	2019-20	2018-19	2017-18
281	281	281	240	240

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

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

Answer: 12.84

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

Answer:

The teachers of Gokhale Memorial Girls' College are tech-savvy and they use technology efficiently for teaching learning process. **ICT enabled teaching** helps the students to learn the topics easily and

effectively. Proper use of ICT makes the learner more interested in the class, which enables them to participate actively in the learning process which in turn enhances their problem solving ability. Keeping this in mind the College has provided computer and internet connection in every department which are widely used by the teachers for teaching as well as for giving hands-on exposure to many aspects of the courses. At the same time computers are used for preparation of lectures and study materials. Power Point Presentation through LCD Projectors, use of smart TV etc. are generally followed for this purpose. Smart classrooms are also available through which teachers can deliver and record their lectures and upload in different social sites like YouTube.

During COVID-19 pandemic many lab based departments prepared tutorial videos for explaining practical experiments, using Paintbrush, Powerpoint animation and OBS Studios. The videos were uploaded in Youtube thereafter and the links were shared with the students. In addition, new online modes of teaching have been adopted. G-suite accounts have been created for all the teachers. Online python programming compiler is often used to compile and run codes. Teacher uses projector to show simple example codes and explain various components of the code and concepts to the students. Codes and the outputs are compiled together in a word file and prints are taken.

Language departments present movie adaptations of texts on various topics. Arts and Social science departments also show videos to make the teaching –learning process interesting and easy. During pandemic teachers used virtual platforms like Zoom meeting, Edmodo, Google meet for conducting online classes. For giving assignment and study materials google classroom was used. Mock test , Internal and External evaluation of answer scripts and uploading of marks were performed through Google class room.

In classroom when students are physically present students s' **participative learning** is ensured through

- Group discussions.
- Special Lectures.
- Mock Viva voce.
- Doubt-clearing sessions.
- Film Screening and film review as experiential learning.
- Class tests
- During Covid-19 lockdown, the same methods were continued to be applied in the digital mode.

The College Library is on the verge of becoming fully computerized. Book search and cataloguing are all electronically done. Users can access the library through Online Public Access Catalogue (OPAC). Access to e-resources is provided through N-LIST programme of INFLIBNET. Photocopying and scanning facilities are also available in Library.

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

2.4 Teacher Profile and Quality
2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Answer: 91.39

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

Answer:

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

73   73   74   74   66

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	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)

Answer: 82.07

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:

2021-22	2020-21	2019-20	2018-19	2017-18
59	58	57	53	43

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms
2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Answer:

Several procedures are followed to maintain the mechanism for dealing with **internal assessmen**t-related grievances in a transparent, time-bound and efficient manner. All question-paper related issues are directly addressed by the departmental faculty themselves. After evaluation the answer-papers are shown to the students for self-inspection and if necessary those are also shown to the guardians during the Parent-Teacher meetings. The Faculty deals with any girevances through explanations and clarifications and if necessary through rectifications. The parents can express their views about their ward's performance in the presence of all the faculty members of the department. In case of poor performance by a student, the department asks the respective guardian to visit the HOD and other faculty members for a discussion addressing the reslevant issue.

The college conducts **mock-tests** before the final university exams. All answer-scripts are evaluated by the departmental faculty members and are shown to the students in the class. Problems regarding script evaluation, question papers, mark rectification (if any) and all other grievance -related issues are dealt with in the most transparent, efficient and time-bound way as far as practicable.

The answer papers of the **internal and tutorial examinations** are preserved by the department for five years as directed by the University of Calcutta.

The final examinations **(external)**, both under the CBCS and the Old (1+1+1) system, are conducted centrally by the University of Calcutta.

The University has a provision for **self-inspection/ reviewing** of evaluated answer scripts.

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

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

Answer:

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are displayed on college website throughout the year.The course curriculum is framed by the University of Calcutta. The college appreciates the necessity of outcome based education for the students. All Departments have a well formulated study plan (**academic calendar**) for teaching and learning. Students are made aware of the knowledge and skills that they will acquire at the end of their chosen course on the very first day of their college life through **Orientation program.** The context and the potential applications of the knowledge and skills are adequately explained to them. Later teachers of respective departments explain the curriculum and programme outcomes and course outcomes to the students in details.

The College monitors and ensures the achievement of course outcomes through

- Academic Sub-Committee Meetings.
- Principal meet faculties with the student's feedback related to programme outcomes and course outcomes.

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

2.6.2 Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Answer:

Attainment of POs and COs are evaluated from-

1. the results of the internal assessment, performance and activities consisting of assignments / tutorials

2. result of external examination conducted by the university.

As per University of Calcutta benchmarks attainment levels for Honours/Major courses of the BA./B.Sc three-year system 1+1+1(old) are as follows:-

Attainment Levels1: 60% and above (1st Division)

Attainment Level 2: 45% to below 60% (2nd Division)

Attainment Level 3: 30% to below 45% (P Division)

Based on the above benchmark the outcomes of last five years are as fllows-

- 55.06% of students scored more than 60% marks in 2020
- 31.43% of students scored more than 60% marks in 2019
- 36.25% of students scored more than 60% marks in 2018
- 33.93% of students scored more than 60% marks in 2017

As per University of Calcutta benchmarks attainment levels for Honours/Major courses of the BA./B.Sc CBCS system are as follows:-

Attainment Levels1: $90\% \leq P \leq 100\%$ (Grade A++)

Attainment Level 2: $80\% \leq P < 90\%$ (Grade A+)

Attainment Level 3: $70\% \leq P < 80\%$ (Grade A)

Attainment Level 4: $60\% \leq P < 70\%$ (Grade B++)

Attainment Level 5: $50\% \leq P < 60\%$ (Grade B)

Attainment Level 6: $40\% \leq P < 50\%$ (Grade C+)

Attaiment level 7: $30\% \leq P < 40\%$ (Grade C)

Based on the above benchmark the outcomes of last five years are as fllows-

- 5.39 % of students scored more than 80% marks in 2021

The College monitors and ensures the achievement of course outcomes through:

1. Academic sub-committee meeting where effective teaching learning process is discussed.

2. Feedback from students on different aspects of teaching - learning process.

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

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

Answer: 96.97

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
315	365	273	243	213

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
315	365	299	253	221

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

2.7 Student Satisfaction Survey
2.7.1 Online student satisfaction survey regarding teaching learning process

Answer: 3.42

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

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)

Answer: 5

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

Answer:

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

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

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

Answer:

A **'Central Research Project Committee'** was established in Gokhale Memorial Girls' College in the year 2015 with the objective to teach and train the students in research methodology for their future progression, apart from teaching them the syllabi. The students generally carry out a project. The theme of the project is normally chosen from one of the current socio economic and cultural issues, to make the students aware of their society, polity, economy and environment to bring them up as responsible citizens of the country. The first project entitled "Durga Puja: Festival or Industry" was submitted on 20.03.2018. The students from the departments of English, Philosophy, Psychology, Communicative English, and Clinical Nutrition & Dietetics participated in this survey based project. In 2021-22 the committee was restructured as **'Students' Research Cell'** which started its journey with the project on the Pandemic which came as a rude shock, not only to the people of this country but almost to all the countries of the world. Dreadfulness of the disease and it's high fatality rate along with complete lockdown, affected people's mental health as well as economic condition. The title of the project was "Survey on the Effect of Covid - 19 on the Society, Economy and Culture". Students from the departments of Bengali, Education, Economics, Geography, Hindi, History, Philosophy and Political science worked on this project. They collected data from the people belonging to different strata of the society, reports published in print media, discussions held in the electronic media and of course on their own experiences. After analysing those materials, students of each department submitted a report which were compiled in the final report.

Carrying on these projects and surveys students were benefitted by learning:

1) How to collect and use the sources for writing a report.

2) How to work as a group

3) How to create awareness of the current problems.

4) How to build up leadership quality.

Gokhale Memorial Girls' College published fourth volume of **ACADEMIA,** a multi-disciplinary, peer reviewed, annual academic journal (ISBN 2348-7054) in 2017. 26 numbers of articles were published in this volume.

File Description	Document
Upload Additional information	View 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

Answer: 16

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	1	0	2

File Description	Document
Upload supporting document	View Document

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

3.3 Research Publications and Awards

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

Answer: 0.44

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	7	5	2

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

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

Answer: 0.79

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:

2021-22	2020-21	2019-20	2018-19	2017-18
11	14	10	16	7

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

3.4 Extension Activities

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

Answer:

Extension activity in the neighbourhood community:

- Social Outreach Committee of Gokhale Memorial Girls' College on the occasion of birth anniversary of Ms. Sarala Ray, a social reformer and educationist and founder of Gokhale Memorial Girls' School in 1920, organized social outreach programme to an orphanage house, Baruipur Sitakundu SnehKunj, Baruipur, West Bengal on 25.11.2017, 19.02.2019 and 26.11.2019.
- The Alumni association of the college also conducted an outreach programme on 13.11.2019 to old age Home of All Bengal Women's Union .
- A workshop on Social Entrepreneurship, Swachhatha and Rural Engagement Cell Business Activity Implementation for Cluster Level Competitions was conducted by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India from 18/02/2021 to 20/02/2021. Students of Gokhale Memorial Girls' College actively participated in that workshop. The Workshop actions relating to promotion of social entrepreneurship were proposed by the participants themselves. These proposals were found to cover several unique social entrepreneurship activities.

- The GMGC Covid Helpline was launched in May 2021 during the devastating second wave of Covid-19 Pandemic, to help the Covid affected people in a 24x7 schedule using social media as a medium. Even after the subsidence of the Corona virus disease, the helpline goes on working and comes to the aid of people needing urgent medical aid for other types of illnesses substantiating its dedication towards society's welfare.

Sensitizing students to social issues:

- **Blood donation** awareness talk followed by blood donation camp on 18.11.2017, 19.02.2019, 22.02.2020
- **COVID HELP DESK** was launched on 05.05.2021 **(A 24x7 hours service in four groups – Hospital, Oxygen, Blood and Plasma, Food**)
- Relief work in **YAAS** (Super cyclone) devastated areas of Gosaba, South 24 Parganas, West Bengal 18.06.2021
- **Kerala flood** relief fund on 04.08.2018
- Post **COVID** Psycho-social support activity from 31.05.2021
- **Cancer awareness** programme on 03.02.2018, 04.08.2020
- Awareness programme (webinar) on **'DENGUE' & 'COVID'** on 17.08.2020
- Seven day special camp on '**Health & Social Awareness**' from 10.04.2019
- Programme on **GENDER** related issues on 04.05.2018, 15.03.2019, 29.04.2022, 27.05.2022
- Observance of **World Environment Day** on 05.06.2019, 05.06.2020, 05.06.2021, 05.06.2022
- **Tree plantation** programme on 15.08.2017, 10.04.2019, 05.06.2022, 19.07.2022
- Observance of **World health day** on 09.04.2022
- Observance of **World earth day** on 22.04.2022
- Observance of **International Womens' day** on 08.03.2022
- Workshop on Social Gerontology (active-ageing) on 27.04.2022
- Awareness Talk on **Stem Cell Donation** on 08.09.2017

Impact:

Covid helpline could save life of a large number of people in our community during Pandemic by providing quick, necessary and effective response.

College played crucial role for holistic development of students through its various extension activities in last five years. Being actively associated with various social activities organized by NSS, Social awareness club etc, many of our students could find immense motivation in continuing with social service through different NGOs even after passing out from this college. Some of them are-

Ahana Ghosh, member of **Rotract Club of Calcutta North East (NGO)**

Prachi Verma, Member of executive board of **DOCTORS FOR A CAUSE (NGO)**

Triyasha Ghosh**,** member of **HELPING HAND (NGO)**

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

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

Answer:

Gokhale Memorial Girls' College received certificate of recognition on 05.09.2020 as the Institution has successfully framed the SES REC Action Plan and constituted ten working groups for improving facilities in the Campus and the Community in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Conservation and Greenery post COVID- 19, along with the observation of three environment, entrepreneurship and community engagement related days to inculcate in faculty, students and community, the practices of Mentoring, Social Responsibility, Swachhta and Care for Environment and Resources.

The college was also recognized as a Member of National Rural Enterpreneurship Mission by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India.

A workshop on Social Entrepreneurship, Swachhatha and Rural Engagement Cell Business Activity Implementation for Cluster Level Competitions was conducted by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India from 18/02/2021 to 20/02/2021. Students of Gokhale Memorial Girls' College actively participated in that workshop. The Workshop actions relating to promotion of social entrepreneurship were proposed by the participants themselves. These proposals were found to cover several unique social entrepreneurship activities. And after having taken actions on these proposed plans, the students submitted reports on how they had implemented these plans and what were their experiences and achievements. A detailed report was submitted to Faculty Development Centre, Mahatma Gandhi National Council of Rural Education.

As recognition of above mentioned work, MGNCRE certified teachers for rendering their valuable services as mentor. Students were also certified for submitting business ideas in the said workshop.

In addition, MGNCRE also certified Gokhale Memorial Girls' College as Recognized Social Enterpreneurship, Swachchta & Rural Engagement Cell (SES REC) Institution.

Teachers and student members of Covid Helpline Group, received Certificate of Appreciation from MGNCRE, Hyderabad as a part of 'Beat Covid Campaign' for providing PSYCHOSOCIAL support to Covid affected patients and their families.

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.

Answer: 48

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:

2021-22	2020-21	2019-20	2018-19	2017-18
17	5	9	7	10

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

Answer: 04

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

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.)

Answer:

Academic/Teaching-Learning and Research Infrastructure

- **Classrooms :**

1. Total of 26 well-lit classrooms with good ventilation, including three newly built classrooms.
2. 4 large classrooms, called Lecture theaters.
3. Classrooms are equipped with computers and internet connection.

- **A new building with an elevator is under construction.**

- **Library :**

1. open-access, air-conditioned Library with barcode scanner.

2. Library has a printer and a photocopier machine.

3. significant numbers of e-resources.

4. Reading room.

- **Departmental Library**: Departments keep important reference books in their respective libraries.

- **Laboratories:** Chemistry, Geography, Physics and Psychology and Clinical Nutrition and dietetics have well equipped laboratories for practical classes. maintained regularly by the attendants.

- **Smart Class room (LT-4):** A classroom with Smart board facility with Wi-Fi enabled overhead LCD projector. and equipped with a bass boosted audio system and mouthpiece for the speaker.

- A new wi-fi enabled smart panel board with integrated audio-visual system has recently been installed.

Administrative Infrastructure

- **Accounts & Administrative Office (Office-1)** : Located on the mezzanine floor of the Ground Floor Main Building with computer and internet facilities.

- **Calcutta University and student data related Office (Office-2)** : Student data Office is located on the Ground Floor Main Building, adjacent to the Principal's room.

- **Principal's Office**: The Principal Office is located on the Ground Floor, Main Building.

Academic/Student Support Infrastructure

- **Staff Room:** Two staff rooms in the main building and Science bilding both with computers and wi-fi facility.

- **Students Common Room:** The Student common/recreation Room is located at the first floor, science building.

Conference and Cultural Infrastructure

- **Seminar-Webinar cum Conference Room (LT-2 & LT-3 and LT-4):** Seminars are held at the Lecture theaters equipped with overhead projector.

Green Infrastructure

- **Campus Garden:** A small space is dedicated for seasonal flower plants, a herbal garden duly maintained by the NSS unit 1.

- **Waste Management :** Separate bins for dry, wet and hazardous e-wastes. E-wastes are disposed safely with the help of WEBEL, a WB govt. enterprise.

Health & Hygiene Infrastructure

- **Physical Health:**

  - Fitness facility

  - Sanitary Pad vending machines

  - Clean washrooms for everyone

  - Clean drinking water

  - Makeshift ramp facility and washroom for Divyangjan persons

- **Emotional and Mental Health:**

  - Counseling Services Room: Our college has a dedicated psychological counselling room for the students.

Student Recreation Infrastructure

- **Canteen :** Canteen is located at the ground floor main building.

- **Student Common Room:** Situated at the first floor of Science building with sufficient sitting arrangements, washroom and water filter facilities.

Security Infrastructure

- **CCTV Monitoring :** CCTVs are installed in strategic locations throughout the campus.

- **Security Personnel :** Security personnel are required to do a thorough check before letting any person enter the campus. There is a night watchman also.

- **Emergency Exit Stairs :** Emergency exit has been installed in both the buildings.

- **Smoke detector and Alarm, Fire extinguisher and Water Hose**

IT Infrastructure

Physical

- **Computer Labs**

- **Computer training center**

- **UGC Network Resource Centre (Library)**

- **Wi-Fi enabled campus:** College provides internet for all teachers and students.

- **Smart TV panels are installed in several classrooms.**

Virtual

- **Virtual/Smart Class :** classroom with wifi enabled projector, smart board, and audio system in Science building.

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

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

Answer: 26.13

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
45.40017	23.82830	31.35346	17.25553	13.12283

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

Answer:

An Integrated Library Management System is a software that is designed to manage all the functions of a library. It is basically an automation in the library to perform tasks such as acquisition, cataloging, and circulation. The automated systems in the central library of the GMGC are:

Pre-pandemic

1. Barcoding of library books done in 2017

2. Central Library has been using LibSys Library Management Software from 2008.

3. The upgraded version of LMS also has an Online Public Access Catalog (OPAC) facility.

4. Library Management Software was initially a single user client server architecture model. It was gradually upgraded first to 3-users and then to 5-users model.

5. Library has a UGC network center, where users can access online information.

6. College Central Library has an institutional Membership of Inflibnet, to access all NLIST e-resources.

7. Central Library also has an institutional membership of the British Council Library.

8. A week-long Library Orientation Program is conducted for new students.

9. Issuing of books operated through a barcode system started in the 2018-19 session.

10. Members of college Alumni Association can access the college central library.

11. College central library also has book bank facility for economically weaker students where they can borrow books from the library book bank for one full year.

Post-pandemic

1. College Library created a Library Website during the pandemic situation in August 2020. Website address is https://www.gmgclibray.wordpress.com

2. Through this website library users can access the library resources from their home.

3. Remote access was provided for the first time to 209 titles that have been purchased from different publishers.

4. Library Orientation Program for newly admitted Sem-1 students was done online

5. E-resource orientation program and how to use the library in online mode was conducted for all students, faculties and staff.

6. The central library has started preserving important out of print books which are in fragile condition from 2021.

7. Library authentic users can access NLIST e-resources from their home during the lockdown period.

8. Library also has WiFi facility for all users from 2021.

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

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

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

Answer:

Gokhale college is always the forerunner in using ICT enabled pedagogy in the teaching learning process, even during the pre-pandemic period. The college started procuring required ICT tools well ahead of time and teachers started taking classes using PPT presentations for delivering lectures well before the pandemic.

1. **Pre-pandemic period**

- College used to have 200 MBps internet connectivity during the 2018-19 period. In 2019-20, additional 50 Mbps is added to make the connection speed 250 Mbps.

- Number of computers has been increased from **42** in the year 2017-18 to **50** in the academic year 2018-19, followed by even further expansion of computing facilities to 57 in the subsequent years.

- Lecture Theater-2 has a permanent roof mounted LED projector machine where seminars/webinars are usually held.

- A smart classroom with smart board, wi-fi enabled LCD projector, a desktop and audio-system was installed with the help of West Bengal Electronic Industries Development Corporation Limited (WEBEL) on 31/3/2017.

- Library has reprographic facility for students and teachers. 2 printers and 1 barcode scanner for the library were bought in 2019.

- Additionally two more printers were purchased in 2020.

2. Post-pandemic period

A seismic change took place in the use of technology in teaching-learning during the pandemic.

- In 2020-21, college upgrades internet connectivity speed to 300 MBps. The college procures a high speed internet connection plan "VELOSITI_300" from service provider IndiNET Services Pvt. Ltd.

- In the year 2022, the college has bought additional internet connection from Alliance Broadband Services Pvt. Ltd (along with the previous plan from IndiNET).

- Several wi-fi routers have been installed in both the buildings to set-up and distribute the connection in the entire campus.

- Internet connectivity is password protected, however, students can access the internet through a QR code scan using their mobile devices.

- Post pandemic the college was quick to acquire G-suite accounts for all teachers to facilitate running online teaching and examinations smoothly.

- With the teaching process shifting towards virtual mode, lecture notes are made available on the college website and also in G-suite classrooms, where students can access them easily.

- Two computers brought in 2017 were installed in library. Ten more brought in 2018. 1 in Physics, 3 in Mathematics, 1 in Chemistry, 4 in Office-2 and other installed in library.

- Digital platforms such as Zoom, Google Meet, Microsoft Teams were used extensively to take classes during the initial phase of the lockdown period. After securing the G-suite account, it became mandatory to use Google Meet for delivering lectures.

- Google Classroom were used as Learning Management Systems (LMS) to conduct online classes and online examinations.

- Digital tools, such as Xodo Pdf writer, Microsoft Edge, Adobe Reader etc. to check and evaluate answer scripts submitted online.

- Teachers used Open Broadcaster Software (OBS) to make video lectures and demonstrations for the experiments. These have been uploaded on the YouTube channels.

File Description	Document
Upload Additional information	View Document

| Provide Link for Additional information | [View Document](about:blank) |

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

Answer: 18.98

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

Answer: 46

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](about:blank)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](about:blank)
Provide Links for any other relevant document to support the claim (if any)	[View Document](about:blank)

4.4 Maintenance of Campus Infrastructure

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

Answer: 27.56

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:

2021-22	2020-21	2019-20	2018-19	2017-18
22.31194	16.57361	36.82710	18.74050	43.69151

File Description	Document
Institutional data in the prescribed format	[View Document](about:blank)
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](about:blank)
Provide Links for any other relevant document to support the claim (if any)	[View Document](about:blank)

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

Answer: 10.1

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
162	129	109	50	46

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

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

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

Answer: 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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

Answer: 19.87

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
700	170	45	36	25

File Description	Document
Upload supporting document	[View 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*

Answer: 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

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

Answer: 51.53

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
201	260	96	78	91

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
315	365	273	243	213

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

Answer: 11.27

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years**

(eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
54	09	08	03	03

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

Answer: 48

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:

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

| 08 | 11 | 02 | 21 | 06 |

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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)*

Answer: 13.4

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	19	12	15

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*

Answer:

Gokhale Memorial Girls' College Alumni Association was formed in February 2014 and registered with the Registrar of Firms, Societies and NonTrading Corporation, West Bengal in August 2014.

The Objectives of the Association are • Spreading education and imparting care and guidance for the upliftment and emancipation of women. • Providing for the advancement of education of the financially weak and maintaining the culture of the society at large • To lift the rich tradition of Gokhale Memorial Girls' College and provide continuity between an inherited glorious past to a prospective future.

The activities of the Association include – • cultivation of a healthy atmosphere involving the entire community, past and present. • organisation of various socio-cultural programmes including environmental issues. • organisation of educational programmes like lectures, seminars, workshops, exhibitions, debates, discussions and other exposure opportunities for social, educational and professional references. • organisation of counselling sessions to improve the student's quality of life. • such other things as may be deemed incidental or conducive to attaining preceding objects.

By 2017-18 there were 58 enrolled members in the Association. a number of varied activities were undertaken by the Association directed towards social service, enhancing students' knowledge, organizing health camps for staff and students and gender sensitization lectures and workshops for the benefit of students.

Organised "The Stem Cell Donation awareness programme on 08/09/17 in collaboration with Datri, an NGO. Sample collection from staff, students and alumni members was done on 08/09/17 and 08/11/17.

• Organised "Mohona", a fete cum exhibition on 09/09/17 organised jointly with the Social Awareness Club of GMGC, for the upliftment of socially physically, mentally and financially underprivileged sections of the society, the proceeds of which were given away for charity.

• Organised a Special lecture in History titled, "Our Songs, Their Gods, Nation and Performance in the Bengal Borderland" on 22/8/17 and delivered by Mr Aniket De, Researcher, Department of History, Harvard University.

• Organised a Health Camp for staff, students, guardians and members of the Alumni Association on 18/11/17, conducted by doctors of ESI Hospital, Sealdah for a general health check-up, eye check-up, Diabetes testing ECG and Gynaecological check.

• Organised a Seminar titled, "Wonders of the Sky" on 15/3/18, in collaboration with Sky Watchers Association Kolkata to create interest among the students about the Universe, the Galaxy and the Solar System.

• Organised a gender sensitization programme titled, "Understanding Gender and Sexuality in Indian Context", in collaboration with Gokhale Memorial Girls' College, delivered by Dr Anindita Chaudhuri, Member of the Governing Council, GMGC Alumni Association.

in 2020-21, there were 94 members. The Association contributes as and when it is possible To lift the rich tradition of Gokhale Memorial Girls' College and to provide continuity between an inherited glorious past to a prospective future.

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

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.

Answer:

"What shall I do with that which does not give me immortality?" – Our Motto

VISION:

The vision of the institution is to develop and empower women through education that fosters knowledge and skills, promotes values of equality, secularism and national integration, moulds a positive character, instils discipline and creates an open mind, capable of assimilating the best traditions of the East and the West.

The institution goes through a regular process of drawing proposals of financial expenditures with an annual budget, passed in the Governing Body, and susequently audited by the appointed Auditors.

The institution strives to evolve through collective leadership into a centre of academic excellence while retaining its regional roots. The students of the institution are therefore able to encompass and articulate global concerns and global demands.

The institution imparts education in the field of Humanities, Social Sciences and Pure Science.

It also boasts of **three** of its **Vocational Departments(Major):**

1. Advertising,Sales and Promotion

2.Communicative English

3.Clinical Nutrition and Dietetics – the only institution under the University of Calcutta to have this stream.

During the covid pandemoic period, G Suite account was provided to all departments for the smooth functionig of online classses.

MISSION :

The mission statements of the institution aim at translating its vision into action plans through:

- Stimulation of the academic environment of the institution for promotion of quality in teaching-learning.
- Maintenance of a balance between education that promotes knowledge per se and training that imparts skills for employability.
- Broadening the base of women's education in keeping with the framework of a pluralistic society.
- Inculcation of egalitarian, secular and non-parochial values among students in addition to the core values of honesty, discipline, courage, compassion, self-respect as well as respect for others.
- Promotion of all-round development of the students to face the emerging and futuristic challenges arising from complexities of the rapidly changing national and international scenario.

In keeping with the broad vision and mission, the objective of the institution is to enrich the society by creating women – intellectually astute, economically independent, socially aware, politically conscious, morally superior yet graceful, gentle and sensitive.

The functioning of the institutional bodies is effective and efficient as visible from Policies, Administrative setup, Appointment and Service Rules, Procedures etc.

The Organogram represents a well planned/ integrated administrative structure of the institution. It represents the governing and functional units of the college.

The Non-Teaching staff consists of Group- B, C, D and casual staff.

The policies and service rules of the institution are guided by the Higher Education Department of West Bengal. College Service Commission recommends the names of teachers and Principal which are then approved by the Governing Body and finally appointment letter issued by the Principal (for teachers) and by the President of the G.B. for Principal. The governance of the institution is reflective of and in tune with the vision and mission of the institution. In accordance with the mission statements, the institution is committed to making teaching-learning accessible to all students.

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

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

Answer:

Gokhale Memorial Girls' College has several institutional bodies, functioning both in unison and as autonomous units, motivated by the vision and mission of the institution leading to decentralization.

The functioning of the institutional bodies is effective and efficient as visible from Policies, Administrative set-up, Appointment and Service Rules.

The College follows an administrative hierarchy with a Governing Body at the top, consisting of the President, Secretary, Government and University nominees, and teachers and non-teaching representatives. The Principal (Secretary, GB) functions as the HOI. The next level is that of the teaching staff consisting of Associate and Assistant Professors, State Aided College Teachers (SACT), Librarian - constitute the Teachers' Council. All council members are members of various committees – both statutory and non-statutory. IQAC, Academic Sub-Committee, PMU/ RUSA, Provident Fund Committee, are the statutory ones, whereas, blood donation, admission, SC/ST cell, Student data management etc. are the non –statutory ones.. The non-teaching staff consists of Group- B, C, D and casual staff.

The **Policies and Service Rules** of the institution are guided by the Higher Education Department of West Bengal.

College Service Commission recommends names of teachers and Principal, approved by Governing Body and finally appointment letter by the Principal (for teachers) and by the President of the G.B. for Principal.Appointment of State Aided college Teachers(SACT) are given by the Higher Education Department of Govt. of West Bengal.

· **The institutional strategic/perspective plan is effectively deployed to** ensure quality and curriculum delivery, academic support for students' success.

The objective of Institutional Strategic plan is outcome based and is reflected in their Final Results (CU) and further progression to higher academic studies. .

- provision of personal G-suites accounts to teachers
- identifying students for providing Freeship & Fee Waivers;
- disseminating information about available National and State Scholarships;
- conducting Library Orientation Programme for students to promote use of e-resources.
- Obtain feedback from teachers on effectiveness of curriculum design;
- Mentorship to guide students for future academic pursuits.
- Professional development for entire staff through lectures/ workshops.
- Welfare measures for teaching / non-teaching staff .
- Social outreach and community engagement activities to enhance value system as per the vision and mission of college .
- Initiatives to collaborate with NGOs to facilitate community work by both students/ teachers .
- A student welfare sub-committee, counseling cell, anti-ragging cell and student grievance cell are maintained ensuring students welfare.
- Value Added courses and a Placement Cell to increase employability of students.

Perspective Plans:

The institution has a Perspective/Strategic Plan to facilitate its **continuous/** all-round development.

1. Application for grants from government /non-government sources,

2. Vertical expansion of building to accommodate more classrooms, laboratories, auditoria, staffrooms etc.,and renovation of the existing infrastructure.

3. Improvement of the scope / profile of the Teaching-Learning Experience through greater use of ICT and other innovative means.

4. Organizing Seminars, Workshops and Faculty Development Programmes,

5. Application for substantive posts from the State Government.

6. Promoting humanitarian ethos and community engagement through National Social Service (NSS) and MGNCRE.

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

6.2.2 Institution implements e-governance in its operations

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

Answer: 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

Answer:

Teachers maintain self-appraisal diaries. It helps in providing details required for promotion under Career Advancement Scheme (CAS) as per UGC guidelines,

Welfare measures:

1. *Teaching-staff (Substantive)–*

- Grant of Maternity Leave, Study leave, FDP facility, Duty Leave as and when required.
- Child Care Leave to Female employees.
- Prompt facilitation of PF loans for teaching staff .
- Ad-hoc payment of salaries provided to the newly appointed teachers till their pay fixation is done.

2. State Aided Contractual Teachers (SACT)

- Bonus is given to SACT indivisually from the college fund during Durga Puja.
- Provisional Leaves as per Government Rules.

- FDP facility

3.. Non-Teaching Staff (Substantive)

- Grant of Maternity Leave.
- Bonus is given to non-teaching staff individually from the College Fund during Durga Puja..
- PF loan facility is available for substantive non-teaching staff.

4. Non-Teaching Staff (Casual)

- Bonus is given to casual non-teaching staff from the college fund during Durga Puja

The institution has an effective appraisal system for Teaching and Non-teaching staff. Every year the outgoing students carry out and submit teacher evaluation and campus evaluation surveys through feedback forms. The duly filled- in forms are analyzed and the report obtained therein, are judiciously addressed for the betterment of the teaching learning process. Wherever lacuna is observed, the teacher is counselled by the Head of the Institution in the interest of the professional upgradation as well as deliverance to the primary stakeholders, that is, the students.

Performance of the non-teaching staff is appraised by final year students and are assessed on the parameters of efficiency, helpfulness and cordiality. They are also counselled by the HOI, if required.

The findings of the above evaluation service are duly summarized and graphically presented through bar graphs and pie charts, and are regularly published on the institutional website to maintain the transparency norms.

SSS –A general SSS is carried out regarding delivery of services like library facilities, internet facility, reading room environment, capability of librarian, infrastructure of the college, auditorium, security arrangements, adjudging teaching standard, punctuality of the teachers, syllabus completion, use of digital tools in both honours and general courses.

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

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

Answer: 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**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Policy document on providing financial support to teachers	View 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
Provide Links for any other relevant document to support the claim (if any)	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*

Answer: 13.06

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:

2021-22	2020-21	2019-20	2018-19	2017-18
12	21	8	1	2

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
1	7	0	0	0

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

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

Answer:

The college conducts internal and external financial audits regularly. It engages the services of H.P. Mookherjee and Co., Chartered Accountants for conducting the audit. Besides this,West Bengal Higher Education Department,Govt of West Bengal ,sends the names of Auditor to carry out Government audit.

The audit is conducted in accordance with auditing standards that is generally accepted in India. The audit has been presented after:

1. having obtained all the information and explanation, which to the best of the institutions knowledge and belief were necessary for the purpose.
2. proper books of accounts as required by the law have been maintained by the college.
3. the Balance Sheet, Income and Expenditure Account, and the Receipt and Payment Account are in agreement with the ledgers.

The under mentioned audits are carried out to ensure the optimal mobilisation and utilisation of resources.

1.Statutory audit of the institution from 2017 – 2022,

2.Internal audit of the institution:

3.Internal audits of UGC grants:

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

Answer:

The IQAC consistently strives to institutionalize quality assurance strategies and processes at every level of the institution's function as is recommended under the latest UGC regulations. An important function of the IQAC, Gokhale Memorial Girls College is to develop pragmatic and attainable quality benchmarks for both academic and administrative activities and make quality enhancement an integral part of institutional functioning. It constantly endeavours to maintain academic discipline, conducts meetings with the Head of the Institution to draw up and/or appraise the plans and programmes of quality enhancement and strives for equal opportunities for all, the student and staff stakeholders. The IQAC also interacts with the entire staff as and when necessary. This helps all participants, teaching and non-teaching alike to get acquainted with the nuances of IQAC functioning and the NAAC agenda of total quality. The IQAC reviews learning outcomes by periodically ensuring that Mock test, Remedial classes ,Special lectures are held.CIE are followed and the faculty identifies the slow and weak learners and take adequate measures for their improvement.PO /CO levels are determined after the final result are declared.

The IQAC has regularly convened meetings.

 It has submitted the AQARs to NAAC as timely as possible.

It has collected feedback in appropriate forms from different stakeholder categories, analyzed the same and used it for qualitative improvement.

 It has organized Academic and Administrative Audit and has initiated follow-up action as per the suggestions and recommendations of the eminent evaluators.

The body devises strategies and plans to improve the teaching-learning process through increased use of ICT tools.

Expanding the scope of the library, transforming it into a multivalent knowledge portal.

 Signing MOUs with research institutes to re-defining the boundaries of a vitalizing, meaningful and holistic education.

Three-day National Workshop and Training Programme on ICT tools organized for the teaching and non-teaching staff and training given.

IQAC has proposed introduction of Study Circle Programme for faculty members.

Personal G Suite accounts provided to teachers for taking online classes, exams, providing study material, conducting meetings and doing other administrative works.

Library Orientation Programmes conducted online for both faculty and students to help them access e-resources remotely. Further, IQAC has resolved to continue with MOOC-NPTEL course programmes for the students.

The IQAC in its minutes has proposed Sociology in 2017 as a General subject for other Honours subjects in the college.

It has also introduced two new value-added courses, namely, (a) Business English Communication Skills and (b) Chinese Mandarin Course in 2017.

IQAC has also ensured almost 92% utilization of the first-instalment of RUSA 2.0 grant for construction, renovation and procurement and 2nd instalment of grant applied for pursuance with the government for acquiring land for building a new campus.

Application has been forwarded to concerned government authority for installation of solar power panels on building rooftop.

MOUs signed with reputed NGOs, Calcutta Ekatma and Mother Earth Foundation as part of continuous social responsibility initiatives and community engagement, through NSS Unit I,Social Awareness Club and Cultural Club .

Several environmental programmes and social outreach activities has been under the purview of college IQAC body.

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

6.5.2 Quality assurance initiatives of the institution include:

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

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

Answer: A. Any 4 or more of the above

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

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

Answer:

Gender equity in an all-women institution basically entails promotion of awareness on gender concepts and roles from different communities, gender bias, gender equality and   measures against gender-related harassment. Gender sensitization in GMGC hinges on emphasizing woman's agency through awareness initiatives and extra-curricular activities which bring out their natural talents and establish that women in their nurturant role as caregivers and homemakers can have equal participative role as men in all walks of life.

Following were the initiarives for gender equity -

- Seminar organized in collaboration with Gokhale Memorial Girls' College Alumni Association, on "Understanding Gender and Sexuality in Indian Context" on 04/05/18. Dr. Anindita Chaudhuri, Assistant Professor, Department of Psychology, University of Calcutta and also a member of the Governing Council of the Association along with Sm Dibyangana Biswas, a Research Scholar, were the speakers
- Special Lecture on "Adolescence and its Problems" by Dr. Muktipada Sinha, Professor of Education, Jadavpur University on 09.09.2019.
- A State-level Webinar titled "Feminism" on 30.06.2020 - Dr. Aditi Dasgupta spanned a wide trajectory of women's movements from 1848 and Prof. Sanat Kumar Naskar discussed heterogeneity and multiple patriarchies contributing to the existence of multiple feminisms in Indian perspective, changing over time in relation to the historical and cultural contexts, levels of consciousness, perceptions and women's actions.
- Webinar lecture on 09.07.2021 by Dr. Sarmila Banerjee, Former Rajiv Gandhi Chair Professor, Economics, University of Calcutta on "Age, Aging and Elderly: Asset or Liability" elaborating the possibilities of gainful use of life experiences and capabilities of elderly women – a "hidden resource" to equip the younger generation.

Post-covid, academic session 2021-22, sensitization programmes fostered academic interest in and awareness in gender issues through –

- International Women's Day observed on 08.03.2022 through women-centric events organized by NSS Unit-1 – (i) Motivational talk by ex-students (ii) Inspiring expert talk by well-known media

personality Basabdatta Chattopadhyay, Alumnus, (iii) Lecture on legal aid titled, "Off-hand techniques and Legal Opinions" by Anwesha Banerjee, Asst. Editor, Eishamay (iv) Poster display on women's rights (v) Student Presentations and (vi) Singing and recitation to rejoice womanhood.

- Lecture on 29.04.2022 titled, "Gender Sensitization: Rights and Challenges" by Shri Bappaditya Mukherjee, Founder-Director, Prantakatha (a National NGO) highlighting the Third Gender.
- Lecture on 27.05.2022 titled, "The Making and Unmaking of Gender: Human Rights of the Third Gender in India" by Dr. Lopamudra Sengupta, Associate Professor, Political Science, Bangabasi College, Kolkata.
- Lecture on 27.05.2022 titled, "Gender Issues and Sexual Harassment of Women at Workplace Law in Higher Educational Institution" by Dr. Sangeeta Roy (Maitra) Assistant Professor in Law, Government Centre of Legal Education, Chinsurah, West Bengal.

Following security measures for students and female staff are in palce -

- Women security personnel outsourced from external security agency keep 8-hour strict vigil on all entries and exits.
- Vantage point CCTV cameras keep a 24-hour vigil on all movements in the premises.
- Staff Members of both genders share responsibilities as a harmonious whole.
- The Anti-Ragging Committee and the Internal Complaints Committee address grievances with care and confidentiality.

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

7.1.2 The Institution has facilities and initiatives for

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

Answer: B. 3 of the above

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

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

1. *Green audit / Environment audit*
2. *Energy audit*

3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Answer: C. Any 2 of the above

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

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

Answer:

Inclusiveness means including everyone. Institution's mission statement is clear about inclusiveness.

The prime objective to bring together students in true esprit de corps with the intent to educate, create a sense of fellow-feeling, create a sense of shared heritage, cerate a sense of both institutional and national pride, inculcate values and work towards a future that is inclusive of the entire student community of the college.

At the same time the objective is also to include students from all social and financial backgrounds with particular attention to the requirements of the needy and meritorious. College has a fee-waiver scheme. All students are given equal opportunities to avail the scholarships funded by the state and the central government.

The college strictly adheres to the government policy of reservation.

Mentoring is one method used to address the probelms of each and every student with equal importance.

Psycho-social Counselling, gender awareness activities, library orientation are conducted keep in in view the diverse needs of studnets at different difficulty amd problem levels.

Sangachhadwam sangbadadhyam sang vo Manam shi janatam' —- this invocation from the RgVeda leads the stakeholders to move forward together with a common goal. The prayer song tuned by Gurudev Rabindranath Tagore has been the concluding hymn sung by the teachers.Staff and students observe the death anniversary the Founder-Principal Dr S.E. Rani Ghosh on 18th November in a solemn pledge to work together in unity and harmony. Cultural events, College Magazine, Sports and various other activities are organized regularly. These are the platforms that college provides where many students participate, work cohesively and exchange ideas and thus get to know each other in the process.

International Mother Language Day and Hindi Diwas are observed with equal enthusiasm.

Workshops and lectures are conducted to sensitize the students about their rights as women and to inculcate in them the confidence that they are no less capable than men.

A workshop on gerontology sensitized students on the aspects of ageing and the psycho-social connect.

Co-curricular programmes are organized in all the three languages , Bengali, Hindi and English. Inrternational Mother Language Day and Hindi Divas are observed .

Events such as video presentation of "Partition and its Impact on the Indian Society" brought all students together to understand their shared heritage and history.

Commemmorative events such as "Infinite Ray" curated to pay homage to the great personality Satyajit Ray, brought together students from different cultures to return to the genius and the treasure house of his great works.

Observance of Founder's birth anniversary and Founder-Principal's death anniversary brings all students under one roof and helps them share their common remmbrances.

Celebrating Netaji's Birth Anniversary closely followed by the Republic Day brought together the institution's students from remote parts under one online platform.

Annual Sports is another arena of inclusivity which is open for all students and staff to participate.

Social Outreach is a true unifier. Students from diffrent socio-economic background perform their social responsibility with great commitment.

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

Answer:

Best Practice I

Title: Library Orientation Programmes

Objective:

Conducting Library Orientation Programmes (LOP) in GMGC in every new academic session to equip new entrants with knowledge of the Central library of the College, its facilities, its website and the rules and regulations that govern proper functioning of this important campus resource.

Context:

 "As we read so we produce". Underlying principle of LOPs is to make library use easy and effective for students at all course and difficulty levels so that they visit the library frequently and acquire knowledge that can be applied.

Practice:

The College Library reflects the government initiatives in higher education, its role in teaching, research and extension activities in HEIs. LOPs in GMGC conducted since 2014, disseminate information about open-access shelves, the 5-user Libsys LSease software, now replaced with KOHA (22.11 version), OPAC searching, display racks for latest informational resources, cheap reprographic facility and Book Bank facility. During lockdown, online LOP organized by the Central Library and conducted by Sage

Publications, Oxford University Press, Pearson Publications and McGraw Hill provided guidance for accessing e-books purchased with RUSA 2.0 grants.

Outcome:

- Increased library footfalls and N-list (INFLIBNET) usage statistics – 5293 physical footfalls in 2016-17, 5098 in 2017-18, 4599 in 2018-19, 3090 up to March 2020 and zero footfalls from 16th March 2020 to January 2022 (the lockdown period).
- Increased usage of OPAC to access e-resource sites Shodhganga, e-Shodhsindhu through the library website www.gmgclibrary.wordpress.com
- National Library and Information Services Infrastructure records for scholarly content indicate downloads of 901 pages of study material in 2016, 3243 pages in 2017, 7035 pages in 2018, 4228 pages in 2019 and an impressive 26616 pages by 392 students in 2020 and 17362 pages by 359 students in 2021.
- e-resource users increased from 11 users in 2019 to 393 users in 2020.
- Central Library Website blog statistics showed 11418 visitors till January 2023.

Constraints:

- Arranging LOPs without disrupting the classes is a challenge.
- Accommodating a large number of students eager to use the reading room and reprographic facility is difficult.
- Internet connectivity disruptions and affordability are major constraints.
- Provision of adequate computer access in peak hours is difficult.

Best Practice II

Title: Psycho-Social Support and Counselling

Objective:

Extension of psycho-social counselling to address students' diverse psychological problems arising out of medical needs and stresses connected with sickness and bereavements as during the Covid-19 pandemic or otherwise. Addressing such issues is essential for preventing future impairments.

Context:

In modern times, young minds develop psychological stress points arising from personal medical conditions, familial medical and financial conditions, peer pressures, community issues and academic stresses. The faculty observes the students closely for the stress points. The institution facilitated initially through counselling sessions, lectures, awareness programmes and then by appointing a duly qualified counsellor to counsel the students on a regular basis.

Practice:

Various programmes were undertaken as follows:

- In 2017, counselling session by Dr. Nilanjana Sanyal, Professor of Psychology, University of Calcutta for the First Year students. Students anonymously dropped their problems in writing in a drop box and their problems addressed and Special Lecture on "Importance of Emotional Intelligence in Life & Education" by Prof. Debasri Banerjee, University of Calcutta.

- A three-hour session conducted on 13.07 2019 by Dr Mitul Sengupta, Director, Rhythmosaic Dance and Movement Therapy Institute on "Skill enhancement through the practice of movement" on the creative potential of students. The speaker/therapist used body movement and dance as an empathetic creative process to explain the means of integrating emotional, cognitive, physical, social and spiritual aspects of self.
- Special Lecture on "Adolescence and its Problems" on 09.09.2019 by Dr. Muktipada Sinha, Professor of Education, Jadavpur University, Kolkata

- Online counselling in five sessions for all 3rd Year Students waiting to appear for their final examinations   - "Meaning Making in the Times of Corona" from 11.05.2020 to 15.05.2020 by Counsellor: Dr. Shatabhisha Chatterjee, Clinical Psychologist. Mental Health Foundation, Kolkata, to find ways face the sudden career uncertainty related to the pandemic through Recovery Oriented Cognitive Therapy (CT-R) - togetherness, helpfulness and a sense of control to continue progress in a long period of social isolation.
- Two-day lecture series on "Perception of Confinement: Psychological Connotations across Generations" Dr. Nilanjana Sanyal, Retd. Professor, Department of Psychology, University of Calcutta, Dr. Rajlaxmi Guha, Assistant Professor, Centre for Educational Technology, Joint Faculty of the Centre for Happiness, IIT Kharagpur and Dr. Pritha Mukherjee, Professor, Dept of Psychology, University of Calcutta on 17.06.2020 and 18.06.2020.
- Online Hope Workshop on Mental Health and Suicide Prevention conducted by Techfest IIT Bombay on 27.09.2020 for GMGC students by professional counsellors emphasizing the key aspects of recognizing mental health issues, and how to live a stress-free and fulfilling lifestyle during the lockdown. College Ambassador Aayushi Bhattacharya, student of Economics received a medal of recognition. Participants were provided e-certificates.
- From May to July 2021, Department of Psychology, NSS Unit-1 and MGNCRE SES REC collaborated to provide inclusive online psychological counselling to all students External experts spoke to grieving students who had lost their near and dear ones. These Psycho-Social Support initiatives were an integral part of the Beat Covid Campaign 'Each One Reach One' and were recognized by the MGNCRE. Certificates of participation were provided to the Covid volunteers.
- As a part of students' Week Programme, initiative of the Govt. of West Bengal, the College Alumni Aassociation and Student Welfare sub- Committee organized a two-day online counselling session for the students titled, "Mental Health Concerns ofthe youthin the Pandemic: Chaos, Challenges and Coping" on 5th and 6th Jan.2022. Dr. Rudrani Chatterjee and Smt. Sreetama Chatterjee, both Alumni and Clinical Psychologists in IPGMER, Kolkata.
- In February 2022, College engaged the services of Yashabanti Sreemany of "Crystal Minds" to conduct weekly sessions of counselling for all students and special sessions to address specific personal problems.

Outcome:

Psycho-social counselling has helped students cope with psycho-social problems. Students have benefitted from the one-to-one counselling by the college counsellor who counsels the students' guardians too if necessary.

Constraints:

Student's shyness to approach the counsellor is a constraint.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

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

Answer:

Our Motto

येनाहं नामृता स्यां किमहं तेन कुर्य्याम ।

"What shall I do with that which does not give me immortality?"

is our guiding force.

The Mission of the institution is holistic development through inclusiveness that hinges on both academic excellence and personal growth by -

- promoting quality in teaching-learning.
- maintaining balance between education that promotes knowledge per se and training that imparts skills for employability.
- broadening the base of women's education in keeping with the framework of a pluralistic society.
- Inculcating in students a sense of community responsibility which would help them to become worthy citizens of the country.

QAC Meetings held periodically and as much as necessary for discussing the issues and challenges of institutional development. Inclusive environment is sustained through various curricular and co-curricular activities which bring together students in true esprit de corps to share space and opportunities and showcase their talents.The mission objectives are sought to be met through the following distinctive initiatives -

- a transparent and efficient admission system in adherence to the norms and rules of reservation policy of the government
- Faculty dedication to teaching and continuous assessment of students to undertand the needs of students at diffrent difficulty levels.
- Equal opportunities given to students to demonstrate their academic abiliities such as through student presentations, competitions, class assessments.
- Special Lectures to enhance student cpabilities.
- Equal opportunities given to students to showcase their artistic talents.
- One-to one relationship with students to guage their problemms and stresses
- Monitoring regularity in class attendance and appraising the students' progress.
- Review of the stakeholder reports, particularly the one pertaining to student satisfaction to take proper action
- Parent-teacher interface to keep guardians informed about their wards' progress.
- Conducting Library Orientation Programmes for new entrants and ensuring availability of library services both physical as well as digital.
- Annual publication of College Magazine where students showcase their literary and artistic talents.
- Regular career counselling organized in association with renowned training and recruiting agencies..
- Sensitizing students about gender equality and equity to create awareness regarding importance of women in development and about gerontology, the study of problems and opportunities for the elderly.
- A Counselling Unit managed by the Psychology Department. The college counsellor meets students every week in scheduled batches to benefit all students. Counsellor also provides personalized counselling in specific cases.
- Special observances are organized to educate young minds, inculcate values and create a sense of national pride. "Sangachhadwam sangbadadhyam sang vo Manam shi janatam" –the Rig Veda invocation tuned by Gurudev Rabindranath Tagore is the inaugural song sung during the College Foundation Day celebrations.
- Awareness programme on blood donation organized every year, followed by a blood donation camp held on 26th November, the birth anniversary of Founder, Mrs. Sarala Ray, great social reformer and disciple of freedom fighter and educationist Gopal Krishna Gokhale.
- Code of Conduct is instrumental in moulding the character of students through discipline and rigour and creating open minds capable of tolerance and fellow-feeling. All College Codes are displaye din the College Website for stakeholders to see.
- A long tradition of undertaking annual satisfaction surveys where feedback is obtained from students, guardians, teachers, office staff and alumni through structured questionnaires. In recent time, the student survey has been kept anonymous as they provide a mechanism for student voice, iteration and culture-building in classroom through candid responses on learning experiences.

- Feedback obtained by IQAC on curriculum design and delivery from the students and the teachers for analysis and appropriate action.
- Continuance of enrolment in employability-enhancing Swayam-NPTEL courses and add-on value-added courses like computer course, HR Associate and Supervisory Skills.
- Provision special amenities such as water purifiers and coolers, hygienic canteen, safe drinking water, clean washrooms and toilets, sanitary napkin vending machines, SMS alert system, departmental library, a Network Resource Centre in Central Library and a dedicated library website.
- Student Welfare Sub-Committee, Counselling Cell, Anti-Ragging Cell, and Student Grievance Cell to ensure welfare and safe environment for all students.
- Active Placement Cell.
- Student welfare - initiatives taken by the college and personally by the faculty to help needy students.

An important area of inclusiveness is participation of students irrespective of their socio-cultural and socio-economic in the social outreach activities which truly help in building fellow-feeling and togetherness.The social outreach activities conducted by the student and teacher members of NSS Unit-1 and Social Awareness Club with dedication and diligence indicate the commitment towards inculcation of egalitarian, secular and non-parochial values among students in addition to the core values of honesty, discipline, courage and self-respect and confidence.

Every year social outreach activity is conduct with vigour to celibrate the Founder's Birth Anniversary. Faculty, studnets an dthe college get together to donate for helping out the deprived and the needy.

An added initiative for inclusiveness has been to collaborate with NGOs to facilitate community work by both students and teachers.

Course attainment outcomes of the studnets of the institution are consistent which is testimony to the fact that teaching-learning has always been the most important strength of the institution. in conjuction with the social responsibilities that the institution delivers through student welfare, student facilitation for obtaining state and national scholarships and through social outreach activities conducted by the NSS, Social Awareness Club and the MGNCRE SES REC. Add-on certificate courses additionally enhance their employability and empower them.

The strategic planning document of the institution attests to its true spirit as a women's educational institution which fosters a sense of inclusiveness towards all social communities. Its distinctive characteristic is to educate, empower and sensitize the students to the society within which they live and perform and towards which they are responsible.

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

Extended Profile

Students

Number of students year wise during the last five years

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
873	968	1005	1059	1006

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

Teachers

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

Answer: 73

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

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
68	70	69	66	56

Institution

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
124.32948	91.79359	96.66639	83.14473	105.31644

File Description	Document
Upload Supporting Document	View Document

Conclusion

Additional Information :

- The instituion is a reputed academic institution in the state. it has a consistent record of good student performance as manifest in the university results.
- Regular student presentations are integral part of classroom inclusivity.
- The admission system is entirely online, transparent and based on merit.
- The institution strictly abides by the laws of reservation.
- Student attendance is strict.
- Institution has a strict Anti-ragging Policy
- High standards of cleanliness, hygiene, campus environment and security are maintained. The college has a well-defined Green and Clean Policy.
- Instituion strives to maintain an environment-friendlly policy with judicious use of water and energy, complete use of available paper and proper disposal of waste

- Social outreach activitiy and blood donation camp are conducted annually.
- Annual sports, College exhibition and commemorative events bring together students in true esprit de corps.
- Student welfare measures include financial assistance for the needy and meritorious students
- A good practice is provision of financial assistance by teachers as and when needed by students.
- The institution runs smoothly under able guidance of the Governing Body without interference from outside.

Concluding Remarks:

The 84-year institution has a long tradition of following the precepts of the mission set by its founders. It has strived to build student's personalities beginning in the classroom, with diligent learning, academic interest, exposure to healthy competition, new ways of knowing, imbibing values, instilling responsibilities, while they embark on a journey of intellectual transformation. Through a diverse campus environment, where students work with others who are studying different topics, who come from different walks of life, develop fellow-feeling and community interests, the intellectual and personality transformation is deepened and conditions for social transformation are created. GMGC is bound by its mission to "develop and empower women through education that fosters knowledge and skills, promotes values of equality, secularism and national integration, moulds character through discipline and rigour and creates an open mind capable of assimilating the best traditions of the East and the West". GMGC helps its students to shape their lives by gaining a sense of what they want to do with their gifts and talents, assessing their values and interests, reaching greater heights in their academic pursuits and professions and learning how they can best serve their family, neighbourhood and nation.

EXCLUDED METRICES

No Metrices are Excluded

ANNEXURE

1.Metrics Level Deviations

Metric ID Sub Questions and Answers before and after DVV Verification

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

1.3.2   1.3.2.1. **Number of students undertaking project work/field work / internships**
Answer before DVV Verification : 516
Answer after DVV Verification: 516

Remark : As per changed input from HEI

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

3.3.1

          3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**
Remark : As per amended data provided by HEI

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

Answer before DVV Verification :
Answer After DVV Verification :04
Remark : As per data provided by HEI

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

5.1.4

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

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

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

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**
Remark : Considering multiple events in a day as one

2.Extended Profile Deviations

ID	Extended Questions

1.1 **Number of teaching staff / full time teachers during the last five years (Without repeat count):**
Answer before DVV Verification : 72
Answer after DVV Verification : 73

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

1.2

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	69	69	66	56

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	70	69	66	56