SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MUGBERIA GANGADHAR MAHAVIDYALAYA

MUGBERIA GANGADHAR MAHAVIDYALAYA VILL-BHUPATINAGAR P.O-
BHUPATINAGAR P.S-BHUPATINAGAR DIST-PURBA MEDINIPUR STATE-
WEST BENGAL PIN-721425
721425
mugberiagangadharmahavidyalaya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

- Mugberia Gangadhar Mahavidyalaya was established on July 2, 1964, by Late Pandit Prabar Jyotirmay Nanda in memory of his grandfather Roy Shahab Late Gangadhar Nanda under the Calcutta University. Since1983, the college has been affiliated with Vidyasagar University.
- It obtained 2(f) and 12(B) recognition from the UGC and received accreditation from NCTE for B.P.Ed and M.P.Ed programs.
- Additionally, it was awarded College with Potential for Excellence (CPE) status in 2016 and received the prestigious DBT Star College Strengthening Scheme award in the year 2020 from Department of Biotechnology,Government of India.
- In the 3rd cycle of the National Assessment and Accreditation Council (NAAC) in 2019, the college has been accredited with a B+ Grade and achieved a commendable CGPA of 2.71.
- Financial assistance from RUSA, DBT, UGC, among others, has been instrumental in the development of academic infrastructure, research, and extension activities.
- Presently, the college offers 21 UG and 04 PG programs,41 Certificate Courses,including skill based training center like Vermicomposting, Mushroom production center etc which catering to approximately 3000 students across disciplines including science, humanities, commerce, and vocational studies.
- Under the aegis of the Ministry of Human Resource Development (MHRD), the college has formed the Institute of Innovation Council (IIC) in the year 2018-19. Through the multifaceted extension activities,and performances, it has been recognized 3/5 rating institute.
- 124 faculty members are working hard on creative research projects in collaboration with one another. Their efforts have yielded research projects valued at Rs.16 lakhs, making a substantial impact on both academics and society. Moreover, Patens on functional food and materials and research guidance are practised in the campus .
- Academic papers in peer-reviewed journals have won attention both domestically and abroad.
- The college encourages partnerships with local organizations, colleges and research institutes via Memorandums of Understanding (MoUs)
- It has enhancing academic quality through research projects, regular academic and administrative audits, including energy, green,and gender audits.
- Extensive plantation,water and soil conservation efforts were carried out as a green initiative. The installation of a solar power grid highlights its dedication to environmentally friendly methods and its responsibility as a member of the community.

Vision

Vision

The college is a treasure trove, a citadel of learning, considered a premier temple of higher learning, which imparts quality holistic education to all seekers irrespective of caste, creed, and gender. To maintain the quality of education the college is committed towards its social needs and the betterment of the masses. Mugberia Gangadhar Mahavidyalaya situated amidst verdant tranquility, far away from the madding crowd of urban existence. Education in our vision is to express oneself and to find answers to eternal questions through the process of self-exploration. Our vision is to achieve perfection of that manifestation of divine which is already latent in man and to achieve excellence in higher education, empowerment through knowledge, inclusive growth for socio-economic change, and sustainable development. Mugberia Gangadhar Mahavidyalaya in compliance with the visions of the NEP-2020 has taken up the core idea and complied it as an addition of the above that with the academic excellence. It also aimed "to instill among the learner a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values ,and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen'.

Mission

Mission :

- To offer different courses to the students that are globally accepted, empirical, novel and meant for enhancing skill-based professionalism, human values, humanism and social responsibility through quality education.
- To create globally competent students who came mainly from rural background, creating space to knowledge to design, develop and manifest educational excellence through progression to higher education.
- To inculcate values of discipline, computing skills, creativity hard-working mentality, team-spirit, scientific tempers and to develop critical thinkers.
- To promote continuous learning, participatory learning, Problem solving learning, experiential learning using IT, skill-based learning in multidisciplinary subjects on research in core and emerging areas.
- To inculcate the spirit of inquiry, professionalism, teamwork, innovation and entrepreneurship among the students through Institutional Innovation Council (IIC).
- To promote intellectual and creative capacity of the youth and to empower them to assume leadership and market acceptability.
- To promote Gender inclusive courses through gender sensitizing programme for the students
- To inculcate the idea of Indian Knowledge system by offering various Certificate courses/Add-on /value added courses and training to the students.
- To create a high standard facilities in sports and athletics as well as in the cultural domain for the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Recognition as a leading higher education institution imparting quality education.
- Offering a Multidimensional Education Spectrum: Arts, Science & Commerce streams, BPEd

and MPEd, B.Voc and M.Voc, PG Mahematics & PG Bengali and various Certificate Courses.

- A strong decentralization system of governancve through sub-committees.
- Adequate physical infrastructure, like class rooms, laboratories, library, computer labs, gymnasium, auditorium, research lab, language lab etc.
- Environment-friendly ambience of the campus. prevalence of holistic approach towards nature
- Extensive use of ICT and operating blended mode of education.
- A good number of value-added courses offered to the students.
- Extremely supportive management works in consonance with all the stakeholders.
- Over 90% teaching positions filled up and quality of teaching ensured through impressive faculty profile with NET, SET and Ph.D.
- Subject-wise pass percentage between 90% and 95%.
- Two seminar halls with adequate seating capacity for holding different programmes.
- Well-equipped Canteen and Guest House.
- Expansion of Infrastructural facilities through creation of Baneswar Maity Bijnan Bhaban.
- Providing students' support through various Scholership and Students Credit Card scheme of WB Govt.
- No sexual harassment or ragging cases in the campus.
- Promoting organic farming and kitchen garden through own Vermicomposting project and Mushroom production project.
- Medicinal Plants' Garden to encourage the herbal remedies
- Learner-centered education through appropriate methodologies.
- Intense Extension activities and Community Services through NSS units and NCC Units.
- Automation of library using the ILMS, use of INFLIBNET etc.
- Existence of facilitating mechanisms like Career Counselling and Placement Cell, Grievance Redressal Cell, Anti-Ragging Cell, and welfare measures to support students.
- Budgeting and optimum utilization of finance
- Academic, administrative, and environmental auditing in regular basis.
- Providing student's Support through Institution Innovation Council
- Strong sports facilities are offered to students inside campus.
- Strong feedback system that governace teaching-learning process.

Institutional Weakness

Institutional Weakness

- The college is located in a rural and backward flood prone area.
- Lack of funds for general development
- Eonomically disadvantaged students.
- Lack of Incubation center.
- Lack of sufficient start-ups.
- Lack of availability of motorized vehicles for communication with the nearest bus stand / railway station.
- Poor consultancy and only one patent publication.
- Lack of effective placement system.
- Being an affiliated college, unable to make required changes in the curriculum acording to the industry need.
- Loss of teaching days due to the recurrent Foold, pandemic.
- Insufficient resource mobilization for Research from funding agencies.

- Lack of international collaboration for academic and research purposes.
- Less number of teaching faculty with Ph.D

Institutional Opportunity

Institutional Opportunity

1. The institute has the opportunity to get the award of College of Excellence (CE) .
2. The college has the opportunity to strengthen academic monitoring system through online attendance.
3. The college has the opportunity to create a greater number of ICT-enabled classrooms for teaching-learning
4. The college has the opportunity to strengthen Innovation Ecosystem in the institution through Institute of Innovation Council (IIC).
5. The college has the opportunity to get more quality research papers published by the faculty members in UGC- CARE listed journals and books.
6. To get more professional membership by the teachers in their respective field.
7. To procure more e- books/e journals in the library.
8. Deployment of effective mechanism for the upkeep of the infrastructure facilities.
9. Greater sensitivity to climate change and environmental issues.
10. More sports and cultural facilities to ensure better performance of the students in both sports and culture.
11. To promote more research activities through research center.
12. Strengthening the collaboration of academia and industry through industry oriended vocational courses.
13. The college has opportunities to apply for more grants from funding agencies like UGC,RUSA, DBT, ICSSR, ICHR, WBHED etc
14. Opportunities to organize a greater number of seminars/workshops
15. To provide more exposure to student to participate in various research activities .
16. Opportunities to open more PG programmes in Chemistry, History, Political Science, Sanskrit, etc
17. Opportunities to offer more industry oriented certificate courses. Presently offering 38 skill development certificates courses to all students.
18. Opportunities to have been recognized as FDP center
19. Opportunities to strenthen career couselling cell by providing programme like JAM, GATE, NET, SET classes for running UG/PG students
20. Opportunities to make the library service fully digital, presently we are offering OPAC facility for all students
21. More hostel facilities for both boys and girls.

Institutional Challenge

Institutional Challenges:

- To upgrade the institution into a Centre of Excellence meeting the requirements of AUTONOMOUS

status.
- To implement the NEP-2020 in its proper spirit.
- To meet the desired level in imparting quality education.
- To further minimize the drop-out rate.
- To emphasize on value-based education as depicted in NEP guidelines.
- To establish a Research Centre in Science, Social Science and Humanities offering students scopes for enrolling in PhD programs in the related subjects after 4 year UG programme.
- Decrease in the number of teaching days due to Flood and pandemic.
- To create more sanctioned posts for teachers and technical staff.
- To produce skilled and employable human resource.
- To introduce new programs in emerging areas.
- To create international collaboration/linkages for academic/research purposes.
- To have a greater number of students qualified in state/national/international level examination/competition.
- To ensure significant contribution of the alumni to the development of the institution.
- To ensure a greater number of awards/medals for outstanding performance in sports/cultural activities at University/State/ national/International level.
- Mobilization of resources from the Government and other sources.
- To go for energy conservation in near future in a more pragmatic way. .

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The College adheres to the curriculum prescribed by the affiliating University while also devising its own methodologies to ensure the effective implementation and delivery of the curriculum. It offers a diverse range of programs including 21 undergraduate and 4 postgraduate programs spanning Arts, Science, Commerce, BPEd, MPEd, and Vocational studies. Both undergraduate and postgraduate programs follow the Choice Based Credit System (CBCS) and NEP-2020, incorporating elective courses, fieldwork, internships, and projects, thus providing academic flexibility. Additionally, the College offers 38 Add-on/Certificate/Value-added programs/Diploma courses designed by departments to enhance graduate attributes.

The Academic Council prepares an annual plan and academic calendar in alignment with the University calendar. The Internal Quality Assurance Cell (IQAC) ensures the structured implementation of the curriculum. Semester configurations and lesson plan formats, prepared by departmental committees, are distributed to faculties. The IQAC solicits 360-degree feedback on the curriculum to ensure the quality of pedagogy and efficient content delivery.

The Academic Subcommittee and Examination Cell of the institution prepare components for Continuous Internal Assessment (CIA) based on university norms. This includes conducting two internal exams and a model exam prior to the university semester examination. To enrich the learning experience, cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability are integrated into the curriculum, both at the college and university levels.

The institution actively promotes skill-based learning practices through various activities such as seminars, wall

magazines, group discussions, debates, quiz contests, and value-based enrichment programs. Skill-based education initiatives the Mushroom Cultivation Center, Organic Farming, and Happiness Center complement the curriculum. Approximately 39% of students undertake project work, fieldwork, or internships annually.

Comprehensive feedback is collected from all stakeholders at the end of each semester, analyzed, and appropriate actions are taken to enhance the academic ambiance of the institution. The implementation of the curriculum is facilitated through the Departmental Webpage on the college website, ensuring efficient delivery and management of academic content.

Teaching-learning and Evaluation

Teaching - learning And Evalution:

Mugberia Gangadhar Mahavidyalaya is dedicated to enhancing the quality of higher education through**Teaching - learning And Evalution**, exemplified by the implementation of the CBCS & NEP-2020 and curriculum restructuring in alignment with affiliated universities. The institution's teachers are committed to fostering innovative thinking, employing diverse methods such as Experiential Learning, Participative Learning, and Problem-Solving to make education engaging and enjoyable.

In the realm of Experiential Learning, teachers of Mugberia Gangadhar Mahavidyalaya utilizes Information and Communications Technology (ICT) as a powerful tool, integrating it into traditional methods like field trips, excursions, and educational tours. The incorporation of ICT-enabled tools, including online lecture series, Learning Management Centre, and E-library, empowers students to develop digital literacy and high-quality thinking skills. Emphasizing resilience, tenacity, curiosity, and self-direction, MGM ensures that students actively participate in presentations, internships, and utilize multimedia platforms like YouTube, WhatsApp, Email, Google Classroom, and Google Drive for comprehensive learning experiences.

Participative Learning is a cornerstone at Mugberia Gangadhar Mahavidyalaya, where active engagement is fostered through intentional sequences of activities. The institution harnesses ICT in laboratory work, student seminars, and multimedia presentations, creating a dynamic learning environment. Group discussions, essay competitions, debates, quizzes, role plays, and peer learning are integrated into the curriculum, enhancing students' participation and critical thinking skills. The case study method further stimulates awareness of multiple perspectives, contributing to a holistic learning experience.

Problem-Based Learning is accorded significant importance in MGM's teaching methodology, where activity-based learning is harmoniously integrated with traditional lecture methods. The institution strives to cultivate problem-solving skills using various tools such as Microsoft Office, Adobe Photoshop, Tally, and programming languages like Python and "C." This approach ensures that students apply the scientific method, drawing on prior knowledge and reasoning to arrive at informed decisions.

Through these multifaceted teaching methodologies, Mugberia Gangadhar Mahavidyalaya endeavors to create an enriching educational environment, fostering not only academic excellence but also the development of practical skills, critical thinking, and a strong foundation for the ever-evolving landscape of higher education.

Research, Innovations and Extension

Research, Innovations and Extension

The institution boasts impressive credentials in blending research, innovation, and extension activities. It has a well-defined research policy that fosters a thriving research and innovation ecosystem on campus. The Research and Development Cell plays a pivotal role in accelerating the research culture among both staff and students. Two faculty members serve as Research Supervisors, while twenty-six faculty members hold Ph.D. degrees. Additionally, thirty teachers are currently pursuing their Ph.D under various universities, inspired by the institution's Research Cell.

During the assessment period, five research projects/endowments were sanctioned, mobilizing a grant of 16.5 lakhs. The faculty members also contributed significantly to academic literature with 54 research publications and 130 books/book chapters. The Innovation Cell systematically fosters a culture of creativity within the campus community. Notably, prominent knowledge providers are actively engaged with the institution to create an innovation ecosystem.

Students have demonstrated their innovation prowess by developing a range of products including Bio Pesticide, Sanitizer, Moringa Powder, Smart dustbins, wireless notice boards, auto hand wash, pedal-operated hand wash, mobile-controlled toy cars, Egg Incubator, and Sanitary Napkin Disposal Covers. The Entrepreneurship Cell has successfully incubated start-ups in diverse fields such as food carnival, catering, event management, digital marketing, food production, farming, fashion designing, craft, and tourism.

Furthermore, the institution has organized 100 workshops/seminars on research methodology, IPR, and Entrepreneurship. One innovation patent was published during the assessment period. Extension activities are conducted to sensitize students to social issues, volunteerism, and humanism. Notable initiatives include Crisis and Disaster Management during floods in the area and Happiness Lunches. The institution has collaborated on research, innovation, and extension activities with more than 50 partners.

Infrastructure and Learning Resources

The first three buildings host general degree classes, while the third building accommodates the library and staff mess. B.P.Ed classes are conducted in the Eastern building. The campus features a total of 74 rooms, distributed among classrooms (59), laboratories (14), offices (2), teacher's common rooms (14), boys' and ladies' common rooms (1 each), canteens (2), library rooms (3), reading rooms (2), an NAAC room (1), and three hostels - one for boys with 25 rooms and three for girls with total of 68 rooms. Additionally, there are store rooms (3), NSS rooms (1), NCC rooms (2), ponds (2) and three playgrounds.

Administrative activities take place in a portion of the first floor. The college boasts its water supply system with three deep tube wells, catering to the needs of the office, teachers' rooms, library, and 55 toilets for principal, teachers, non-teaching staff, and students. A central pond serves as a focal point within the college compound. Power is sourced from the State Government Power Supply Corporation, supplemented by generators and inverters with batteries strategically placed in various areas, including office, principal's room, teachers' room, library, laboratory and computer lab.

The institution is well-equipped with 191 computers, 45 LCD projectors, 16 laptops, 23 printers, 10 scanners, and Xerox machine. Both girls and boys enjoy common rooms equipped with TV-cable connections, and the college provides two canteens – one for teachers and another for students. Furthermore, a cycle stand is available for students.

In terms of extracurricular activities, the college offers a plethora of options including sports, a well-equipped gymnasium, three auditorium for seminars, cultural activities, public speaking, communication skills development, yoga, and health and hygiene. The expansive playground caters to various sports activities, featuring a 200-meter standard athletic track, football, handball, cricket and hockey arenas, badminton and volleyball courts, khokho and kabaddi grounds, and a multipurpose activity hall functioning as a gymnasium. The auditorium, situated in the southern portion of the building, has a seating capacity for 450 audiences, enhancing the college's ability to host diverse events and activities. Also college has one Bicycle, a Nursing Room, and facilities for Divyangjan.

Student Support and Progression

Student Support and Progression

The institution, following the 'LGMC' philosophy, is dedicated to supporting students in their growth and development. A significant portion, around 75% of students, benefit from scholarships and freeships. In the last assessment period, 3494 students availed government/institutional scholarships, receiving a total grant of Rs. 13,306,920. This financial aid undoubtedly eases the burden on students and encourages their academic pursuit.

Moreover, the institution focuses on capacity-building and skill enhancement through various initiatives. The establishment of a 'Skill Bank' and a 'Happiness Centre' demonstrates a holistic approach to student development. With 165 programs conducted, encompassing soft skills, language and communication, life skills, and ICT/computational skills, students are equipped not only for academic success but also for personal and professional growth.

Career guidance and competitive examination coaching further empower students to navigate their future paths successfully. The provision of SET and NET Coaching under different departments exemplifies the institution's commitment to academic excellence. , Resulting in 167 qualified at various competitive Examination

An effective redressal mechanism ensures transparency and addresses students' concerns promptly. The presence of a pre-marital counseling center reflects the institution's commitment to holistic student welfare.

Furthermore, the institution's success in facilitating higher studies for outgoing students, with a significant number of 1400 , highlights its academic rigor and commitment to excellence.

In terms of placements, the institution maintains an average placement 160 during 5 years, with students securing positions in reputable companies such as Bera Co. and Redcow Industries, showcasing their market readiness and the quality of education imparted.

The institution's emphasis on extracurricular activities is evident through the hosting of 162 sports and cultural events, resulting in 72 awards and recognitions at various levels. This not only fosters a vibrant campus culture but also promotes holistic development beyond academics.

Lastly, the support from the Alumni Association underscores a strong network of past graduates contributing to the institution's continued success, both financially and through academic and non-academic support.

Overall, Mugberia Gangadhar Mahavidyalaya's multifaceted approach to student development ensures that students are nurtured academically, personally, and professionally, setting them on a path towards success and

fulfillment.

Governance, Leadership and Management

Governance and Leadership structure

Based on the provided information, the governance and leadership structure of the institution appears to be focused on aligning with its vision and mission of developing a community of learners who contribute to positive social transformation and community engagement. Here's an overview of the key points:

1. Vision and Mission : The institution aims to develop a community of learners who strive to make the world a better place through education and community engagement.

2. Leadership Vision : The institution emphasizes being "Globally Connected - Locally Rooted" as a core principle, indicating a balance between global perspectives and local engagement.

3. Governance Structure :

   Governing Body: Acts as the apex body responsible for envisioning annual plans and reviewing institutional functioning.

   Academic Council: Headed by the Principal, responsible for academic matters.

 4. Strategic Planning : A five-year strategic plan is prepared, guiding all   activities of the institution.

5. e-Governance : Implemented effectively in areas such as administration, finance, student admission, and examination, indicating a commitment to modernizing administrative processes.

6. Employee Welfare : Various schemes and benefits are provided to support the physical and psychological well-being of staff members, including loans,EPF, festival Bonas, and recognition awards.

7. Quality Assurance : The Internal Quality Assurance Cell (IQAC) plays a crucial role in internal appraisal and quality enhancement through various activities involving stakeholders.

8. Professional Development: Faculty members are supported in attending conferences and development programs, indicating a commitment to continuous learning and growth.

9. Financial Management: Well-designed plans are in place to mobilize funds, with internal and external audits conducted regularly to ensure proper financial management and accountability.

Overall, the institution seems to have a robust governance and leadership framework that prioritizes academic excellence, staff welfare, quality assurance, and financial sustainability.

Institutional Values and Best Practices

Best Practice – 1

Title: Integrated approach towards Community Outreach

Environmental awareness through various initiatives:

- Distribution of saplings and plantation programs in each year
- Awareness campaign about the danger of plastic pollution and provides cloth bags to reduce the use of plastic bags
- Swachata program in the local hospital, markets and adopted villages

Regular programs in nearby locality for enhancing safety and scientific understanding:

- Road safety awareness
- Voluntary Blood Donation Camps
- Health check-ups

- AIDS Day
- Thalassemia awareness programs

Providing training in:

- Vermicomposting
- Mushroom cultivation to local youths, empowering them as entrepreneurs
- Workshops on rainwater harvesting.

During the pandemic, the college:

- Distributed hand sanitizers made by Chemistry department to the locality for community safety.
- Provided smartphones to poor students for online learning

During Yash storm and devastating flood, the college:

- Helped flooded villages with relief efforts.

Provided safe shelter in classrooms and aids to villagers

Evidence of success

- Self-help workers are producing vermicomposting and edible mushrooms at home.
- Two villages have initiated bio-village concept in farming with the college's support.
- Small scale Start-ups are being running by several students.
- About 80 programs have been conducted during last five years in the community.

Best Practice – 2

Title: Holistic Development

- Social development is fostered through awareness programs and celebration of commemorative days on campus, enhancing students' sense of social responsibility.

- Cognitive development involves training students not only in knowledge and ideas but also in various skill enhancement courses.
- Recognizing the importance of a sound body for a sound mind, the college promotes physical development through sports and cultural activities, ensuring students' holistic well-being.

- **Evidence of Success:**

- **Academic Achievement:** Higher academic performance and engagement resulting from a well-rounded education and promotes critical thinking, creativity, and problem-solving skills.
- **Positive Behavioral Changes:** Observable shifts in attitudes, behaviors, and interpersonal relationships, indicating enhanced empathy, communication, conflict resolution, and cooperation skills.
- **Social Impact:** Contribution to the community and society through active participation in volunteerism demonstrating a commitment to making a positive difference in the world.
- **Health and Well-being:** Improved physical health and overall well-being resulting from a balanced lifestyle that prioritizes nutrition, exercise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MUGBERIA GANGADHAR MAHAVIDYALAYA
Address	Mugberia Gangadhar Mahavidyalaya Vill-Bhupatinagar P.O-Bhupatinagar P.S-Bhupatinagar Dist-Purba Medinipur State-West Bengal Pin-721425
City	Contai
State	West Bengal
Pin	721425
Website	mugberiagangadharmahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Swapan Kumar Misra	03220-9002275816	9002275816	-	mugberia_college @rediffmail.com
Associate Professor	Kalipada Maity	03220-9883602108	9434611354	-	kmaity78@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Vidyasagar University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-07-1964	[View Document](#)
12B of UGC	02-07-1964	[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
NCTE	[View Document](#)	03-03-2014	2025	Validity Permanent
NCTE	[View Document](#)	03-03-2014	2025	Validity Permanent

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Biotechnology Ministry of Science and Technology
Date of recognition	24-08-2020

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mugberia Gangadhar Mahavidyalaya Vill-Bhupatinagar P.O-Bhupatinagar P.S-Bhupatinagar Dist-Purba Medinipur State-West Bengal Pin-721425	Rural	5.86	9594

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours	36	HS	Bengali	0	0
UG	BA,Bengali, Honours or Honours with Research	48	HS	Bengali	150	139
UG	BA,English, Honours	36	HS	English	0	0
UG	BA,English, Honours or Honours with Research	48	HS	English	127	113
UG	BA,Sanskrit, Honours	36	HS	Bengali	0	0
UG	BA,Sanskrit, Honours or Honours with Research	48	HS	Bengali	80	25
UG	BA,Political Science,Honours	36	HS	Bengali	0	0
UG	BA,Political Science,Honours or Honours with Research	48	HS	Bengali	49	23
UG	BA,History, Honours or Honours with Research	48	HS	Bengali	50	34
UG	BA,History, Honours	36	HS	Bengali	0	0
UG	BA,Music,Honours or Honours with Research	48	HS	Bengali	17	8

UG	BA,Music,Honours	36	HS	Bengali	0	0
UG	BA,Philosophy,Honours	36	HS	Bengali	0	0
UG	BPEd,Physical Education,	24	Graduation	Bengali	100	51
UG	BSc,Physics,Honours	36	HS	English	0	0
UG	BSc,Physics,Honours or Honours with Research	48	HS	English	24	15
UG	BSc,Chemistry,Honours	36	HS	English	0	0
UG	BSc,Chemistry,Honours or Honours with Research	48	HS	English	40	38
UG	BSc,Mathematics,Honours or Honours with Research	48	HS	English	45	35
UG	BSc,Mathematics,Honours	36	HS	English	0	0
UG	BSc,Nutrition,Honours or Honours with Research	48	HS	English	49	35
UG	BSc,Nutrition,Honours	36	HS	English	0	0
UG	BSc,Zoology,Honours	36	HS	English	0	0
UG	BSc,Zoology,Honours or Honours with Research	48	HS	English	49	41

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UG	BSc,Geography,Honours	36	HS	Bengali	0	0
UG	BSc,Geography,Honours or Honours with Research	48	HS	Bengali	69	66
UG	BSc,Economics,Honours or Honours with Research	48	HS	English	11	3
UG	BSc,Economics,Honours	36	HS	English	0	0
UG	BA,Physiology,Honours or Honours with Research	0	0		0	0
UG	BCom,Accountancy,Honours	36	HS	English	0	0
UG	BCom,Commerce,General	36	HS	English	0	0
UG	BVoc,Food Processing,	36	HS	English	60	56
UG	BVoc,Tourism And Hotel Management,	36	HS	English	60	60
UG	BA,Humanities,Beng Eng Phil Polsc His Sans PhyEdu Edu Mus	36	HS	Bengali	0	0
UG	BA,Humanities,Multidisciplinary	36	HS	Bengali	650	593
UG	BSc,Physical	36	HS	English	0	0

	Science,Eco Geo Chem Math Phy					
UG	BSc,Physical Science,Mult idisciplinary	36	HS	English	10	1
UG	BSc,Life Science,Nut Bot Zoo Phys	36	HS	English	0	0
UG	BSc,Life Sci ence,Multidis ciplinary	36	HS	English	90	81
UG	BCom,Accou nting And Fi nance,Honou rs or Honours with Research	48	HS	English	60	41
PG	MA,Bengali,	24	BA,Bengali, Honours	Bengali	50	50
PG	MPEd,Physic al Education,	24	BPEd	English	40	40
PG	MSc,Mathem atics,	24	BSc,Mathem atics,Honour s	English	40	35
PG	MVoc,Food Techecnolog y Nutition And Management,	24	BSc,Nutritio n,Honours BVoc,Food Processing,	English	50	46

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				7				98			
Recruited	1	0	0	1	6	1	0	7	63	32	0	95
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				19			
Recruited	1	0	0	1	0	0	0	0	14	5	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				23
Recruited	17	5	0	22
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	10	10	0	20
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	5	0	0	16	3	0	26
M.Phil.	0	0	0	0	0	0	9	4	0	13
PG	0	0	0	1	1	0	52	30	0	84
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/M CH	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/M CH	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**
	1	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1076	0	0	0	1076
	Female	1762	0	0	0	1762
	Others	0	0	0	0	0
PG	Male	123	0	0	0	123
	Female	150	0	0	0	150
	Others	0	0	0	0	0
Diploma	Male	44	0	0	0	44
	Female	56	0	0	0	56
	Others	0	0	0	0	0
Certificate / Awareness	Male	1082	0	0	0	1082
	Female	1813	0	0	0	1813
	Others	0	0	0	0	0

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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	59	113	80	111
	Female	86	76	73	119
	Others	0	0	0	0
ST	Male	3	7	16	14
	Female	6	10	15	7
	Others	0	0	0	0
OBC	Male	45	34	37	67
	Female	55	47	38	84
	Others	0	0	0	0
General	Male	335	375	352	534
	Female	579	557	543	723
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1168	1219	1154	1659

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Mugberia Gangadhar Mahavidyalaya stands out for its proactive approach to curriculum enrichment through the dedicated efforts of its Internal Quality Assurance Cell (IQAC). This commitment is evident in the institution's emphasis on interdisciplinary and multidisciplinary activities that offers a unique social context and perspective to the teaching-learning process. This forward-thinking approach not only enhances the overall educational experiences but also aligns with the anticipated paradigm shift in higher education outlined in the government's new education policy 2020. Anticipating the changing landscape of higher education, the IQAC's endeavors showcase foresight, positioning the institution to seamlessly

embrace the new policy when implemented. The college has consistently championed a multidisciplinary approach in both academic and co-curricular activities, encouraging students to engage in projects that transcend traditional course boundaries. Notably, this approach is particularly emphasized in Environmental Studies and Post Graduate Studies. Additionally, the college has introduced several certificate courses, organized multidisciplinary seminars on chosen themes and concepts that span beyond academic fields as well as the relationships between other fields and the actual world. DBT Star college scheme has given the opportunity to expand the multidisciplinary approach to other departmental students and has been doing a great work to create connections with industry and make teaching, research, and training at the College relevant to the demands of the economy at the national and international levels, pedagogical practices must be developed in a way that instills self-learning skills in students, enabling them to become lifelong learners capable of meeting the challenges of an uncertain future. Over the last five years, Mugberia Gangadhar Mahavidyalya has introduced 38 certificate courses for undergraduate and postgraduate students, fostering a rich and diverse learning environment. The institution has also organized more than 150 interdisciplinary events, including seminars, lectures, webinars, poster presentations, quizzes, debates, and group discussions. These activities delivered by both faculty members and invited speakers cover a broad spectrum of topics such as cyber security, entrepreneurship, socioeconomic impact, biogeochemistry, gender issues, environmental awareness, and sustainable development. These lectures serve as a platform for students to grasp the significance of adopting an interdisciplinary approach in academia, offering practical insights into solving national and global issues. By delving into varied efforts towards introducing entrepreneurship study, Start-ups, MOUs for industry academia relationship and west management, etc., the students are well-equipped to navigate the complexities of the modern world. In essence, Mugberia Gangadhar Mahavidyalya's commitment to interdisciplinary education not only reflects its dedication to academic excellence but also prepares students for the

	challenges and opportunities of the evolving educational landscape.
2. Academic bank of credits (ABC):	Academic bank of credit provisions that are intended to enable various entry and exit points in their academic programmes are included in the NEP 2020. The concept of earning and depositing credit through national programmes like SWAYAM, NPTEL, and COURSERA is creative. As part of NEP2020, students are encouraged to learn digitally, and this initiative will be considered for credit accrual and transfer in this provision. The college website has an integrated digital learning portal to help students. ABC is the virtual and digital repository that serves as a comprehensive storehouse, meticulously documenting and archiving the academic credits earned by individual students throughout their entire learning journey. Vidyasagar university, in its letter vide ref. no – VU/IC/Misc/102/2023, dated 28th June 2023 have decided to implement the Academic Bank of Credits for all its students. Before implementation, a workshop on "Implementation of Academic Bank of Credit" has been organized on 29th of November 2023 at Vidyasagar University where principal as a delegate was present. The university made it obligatory for all students from the academic year 2023-24. This strategic move aligns with the evolving landscape of education, emphasizing transparency, efficiency, and adaptability. The college after receiving feedback from the university have created a ABC portal in the college website for the students so that a student can earn credits and get programs completed. It also enable the institution to record student credits and preserve their integrity, authenticity, and secrecy. In future the college will preserve data on digital credit transfer, credit recognition, and numerous entry and exit for students.NEP2020 increases openness and contributes to the development of a more adaptable methodology for curriculum design and development. By centralizing credit information in a digital format, the ABC enhances accessibility, allowing students to easily monitor and manage their academic progress. It serves as a dynamic record, showcasing the diverse range of courses, workshops, and experiences undertaken by students. Additionally, the ABC fosters a sense of accountability and empowerment, encouraging students to actively engage in their

	educational path. From an administrative standpoint, the ABC offers a centralized and efficient system for managing academic records. This digital platform minimizes the likelihood of errors and facilitates quick retrieval of comprehensive academic histories. The institution can use this data to gain insights into academic trends, assess program effectiveness, and tailor educational offerings to better meet the evolving needs of students. Furthermore, the introduction of the Academic Bank of Credits positions our institution at the forefront of educational innovation, showcasing a commitment to modernizing academic practices in accordance with the guidelines set forth by the affiliated university. As we continue to embrace technological advancements, the ABC represents a transformative tool that not only enhances the academic experience for students but also underscores our dedication to staying at the forefront of progressive and student-centric education.
3. Skill development:	The college is dedicated to providing a diverse and comprehensive range of academic programs and skill development courses to meet the evolving needs of students and the contemporary job market. The Institution offers Master of Vocational (M.Voc) program in Food Technology, Nutrition & Management, and Bachelor of Vocational (B.Voc) programs in Food Processing and Tourism & Hotel Management which to a great extent offered specialized knowledge and practical training for students pursuing careers in these dynamic industries. In addition to these, our institution recognizes the importance of short-term, focused courses to enhance the skill sets of our students. The Diploma programs in Tourism & Hotel Management, Computer Application & IT, and Soil Management by Vermi Composting cater to specific areas equipping students for roles in these respective fields. The UGC-sponsored certificate courses in Communicative English, Yoga Therapy, Business Management, Income Tax Practice, and Human Rights Education exemplify our commitment to holistic education. These courses not only contribute to the overall development of students but also align with industry demands, ensuring our graduates possess a well-rounded skill set. Furthermore, in response to emerging trends and industry demands, our

	institution has introduced a total of 41 certificate courses/diploma courses/short term courses over the last five academic years. These include innovative offerings such as Vermi Composting, "Skill Development Course for Scientific Documentation using Latex," and courses on MATLAB, C-Programming, Microsoft Word, Spoken Sanskrit, and Power point Presentation, etc. This proactive approach reflects our dedication to staying abreast of technological advancements and fostering a culture of continuous learning and skill development. The inclusion of courses like Vermi Composting and Scientific Documentation using Latex underscores our commitment to practical, hands-on learning experiences. Additionally, the skill development courses on popular software tools and languages like MATLAB and C-Programming contribute to preparing students for the demands of the contemporary workforce. The students, specially from Tourism & Hotel Management and Nutrition are encourage to do various job orientated skill based industrial training in several industrial sectors all over India. For example, students of nutrition department have attended training programme at SOBISCO BISCUIT, AMUL, RED COW DAIRY , BENGAL BAVERAGES etc. Through these training programmes they have successfully learnt how to make JAM & JELLY, MANGO PICKLE, PAPAD etc. Besides these, each department of the college displayed a colourfull & thoughtful wall-magazine on various topics annualy which help the students to increase their thinking ability, creativity skill, communicative skill, desinging skill etc. In essence, the college's diverse academic programs and skill development courses aim to provide a well-rounded education, ensuring that our students are not only academically proficient but also equipped with the practical skills and knowledge required to excel in their chosen fields.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian culture must be conserved and preserved for upcoming generations by means of our educational system's methodical transmission of knowledge about culture, history, the arts, languages, and customs. One of the key characteristics that are thought to be significant for kids is cultural awareness and expression since it gives them a feeling of identity, belonging, and understanding for the cultures and

identities of others. Bearing in mind the fact, the institute has initiated different programmes. The department of Sanskrit has made tremendous effort to develop Sanskrit speaking proficiency among its students. Department of History has been doing its best to incorporate different skill-based capacity programme on terracotta modelling. Science departments have portrayed wall magazines incorporating various scientific inventions done by the early scientists. Mathematics department have emphasising the importance of Vedic mathematics to its students. APC Roy, Ramanujan memorial lectures are organized in regular intervals. The Department of Philosophy and other departments have also initiated programmes to develop the concept of IKS through various departmental activities. Students were motivated to learn other Indian languages through online courses. IQAC has asked the teachers to do research on tribal languages and cultures. Students were also asked to participate in cultural programmes and showcase traditional Indian dance. The music department has also retained some of the oldest musical instruments in the department for the students, so that they will have the knowledge of old traditional instruments. Most of the UG and PG curriculum taught in the college has IKS related chapters which is very significant. Since the last five years, the college has arranged more than 200 seminars/webinars in online/offline mode in order to disseminating the knowledge of India's cultures and traditions to our students and teachers in all spheres of life, and for this, the college has invited local educationist, writes, crafts persons, and other experts as resource persons to talk on various subjects so that the knowledge of Indian culture is promoted.

5. Focus on Outcome based education (OBE):	The adoption of Outcomes-Based Education (OBE) in Higher Learning Institutions under India's National Education Policy (NEP) 2020 has prompted a comprehensive evaluation of Course Outcomes (COs) across Science, Arts, and Commerce UG & PG programs. This study aims to assess student achievement regarding the outlined COs across all courses offered by the college. OBE emphasizes the alignment of teaching strategies, learning activities, and assessment tools with predefined COs. Across disciplines such as Mathematics, Nutrition, Physical Education, Bengali, Zoology, Chemistry, History,

and others, OBE principles are integrated to ensure holistic student development. Teaching methods have evolved to cater to diverse learning needs, employing innovative approaches like flipped classrooms, problem-based learning, and collaborative environments. These methods facilitate critical thinking and creativity among students. Learning activities engage students in projects, dissertations, presentations, assignments, group discussions, and debates, fostering teamwork and communication skills. Assessment process have diversified to include google form, class tests, quiz, debate, elocution, ppt presentation, assingment solve, peer evaluations, and real-world tasks, providing a comprehensive evaluation of students' knowledge and skills. Through the study of Mathematics, students demonstrate not only problem-solving skills but also real-world application. In History, analytical thinking is emphasized alongside factual knowledge. Subjects like Zoology and Chemistry incorporate practical experiments and research projects, bridging theory with application. In Bengali, English & Sanskrit departments, linguistic proficiency is assessed through creative writing and literary analysis. Commerce programs employ case studies and internships to provide practical exposure. Overall, OBE has transformed education by prioritizing skill development and application-oriented learning, ensuring graduates are equipped for the dynamic 21st-century landscape.

| 6. Distance education/online education: | During the pandemic, digital tools and online courses were used extensively by the college in order to sustain the academic flow. During Covid-19, traditional teaching methods were completely disrupted when the epidemic forced the shutdown of physical institutions. The institution quickly made the plan and devised fresh strategies for carrying on education through online teaching-learning. A framework for online teaching and learning strategies was created to give every student access to an engaging, individualised learning environment. Careful planning was done by the IQAC for the shift from traditional classroom education to online education with the aid of virtual classrooms and other essential online tools to maintain providing high-quality education. Virtual apps like Zoom, Google Meet, and others are utilized for the same. 12 |

Teachers were also asked to do homework for online teaching learning and successfully completed various FDP programmes during lock down period. The college has arranged online webinars in regular intervals by using Google Meet and Zoom platform. Teachers were connected with students from anywhere with the help of various app. They can also interact with students in-person in the classroom and through WhatsApp groups, offering advice and course materials. To enhance their education, the students were exposed to new applications and ICT resources. Students have flexibility in using the study materials since they were available in the WhatsApp group. Students who needed extra help to reduce mental stress and become more involved in the learning process received it through virtual platform. Completing the homework, online examinations, and syllabus was feasible according to the schedule. Large number of students have participated in the online certificate courses/workshop programme offered by Govt. and Non-Govt. organization like Bajaj Finserv activate etc.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In compliance with ECI guidelines, Mugberia Gangadhar Mahavidyalaya established the Electoral Literacy Club (ELC) to foster electoral literacy among Indian citizens of all ages, particularly among the college's students, through engaging and interesting activities and hands-on experience, but in an apolitical, neutral, and nonpartisan manner. Additionally, the institutional Electoral Literacy Club was established with the express purpose of reaching out to newly registered voters who are obtaining their diploma and fall between the 18–21 age range. Each student at the college is a member of the club. For details https://www.mugberiagangadharmahavidyalaya.ac.in/Files/Facilties/1710332512Document_232.pdf
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student's co-ordinator and co-ordinating faculty members have been appointed by the college and was displayed in college website. Yes, the ELC is functional in the college. Each year the college follows calendar activities like debate, quiz, Mock

	Parliament competition, observation of National Voters Day etc according to the guidelines of the ELC. Yes, the ELC is representative in Character.
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.	As depicted in the ELC objectives, all the students between the age group of 18-21 must be members of the ELC. In accordance with the guidelines, we have also included 100 % of the newly admitted students as members of the ELC. During election to state assembly or Lok Sabha or Panchayat, many of the students have participated in the electoral process, like enrolment, registration, voters awareness programmes, promotion of ethical voting, enhance participation of the disabled persons and senior citizens.
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.	Indirectly, the college has participated in electoral related issues almost every year. Many block level programmes are being conducted by the college.The college has been participating in the youth parliament competition for a long time in order to create awareness among its students to be honest in the electoral process and ask them to uphold democratic values in the future. National voters' day was also observed in the college and two of our student participated in the essay competition have bagged the first and third position in the state. There are other awards too in the district level competition.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	To register students as voters, the college follows this mechanism. Initially the requisition regarding the fresh/eligible voters/transfer form have been received by the college form BDO office. After receiving the intimation, the principal, with the help of the ELC member distributed the form in the classroom. Students are asked to submit the duly filled form to the nodal officer of the ELC or the principal and the information received at the end of Nodal officer is being sent to the concerned authority for verification.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3169	2690	2554	2402	2486

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 132

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	116	112	109	29

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
260.71	220.65	135.41	265.74	274.60

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Response :

- As an affiliated college of Vidyasagar University, it follows the curriculum designed by the University. Additionally, the college has developed its own curriculum for certificate courses, short-term courses and add-on courses such as Communicative English, Income Tax Practices, Business Management, Yoga Therapy, Human Rights, etc.
- The institution has drafted the curriculum for the Diploma Course in Tourism & Hotel Management under the community college of the UGC. It has also introduced B.Voc Degree programs in Food Processing and Tourism & Hotel Management with financial support from the UGC, adhering to the rules and regulations of NSQF.
- **The Annual Academic Calendar** is meticulously prepared by the IQAC and academic subcommittee, aligning with the University Calendar before the start of the academic year. The calendar outlines significant activities such as the commencement and ending of classes, Continuous Internal Assessment (CIA), ensuring a systematic teaching-learning process.
- To monitor the CIA process, the institution has a dedicated Controller of Examination committee. This committee establishes a common examination schedule for CIA and collects feedback after each assessment.
- Every Postgraduate department maintains an active Board of Study (BOS), conducting two meetings each semester. The first BOS meeting determines the paper setter list and moderation, while the second BOS meeting finalizes question moderation for the End Semester Examination.
- The Academic subcommittee with the IQAC, collects academic and infrastructure feedback from each department. The admission committee strictly oversees the online admission process; publishing merit lists for UG and PG programs.

The institution ensures effective curriculum delivery through various steps:

1. Departmental meetings at the end of each academic session to discuss course distribution.
2. Syllabus distribution based on individual teacher preferences by the Head of the Department.
3. Strict adherence to the Time-Table for theory and practical classes.
4. Encouragement of modern teaching aids and ICT tools for enhanced learning.
5. Supplementary activities like seminars, wall magazine, group discussion, debate, quiz, exhibitions, workshops, special lectures, and educational tours.
6. Provision of user IDs and passwords for accessing INFLIBNET to teachers and students.
7. Internal examinations, including CIAs, to assess students' progress.
8. Strict monitoring of class attendance, with marks allotted based on attendance percentages.

- The institution conducts special classes for low achievers and introduces a mentoring system to support students. Regular Parent-Teachers-Students Meetings are arranged, and feedback is collected from stakeholders to continuously improve the curriculum and teaching-learning processes.
- Web Pages for each department, equipped with essential information, contribute to student accessibility including question bank, study material, student achievement, assignments. Separate staff rooms and classrooms for each semester facilitate effective communication and teaching-learning processes.
- The institution utilizes Language Labs, computer labs, and a well-equipped central library to enhance students' communication and IT skills. WhatsApp groups for each semester provide a platform for continuous communication and problem-solving.
- Results for all semesters and parts are discussed in respective departments, the Teachers' Council, and the governing body. The curriculum planning and delivery process, supervised by Academic Counseling, IQAC, NAAC, GB, and the Principal, ensures successful implementation.

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

1.2 Academic Flexibility

1.2.1

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

Response: 55

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

Response: 39.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2995	1041	362	355	461

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

The institution actively integrates crosscutting issues concerning Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum delivery process, ensuring a comprehensive educational experience that fosters holistic development.

Crosscutting Issues relevant to Gender:

Undergraduate and postgraduate programs embrace gender issues as an integral component of the curriculum, alongside Environment awareness, Professional Ethics, Sustainability, and Human values. Across various courses exploration of gender dynamics occurs as belows:

- The CC-12 course of English Department on Women's writing, sheds light on diverse

perspectives and narratives.

- Within the History department, rigorous examinations of Women's rights in India unfold, offering critical insights into historical contexts.
- Philosophy courses engage students in thought-provoking discussions on Applied Ethics and Termination of life.
- Political Science courses dives deep into the intricate interplay of women, power, politics, and guardianship, fostering a nuanced understanding of gender dynamics in governance.
- Various subjects such as Environmental Geography, Sustainable Development, Environmental History, and Gender and Education in India provide interdisciplinary perspectives on gender-related issues.
- Even in Physical Education department, Value and Environmental Education modules incorporate discussions on gender equity and inclusivity.
- Teachers contribute by publishing book chapters focusing on crosscutting issues.
- Moreover, the institution offers a dedicated course on 'Environment and Human Rights' as part of undergraduate curriculum, supplementing academic learning with practical engagement through green club initiatives like Waste Management and tree plantation drives.

Gender Equality:

- The institution upholds its commitment to gender equality by ensuring equal opportunities for all students, regardless of gender. Under the vigilant oversight of Women's Cell, awareness programs are conducted, and female-specific facilities like Girls Common room, vending machines, gatekeepers, and anti-ragging and anti-sexual harassment cells are provided, fostering a safe and inclusive learning environment for all.

Environment and Sustainability:

- The institution prioritizes effective waste management following green protocols, reinforced by seminars and webinars on Sustainable Development. Through campus-wide initiatives, including Sustainable Waste Recycling events, students actively participate in efforts to promote organic cultivation, tree planting, and community-wide cleaning drives in schools and hospitals.

Human Values:

- The institution champions the cultivation of human values through a multifaceted approach, encompassing lectures, campaigns, debates, and celebratory events. 'Swachhata Pakhwada,' observance of significant national days on campus underscores the institution's unwavering commitment to fostering a culture of inclusivity and civic engagement.
- In recognition of the paramount importance of ethical conduct in academia and beyond, the institution conducts awareness programs including Research ethics, Copyright and Intellectual Property Rights. A comprehensive code of conduct, prominently displayed on the college website, serves as a guiding framework for both students and faculty members alike. Seminars, such as those illuminating the ethical principles embodied by figures like Netaji Subhas Chandra Bose, further reinforce the institution's steadfast commitment to nurturing ethical leadership and integrity among its academic community.

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

1.3.2

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

Response: 33.17

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

Response: 1051

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
1659	1154	1219	1168	1325

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

2022-23	2021-22	2020-21	2019-20	2018-19
1959	1957	1513	1622	1711

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 33.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
390	233	258	237	240

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

2022-23	2021-22	2020-21	2019-20	2018-19
924	924	710	753	797

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)

Response: 25.76

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response :

Mugberia Gangadhar Mahavidyalaya is dedicated to enhancing the quality of higher education through a student-centric approach, exemplified by the implementation of the CBCS & NEP-2020 and curriculum restructuring in alignment with affiliated universities. The institution's teachers are committed to fostering innovative thinking, employing diverse methods such as Experiential Learning, Participative Learning, and Problem-Solving to make education engaging and enjoyable.

Experiential Learning

- In the realm of Experiential Learning, teachers at MGM utilize Information and Communications Technology (ICT) as a powerful tool, integrating it into traditional methods like field trips, excursions, and educational tours. The incorporation of ICT-enabled tools, including online lecture series, Learning Management Centre, and E-library, empowers students to develop digital literacy and high-quality thinking skills. Emphasizing resilience, tenacity, curiosity, and self-direction, MGM ensures that students actively participate in presentations, internships, and utilize multimedia platforms like YouTube, WhatsApp, Email, Google Classroom, and Google Drive for comprehensive learning experiences.

Participative Learning

- Participative Learning is a cornerstone at Mugberia Gangadhar Mahavidyalaya, where active engagement is fostered through intentional sequences of activities. The institution harnesses ICT in laboratory work, student seminars, and multimedia presentations, creating a dynamic learning environment. Group discussions, essay competitions, debates, quizzes, role plays, and peer learning are integrated into the curriculum, enhancing students' participation and critical thinking skills. The case study method further stimulates awareness of multiple perspectives, contributing to a holistic learning experience.

Problem-Based Learning

- Problem-Based Learning is accorded significant importance in MGM's teaching methodology, where activity-based learning is harmoniously integrated with traditional lecture methods. The institution strives to cultivate problem-solving skills using various tools such as Microsoft Office, Adobe Photoshop, Tally, and programming languages like Python and "C." This approach ensures that students apply the scientific method, drawing on prior knowledge and reasoning to arrive at informed decisions.

Through these multifaceted teaching methodologies, Mugberia Gangadhar Mahavidyalaya endeavors to create an enriching educational environment, fostering not only academic excellence but also the development of practical skills, critical thinking, and a strong foundation for the ever-evolving landscape of higher education.

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

Response: 92.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	123	118	116	46

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)

Response: 51.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	55	52	53	27

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

Response:

- Continuous Internal assessment is conducted uniformly by every department of the college according to academic calendar prepared by the institution in accordance with the Vidyasagar University Academic Calendar.
- 10 marks out of 100 marks for annual system and also 10 Marks out of 75 for each core paper in the CBCS (Semester) system as per rule of Vidyasagar University examination pattern.
- As per University rules, the department organizes two/three class tests of 10 marks each for every paper and the results are duly intimated to the examinees within 7 to 10 days from the completion of the examination.
- The students are provided with the corrected answer-scripts by the concerned faculty members. The doubt and enquiries of the students regarding the pattern of optimal answers are clarified by the examiners.
- With the commencement of the new session,class-tests are scheduled to be held for the UG & PG students.
- The students are provided with the corrected answer-scripts of the Class-Tests so that they can be aware of their mistakes.
- If the students express their difficulties in understanding the questions which were set in the Test, the questions and the topics on which such questions were set are discussed in the lecture-hour by the faculty member.
- The students are often suggested to write the answers again as home assignments incorporating the modification and changes made by the examiners in the test-scripts. Also 5 marks are allotted for Class attendance as per Vidyasagar University Rule for UG students only under CBCS.

Apart from the scheduled class tests, project paper presentation, assignment solve, debate, quiz, easy written and surprise class tests on the subject matter just taught in the previous instruction periods, are

also arranged frequently which make the students more regular and attentive. If there is any tabulation related error in the assessment, corrections are duly made by the examiner time. The college takes initiative and helps the students to get their answer scripts of final exam for self inspection and departmental teachers re-examine the said answer scripts thoroughly in presence of the concerned student and reveal their consent. Thus on the basis of their observation and consent, the students' grievance regarding this through feedback on internal assessment are solved.

Review of the evaluated answer scripts: Besides this, the university also gives the opportunity for re-evaluation of answer scripts through review process. The students have to apply to the university through college for reviewing the answer scripts and the university takes measures to terminate the grievances of the students regarding this within a time period.

Role of College administration: Besides these, **the results** of annual /semester pattern for UG & PG are discussed at first in the respective department, next in Teacher council and finally in the governing body so that results be made more better and how the related grievances be minimized. The extract of the said discussions are sent to respective dept. faculties for their future improvement.For detail please visit the college web link.

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

Response:

The assessment of student learning serves as a pivotal tool for educational improvement and must align with educational values not only in what we choose to assess but also in how we do so. The greatest impact of these values is evident in campuses where the quality of teaching and learning is visibly valued and actively pursued.

In an Outcome-based Education (OBE) system, program outcomes (PO) delineate the attributes students are expected to possess upon graduation or post-graduation, covering knowledge, practical skills, and attitudes. Each department in the institution has distinct POs. Conversely, Course Outcomes (CO) specifies course objectives, while POs reflect the behavioral changes in learning. Initially, a matrix is devised to link COs with POs, crucial for measuring behavioral change emerging from student performance. This matrix serves as a critical component in the design of the course syllabus.

The matrix maps program outcomes to course outcomes in a table created by every department, relating

technical competency to behavioral changes in learning. More than twenty course outcomes and at least six program outcomes and seven program-specific outcomes of each program are addressed by this approach.

In measuring the achievement of these course outcomes in the Grade Point Average (GPA) framework, various methods such as tutorial sessions, quizzes, assignment submissions, dissertation/project preparation & presentation, field visits, wall magazine publications, practical labs, class attendance, group discussions, surprise class tests, continuous internal assessment (CIA) tests, and end-semester examinations are conducted. These assessments aim to enrich knowledge and higher-order skills like creativity, innovation, critical thinking, coordination, communication, computing, problem-solving, and confidence.

Within the OBE framework, the measurement of behavioral change involves the application of a system approach to design and evaluate operational performance. The achievement of students for each PO is based on a scale from 1 to 3. A PO value approaching 3 indicates that students can achieve the specified program objectives, while a value below 1.5 suggests a lack of capability in achieving program objectives, as 1.5 represents 50% of program outcomes achievement.

The course assessment comprises two stages: the assessment design stage and the assessment review stage, inherently self-regulating. It is crucial to define course outcomes and program outcomes with measurable vocabulary. Each department, as per the suggestion of IQAC, utilizes tools such as quizzes, assignments, PPT presentations, wall magazine publications, class attendance, CIA tests, and end-semester examinations during the preparation of questions for direct assessment. For indirect assessment, departments collect feedback from students after each semester on CIA and the curriculum to enhance the teaching and learning process.

With marks distribution in place for the assessment, course outcomes and program outcomes are mapped to produce a measurement for program outcomes, reflecting behavioral change in learning and providing a measure of attributes prescribed for graduates by the departments. Analyses on program and course outcomes are used to produce indicators for the Subject report. Identified weaknesses lead to recommendations in the department report, forwarded to IQAC for future improvement.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In accordance with NAAC guidelines, the higher education system establishes policies to determine Program Attainment Parameters (PAPs). The evolving landscape of education has led to a paradigm shift in assessment techniques, aiming to measure comprehensive knowledge and higher-order skills such as creativity, innovation, critical thinking, coordination, communication, computing, problem-solving, and confidence. This shift has given rise to the Assessment for Learning movement, emphasizing the close linkage of teaching, learning, and assessment.

To assess the impact of learning, the assessment criteria for candidates should balance the need for deep understanding, integration of knowledge, and the application of prior knowledge with practical use, aligning with the ultimate goal of achieving specific course and program attainment. The IQAC of Mugberia Gangadhar Mahavidyalaya has historically focused on the relevance of assessment, prioritizing corrective measures to teach higher-order thinking, problem-solving, and decision-making. Assessment methods should mirror real-world scenarios, including collaborative or peer-to-peer work. The structure, assessment criteria, and expectations of authentic assessment should be transparent and communicated in advance.

According to the current NAAC guidelines, faculty members are adopting more innovative ways to assess students' knowledge, redefining traditional assessment methods. Innovative assessment in higher education is a collaborative effort recognizing personal perceptions and reactions to learning. One major challenge faced by higher education institutions is ensuring the holistic development of students in terms of acquiring generic attributes and developing competencies like creativity, critical thinking, teamwork, communication, collaboration, computing, and independence.

To tackle these challenges, technological transformations in education have led to the adoption of additional instructional tools, such as project-based learning, ICT-based teaching, and continuous communication with teachers and students through WhatsApp groups, NPTEL, etc. Traditional methods like quizzes, debates, assignment submissions, dissertation/project presentations, wall magazine publications, class attendance, continuous internal assessment (CIA) tests, surprise class tests, and end-semester examinations continue to be conducted each semester for student assessment. For indirect assessment, departments collect feedback from students after each semester on CIA and the curriculum to enhance the teaching and learning process.

The challenge lies in mapping the Program Attainment Parameters (PAPs) corresponding to Course Attainment Parameters (CAPs). Each department undertakes the mapping of course attainment parameters with program attainment parameters on a scale of 1–3, where 1 denotes low, 2 denotes moderate, and 3 denotes good, submitting the results to IQAC annually. Assigning confidence levels, with levels above 90% rated as 3, levels between 50% and 90% as 2, and levels below 50% as 1, is a decision made by IQAC to streamline the mapping process. For more details, please refer to the links provided below.

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

2.6.3

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

Response: 97.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
773	764	695	597	492

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

2022-23	2021-22	2020-21	2019-20	2018-19
850	767	695	597	508

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

Response: 3.85

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 79.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.18	0	63	0	12.19

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institution's Ecosystem for Innovation:

- The institution has meticulously crafted an ecosystem conducive to fostering innovation, encapsulated within the framework of the Indian Knowledge System (IKS).
- This comprehensive approach includes a robust infrastructure aimed at raising awareness about Intellectual Property Rights (IPR) and facilitating their management.
- Dedicated entities such as the IPR Cell, the Institution Innovation Council (IIC), and Research Development Centre (RDC) play pivotal roles in this endeavour.

IIC:

- The IIC (ID: IC 201912633), established in accordance with guidelines set forth by the Ministry

of Human Resource Development (MHRD) and the All India Council for Technical Education (AICTE), nurtures entrepreneurial ideas.

- It provides guidance on IPR management, technology licensing, and equity sharing, laying the groundwork for the emergence of innovative start-ups and enterprises.
- Students participate in innovation challenges like YUKTI, engaging in activities such as bio-waste conversion and water purification supervised by trained faculty members.

IKS:

- Under the IKS, the institution actively promotes the oral transmission of knowledge through class teachings, debates, seminars, and workshops.
- Faculty development programs, collaborative academic endeavours and the Archive helps the college to propagate ancient Indian culture and heritage.
- The INFLIBNET provides ample resources for the benefit of academic community.

Collaborative Research:

- Departments collaborate with academic institutions, industrial ventures, and professional bodies, fostering activities in research and on-the-job training under MoUs with them.
- Eminent resource persons are invited for lectures and talks, contributing significantly to the knowledge-building process.

Patents and IPR:

- The institution encourages patent filings and supports government and non-government projects, providing resources like infrastructure, financial aid, and legal assistance. One Indian patent on "Functional Burfi" (Application No. 202331087937 A) has been published. Another patent on Natural mat fibre reinforced modified epoxy composite has been filed via the Patent Information Centre, West Bengal State Council of Science & Technology.
- The IPR policy, formulated by the IPR Cell and endorsed by the Governing Body, protects intellectual property rights and fosters innovation.
- The Incubation Centre, under the purview of the IIC, provides a nurturing environment for researchers and entrepreneurs to develop and commercialize their ideas.

Support for Research Endeavours:

- The institution provides support for faculty members pursuing doctoral degrees or research projects, offering relaxation and study leaves.
- Encouragement for publishing research works, organizing workshops, seminars, and facilitating networking opportunities underscores the institution's commitment to fostering a vibrant research ecosystem.

Publications and Workshops/Seminars:

- The institution encourages publishing research works in prestigious journals and organizes workshops, seminars, and events like National Science Day and National Innovation Day.

Unnat Bharat Abhiyan and Social Entrepreneurship:

- Initiatives like Unnat Bharat Abhiyan and extension programs by NSS, NCC strengthen the social and entrepreneurial outlook of students.

Outcome:

- Tangible outcomes include patent filings, seminar organization, and the establishment of entrepreneurial ventures.
- The success of such initiatives is also evident from high level of participation of students, especially PG students who present research papers in various conferences and publish articles in reputed journals.
- The institution's continued efforts in innovation and research shape the future of knowledge creation and dissemination, impacting the academic landscape positively.

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	14	5	1	0

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

3.3 Research Publications and Awards

3.3.1

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

the last five years

Response: 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	05	05	04

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

3.3.2

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	17	6	0	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.

Response:

Mugberia Gangadhar Mahavidyalaya, located in a rural and isolated area, plays an active role in promoting comprehensive and economic growth through its extensive engagement in community outreach activities. Both students and faculty members are sensitized to prevalent social issues and embark on various initiatives to enhance awareness and address societal challenges.

- The college has established several units, including the Institution Innovation Council (IIC), National Service Scheme (NSS), National Cadet Corps (NCC), Unnat Bharat Abhiyan (UBA), Internal Quality Assurance Cell (IQAC), and Research Cell, which forefront a plethora of programs ranging from awareness camps to workshops, seminars, conferences, and initiatives addressing critical issues such as COVID-19, sanitation, hygiene, and public health. With a keen focus on fostering sustainable development, the institution actively promotes innovative research and advocacy campaigns like Swachhta (cleanliness) and water conservation.
- Hands-on activities such as beach clean-ups, blood donation camps, and plastic waste reducing initiatives are integral parts of the college's strategy to address societal challenges. Moreover, national events like 'World Environment Day' and 'Azadi Ka Amrit Mahotsav' serve as platforms for organizing awareness activities centred on themes such as innovation, entrepreneurship, and environmental preservation.
- Furthermore, the college is deeply committed to community service, with initiatives like rainwater harvesting and solar-based electricity generation indirectly benefiting the region. Efforts to promote organic farming, mushroom cultivation, distribution of pesticide-free vegetables, and training on dietetics and nutrition underscore the institution's dedication to fostering healthy living and sustainable agricultural practices.
- Encouraging student participation in educating school children through activity-based learning and organizing rallies, seminars, and workshops on topics like energy conservation and plastic pollution is a priority. Additionally, during the COVID-19 pandemic, the college and its members

played crucial roles in distributing essential cleaning materials, sanitizers, and food supplies, as well as providing support in community kitchens and treatment centers.

These concerted efforts reflect the college's unwavering commitment to serving the community and cultivating socially responsible citizens. Through its multifaceted approach to community engagement and outreach, Mugberia Gangadhar Mahavidyalaya emerges as a pivotal institution dedicated to driving positive change and holistic development in the region.

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

3.4.2

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

Response:

Awards and recognitions for extension activities play a crucial role in acknowledging the efforts and contributions of individuals or organizations towards community development, outreach, and education.

The College has garnered recognition and accolades from various esteemed entities for its outstanding social extension activities. Faculty members have been lauded for their significant contributions to society by several prestigious organizations. Here are some notable awards and recognitions received for extension activities:

Institutional Awards & Recognitions:

- District Green Champion award 2020-2021 for Purba Medinipur district for outstanding activities under Swachhta Action Plan by Mahatma Gandhi National Council of Rural Education (MGNCRE), Govt. of India
- District Green Champion award 2021-2022 for Purba Medinipur district for outstanding activities under Swachhta Action Plan by MGNCRE.
- Recognized as best institute of Bhagabanpur II Block for exceptional initiatives during COVID-19 pandemic (2020-21).
- Recognized as Swachhta Action Plan Institution for successful forming Swachhta Action Plan Committee and constitute working groups post COVID-19 by MGNCRE.
- Recognized as best Flood Relief Campaign initiatives in the Mugberia Gram Panchayat of Bhagabanpur II Block during unbelievable flood situation happened in the period of September - October, 2021.
- Received "Best Creative Poster Award" in IIC Regional Meet, held at Gurunanak Institute of

Technology, Kolkata dated 02/08/2022

- Recognized as a member of Beat COVID Campaign Initiative of MGNCRE, Hyderabad in 2021
- Awarded with DBT Star College Strengthening Scheme for Chemistry, Zoology and Mathematics in the academic session 2020-2021
- Recognized as a member of Red Ribbon Club of Vidyasagar University for the contribution in engaging and mobilizing youth to prevent and control HIV/AIDS for the National AIDS Control Programme with effective from 01.12.2019
- Recognized best initiations taken by the NSS/NCC units of **Mugberia Gangadhar Mahavidyalaya** regarding Swachhta Action Plan during post COVID-19 in 2022 in the Mugberia Gram Panchayat of Bhagabanpur II Block.

- Appreciation from MoE's Innovation Cell, Govt. of India for contribution towards building the innovation and entrepreneurship culture within the campus and for extending support to help other IIC institutions for 2021-22 and 2022-23

Principal's Awards & Recognitions:

Dr Swapan Kumar Misra, Principal received "Bharat Jyoti Award" and has been appreciated by MGNCRE for contribution to the World Environment Day Celebrations and Swachhta Action Plan Activities 2021-22 on the Institution's campus successfully.

Faculty Awards & Recognitions:

Dr Bidhan Chandra Samanta received awards such as Best Oral Presentation Award.: OutstandingPaperAwardinChemistry, Best Faculty Award, Bharat Jyoti Award, Best Researcher Award, Certificate of Reviewing, Certificate of Reviewing, Certificate of Excellence in Reviewing for outstanding performance and Appreciation from MGNCRE.

Dr Kalipada Maity received the following awards for excellent performance: such as **Best Researcher Award and Bharat Jyoti Award.** Mr Ribhu Maity received the Indian Chemical Society Award of Excellence for poster presentation.

Students Award:

78 students of our college received prestigious awards for their innovative academic and extracurricular activities including sports and athletics from university, district and state level competitions.

These awards serve as a testament to the college's dedication and effectiveness in fostering positive change within the community and beyond.

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

3.4.3

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

Response: 51

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

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

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.

Response: 52

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The first three buildings host general degree classes, while the third building accommodates the library and staff mess. B.P.Ed classes are conducted in the Eastern building. The campus features a total of 74 rooms, distributed among classrooms (59), laboratories (14), offices (2), teacher's common rooms (14), boys' and ladies' common rooms (1 each), canteens (2), library rooms (3), reading rooms (2), an NAAC room (1), and three hostels - one for boys with 25 rooms and three for girls with a total of 68 rooms. Additionally, there are store rooms (3), NSS rooms (1), NCC rooms (2), ponds (2), and three playgrounds.

Administrative activities take place in a portion of the first floor. The college boasts its water supply system with three deep tube wells, catering to the needs of the office, teachers' rooms, library, and 55 toilets for principal, teachers, non-teaching staff, and students. A central pond serves as a focal point within the college compound. Power is sourced from the State Government Power Supply Corporation, supplemented by generators and inverters with batteries strategically placed in various areas, including the office, principal's room, teachers' room, library, physics laboratory, commerce and mathematics computer rooms, B.P.Ed computer room, geography laboratory, and the Student's Union room.

The institution is well-equipped with 191 computers, 45 LCD projectors, 16 laptops, 23 printers, 10 scanners, and one Xerox machine. Both girls and boys enjoy common rooms equipped with TV-cable connections, and the college provides two canteens – one for teachers and another for students. Furthermore, a cycle stand is available for students.

In terms of extracurricular activities, the college offers a plethora of options including sports, outdoor and indoor games, a well-equipped gymnasium, an auditorium for seminars, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, and health and hygiene. The expansive playground caters to various sports activities, featuring a 200-meter standard athletic track, football, handball, cricket and hockey arenas, badminton and volleyball courts, khokho and kabaddi grounds, and a multipurpose activity hall functioning as a gymnasium. The auditorium, situated in the southern portion of the building, has a seating capacity for 450 audiences, enhancing the college's ability to host diverse events and activities.

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

Response: 37.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
82.11	80.14	60.85	112.31	100.42

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

Response:

To keep pace with time the Mugberia Gangadhar Mahavidyalaya Central Library (http://mugberiaopac.aadijatechnologies.com/) is automated with digital facilities using Integrated Library Management System (ILMS). For this purpose presently we are using latest version of SOUL 3.0

software (Full Edition), developed by INFLIBNET Centre of UGC.

Automation status of library : Almost fully automated. ICT connectivity in library : Broadband Internet (Bandwidth-100mbps), Wi-Fi, CCTV, Emergency power backup by UPS & Inverter.

Access Pattern - Fully open access for teachers and partially open access for students.

Facility for physically challenged users (PWD) :Ramp for easy access with wheel-chairs.

Library area: 4700 sqfts. Reading room seating capacity -80 [Students-60, Teachers-20], Total computers for use - 20 [Students-12, Teachers-3, Staffs-5], Working Hours-10am - 5pm (Monday-Friday) &10am-3pm (Saturday).

Our collection covers books (36424), journals& periodicals (500), dissertations (50), e-books (18), CD's (50) and large no. of magazines, newspapers, career bulletins.Beside these subscriptions are made for e-ShodhSindhu consortium under N-LIST (https://nlist.inflibnet.ac.in/) having e-books (199,500+) & e-journals (6,000+) and 6,00,000 e-books through NDL, Shodganga (Thesis), Indcat Database (Catalogue) from INFLIBNET.

Number of books purchased in library during last 5 F.Y's. - (2018-19 to 2022-23) are - 5130, amounting Rs. 21,50,184.00.

Library services covers - Lending Service (Barcode based), Reading Room Service, SDI Service, Reference Service, Database Search Service (OPAC/WEBOPAC), Internet Access Service, Online books/journal search/reading through NLIST/NDL,Reprographic Service, User Orientation Service.

OPAC/WEBOPAC search facilities are available anywhere & anytime from the following address -

http://mugberiaopac.aadijatechnologies.com/opac.php   (OPAC through library website)

http://192.168.1.33/webopac/   (WEBOPAC through library software)

Extra Curricular Activity : Observation of Librarian's Day (Birth Day of Dr. S.R. Ranganathan).

Library Usage : Attendance (Foot falls) during last year (2022-23) - 80/day(Average), Issue-return of books - 60/day(Average),Use of reading room by students &teachers- 20/day, Use of e-resources by students &teachers -05/day (Average), Use of computers by students & teachers -05/day (Average).

Achievements - Extension of 1330 sqft. floor area, Separate E-Zone for students & teachers, Installation of latest version of SOUL 3.0 software (Full Edition), Addition of large display (LCD) for PPT presentation on user orientation. Addition of new printer (PSC).

Future Programme - Full open access for students, Separate section for PG students, Total coverage under CCTV surveillance, Introduction of RFID technology and biometric attendance.

We are trying to dedicate our service to cope with NEP 2020 for inclusive development of our beloved

students. In Swami Vivekananda's word -"Arise, Awake, Stop not until the goal is reached".

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

There are different digital technological facilities available in the college. The college is now well equipped with sufficient computers and internet facilities. Most of the departments have their own computers with Broad Band connections. The college has well equipped Central Library as well as departmental library and Laboratory in Physics, Chemistry, Zoology, Botany, Physiology, Nutrition, Geography, Mathematics, Physical Education and Commerce. Smart class room, smart boards, lab tops and projector machines, are used by the teacher for translating the curriculum and improving teaching practice. 02-digitally equipped conference hall and 06-digitally equipped computer lab available in the college. A well equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. The college building and the library building are facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating: Computer is formatted in regular basis. College itself formats the computer without any fees and by the help of computer operator. Anti-virus is regularly installed in computer. All computer has anti-virus Wi-Fi connectivity is available, i.e., in Principal chamber, Office-room, IQAC room, various departments including library and laboratories. At present situation, the college has 204 computers for students and office uses purpose, 57 LCD projectors, 18 Lap tops, 28 printers, 16 scanners and well decorated webpage. Moreover, 35 CCTV is installed in the college campus. Website is maintained by repotted software company. 3 online UPS is installed in Mathematics, Chemistry and Physical education Depts. 3 solar pannels have been installed in the college. Many department like Mathematics & chemistry purchased MATLAB software, PDF cutter, Zoom, Anti -virus & others. SOUL 3.0 & INFLIBNET were also pubchase for library IT upgradiation. College has paid AMC to several IT company for maintaince.

Moreover the college has a well recorated web page for admission, finnance, admitration and examination purpose. In every finnancial year, a budget has been place in the finnance committee and approbed by the Governor body for this haed and a large amount of money nearly 95 lakhs has been spent for IT upgradiation. For details, please see the attachment.

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

4.3.2

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

Response: 17.22

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

Response: 184

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.37	0	4.93	1.59	17.69

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
3169	2690	1733	1295	1077

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[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

Response: 48.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3112	2387	647	254	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
362	374	253	222	161

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

2022-23	2021-22	2020-21	2019-20	2018-19
773	764	695	597	492

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

5.2.2

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

Response: 10.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
147	19	18	17	3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	0	0	1	0

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

Response: 11.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	12	8	6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association plays a pivotal role in the advancement activities of Mugberia Gangadhar Mahavidyalaya, fostering a sense of loyalty and contributing to the overall welfare and development of the institution. The association, registered under the name Mugberia Gangadhar Mahavidyalaya Alumni Association (MGMAA) with Registration No: S/1L/46162 of 2007-08, has successfully brought together 2284 registered alumni to date, reflecting a robust network of ex-students.

One of the primary functions of the Alumni Association is to cultivate and foster friendly relations between ex-students and both current and past employees of the college. Regular interactions and engagements, such as seminars, workshops, skill development certificate courses,Caeer Counselling activities and cultural programs, serve as platforms for alumni to share insights into their work life and offer valuable guidance to current students about future careers. The association also actively maintains rapport with other stakeholders, creating a holistic and supportive network for the college community.

The Alumni Association is committed to contributing actively to academic events and programs, collaborating with trustees and current staff members. Many alumni play a crucial role in collecting data on higher studies and job opportunities, thereby aiding current students in making informed decisions about their academic and professional paths.

Sri Mathuranath Tripathy, an alumnus from the 1970s, exemplifies the ongoing commitment of alumni to the college. His regular participation in various programs, including seminars, workshops, cultural events, and awareness camps, showcases the enduring connection between alumni and their alma mater. In August 2018, ex-students actively participated in seminars organized by the History, Chemistry, Nutrition, and Zoology departments, contributing significantly to the success of these events.

Beyond academic contributions, alumni play a vital role in various social initiatives such as Blood Donation camps, Youth Day Observations, AIDS Day Camps, Special Winter Camps, and certificate courses. Their involvement extends to diverse areas, including feedback collection and assistance in organizing events that enhance the overall college experience.

Retired teachers, as valued members of the alumni community, continue to contribute to their alma mater by attending different programs regularly. Inspired by the suggestion of a national awardee retired teacher, the college established a vermicompost production center, Annualy the center has produced approximately 500 kilograms of vermicompost utilized in maintaining the medicinal garden and other

plants within the campus. Additionally, the certificate courses on the "Vermi Composed"and "LATEX" have been introduced, further enriching the academic offerings of the college.

Several departments, including Nutrition, Mathematics, and Chemistry, along with the Physical Education department, organize Alumni meets (Re-union), fostering a sense of camaraderie among former students. Over the last five academic years, the Alumni Association has successfully conducted 31 academic and extension activities, raising Rs. 679,554.00 in funds. The accomplishments of alumni members, who have secured prestigious positions nationally and internationally, stand as a testament to the quality education and values instilled by Mugberia Gangadhar Mahavidyalaya. The institution's alumni continue to be integral partners in its ongoing success and development.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

Vision:

In accordance with Swamiji's philosophy, Swami Vivekananda holds that "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." The mission statement of Mugberia Gangadhar Mahavidyalaya has been formulated. Since the inception, the college is tried its level best to offer students from a variety of backgrounds an affordable, high-quality higher education that promotes critical thinking, intellectual development, and holistic growth. Our goal is to provide our students with the values, knowledge, and abilities necessary to prosper in a world that is changing quickly and to make meaningful contributions to society. We are dedicated to advancing inclusion, creativity, and academic success in all facets of our educational pursuits.

Mission:

- Establish a culture of moral rectitude and intellectual vitality.
- Enable students to take on leadership positions in the job market.
- Large number of students qualify NET/GATE/JAM/SET etc. examinations.(https://mgm-cloud.in/IQAC/FLD_1058_8_IQAC_45336.6234140818Supporting%20Document%20of%205.2.2_Final.pdf)
- Large number of students went to higher study(https://mgm-cloud.in/IQAC/FLD_1006_8_IQAC_45337.794913696Outgoing_Students_2019-2023.pdf)
- Ensure that everyone has access to top-notch education in order to realise their full potential, Ensure to provide equitable society and advance national development.
- Develop a workforce with the necessary skills and transdisciplinary knowledge from the humanities, social sciences, sciences, and commerce.
- Improve inclusivity and accessibility in higher education, especially with regard to digital training; promote creative thinking that leads to sustainability
- Give a range of comprehensive education

Perspective plan towards accomplishing the vision and mission :

- In light of NEP 2020, the college is intended to introduce new job oriented UG, PG, short-term certificate, Add-on, and Value Added courses..

- To engage in more carrear support for NET, SET, GATE, JAM exam etc.
- To provide physically challenged pupils with a gesture-based reading screen, braille enabled audio system, and library.
- To modernise the College's lab, library, and related spaces in order to foster greater research.
- To encourage students to participate more on research activities.
- To encourage more extra-curricular activities.
- To introduce courses on Indian Knowledge System (IKS)
- To strenthen Mentor-Mentee programme.
- To guarantee credibility and openness in academic administration and the student evaluation procedure.
- To encourage more community based outreach programmes through the NSS and IIC of the college.
- To strenthen the feedback system in the near future.

Decentralization Practice

- The college meets its regular activities by giving operational autonomy to its employees under a structured decentralised governance system.
- The institute's action plan is prepared keeping in mind of the vision and Mission.
- The organisational structure, forward-thinking planning, dynamic leadership, and decentralised administration are the backbone of the institute.
- The Principal uses various sub-committees to oversee academic management and administration.
- The Principal as a secretary of GB oversees management of the institution in accordance with the views of the majority of members..

Participative Management

- Under the direction of the appropriate sub-committee coordinators, the committees manage and oversee their operations in a thorough and productive manner.
- The institute welcomes suggestions and criticism for development from non-teaching staff, faculty, and students alike.

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

Response:

Response :

Mugberia Gangadhar Mahavidyalaya is a Government-aided College affiliated to Vidyasagar University. The service rule is in accordance with the UGC, MHRD mandates, NCTE Rules and Regulations, statute /acts of VU and/or Govt. of WB and the Department of Higher Education.

The Institutional Perspective Plan (hereafter IPP) is usually active for ten years and it is framed at the beginning of academic year in 2019. The policies are being taken into consideration after careful consideration of the IPP in the GB meeting. The IPP and the policies were displayed in the website for general information. .

College Rules and Code of Conduct.

- Teaching and non-teaching posts are created by the Govt. of WB.
- Rosters are authenticated.
- Requisitions in prescribed format are sent to WBCSC as per advertisement.
- The appointment policy of permanent teachers in substantive posts is guided by UGC Rule:
- Recommendation from CSC
- Governing Body Approval
- Appointment letter issued
- Joining of the incumbent
- GB confirmation
- Pay fixation
- GB approval
- Confirmation of service after probationary period.

Transfer is allowed as per the rule of WB Government. However, recommendation and other processes remain the same as stated above.

The appointment policy of State Aided College Teachers is guided by WB Government.

- Requisition by the Department
- Placed in GB meeting
- Advertisement as per standard protocol
- Panel of experts
- Interview
- Merit List Panel
- GB approval
- Appointment
- Approved by Govt. of WB

Administrative set-up and functioning

The functioning of institutional bodies is effective and efficient which is reflecting through policies,

administrative setup.

- Governing Body of the college works in close contact with principal to regulate and maintain congenial and academic environment throughout the year. This body is responsible for management of financial resources and infrastructural development. The principal as secretary of this body, serves as liaison between staff and management committee. The management committee members ensurethe activities of the college carried out in accordance with the objectives of the institution. The Principal is given the academic and administrative freedom to carry out his responsibilities which is done through the participation and involvement of staff members and stakeholders. Based on the feedback collected from the students, parents, and other stakeholders on the curricular, co-curricular, academic, and administrative pursuits of the college, directions for performance improvement are given. The GB structure is as follows:1. President 2. Principal (Secretary) 3. Govt. Nominee-02, 4. University Nominee -02, 5. Teachers' Representative-03,6. Non- teaching Staff Representative- 01,7. Donor Member 01, 8. Higher Education Nominee 01, 9. Students' Representative-01, Total 13.
- The Internal Quality Assurance Cell (IQAC) ensures the overall quality through measures taken for performance.
- Teachers Council consisting of áll the teaching faculty members and Librarian do work with the consultation with other teachers.
- The finance committee is in charge of safeguarding and replenishing the organization's financial assets and supporting the administration in carrying out its financial obligations. Under the guidance of the Head of the Institution and the Bursar, the committee evaluates and drafts a budget plan that is sent to the GB for approval.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response :

Performance Apprisal System (Hereafter PAS)

A well structured PAS has been introduced in the college. The principal, as the head of the instution and the IQAC both have initiated the process for all the teachers and no-teaching staff members. the PAS is primarily based on three types of mechanism. 1. Attendence Register, 2. Self Appraisal Book and 3. Teacher's Diary.

Procedures :

- **Establishing the goals**: The IQAC/Princiapl establishes and notifies the participants about the goal of appraisal system.
- **Specifying appraisal norms and reporting parameters:** At the beginning of the academic year, the criterion of PAS are established, and the Apprisal books/Teachers dairy are distributed among the teachers and non-teaching staffs.
- **PAS submission: T**he teachers are asked to submit the PAS book to the co-ordinator of IQAC or the principal for verification and attestation.
- **Overall Analysis:** Based on the appraisal feedback, a list of the required activities was created.
- **Submission of PAS to University :** Each and every teacher is required to submit session wise detail PAS report to the University.
- **Post-appraisal actions:** By providing the required faculty development and orientation programmes, performance appraisals aim to enhance the faculty's long-term performance.

Welfare Measure :

The college has initiated staff welfare schemes and measures, both financial and material.

Extramural Welfare Schemes:

- Convenient loan with minimum interest from the college Cooperative for Teaching, Non-teaching, Librarian members, Festival advance and Ex-gratia for non-teaching nd contractual staffs are availavle.
- Advance without interest for contractual non-teaching staff and SACT teachers
- Free accommodation to the contractual teachers in Hostel.
- Appointing the wards against immature death of employees.
- EPF Scheme for casual and contractual non-teaching staff with an institutional contribution of 12% of basic pay.
- Pension Scheme for Permanant teaching & Non-Teaching staff
- West Bengal govt. Health scheme facility
- Service Book update time to time
- CAS benifit

Intramural Welfare Schemes :

- Canteen facility for teachers and non-teaching staff.
- Guest rooms.
- First-aid facilities
- Rest room nd Ramp facilities for differently abled employees.
- Auditorium facility available
- Free usage of Gymnasium.
- TV with cable connection.
- Refrigerators.
- Musical instruments during leisure.
- Safe locker for individual employee.
- Vending machine for women employees.

Other Welfare Initiatives include:

- Salary advance is provided to the staff till they get approval from government and on emergency situations.
- Provident Fund and arrangement of PF Loans.
- Leave benefits including Casual Leave, Medical leave, On Duty Leave for attending OP/RC/Seminar/Workshop etc.
- Maternity Leave for 180 days.
- Paternity Leave.
- Financial help to faculty member for attending seminar /conferance
- Earned Leave Surrender facility.
- Child Care leave (CCL).
- Allowing deputation to pursue research and the permission to utilize the infrastructural facilities such as laboratory.
- Financial assistance for participation in conferences and workshop.

- Staff members are appreciated for their achievements and gifts of appreciation are given.
- Felicitation after the Ph.D/MPhil award.
- Competitive games are conducted for faculty members, staff members actively participated in various sport events.
- Health and hygiene awareness programme for both teaching & non-teaching staff.
- Parking Facility
- 24*7 Wi-fi facility.
- Vaccination center during Covid-19 Pandemic.

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

6.3.2

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

Response: 15.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	2	0	0	22

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

Response: 53.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	139	71	40	41

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

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

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)

Response:

Response :

The mobilisation of resources is concentrated on achieving the organization's objectives while maintaining transparency and accountability. The departmental and committee requirements for accomplishing the institution's goals and strategic plans are the basis for preparing the institutional budget. Being a grant-in-aid organisation, there aren't as many money, and getting them mobilised is difficult. Despite these limitations, we are able to secure funding from both governmental and non-governmental entities.

Fund Mobilization Strategy :

- **The funds are mobilized through the following sources**

Receipt of Grants, Tuition Fees and Other	Total Rupees (2018-23)
UGC building Grant	1231771
Seminar Grant	173000
Student Stipend	25000
Boundary Wall grant from HDA	1881000

UGC Diploma in T&H Management	1502491
UGC Building Renovation	31771
UGC MRP	24000
Collection from Students (General, B.P.Ed, PG)	99581140
DBT Star College	5148000
Seminar NAAC	130000
Grant from Zilla Parishad	25000
Unnat Bharat Abhiyan	50000
Women Self Defence Camp	34200
RUSA	416667
Drinking Water Project from MCCB	339400
B.Voc in T&H Management	7100000
MGNCRE	5000
Blood Donation (Lions Club)	15400
WBCIPE	22204
WBDST	1760980
Grant from SERB	50000
Science Academies	109300
NCC & NSS	79040
BEUP Grant	500000
Total	120235364

The money received from various source is used for general development like payment of employee salaries. Infrastructure enhancements include procurement of books, equipments, and software for the library as well as remodelling the staff rooms, door and window repairments, renovation of principal's room & gymnasium. Arranging FDPs, conferences, seminars, and endowments lectures. Funding for departments to hold educational excursions, field work, conferences, seminars, workshops, and other events. The funds were also used for students fee waivers schemes. Events involving sports and culture, include annual sports competion, intercollegiate non-govt.sports meets, and cultural programmes. Through NSS, funds are allotted to improve the institution's social duties. For green practices, that are used to ensure Green Effect Utilisation include the use of LED lights, remote controlled ceiling fans,solar

panels, green audits, waste segregation, maintenance of medicianal plant gardens, purification of pond water etc.

Internal and External financial Audit :

External Audit Mechanism	Internal Audit Mechanism
Statutory audit by external audit officer : • Statutory audit regarding utilization of funds, Cashbook verification etc is done by specialized team appointed by the Government of West Bengal.	• Financial Audit of individual departments by Internl Auditor is done annually on the sanctioned funds for utilization for departmental library, repairs and maintenance of equipments, conduct of seminars, exhibition etc. Usually principal appoints the internal Audit team for proper verification of records, verification of Assets and Asset Register. The team comprises of staff members from other departments and is coordinated by the host HoD.A separate team is entrusted with the audit of library.
• The team visits the college office, verifies all documents, ensures the procedural formalities, raises queries, and finalises the report of the audit conducted. It is done on an annual basis.	• All these mechanisms ensures that fund utilization is transparent and financial records are maintained properly. Any query raised by the auditor is cleared in the meeting of the finance committee.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response :

Quality Assurance Strategies and processes

1. To maintain academic excellene in teaching learning and evaluation.
2. To ensure Academic and Administrative Audit (AAA) every year by the college.
3. To ensure the departmental Audit in each semester regularly
4. IQAC Meeting for Result Analysis
5. IQAC envisages quality in learning by student centric methods and ensures credibility of evaluation through continuous assessments and feedback collected through online and offline mode.
6. To uphold improvement and efficiency including the career advancement of teachers and the general functions and operations of the institution.
7. Quality measuring mechanisms like surprise tests, quizzing, online debate, elocutions were done.
8. To introduce more job orineted vocational courses for better placement
9. To make use of the development strategies reflected in the Perspective Plan.
10. Social outrecah programme, entreprenureship, Start-ups through Institutional Innovation Council (IIC)
11. To introduce job oriented courses.

Structures & methodologies of operations and learning outcomes

- IQAC has arranged several webinars and online classes in order to maintain continuity in teaching-learning process.
- IQAC has helped to prepare hand sanitizer as a safety measure against Covid.
- IQAC has asked the teachers for various project proposal.
- Information regarding webinars, seminars, OP/RC/ Govt. circulars, college notices, university notices has been sent to teachers group for general information.
- Regular online classes were held.

Learning outcome

Pass Percentage.

2018-19	2019-20	2020-21	2021-22	2022-23
96.85	100	100	99.61	90.94

- University Rank holders (2022-23) - Department of Mathematics - 02, Commerce - 01, Economics -01
- Five students from Mathematics dept. have received the prestigious INSPIRE Award in the year 2023
- One student of Chemistry Dept.has been selected for PCM Award (Rs 10000/-) in 2023
- Students who have cleared the state and national level competitive exam has been gradually incresed in between 2018-23

2018-19	2019-20	2020-21	2021-22	2022-23
03	17	14	18	136

- The number of students who have admitted to higher education is also satisfactory.

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

161	222	253	374	362

Major Grants received during 2018-23

Name of grant & File no	Amount received
B.Voc - F.2-230/2018 (NSQF)	8600000
DBT - HRD-11011/161/2020-HRD-DBT	5200000
ICSSR - Ref-ICSSR-ERC/2019-20/60	90000
NAAC - NAAC/Seminar/LG/2022/120 Dated - 04.10.2022	30000
Sceinec Academies - SEP/LW/April/2023, Dated - 30.03.2023	109500
SERB- F.No- SSY/2023/000288, Dated - 10.05.2023	50000

Incremental improvement

- Number of Online & Offline FDP/Training programme for teachers and non-teaching staff - 07
- Number of teachers' who have been awarded Ph.Ds are 13 (2018-23)
- The college has successfully signed MOUs with 52 prominent institutes in order to develop academic excahnge and faculty development.
- 13 teachers have succesfully completed CAS
- Review of AQAR, submission of AQAR, IIQA, AISHE has been done during 2018-23
- Participation in NIRF.
- Feedback system has been updated with the guidelines of UGC.
- Teachers self apprisal reports and teachers diary have been monitroed in order to modify the learning pedagogy
- Discussion on quality benchmarks/ parameters for various academic and administrative activities of the institution:
- Implementation of M.Voc & B.Voc progranmmes
- Induction programmes were cvarried out.
- IIC Rating is very satisfactory in the 2021-22 with 3.5

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.

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution's commitment to promoting gender equity, as one of the Sustainable Development Goals, is reflected through a series of proactive practices aimed at fostering a safe, inclusive, and supportive environment for all members of the campus community:

1. **Ensuring a secure campus with CCTV cameras**: By implementing CCTV surveillance, the institution enhances campus security, creating a safer environment for students, faculty, and staff. This measure not only deters potential threats but also aids in monitoring and addressing security concerns promptly.

2. **Formation of various committees**: The establishment of Internal Complaints, Anti-Ragging, Anti-Sextual Haressment, Students Grievance and Disciplinary Committees underscores the institution's commitment to addressing issues such as harassment, discrimination, and grievances promptly and effectively. These committees provide avenues for redressal and support for affected individuals.

3. **Psychological Counselling Cell**: The presence of a Psychological Counselling Cell offers crucial support for students facing mental health challenges, including those related to gender-based issues. It promotes well-being and resilience among students, contributing to a healthier campus environment.

4. **Special lectures and International Women's Day observance**: Organizing special lectures and events on occasions like International Women's Day fosters awareness and dialogue on gender issues, promoting a deeper understanding of gender equality and empowerment.

5. **Self-defense training programs**: Offering self-defense training programs empowers female students with essential skills to protect themselves and enhances their sense of safety and confidence on campus and beyond organized by UBA aand Women Cell dated 24.04.2022.

6. **Gender-sensitization certificate course**: Introducing a gender-sensitization certificate course equips students with the knowledge and awareness necessary to challenge stereotypes, biases, and discriminatory practices, fostering a culture of respect and inclusivity.

7. **Ladies' common room with sanitary napkin vending machine**: Providing a dedicated space for female students along with amenities such as a sanitary napkin vending machine addresses the

unique needs related to menstrual hygiene, promoting dignity and comfort.

8. **Organizing seminars and workshops**: These initiatives create platforms for engaging students and faculty in meaningful conversations about gender issues, challenging societal norms, and fostering a culture of equality and respect.

9. **Gender ratio and representation**: Striving for a balanced gender ratio within the college and ensuring representation of female casual workers contribute to creating an environment that values diversity and inclusivity.

10. **Equal facilities**: Providing equal toilet facilities and hostel superintendents ensures equitable access and treatment for all students, irrespective of gender, fostering a sense of belonging and fairness.

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

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

By implementing these practices, the institution demonstrates its proactive approach to advancing gender equity and creating a campus environment that is safe, supportive, and conducive to the holistic development of all its members. Detailed reports of Gender Audit and promotion of Gender equity are attached below.

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**

Response: A. 4 or All of the above

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

Response: A. All of the above

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

Response:

Response :

Mugberia Gangadhar Mahavidyalaya, situated in the culturally diverse Bhagwanpur-II block, stands as a beacon of inclusivity and tolerance within its community. Through a variety of academic and administrative initiatives, the college strives to foster harmony and respect for cultural, regional, linguistic, and socioeconomic diversity among all stakeholders. The campus is free from all barriers of caste, community, colour, religion and language which is evident from the diversity of the students.

The institution's commitment to inclusivity is exemplified by its Students Support System, which ensures equitable opportunities for all students, irrespective of caste, language, religion, or cultural background. This includes assistance with tuition fee concessions, private scholarships, and government funding schemes. Additionally, the college's OBC, SC/ST, and Minority Cell organizes inclusive events that celebrate various cultural and religious festivals, fostering unity and mutual understanding among students.

Furthermore, the National Service Scheme (NSS) and National Cadet Corps (NCC) organize events and camps that promote camaraderie and unity among students while also serving the less fortunate sections of society. The college's political science department conducts voter awareness programs, emphasizing the importance of civic engagement and participation.To ensure a safe and inclusive campus environment, the college has established internal complaints and Anti-Ragging Cells, which uphold equal treatment for all students and promote tolerance and unity. The admission policy prioritizes diversity by providing online counseling and financial aid to students from diverse backgrounds. Language diversity is celebrated through the inclusion of Bengali, English,and Sanskrit in the curriculum, reflecting the college's commitment to accommodating linguistic diversity.

In addition to these efforts, the college hosts various events and activities throughout the year, such as blood donation camps, International Mother Language Day observances, International Yoga Day celebrations, and cultural competitions. Special occasions like Independence Day, Republic Day, Social Justice Day, Constitutional Day and Human Rights Day are also commemorated, fostering a sense of national pride and social responsibility among students. All festivals like Diwali, Mahalaya, Eid, Christmas etc. are celebrated with equal fervour. The college celebrates and protects cultural, regional, linguistic, communal, socio-economic diversities through student programs, encourages and promotes linguistic diversity.

Furthermore, the college actively participates in volunteering for flood relief activities, empowers women through dedicated initiatives, and engages students in the activities of the NCC. The celebration of 'Azadi Ka Amrit Mahotsav' is another testament to the college's commitment to promoting national unity and heritage.

In summary, Mugberia Gangadhar Mahavidyalaya's institutional efforts and initiatives create an inclusive environment that embraces diversity and fosters mutual respect among students and employees. By sensitizing individuals to their constitutional obligations and promoting values of tolerance and harmony, the college contributes to the holistic development of its community and society at large.

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

Response:

Best Practice – 1

Title: Integrated approach towards Community Outreach

By offering socially relevant programs, the college Mugberia Gangadhar Mahavidyalaya fosters inclusivity and provides opportunities for underprivileged individuals, integrating them into developmental efforts.

Objectives:

The objectives are as follows:

- **Holistic Empowerment:** Empowering communities by addressing their multifaceted needs comprehensively, including social, economic, and educational aspects.
- **Sustainable Development:** Fostering sustainable development within communities by implementing initiatives that promote long-term solutions and resilience.
- **Capacity Building:** Enhancing the capacity of individuals and groups within the community through skill development, training, and education.
- **Knowledge Sharing:** Facilitating the exchange of knowledge, best practices, and lessons learned among different stakeholders.

Context

The context lies in recognizing the interconnectedness of various social, economic, and cultural factors that shape the well-being of communities. This approach enables a more holistic and sustainable response to the complex challenges facing communities today.

Practice:

Practices encompass a range of strategies include:

- **Capacity Building:** Providing training, skill development, and education to empower individuals and groups for active participation in community development.
- **Sustainable Development Practices:** Promoting environmentally friendly initiatives for long-term resilience and reduced ecological impact.
- **Monitoring and Evaluation:** Tracking progress, measuring impact, and ensuring accountability for continuous improvement.
- **Community Empowerment and Leadership Development:** Building leadership capacities to drive sustainable change

Activities

Environmental awareness through various initiatives:

- Distribution of saplings and plantation programs in each year
- Awareness campaign about the danger of plastic pollution and provides cloth bags to reduce the use of plastic bags
- Swachata program in the local hospital, markets and adopted villages

Regular programs in nearby locality for enhancing safety and scientific understanding:

- Road safety awareness
- Voluntary Blood Donation Camps
- Health check-ups

- AIDS Day
- Thalassemia awareness programs

Providing training in:

- Vermicomposting
- Mushroom cultivation to local youths, empowering them as entrepreneurs
- Workshops on rainwater harvesting.

During the pandemic, the college:

- Distributed hand sanitizers made by Chemistry department to the locality for community safety.
- Provided smartphones to poor students for online learning

During Yash storm and devastating flood, the college:

- Helped flooded villages with relief efforts.
- Provided safe shelter in classrooms and aids to villagers.

Evidence of success

- The college's motto emphasizes fostering noble values in both students and locals.
- Self-help workers are producing vermicomposting and edible mushrooms at home.
- Two villages have initiated bio-village concept in farming with the college's support.

- Small scale Start-ups are being running by several students.
- About more than 70 programs have been conducted during last five years in the community.

Problems Encountered

- Securing adequate aid for community development programs is a major issue for the college.
- The success of community development cannot be solely measured by points

Best Practice – 2

Title: Holistic Development

Holistic development recognizes the interconnectedness of all aspects of life and advocates for a balanced and integrated approach to personal growth and well-being. Mugberia Gangadhar Mahavidyalaya adopts a comprehensive threefold developmental model for inclusive knowledge dissemination.

Objectives:

The objectives encompass a broad spectrum of goals aimed at nurturing and enhancing various aspects of an individual's well-being. Some key objectives include:

- **Integration of Physical, Mental, and Emotional Health:** Promotes harmony and balance among physical, mental, and emotional dimensions.
- **Cultivation of Social and Interpersonal Skills:** Emphasizes the importance of healthy relationships and effective communication skills to nurture empathy, compassion, and cooperation, enabling individuals to build meaningful connections and contribute positively to society.
- **Enhancement of Cognitive Abilities and Creativity:** Aims to cultivate critical thinking, problem-solving skills, and creativity, empowering individuals to adapt to diverse challenges and innovate solutions.
- **Promotion of Environmental and Ecological Awareness:** Extends beyond the individual to encompass the well-being of the broader ecosystem.

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

Practice:

The practices include:

- **Multifaceted Education:** Integrating arts, physical education, and vocational training alongside traditional academic subjects.
- **Mindfulness and Well-being:** Teaching mindfulness techniques, promoting relaxation, and

offering mental health support services.

- **Physical Health and Nutrition:** Promoting physical activity, healthy eating habits, and preventive healthcare measures.
- **Creative Expression and Critical Thinking:** Providing opportunities for creative expression, encouraging inquiry-based learning, and fostering innovation.
- **Environmental Awareness and Sustainability:** Integrating environmental education, promoting eco-friendly practices, and engaging in conservation projects.
- **Community Engagement:** Facilitating partnering with local organizations, and instilling a sense of civic duty and global citizenship.

Activities

The college adopts a threefold developmental model encompassing social, cognitive/intellectual, and physical development.

- Social development is fostered through awareness programs and celebration of commemorative days on campus, enhancing students' sense of social responsibility.
- Cognitive development involves training students not only in knowledge and ideas but also in various skill enhancement courses. The college designs projects, programs, and certificate courses to seamlessly integrate information and application in young minds.
- Recognizing the importance of a sound body for a sound mind, the college promotes physical development through sports and cultural activities, ensuring students' holistic well-being.

Evidence of Success:

A huge number of social, cognitive and physical programs have been conducted during last five years. Evidence of success are observed through:

- **Academic Achievement:** Higher academic performance and engagement resulting from a well-rounded education and promotes critical thinking, creativity, and problem-solving skills.
- **Positive Behavioral Changes:** Observable shifts in attitudes, behaviors, and interpersonal relationships, indicating enhanced empathy, communication, conflict resolution, and cooperation skills.
- **Social Impact:** Contribution to the community and society through active participation in volunteerism demonstrating a commitment to making a positive difference in the world.
- **Health and Well-being:** Improved physical health and overall well-being resulting from a balanced lifestyle that prioritizes nutrition, exercise.

Problems Encountered

- **Resource Allocation:** Limited resources, including time, funding, and personnel, pose challenges for implementing holistic development initiatives comprehensively.
- **Assessment and Evaluation:** Lack of standardized metrics and assessment tools to measure holistic development outcomes accurately, making it challenging to evaluate the effectiveness of interventions and initiatives.

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

Response:

Title: Fostering Innovation, Entrepreneurship, and Community Development: A Narrative Journey of Mugberia Gangadhar Mahavidyalaya

Mugberia Gangadhar Mahavidyalaya (MGM) stands as a beacon of educational enlightenment in the rural expanse of Purba Medinipur, West Bengal. Established in 1964, MGM has evolved into a venerable institution committed to fostering community development and empowerment through quality education. Over the years, MGM has expanded its academic offerings to cater to diverse interests and career aspirations, including undergraduate and postgraduate programs, diploma courses, and vocational training initiatives. Moreover, MGM distinguishes itself by actively promoting innovation, entrepreneurship, rural development, and women's empowerment, thereby significantly contributing to the socio-economic fabric of the region.

MGM's journey towards fostering innovation and entrepreneurship is underscored by its establishment of the Institute Innovation Council (IIC) in alignment with the National Innovation and Start-up Policy (NISP). Since its inception, the IIC has been instrumental in creating an ecosystem conducive to nurturing entrepreneurial ideas among students and faculty members. Through a myriad of activities such as workshops, competitions, industry visits, and mentorship programs, MGM ensures that students are equipped with practical skills and entrepreneurial acumen necessary for venturing into the business world. Notably, MGM's efforts have garnered recognition from the Ministry of Human Resource Development, Government of India, and have inspired other institutes to emulate its model of fostering innovation and entrepreneurship. Recognizing the institution's dedication and performance, the Ministry of Human Resource Development, Government of India, conferred accolades upon MGM for its exemplary work. MGM received a 1.5 Star Rating for the academic year 2019-2020, a 2.5 Star Rating for 2020-2021, a notable improvement to 3.5 Stars in 2021-2022, and maintained a commendable 3-Star rating in 2022-2023. The institution's remarkable progress was further highlighted when it won the Best Poster Award at the IIC regional meet (North-East) in 2022. Additionally, the Institute received letters of appreciation from the Ministry of Education, Government of India, for the last two academic sessions, namely 2021-2022 and 2022-2023, respectively. Leveraging MGM's success as a reference point, a total of 17 institutes registered for the IIC during the academic year 2021-2022, followed by 10 institutes in the subsequent academic year of 2022-2023.

IIC activities & scheme:

- IIC of MGM conducts programs for IIC Calendar activities, MIC-driven activities, self-driven activities, and celebration activities on innovation, entrepreneurship, and start-ups.
- The IIC established at the institute boasts diversified representation from industry, interdisciplinary fields, departments, and units, ensuring a comprehensive and inclusive approach.
- Students get to visit industries and top institutes to see how innovation and starting businesses work in real life, helping them learn practical skills and make connections.
- Students participated in Smart India Hackathon, Yukti.
- Successful business people are invited to talk to students and run workshops to inspire them. Workshops are also held on starting businesses, and there are competitions and exhibitions showcasing new ideas.
- MGM has hosted impact Lectures in 2021 and 2022 with financial help from the Government of India, aiming to boost innovation and starting businesses among students.
- MGM partners with Brainware University as part of the Mentor-Mentee program of the IIC. They exchange students and faculty, help each other with academics and administration, and work together on IIC activities to encourage innovation and starting businesses.
- MGM is actively involved in the Atal Tinkering Lab scheme, serving as a mentor to three schools and offering them valuable support in innovation. Additionally, the College participated in the Atal Ranking scheme.
- MGM actively promotes entrepreneurial ideas on social media platforms such as Twitter, Facebook, and YouTube.

Rural development initiatives:

In addition to its focus on innovation and entrepreneurship, MGM is deeply committed to rural development initiatives aimed at enhancing the livelihoods of local residents.

- Providing training, diploma, and certificate courses to local residents on Vermicompost production, encouraging farmers in the area to adopt sustainable agricultural practices.
- Organizing workshops and training programs on Mushroom cultivation for both students and local community members. MGM operates a Jhinuk Mushroom production center under the RKVY project, promoting entrepreneurship and self-sustainability.
- Conducting workshops on rainwater harvesting techniques to facilitate the conversion of rainwater into potable drinking water, promoting water conservation and self-reliance.
- Implementing a solar-assisted ecological balance approach to upgrade traditional pond water into safe drinking water systems. The local residents benefit from this initiative as they consume the purified water, enhancing public health and environmental sustainability.
- MGM also provides training on bio-gas, and it has a bio-gas unit which will be used for the chemistry laboratory.
- MGM organizes food carnivals to encourage especially rural students to start their own startups.
- The biopesticide named "Brahmastra" has been developed at MGM, and farmers are encouraged to use it in their fields instead of chemical pesticides.
- Organizing various workshops and training programs aimed at rural development. These initiatives contribute to the overall improvement of the community's well-being and sustainability.

Women entrepreneurship:

Furthermore, MGM places a strong emphasis on women's entrepreneurship, thereby catalyzing social change and gender equality in the region. Inspired by the IIC's initiatives, female students at MGM have embarked on entrepreneurial ventures ranging from yoga and self-defense training centers to marketing traditional homemade food products. By providing a platform for female students to realize their entrepreneurial aspirations, MGM contributes to women's empowerment and economic independence, thereby fostering a more inclusive and equitable society.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Additional Information:

- The college continuously strives to realize its objective of providing quality higher education at an affordable cost to the students.
- Efforts have been made to meet the needs of students' classrooms by constructing new buildings within our limited space, expanding offices and teachers' staff rooms.
- To provide higher education opportunities to the students, the college has submitted proposal for introducing P.G. Course in Chemistry.
- The college have a digitalized library.
- The entire accounting system has been computerised which will help significantly in terms of transparency and data preservation.
- Mentor mentee system has been introduced to help students by identifying slow learners as advanced learners by following NACC guidelines. The college also collects online and offline feedback from students regarding teaching learning process and takes appropriate action based on it.

Concluding Remarks :

Conclusion :

In conclusion, the Self Study Report (SSR) conducted by Mugberia Gangadhar Mahavidyalaya has been a comprehensive endeavor aimed at evaluating and enhancing the quality of education in alignment with the guidelines provided by the National Assessment and Accreditation Council (NAAC). Through an extensive assessment of various facets of the institution, including academic, administrative, infrastructural, and extracurricular aspects, we have gained valuable insights into our strengths, weaknesses, opportunities, and threats.

The process of self-assessment has highlighted several areas where the college excels, such as its dedicated faculty, commitment to inclusivity, and efforts towards community engagement. However, it has also brought to light certain challenges, particularly in the realm of infrastructure development, resource allocation, and curriculum enrichment.

Moving forward, the recommendations provided in this report serve as a roadmap for continuous improvement and development. By addressing the identified areas of improvement and capitalizing on our strengths, we aim to enhance the overall quality of education and learning experience offered at Mugberia Gangadhar Mahavidyalaya.

It is imperative that the stakeholders, including the management, faculty, staff, students, and the local community, collaborate synergistically to implement the proposed initiatives effectively. With concerted efforts and a shared vision for excellence, we are confident in our ability to achieve our goals and aspirations, thereby ensuring the holistic development of the institution and its stakeholders.

In conclusion, we express our gratitude to all those who contributed to the preparation of this report and

reaffirm our commitment to continuous improvement and excellence in education.

Mugberia Gangadhar Mahavidyalaya remains steadfast in its mission to empower and transform lives through quality education, thereby contributing to the socio-economic advancement of the region and the nation at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 before DVV Verification : Answer After DVV Verification :55 Remark : DVV has made changes as per supporting documents shared by HEI.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1238 Answer after DVV Verification: 1051 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1659	1154	1219	1168	1325

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1659	1154	1219	1168	1325

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1959	1957	1493	1694	1560

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1959	1957	1513	1622	1711

Remark : DVV has made changes as per prescribed format shared bY HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
402	259	287	254	249

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
390	233	258	237	240

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
402	933	724	817	751

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
924	924	710	753	797

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 2.1.2.1 due to excess of seats in reserve category

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.18	0	0	0	12.19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.18	0	63	0	12.19

	Remark : DVV has made changes as per supportings shared by HEI.	
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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33	25	12	1	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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23	14	5	1	0	 Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have considered programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship	
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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21	13	6	5	9 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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10	06	05	05	04	 Remark : DVV has made necessary changes	
3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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14	43	28	10	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	17	6	0	7

Remark : DVV has made changes as per prescribed format shared by HEI and values have been been downgraded due to repetitive ISBN Publication and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	22	3	4	1

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting documents shared by HEI as per below link https://www.mugberiagangadharmahavidyalaya.ac.in/images/naac_dvv/1717098539Supporting%203.4.3.pdf

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
175.7	116.28	73.18	149.98	169.53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.37	0	4.93	1.59	17.69

	Remark : DVV has made necessary changes and has considered repairs and maintenance expenses.
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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45	0	0	11	15 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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8	0	0	1	0	 Remark : DVV has made necessary changes as per supporting documents shared by HEI
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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42	41	33	29	19 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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13	17	12	8	6	 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one.
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	139	71	40	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	139	71	40	41

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	19	17	16	17

Answer After DVV Verification :

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

Remark : DVV has made necessary changes

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations