



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**AZAD HIND FOUZ SMRITI MAHAVIDYALAYA**

**DOMJUR, HOWRAH-AMTA ROAD**

**711405**

**<https://ahfsm.ac.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Azad Hind Fouz Smriti Mahavidyalaya, affiliated to the University of Calcutta, started its journey on 8th October 1986.

The college is named after **Netaji Subhas Chandra Bose** and the Indian National Army (the '**Azad Hind Fauj**' / '**Free India Army**') honouring the indomitable spirit of Netaji Subhas Chandra Bose whose legacy is an inspiration to all. Netaji Subhas Chandra Bose had a well-considered view on education in India. He believed that the primary role of a college education is to acquire intellectual discipline and a critical frame of mind. According to him the goal of higher education in India should be to create a system that enables students to gain practical knowledge and apply their knowledge in real life. His belief that education should include arts and crafts echoes in the National Education Policy (NEP), 2020 which emphasizes multidisciplinary learning encompassing academic and vocational streams.

Azad Hind Fouz Smriti Mahavidyalaya is the only one in **Domjur Block** which is the largest block in the **Howrah District** of West Bengal spreading across an area of 97.3 sq. km. situated at a distance of 17 km from District Headquarter. The location of the college is ideal for an educational institution. It is far enough from the hub of overpopulated areas and yet easily accessible by bus and rail. As the College is located beside the Howrah – Amta Road, the facility of regular bus service can be availed of to reach the College. Hence students from the adjoining regions of the Howrah district come here for higher education. At present the College imparts **Major / Honours Programmes** in English, Bengali, Geography, History and Education and **Multi-Disciplinary / General Programmes** in English, Bengali, Sanskrit, Education, Philosophy, Geography, Economics, History, Political Science and B. Com.

### Vision

The vision of our college is to reach out to the vast hinterland and the world at large through the transformative power of liberal arts and rejuvenate the young minds with the message enshrined in the Rig Veda – ऋद्धव न्ना लभते ज्ञानम् – "One who has faith, attains knowledge" (Ch. 4 Verse 39).

### Mission

The mission of Azad Hind Fouz Smriti Mahavidyalaya is to enable the students to live fruitful lives and make meaningful contributions to the community. We educate the young learners by assessing their interests and values and nurturing their latent abilities talents, helping them realize how they can grow up to be worthy citizens of the country.

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

### Institutional Strength

1. Highly qualified teachers and dedicated office staff for ensuring quality teaching-learning practices and smooth functioning of the college.
2. Dedicated office staff for smooth functioning of the college
3. Well behaved and obedient students
4. Cordial relationships among three wings – teachers, non-teaching staff and students
5. Active and vigilant Governing Body
6. Rich stock of library books
7. Well equipped laboratory for the Department of Geography

### **Institutional Weakness**

1. Insufficient funds for infrastructural extension and improvement
2. Insufficient classrooms for introduction of new courses of study
3. Few Honours courses of study and no enrolment in the Department of Mathematics
4. No Science stream yet.

### **Institutional Opportunity**

1. Favourable location of the college close to the main road and railway
2. Large campus area which may be utilised for expansion of infrastructure
3. Own conference room for conducting UGC sponsored national and international level seminars
4. Possibility of starting B.Ed. and PG courses

### **Institutional Challenge**

1. Many students are first generation learners
2. Many students are from economically backward families and concentrate more on earning for their livelihood
3. Shortage of staff – teaching as well as non-teaching

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Azad Hind Fouz Smriti Mahavidyalaya is an under-graduate degree college affiliated to the University of Calcutta which follows the curriculum designed by the University. The College offers B.A. Honours Course in English, Bengali, History, Geography and Education. It also offers General Courses in B.A. (English, Bengali, Geography, History, Education, Sanskrit, Philosophy, Political Science and Economics) and B. Com. The college follows the Choice Based Credit System (CBCS) from 2017-18 (B. Com.) and 2018-19 (B.A.) as well as the Curriculum & Credit Framework (CCF) which was introduced by the University for both Arts and Commerce from the session 2023-24. The college ensures effective planning and delivery of the curriculum to the students through a welldefined process. At the beginning of every academic session i.e. July to June, the Academic SubCommittee of the college prepares the Academic Calendar as per the guidelines issued by the University of Calcutta. The Academic Calendar mentions the provisional schedules of classes and

examinations, college activities like Foundation Day, Annual Sports, Netaji's Birthday, Rabindra Jayanti that are observed during the session as well as holidays, vacations, recess breaks and so on. The Curricular and Co-Curricular activities planned by the different Departments, such as, Students' Seminars and Study Tours are also mentioned. The Routine Committee prepares the Master Routine consulting the Heads of the different departments. Each Department prepares the Departmental Routine, Lesson Plans for distributing the syllabus among the teachers of the Department and organises Curricular and Co-Curricular Activities. Departmental meetings are held regularly to manage the activities of each Department. The teachers of the college usually follow the lecture method to impart lessons. They are encouraged to use ICT to enhance the classroom experience of the learners. The Departments organize students' seminars, group discussion, debate, quiz and such other activities to make the teaching-learning process interactive and enjoyable. Experimental learning is encouraged through workshops, field surveys and study tours. Special lectures by academic experts and eminent persons are organized from time to time.

### **Teaching-learning and Evaluation**

Azad Hind Fouz Smriti Mahavidyalaya encourages the teachers to follow student centric methods of teaching-learning, such as experiential learning, participative learning and problem solving methodologies, along with the conventional lecture method for enhancing the learning experience of the students. The University of Calcutta curriculum provides scope for experiential learning in many subjects. All students of Geography conduct field surveys and laboratory work. The Department of Geography has a well-equipped laboratory with Geographic Information System (GIS). Language and Social Science courses require students to prepare Projects and Term Papers. Students of the Department of Education present their research work using Power Point.

The Value-Added Courses of all Departments are conducted online during the summer recess. The evaluation of Value-Added Courses is conducted in the college. The use of ICT tools enhance the active engagement of students and encourage their interaction with teachers beyond the campus.

### **Research, Innovations and Extension**

In spite of finance and space constraints, Azad Hind Fouz Smriti Mahavidyalaya is committed to provide facilities for creation and transfer of knowledge. An ecosystem for innovations, Indian Knowledge System (IKS) and Intellectual Property Right (IPR) are essential requirements of modern education, particularly in the post-pandemic world where technology based learning methodologies are gaining ground every year. The Research Cell of the college, under the guidance of the IQAC, encourages teachers to pursue research work to obtain doctoral degree, to apply for Minor Research Projects of UGC and ICSSR research projects and such other funding agencies. At present, seven teachers are pursuing PhD and five have undertaken and successfully completed UGC Minor Research Projects. Nearly all teachers have presented papers at national and international seminars in India and abroad. They have also published research work in reputed peer-reviewed national and international journals and also in UGC Care Listed journals. Some teachers have published books, as authors and editors; some have published monographs. The college Research Cell also encourages the students to write well-researched Term Papers for their Tutorials and give them an opportunity to publish their work through Students' Seminars.

### **Infrastructure and Learning Resources**

Azad Hind Fouz Smriti Mahavidyalaya is the only college in Domjur Block which is the largest block in the Howrah District situated about 17 km away from the District Headquarter. The College has reasonable infrastructural facilities for teaching-learning activities of five Honours Programmes and General Programmes in Arts and Commerce. Built over an area of 2.25 acres (9105 sq. mts.), the College has four buildings: Administrative Building, Academic Building (1), Academic Building (2) or Netaji Block and Old Academic Building, with a built-up area of 4564.744 sq. mtrs. There are 32 classrooms in the College of which 25 are for general use by all Departments while Honours Departments have their dedicated Classroom(s). The Geography Department has a Classroom, GIS Laboratory and ICT enabled Seminar Room with LCD Projector. The Commerce Department has its own Computer Laboratory. There is a Computer Room for the use of all students and staff. The College Office has 8 computers, Library 1 computer and Conference Room 1 computer. There are 3 laptops used by the Principal, IQAC Coordinator and College Office. All computers have licensed MS-Windows 10 and anti-virus software. There are three Routers for internet connectivity in the Principal's Chamber, College Office, Conference Room, Library and Geography and Commerce Departments with a speed of 250 Mbps. The College has its own playground for playing outdoor games like football, cricket and badminton, while provisions for playing indoor games like carom and chess are provided in the Common Rooms. The Annual Sports and Annual Function of the College are held in the college playground. There are provisions for Yoga training by trained instructors for all students of the College.

### **Student Support and Progression**

Around 21.08 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.

The College takes steps to redress student grievances including sexual harassment and ragging cases. There are mechanisms for submission of online/offline students' grievances.

### **Governance, Leadership and Management**

The College believes in decentralization and allows stakeholders to participate in governance. The Governing Body is the highest administrative authority with internal members (teachers, non-teaching staff and students) and external members nominated by the State Government and the affiliating University. The Governing Body makes strategic decisions and delegates authority to the Principal over all academic and administrative matters. The Principal exercises authority through Conveners of various Sub-committees, Teachers' Council Secretary, the Bursar and the IQAC. The College has 18 SubCommittees / Cells, such as Finance Sub-Committee or Academic Sub-Committee, constituted by the Governing Body to monitor matters under their purview. The Principal who is the ex-officio Chairman of all Sub-Committees and the Sub-Committees may forward critical issues to the Governing Body through the Chairman for decision-making. The Teachers' Council is a statutory body as per Calcutta University First Statutes, 1979 and all teachers are its members. The members of the Teachers' Council ensure quality teaching-learning and plan and implement curricular and co-curricular activities, such as admission, examination, sports, cultural and extension activities, seminars, workshops in the College. The Secretary of Teachers' Council and the Treasurer are elected from among the full-time teachers of the College. The Bursar is the financial administrator responsible for the financial management of the College who reports directly to the Principal and the Governing Body. The IQAC is constituted as per the guidelines of NAAC to ensure quality academic and administrative activities in the College. The IQAC makes short term and long-term perspective plans of the College.

## **Institutional Values and Best Practices**

### **1. Participative Management**

Goal is to inculcate in the faculty a sense of belongingness and responsibility for the overall development of the college through collaborative and participative management. In the sub committees all categories of the faculties are included.

### **2. Empowerment of Girls**

Girl students are mainly from under privileged families. We aim to equip them necessary skills for self employment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AZAD HIND FOUZ SMRITI MAHAVIDYALAYA
Address	Domjur, Howrah-Amta Road
City	Domjur
State	West Bengal
Pin	711405
Website	<a href="https://ahfsm.ac.in">https://ahfsm.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Supriyo Chakraborty	033-26700838	9933037599	-	ahfsm.howrah@gmail.com
IQAC / CIQA coordinator	Aditi Sengupta	038-26700838	9830179898	-	ahfsm.iqac@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 minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	07-11-1994	<a href="#">View Document</a>
12B of UGC	07-11-1994	<a href="#">View Document</a>

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Domjur, Howrah-Amta Road	Rural	2.25	4564.744

## 2.2 ACADEMIC INFORMATION



<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English, Honours	36	H.S. or Equivalent	English	29	18
UG	BA,Bengali, Honours	36	H.S. or Equivalent	Bengali	41	29
UG	BA,History, Honours	36	H.S. or Equivalent	English,Bengali	35	21
UG	BA,Geography,Honours	36	H.S. or Equivalent	English,Bengali	37	30
UG	BA,Education,Honours	36	H.S. or Equivalent	English,Bengali	35	31
UG	BCom,Commerce,General	36	H.S. or Equivalent	English,Bengali	100	10
UG	BA,Social Science,English Bengali History Geography Education Sanskrit Political Science Philosophy and Economics	36	H.S. or Equivalent	English,Bengali	600	346

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				18			
Recruited	0	0	0	0	5	1	0	6	10	8	0	18
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	5	1	0	6
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	1	1	0	6
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	2	0	0	7	7	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	66	77	81	84
	Female	113	146	150	138
	Others	0	0	0	0
ST	Male	2	4	1	1
	Female	3	5	4	1
	Others	0	0	0	0
OBC	Male	32	37	27	28
	Female	90	96	85	87
	Others	0	0	0	0
General	Male	329	505	433	328
	Female	750	1110	983	796
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1385	1980	1764	1463

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Azad Hind Fouz Smriti Mahavidyalaya implemented NEP from the academic session 2023-24 as per the guidelines of the University of Calcutta. The College offers B.A. Honours Programmes in English,
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	<p>Bengali, Education, History, Geography and General Programmes in B.A. and B. Com. Following the curriculum prescribed by the affiliating University. All UG students study three interdisciplinary papers (IDC) in the first three semesters along with their Major and Minor subjects. A student of English Major may study Sanskrit or a student of Geography Major may study Philosophy. The different Departments offer Value-Added Courses on ‘Digital Marketing’, ‘Research Methodology’ ‘Psychology’, ‘Literary Theories’, ‘Bengali Drama’ for all students. The College focuses on educational tours, special lectures, students’ seminars and outreach activities to inculcate professional ethics, gender sensitization, human values and environment sustainability to fulfill the multidisciplinary / interdisciplinary vision of NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>The University of Calcutta University will implement ABC (Academic Bank of Credits) from the session 2024-25. As an affiliated college, Azad Hind Fouz Smriti Mahavidyalaya will follow the directives of the affiliating University in this regard.</p>
3. Skill development:	<p>Azad Hind Fouz Smriti Mahavidyalaya organises skill-development programmes for the students from time to time on ‘art and craft’, ‘digital marketing’, ‘research methodology’. Under National Education Policy 2020, the College plans to stress on this area to prepare the students for professional success in future. The Departments will encourage the students to participate in Skill Development Certificate Courses on soft skills, personal grooming, spoken English, basics of computer and cyber security, website designing and content writing, photo-video editing, academic and business writing, and so on. In this regard, the College will require the expertise of industry professionals. The students will also be encouraged to take up skill development courses offered as MOOCs through SWAYAM and NPTEL. Memorandum of Understandings (MoUs) will be required to help all students enhance their skills to enhance their employability.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>An integral part of National Education Policy 2020 is ‘Indian Knowledge System’ (IKS). Azad Hind Fouz Smriti Mahavidyalaya adopts this whole-heartedly and has already organised a Value-Added Course on</p>

	<p>'The Heritage of Ancient India'. In future, for the proper integration of IKS into the Curriculum, the College plans to arrange cultural events, special lectures, seminars, film shows and documentaries, educational tours to promote Indian art and culture. The students will be given opportunities to participate in cultural activities that focus on IKS and foster a sense of Indian identity. The College intends to use ICT and online resources to protect and promote the heritage of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education (OBE) is promoted by National Educational Policy 2020 through a system of education in which the curriculum, teaching-learning process and assessment mechanism tools are designed to assess student performance and outcome at different levels. The choice-based credit system (CBCS) that is functional in the college also aims to achieve the objective. The curriculum designed by the University of Calcutta clearly mentions the learning outcomes, evaluation methodology, texts and reference books for all programmes and courses. The teachers have worked out the Programme Outcomes (POs) and Course Outcomes (COs) which are provided on the College website to make students aware of the benefits of the course or programme. The IQAC asks students and teachers for feedback on the efficacy of curriculum delivery so that action may be taken to create an outcome-based education for the benefit of the students.</p>
<p>6. Distance education/online education:</p>	<p>Azad Hind Fouz Smriti Mahavidyalaya adopted online education during the Covid-19 pandemic. The teachers of the College quickly adopted online teaching-learning using Google Meet, WhatsApp, Telegram, Zoom, YouTube and Google Classroom. Most of the online processes are still followed by the Departments. Every Department of the College has semester-wise WhatsApp Groups for communication with the students. The blended mode of teaching-learning has made the teaching-learning process efficient and engaging. The teachers may easily share learning material with students and teach with ICT tools and online resources to enhance the experience of the learners. The students may attend certificate courses and quality education material that are available online. The teachers themselves are able to attend orientation and refresher programmes, FDPs, conferences and seminars anywhere in India or</p>

abroad which have helped them gain academic exposure and experience.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been set up in the College in the academic session 2023-24. The principal is the Chairperson of the Club.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. ELC has both students' and teachers' representatives appointed by the Governing Body of the College. The ELC started functioning before Lok Sabha Election 2024. The ELC strives to foster the sense of responsible citizenship among the students by educating them about the importance of voting and the right to vote. The young voters are also informed about voter registration, voter's card, the voting process and the ideals of parliamentary democracy. They are made to feel a sense of pride being the citizens of the largest democracy in the world.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC Club organized an online campaign on the Pledge - Right to Vote. The Department of Political Science and the ELC jointly organized a 'Voter Awareness Programme' sponsored by BDO, Domjur Block, Howrah. The programme was held before Lok Sabha Election 2024 under SVEEP (Systematic Voters' Education and Electoral Participation).</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Under NEP 2020, all students have to study a compulsory VAC paper in Semester I on Fundamental Rights and Duties of an Indian citizen. The students of Political Science also study Parliament, Democracy and the electoral process. As a part of their curriculum they prepare Projects and Term Papers on these topics enhancing their political conscious as voters in a democratic nation.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>Nearly all students who enroll for College programmes are above 18 years of age. Only a few do not have Voter Cards. They are made aware of the right to vote.</p>



students as voters.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1385	1980	1764	1463	1192

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

### 2 Teachers

#### 2.1

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

Response: 28

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

#### 2.2

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

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

### 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
28.78562	20.15510	15.37661	29.19401	24.96505

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

## 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:**

Azad Hind Fouz Smriti Mahavidyalaya is an under-graduate degree college affiliated to the **University of Calcutta** which follows the curriculum designed by the University. The College offers B.A. Honours Course in English, Bengali, History, Geography and Education. It also offers General Courses in B.A. (English, Bengali, Geography, History, Education, Sanskrit, Philosophy, Political Science and Economics) and B. Com. The college follows the Choice Based Credit System (CBCS) from 2017-18 (B. Com.) and 2018-19 (B.A.) as well as the Curriculum & Credit Framework (CCF) which was introduced by the University for both Arts and Commerce from the session 2023-24.

The college ensures effective planning and delivery of the curriculum to the students through a well-defined process. At the beginning of every academic session i.e. July to June, the Academic Sub-Committee of the college prepares the **Academic Calendar** as per the guidelines issued by the University of Calcutta. The Academic Calendar mentions the provisional schedules of classes and examinations, college activities like Foundation Day, Annual Sports, Netaji's Birthday, Rabindra Jayanti that are observed during the session as well as holidays, vacations, recess breaks and so on. The Curricular and Co-Curricular activities planned by the different Departments, such as, Students' Seminars and Study Tours are also mentioned. The Routine Committee prepares the **Master Routine** consulting the Heads of the different departments. The Academic Calendar and Master Routine are forwarded to the IQAC and the Principal for final approval. Once approved, the Academic Calendar and Master Routine are uploaded to the college website. Review meetings are held from time to time by the Departments and the Academic Sub-Committee so that follow-up action may be taken as and when necessary.

Each Department prepares the Departmental Routine, **Lesson Plans** for distributing the syllabus among the teachers of the Department and organises Curricular and Co-Curricular Activities. Departmental meetings are held regularly to manage the activities of each Department. The teachers of the college usually follow the lecture method to impart lessons. They are encouraged to use **ICT** to enhance the classroom experience of the learners. The Departments organize **students' seminars, group discussion, debate, quiz** and such other activities to make the teaching-learning process interactive and enjoyable. Experimental learning is encouraged through **workshops, field surveys and study tours. Special lectures** by academic experts and eminent persons are organized from time to time.

Online teaching-learning began in the college during the Covid-19 pandemic and teachers started using **Google Classroom, College WhatsApp Subject Groups, Google Meet, Google Forms and YouTube** for communicating with students and teaching-learning. With the introduction of the National Education Policy (NEP) 2020, the college encourages teachers to follow a blended mode of teaching-learning. The

College assesses the progress of the students through a process of **continuous Internal Evaluation** which may be in the form of oral and/or written assignments, online and offline. The results help to identify weak students who are given special attention. **Parent-Teacher meetings** are organized to make the guardians involved in the academic processes of the college and aware of the students' performance.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response: 2**

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

### 1.2.2

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

**Response: 0.6**

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
47	0	0	0	0

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

Azad Hind Fouz Smriti Mahavidyalaya believes in a holistic education that focuses on the development of the social and moral values of the students along with their academic accomplishments. Hence, the college tries to integrate issues pertaining to Professional Ethics, Gender, Human Values, Environment and Sustainability through formal classroom-teaching as per the Curriculum prescribed by the University of Calcutta. The CBCS curriculum is designed to propagate these ideals through the Core Courses (CC / DSCC), Generic Elective (GE), Skill Enhancement Course (SEC) and Discipline Specific Elective (DSE) papers of subjects like English, Bengali, Sanskrit, Education, History, Geography, Philosophy, Economics and Political Science that are taught in the college.

The Literature courses – **English, Bengali and Sanskrit** – explore gender issues and human relationships while teaching ancient and modern texts of world literature. Global concerns like man’s relationship with his environment and women’s empowerment are also an essential part of literary studies. The Social Sciences – **Education, History, Geography, Economics and Political Science** – focus on developing personal, social and political values to promote a sense of national integration and international solidarity preparing young learners for global citizenship. The University of Calcutta prescribes ‘Common Value Added Courses (CVAC) on **Environmental Studies and Constitutional Values and Fundamental Duties** under CCF (NEP, 2020). Environmental Studies was an Ability Enhancement Compulsory Course (AECC) for all undergraduate students under CBCS to help them become aware of issues relevant to environment and sustainability. The **Commerce Department** teaches business ethics that helps to build consumer trust and succeed in commercial endeavours.

Besides the curriculum prescribed under CBCS and CCF, the Departments organize lectures, certificate courses, co-curricular activities and class discussions incorporating these concerns. The college celebrates Women’s Day (8 March), Environment Day (5 June), International Day of the Girl Child (11 October), Constitution Day (26 November), Human Rights Day (10 December) and such other significant days to spread awareness among the young learners.

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

**1.3.2**

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

**Response:** 37.11

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

Response: 514

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

**1.4 Feedback System****1.4.1**

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

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

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





## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 67.57

##### 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
479	767	523	655	539

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

2022-23	2021-22	2020-21	2019-20	2018-19
877	877	877	877	877

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 31.62

##### 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
157	159	91	125	132

### 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
420	420	420	420	420

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 57.71

## 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:**

Azad Hind Fouz Smriti Mahavidyalaya encourages the teachers to follow student centric methods of teaching-learning, such as experiential learning, participative learning and problem solving methodologies, along with the conventional lecture method for enhancing the learning experience of the students.

The University of Calcutta curriculum provides scope for experiential learning in many subjects. All students of Geography conduct field surveys and laboratory work. The Department of Geography has a well-equipped laboratory with Geographic Information System (GIS). Language and Social Science courses require students to prepare Projects and Term Papers. Students of the Department of Education present their research work using Power Point.

ICT tools and platforms (Google Meet, Google Forms, Google Classroom, YouTube and WhatsApp Groups) were extensively used for teaching-learning-evaluation during the Covid-19 pandemic. Some of these are still used as NEP (2020) encourages blended teaching-learning. There is one ICT enabled classroom in the Geography Department for regular classes. The other Departments use the ICT enabled Conference Room as required. The Value-Added Courses of all Departments are conducted online during the summer recess. The evaluation of Value-Added Courses is conducted in the college. The use of ICT tools enhance the active engagement of students and encourage their interaction with teachers beyond the campus. The college uses Google Classroom as a Learning Management System (LMS) through which study materials are uploaded to the college website.

Students' Seminars are organised every Semester to give students an opportunity to present their ideas thorough research papers. Most students use PPTs to make their presentation more engaging. The interactive sessions after presentation enable the paper-presenters to defend their research findings. Some Departments arrange screening of syllabus-oriented films and documentaries from open resource internet platforms to enhance teaching-learning experience.

Educational Tours are organized regularly for the students of the Honours Courses (English, Bengali, Education, History and Geography) and for students of the General Courses from time to time. The History Department arranged a Danish Heritage Walk in Serampore (Hooghly) and a visit to the Reserve Bank of India Museum (Kolkata), while the Education Department students were taken to the Indian Museum (Kolkata) and William Carey Museum (Hooghly). The students of English Honours were taken to St. John's Church (Kolkata) and Abanindranath Tagore's Garden House in Konnogor (Hooghly), while the students of Bengali Honours visited the ancestral house of Rabindranath Tagore at Jorasanko, Bandel Church and Hooghly Imambara. The students of Geography Honours have compulsory outstation Field Trip in their curriculum. Besides these, the Geography Department arranges day trips to 'Beri Baor' Ox-bow Lake of Panchpota, India-Bangladesh border at Taki, Sabuj Dweep and Bakkhali. The General Course students were taken to the ancestral home of Swami Vivekananda, Acharya Jagadish Chandra Bose's House and the Calcutta High Court.

The college encourages Participative Learning through classroom interactions where students are asked to give their opinions on specific curriculum topics. Problem Solving Methodologies are used by some Departments as part of their curriculum and also to help students in academic and competitive examinations. Counselling and Mentoring encourage the young learners to achieve success in all endeavours.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 99.19

#### 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
24	24	24	25	26

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

### 2.4.2

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

**Response:** 55.74

#### 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
15	15	13	13	12

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Azad Hind Fouz Smriti Mahavidyalaya follows all guidelines of the affiliating University (University of Calcutta) for the assessment of the students.

The evaluation procedure under the Choice Based Credit System (CBCS) and Curriculum and Credit Framework (CCF) has both internal and external components. The external assessment (preparing examination schedules, setting and moderating question papers, evaluation of answer scripts, declaration of results, re-examination) is directed by the University. The Internal Assessment schedule is also decided by the University.

The Examination Committee of the College prepares the Internal Assessment schedule which is uploaded to the College website. The Internal Assessment takes into account a student's Semester Attendance, Internal Examination and Tutorial Project / Term Paper / Practical Examination. The Heads of the Departments allot the task of preparing questions papers which are moderated and submitted by the Heads of the Departments to the Principal in sealed envelopes. The answer scripts and projects / term papers are distributed among the teachers for evaluation. The evaluation system of the college is transparent and each answer-script is checked carefully. After evaluation, the marks are uploaded to the University website through the college portal within the predetermined date.

Apart from the compulsory assessments, the college has its own system of Continuous Internal Evaluation. The different Departments of the college follow various modes of evaluation such as, offline / online MCQ tests, classroom presentations, oral exam (viva voce). The answer scripts of the CIE are handed over to the students so that they can become aware of their mistakes. The Departments arrange Result Meetings to analyze the performance of students and adopt remedial measures, as and when necessary.

The University of Calcutta has an efficient grievance redressal mechanism to deal with students' grievances regarding their results. After the publication of Semester Examination results, the University issues Notice for Re-examination (Review) and Self-Examination of answer scripts. The students may apply through the college within a stipulated date. Results of re-examinations are published by the University and rectified Marksheets are issued to the College authority. The College ensures that the grievances of the students regarding Internal Assessment are redressed through the college redressal process. The students submit their grievances to the Principal with supporting documents through the College Office or email grievances to the college grievance mail. These applications are forwarded to the concerned Departments for timely redressal. The college works in a time-bound to solve the grievances regarding Internal Assessment. Other general problems caused by errors while university registration, subject change, examination form-fill up is reported by the College to the University for rectification.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The Programme Outcomes (POs) and Course Outcomes (COs) of all Programmes of the College are uploaded to the College website to help students understand their benefit of studying a particular Programme or Course.

The College offers Under-Graduate Programmes in Arts and Commerce. The Faculty of Arts offers Language and Social Science Programmes and Courses. The Language Programmes include Honours / Major in English and Bengali, while Social Science includes Honours / Major in Education, History and Geography. The college offers Arts General Course in English, Bengali, Sanskrit, Education, History, Geography, Economics, Philosophy and Political Science. The Commerce Department offers General courses in B. Com. All subjects have specific Programme Outcomes while individual courses have Course Outcomes. The Programmes and Courses provide knowledge in a specific academic discipline, as well as foster communication skills, logical thinking, social skills, moral values, gender sensitization, social responsibility and awareness of the environment.

The POs and COs of the different Departments are displayed on the College Website.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

Attainment of Course Outcomes by students is measured directly (80%) and indirectly (20%). The Direct Method consists of an assessment of the performance of students in University and College Examinations (CIE). Course Outcome is calculated on the basis of average score of students of the Course.

The Departments of the college have been encouraged to start PO-CO evaluation mapping to identify quick and slow learners which will help teachers to adopt remedial measures for the slow learners. The Indirect Method consists of keeping track of students' progression to higher studies, their success in competitive examinations and their placement in employment. Some students graduating with Honours enroll for Post-graduate Programmes and Professional Courses like B. Ed. for pursuing a teaching career. Some secure jobs in private and government sector, while some choose self-employment.

**2.6.3**

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

**Response:** 51.61

**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
129	230	98	89	80

**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
359	231	211	189	223

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.33

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



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	5.20000

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

### 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:**

In spite of finance and space constraints, Azad Hind Fouz Smriti Mahavidyalaya is committed to provide facilities for creation and transfer of knowledge. An ecosystem for innovations, Indian Knowledge System (IKS) and Intellectual Property Right (IPR) are essential requirements of modern education, particularly in the post-pandemic world where technology based learning methodologies are gaining ground every year.

The Research Cell of the college, under the guidance of the IQAC, encourages teachers to pursue research work to obtain doctoral degree, to apply for Minor Research Projects of UGC and ICSSR research projects and such other funding agencies. At present, seven teachers are pursuing PhD and five have undertaken and successfully completed UGC Minor Research Projects. Nearly all teachers have presented papers at national and international seminars in India and abroad. They have also published research work in reputed peer-reviewed national and international journals and also in UGC Care Listed

journals. Some teachers have published books, as authors and editors; some have published monographs. The college Research Cell also encourages the students to write well-researched Term Papers for their Tutorials and give them an opportunity to publish their work through Students' Seminars.

The Bengali Department organised a UGC-Sponsored International Seminar and the Commerce Department organised a UGC-sponsored seminar a few years ago. An International Seminar was organised by the college on the birth anniversary of Netaji Subhas Chandra Bose (23rd January). Departments organize Students' Seminars and Special Lectures regularly on curricular and co-curricular issues. A Value-Added Course on 'An Outline of Research Methodology from Historical Perspective' was offered by the Department of History to make student researchers familiar with Research Methodology, formatting a Research Paper, the perils of Plagiarism and Intellectual Property Rights. The Commerce Department organised a Seminar on "Indian Newspaper Day" (29 January) and a Special Talk (online) on "Intellectual Property Rights: A Step towards Economic Development in India" to celebrate IPR Day (28 April).

As the New Education Policy (NEP) 2020 has incorporated Indian Knowledge Systems (IKS), the University of Calcutta has introduced a one-semester Course for all Under-Graduate students. Apart from classroom teaching, the Departments of Sanskrit, Philosophy and History have designed a Value-Added Course on 'Heritage of Ancient India' under the guidance of the IQAC to disseminate IKS of ancient India among students. There are plans to organize webinars, seminars and collaborative programmes under MoUs on this academic area.

The college has developed an academic ecosystem with a well-stocked library, computers with internet facility, well-equipped GIS-RS laboratory as per the requirements of the students and faculty members.

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

### 3.2.2

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

**Response:** 0

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

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

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.46

**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
1	2	3	3	4

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

#### 3.3.2

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

**Response:** 1.64

**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
16	10	4	7	9

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

### 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:**

Azad Hind Fouz Smriti Mahavidyalaya strives to make students aware of the social realities through extension activities which help them understand the problems of the underprivileged people in the locality and the larger community. This process sensitizes the students and fosters a sense of social responsibility in them.

The Department of Education organized programmes on “World No-Tobacco Day”, “World Day against Child Labour”, “International Day against Drug Abuse and Illicit Trafficking” and so on to create awareness about these social evils. The Yoga Club recently celebrated “Yoga Day” (21 June) and organised a rally in the locality to make people aware of the benefits of yoga. Since its inception in the College, the NSS Unit volunteers have arranged programmes about social problems. The NSS adopted two villages – Makardah and Narna (Domjur, Howrah), where the student-volunteers regularly spread awareness about evils like dowry, domestic violence, child-marriage and female illiteracy. Books and stationery were distributed among children; while Adult Education camps were organized in the College as part of the Literacy Mission. The NSS Units arrange regular Health Checkup and Blood Donation camps in the College and arrange programmes to make people of the locality aware of the perils of AIDS and diseases like dengue and malaria.

During the Covid-19 pandemic, the NSS Unit volunteers helped the poor people living in the college neighbourhood by providing masks and sanitizers. They also spread awareness among these people about preventive measures against Covid-19. The College organised a Covid-19 Vaccination Camp for students, staff and local people of the neighbourhood, free of any cost with the help of Domjur Rural Hospital.

Besides these, the NSS student-volunteers create awareness about traffic safety, forestation and environment sustainability.

Within the College, the NSS volunteers strive to maintain a clean and green campus and sensitize all students of the College to be vigilant. The College has a small garden which is maintained by College Eco Club. A photography competition of “Earth, Water and Sky” and a survey of the local flora and fauna were arranged by the Department of English to raise consciousness about the environment. Environment surveys are conducted every year by the Department of Geography as part of the University curriculum. The College plans to initiate programmes of Rainwater Harvesting and Green Audit of the Campus to involve students in the process of preserving the ecological balance for the present and future generations.

The students of the College are encouraged to actively engage with the community beyond the campus. Such engagements foster social consciousness of the students and help them to become worthy citizens of the country.

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

### 3.4.2

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

##### **Response:**

Azad Hind Fouz Smriti Mahavidyalaya successfully implements ‘Kanyashree Prakalpa (K1 and K2) among the girls of the college every year.

This scheme of the State Government aims to reduce dropout rate and prevent early marriage of girls by providing financial assistance to unmarried girls so that their families do not marry them off before attaining eighteen years of age. The College was felicitated as one of the best performing colleges in the Howrah District in the 'Kanyashree Year' 2020-21 for the successful implementation of the scheme by Kanyashree Nodal Officer of the College, Dr. Nityananda Mandal.

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

### 3.4.3

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

**Response:** 21

### 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
4	2	4	3	8

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

## 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:** 16

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

## 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:**

Azad Hind Fouz Smriti Mahavidyalaya is the only college in Domjur Block which is the largest block in the Howrah District situated about 17 km away from the District Headquarter. The College has reasonable infrastructural facilities for teaching-learning activities of five Honours Programmes and General Programmes in Arts and Commerce. Built over an area of 2.25 acres (9105 sq. mts.), the College has four buildings: Administrative Building, Academic Building (1), Academic Building (2) or Netaji Block and Old Academic Building, with a built-up area of 4564.744 sq. mtrs.

- There are 32 classrooms in the College of which 25 are for general use by all Departments while Honours Departments have their dedicated Classroom(s). The Geography Department has a Classroom, GIS Laboratory and ICT enabled Seminar Room with LCD Projector. The Commerce Department has its own Computer Laboratory. There is a Computer Room for the use of all students and staff. The College Office has 8 computers, Library 1 computer and Conference Room 1 computer. There are 3 laptops used by the Principal, IQAC Coordinator and College Office. All computers have licensed MS-Windows 10 and anti-virus software. There are three Routers for internet connectivity in the Principal's Chamber, College Office, Conference Room, Library and Geography and Commerce Departments with a speed of 250 Mbps.
- As per the recommendation of NEP 2020, the College encourages blended teaching-learning and asks teachers to use ICT for making teaching-learning engaging and more effective. The teachers use Google Meet (online class), Google Forms (evaluation) and Google Classroom (LMS). The College Conference Room has audio-visual facility and it is used for PPT presentations in classroom, seminars, special lectures and screening films / documentaries relevant to the curriculum.
- The College encourages students to take part in cultural activities like, celebration of International Mother Language Day (Bhasha Diwas), Rabindra Jayanti, "Spring Festival" (Basanta Utsab) and Netaji Jayanti (Parakram Diwas) every year. The Students' Week is held every year in the first week of January as per the instructions of the W.B. Government. The College has its own playground for playing outdoor games like football, cricket and badminton, while provisions for playing indoor games like carom and chess are provided in the Common Rooms. The Annual Sports and Annual Function of the College are held in the college playground. There are provisions for Yoga training by trained instructors for all students of the College. The College

also has a small Gym Corner in the Activity Room which is equipped with two exercise bicycles.

The details of the college infrastructure are given below:

1. Classrooms: 32
2. Laboratory: 3
3. Central Library
4. Conference Room
5. Common Rooms: 2 (Separate for boys and girls)
6. Activity Room – Yoga & Gym Corner
7. Staff Room
8. IQAC Room
9. Room of Head Clerk and Accountant
10. Bursar's Room
11. College Office
12. Scholarship Corner
13. Principal's Chamber
14. Office Godown
15. Guard Room
16. Students' Union
17. Canteen
18. Generator Room
19. Washrooms:

The college has 18 washrooms for students and staff (separate for boys and girls) spread across the buildings and floors.

The College also provides the following facilities within the campus:

1. Cycle Stand
2. Car Parking Strip
3. Playground
4. Garden
5. Water Body

There are facilities like CCTV surveillance, purified and chilled drinking water, fire-fighting equipment, generators and Solar Panel for power conservation. The College is making plans to implement Rain-water Harvesting system when the monsoon sets in this year.

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

#### 4.1.2



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

**Response:** 27.89

**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
9.61042	4.31497	2.95855	11.51519	4.64317

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The College library is not automated at present but there are future plans to automate the library.

The College uses customized software for library database management developed by Infonetics. This software helps to maintain the records of books. A Library Register is also maintained to keep track of borrow-return processes and a Daily Register keeps record of daily visits to the library. The College Library remains open during college hours: 10 am to 5 pm on weekdays and 10 am to 2 pm on Saturdays. The Library remains closed on public holidays and Durga Puja vacation but Library remains open during summer and winter recess.

The College Library has a good collection of books, both texts and reference, which is openly accessible to the students. There is a Reading Area where students can read Reference Books and periodicals. The students of Honours Courses may borrow two books at a time and students of General Programme may borrow one book as per library rules. The Library maintains a database of the Question Papers of previous years of the University of Calcutta which is hosted on the College Website. The College

Website also provides a list of Open Educational Resources (OER) or learning, teaching and research materials in the public domain which may be under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. This facility helps the students and teachers in their academic activities and research work.

During the Covid-19 pandemic years, the students and staff could not access the library regularly. Since then, the College encourages each Department to build up a Departmental Digital Library of books and journals from Open Access Resources, study materials and question banks for the benefit of students.

The Department of Geography and Department has a Seminar Library within the Department for the use of the students and teachers of the Department. The Departments of English, Bengali and Commerce are in the process of setting up their own Seminar Libraries.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The college upgrades its IT infrastructure from time to time for academic and administrative work. Initially the College availed BSNL Broadband internet facility. At present, the college avails internet service from 'Hotline Cable Network Agency'. There are three Routers for LAN connectivity in the Principal's Chamber, College Office, Conference Room, Library and Geography and Commerce Departments at 250 Mbps (Unlimited) network speed. Password protected Wi-Fi facility is available in selected areas of the College for the teachers and staff. Internet facilities were upgraded in 2017 to speed up the network connectivity to 250 Mbps. The College operates desktop computers in the Geography GIS Laboratory, Commerce Laboratory, Computer Room, College Office, Library and Conference Room. There are 3 laptops as well for the Principal, IQAC Coordinator and the College Office. All computers have licensed MS-Windows 10 and anti-virus software and are under AMC. The hardware and software are upgraded if required. The College has 6 printers (2 colour printers from Epsom) for printing requirements.

The College Office is fully computerized and internet is used for various academic and administrative tasks:

- 1.College Admission
- 2.LMS (Google Classroom)
- 3.Continuous Internal Evaluation (CIE)
- 4.Uploading Marks to Calcutta University website
- 5.Government Scholarships and West Bengal Students' Credit Card
- 6.Students Satisfactory Survey
- 7.Online Feedback (Google Forms)
- 8.Students' Grievance (Google Forms)
- 9.Human Resource Management System (HRMS)
- 10.Maintenance of College Website

The college regularly upgrades its digital facilities to make the IT infrastructure more productive for the students, staff and college administration as a whole. All resources are monitored by CCTV surveillance with 50 cameras all over the campus monitoring the College infrastructure.

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

#### 4.3.2

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

**Response:** 62.95

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

Response: 22

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 70.82**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
18.47	15.26	11.22	18.15	20.80

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## 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:** 21.25

**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
803	392	102	174	183

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** E. None of the above

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

**5.1.3**

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

**Response:** 0

**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
0	0	0	0	0

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**5.1.4**

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

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

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

**File Description****Document**

Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance

[View Document](#)

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

Details of statutory/regulatory Committees (to be notified in institutional website also)

[View Document](#)

Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances

[View Document](#)

## 5.2 Student Progression

### 5.2.1

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

**Response:** 19.65

**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
23	33	36	19	12

**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
129	230	98	89	80

#### File Description

#### Document

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

### 5.2.2

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

*five years*

**Response: 0**

**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
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response: 6**

**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
2	3	0	0	1

**File Description**

**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.3.2



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

**Response:** 1.6

**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
3	1	0	2	2

**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:**

Azad Hind Fouz Smriti Mahavidyalaya does not have a registered Alumni Association at present. However, the Departments of the College maintain close relationships with their former students. There are plans to have a registered Alumni Association in the future.

## 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:

The vision and mission of the College is reflected in various institutional practices such as NEP implementation, decentralized governance and short term and long term perspective plans.

Azad Hind Fouz Smriti Mahavidyalaya implemented NEP in 2023-24 as per guidelines of the University of Calcutta. Besides the B.A. Honours and General Programmes, the College offers Value-Added Courses to impart multidisciplinary knowledge to the students. The College has started a Value-Added Course on “Heritage of Ancient India” to spread awareness about Indian Knowledge Systems (IKS) which is an integral part of the NEP curriculum. As per NEP, the College also encourages blended teaching-learning and continuous internal evaluation (CIE). Skill Development Courses and Guidance for Competitive Examinations are arranged to develop employability. The students are given opportunities to engage in NSS community service, Yoga Club, Eco Club to achieve the holistic approach to education as proposed in NEP 2020.

The College believes in decentralization and allows stakeholders to participate in governance. The **Governing Body** is the highest administrative authority with internal members (teachers, non-teaching staff and students) and external members nominated by the State Government and the affiliating University. The Governing Body makes strategic decisions and delegates authority to the Principal over all academic and administrative matters. The Principal exercises authority through Conveners of various Sub-committees, Teachers’ Council Secretary, the Bursar and the IQAC. The College has 18 Sub-Committees / Cells, such as Finance Sub-Committee or Academic Sub-Committee, constituted by the Governing Body to monitor matters under their purview. The Principal who is the ex-officio Chairman of all Sub-Committees and the Sub-Committees may forward critical issues to the Governing Body through the Chairman for decision-making. The **Teachers’ Council** is a statutory body as per Calcutta University First Statutes, 1979 and all teachers are its members. The members of the Teachers’ Council ensure quality teaching-learning and plan and implement curricular and co-curricular activities, such as admission, examination, sports, cultural and extension activities, seminars, workshops in the College. The Secretary of Teachers’ Council and the Treasurer are elected from among the full-time teachers of the College. The **Bursar** is the financial administrator responsible for the financial management of the College who reports directly to the Principal and the Governing Body.

The **IQAC** is constituted as per the guidelines of NAAC to ensure quality academic and administrative activities in the College. The IQAC makes short term and long-term perspective plans of the College:

#### Short Term plans:

1. Enhance teaching-learning through ICT enabled classrooms
2. Implement library automation
3. Organise National and International level Seminars and publish seminar proceedings with ISBN
4. Organise placement drives in College
5. Improve industry-institute MoUs to facilitate internship under NEP 2020

#### Long Term Plans:

1. Provide access to all students' facilities in the College to differently abled students
2. Start Post-Graduate Programmes of Arts and Commerce streams in distance or regular mode
3. Construct an Auditorium and Language Laboratory in the College
4. Start Research Projects in collaboration with academia and industry
5. Start incubation centers to promote entrepreneurship among students

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Azad Hind Fouz Smriti Mahavidyalaya is affiliated to the University of Calcutta and follows the rules and regulations of the University regarding academic matters. At the same time, the College is a grant-in-aid Higher Education Institution that follows the guidelines of the West Bengal Higher Education Department and the UGC.

The Governing Body of the College is the highest administrative body which is responsible for the management of the Institution and also making plans for the future. As the head of the institution, the Principal is responsible for all academic and administrative activities of the college. The Finance Committee prepares financial policies while the Purchase Committee implements the purchase process. The Bursar of the College monitors all financial activities and reports directly to the Principal. There is a hierarchy of statutory and non-statutory Committees and Cells, like the Academic Sub-Committee, Sports and Cultural Sub-Committees, Scholarship Sub-Committee, Research Cell, Yoga Club, Eco Club, Placement Cell and NSS Unit appointed by the Governing Body to plan and carry out activities in compliance with the vision and mission of the College. The IQAC monitors the quality of all activities of the College.

The College follows the State Government, University of Calcutta and College Service Commission directives for appointment of teachers and non-teaching staff. The Career Advancement, Pay Fixation & Arrear, Leave Account, Service Book are maintained as per government policies and regulations. At present there are no vacant full-time substantive teaching posts in the College. There are vacancies in College Office and requisition for staff has been sent to competent authority.

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

## 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

Azad Hind Fouz Smriti Mahavidyalaya has a well-defined Teachers' Appraisal system to upgrade the academic environment of the College. The teachers keep record of their attendance, classes, leave, academic and administrative activities and professional development and submit Annual Report in an 'Appraisal Format' specially designed for this purpose. Teachers' Performance Appraisal is also made on the basis of feedback from the students through questionnaires. The Appraisal Report is generated by the IQAC and submitted to the Principal for further action. The non-teaching staff members prepare self-appraisal reports and submit them to the Principal. The feedback analysis helps to upgrade the administrative atmosphere of the College.

The College has a financial welfare measure for the teaching and non-teaching staff working in substantive posts. They are eligible to avail refundable loan amounting to 75% of provident fund before completing 15 years of service. After completing 15 years of service they are eligible to apply for non-refundable loan amounting to 75% of provident fund. Such loans from provident fund deposits may be availed for specific reasons such as for repair and renovation or buying old or new house, marriage and educational expenses of children and in case of medical treatment.

Teachers and non-teaching staff members may also avail Medical Insurance and medical assistance under 'Swasthya Sathi' Scheme of the State Government.

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

### 6.3.2

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

**Response:** 0

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

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

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

### 6.3.3

**Percentage of teaching and non-teaching staff participating in Faculty development Programmes**

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

**Response:** 11.24

**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
01	04	07	04	03

**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
10	10	09	09	09

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

## 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:**

Azad Hind Fouz Smriti Mahavidyalaya has transparent well-planned strategies for mobilization and optimal utilization of resources and funds. The salaries of teachers and non-teaching staff are provided by

the Government through HRMS. The students pay College Fees. The main expenses of the College are the maintenance and upgradation of infrastructure as well as academic activities: examinations, seminars and study tours, outreach activities, value-added courses and so on.

The Principal is the DDO (Drawing and Disbursing Officer) of the College while the Bursar is the financial administrator who is appointed by the Governing Body to assist the Principal regarding financial matters. The Bursar prepares the Annual Budget of the College at the beginning of every financial year. The Budget is placed before the Governing Body for approval. The Finance Sub-Committee monitors the income-expenditure of the College while the Purchase Committee makes purchases on behalf of the College as per the rules of West Bengal Finance Department. The College maintains annual accounts through customised accounting software developed by Infonetics and submits income tax within the stipulated period regularly.

The financial documents prepared by the Accountant are verified by the Bursar and the Principal for accuracy. To ensure transparency, an annual internal audit is conducted by a qualified chartered accountant with approval of the Governing Body. For external financial audit, the Government of West Bengal appoints auditors (Audit Firm) for 'Audit of accounts of Grant-in-Aid Colleges' vide Government Order No. 364-Edn (CS) dated 02.03.1973. The auditor (Audit Firm) prepares an Audit Report which is submitted to the office of the Director of Public Instructions, Government of West Bengal.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

Internal Quality Assurance Cell (IQAC) of Azad Hind Fouz Smriti Mahavidyalaya has contributed significantly for implementing quality assurance at academic and administrative levels.

The IQAC of the College encourages the use of technology in academic and administrative processes at Azad Hind Fouz Smriti Mahavidyalaya. The Covid-19 pandemic lockdown forced the shift from classroom lectures to virtual teaching-learning. Technology became an integral part of education in the post-pandemic world. The implementation of NEP 2020 encouraged blended education. However, there were serious challenges to achieve these. The College is located in a rural area and the students live in remote areas of poor internet connectivity and have limited computer / Smartphone facilities. The IQAC took small steps to introduce students to the virtual world. They learnt to attend classes on Google Meet,

access study materials in Google Classroom, answer questions in Google Forms and submit answer scripts using Gmail. Official WhatsApp Groups were created for all Semesters and Subjects to serve as digital Notice Boards and maintain communication with students. These practices are still continued for ease and convenience. The IQAC encourages teachers of the College to use ICT and make the teaching-learning experience more interesting and effective. The IQAC also encourages the use of technology in the administrative activities of the College to gradually replace the paper-based processes with digitized systems. The College administrative processes like admission, fee collection, students' database management, library record keeping, are conducted online or with specialized DBMS software as per University and State Government policies. The IQAC has overhauled the College website to provide authentic, relevant and up-to-date information about the institution and its activities.

The IQAC has recorded annual incremental improvement in teaching learning process, structures & methodologies of operations and learning outcomes of the institution through the following norms:

**Academic Audit** is conducted by IQAC by reviewing the Department-wise Teaching Plan, workload distribution of teachers, proposed curricular and co-curricular activities at the beginning of the Semester. After appraisal, the IQAC sends it to the Principal for the approval. Feedback of stakeholders on academic activities is a significant annual incremental improvement in the teaching-learning process of the College. Academic audit by external peers is conducted to assess the SWOC of the teaching-learning activities.

**Online Feedback System** has been introduced by the IQAC for both teachers and students after the post-pandemic lockdown to improve academic and administrative processes by taking appropriate steps on the basis of feedback analysis.

**Value-Added Courses** have been implemented by the IQAC to achieve the multi-disciplinary approach to education which is an integral element of NEP 2020.

**Administrative Audit** is the assessment of the management of the College by external experts. The IQAC has started the process of Administrative Audit to assess the SWOC of the College.

**Gender Audit** is a study of the gender balance. The IQAC has started the process of Gender Audit to assess whether College has a good gender balance and encourages gender equality.

Regular meetings of IQAC are held for improvement of the College.

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

## 6.5.2

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



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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Azad Hind Fouz Smriti Mahavidyalaya believes in gender equity – being fair to all genders according to their respective needs. The IQAC has recently introduced Gender Audit in the College to assess whether the College has a good gender balance and encourages gender equality.

The curriculum of the University of Calcutta (CBCS and CCF) is designed to integrate gender education through different programmes and courses across the programmes. The College Women's Cell organises sensitization programmes on gender issues to maintain a gender-neutral environment on campus. Specific days in the calendar for gender-issues, such International Women's Day (3rd March), International Men's Day (19th November), International Day of the Girl Child (11th October), International Day of the Boy Child (16th May), International Saree Day (21st December) are celebrated by students, teachers and non-teaching staff of the College. 'Kanyashree Diwas' (14th August) is celebrated as per the directives of the Department of Women Development and Social Welfare, Government of West Bengal. The College won the Best College award in the district for the outstanding implementation of the 'Kanyashree Prakalpa' – a conditional cash transfer scheme for the wellbeing of the girl child in West Bengal. Counselling facilities are provided for all students through workshops but informal counselling by teachers on a one-to-one basis is found to be more effective.

The IQAC prepares a 'Gender Sensitization Action Plan' at the beginning of the Academic session which includes activities to promote gender inclusiveness and harmony among the students and staff. The College encourages and offers opportunities to women employees to be involved in the management of the institution at different levels. There are women Heads of Departments, Conveners of Sub-Committees and Cells and members of statutory bodies. The women employees enjoy benefits like Maternity Leave and Child Care Leave as per State Government rules.

To ensure safety of all students and staff the College has installed on-campus CCTV surveillance and security guards (men and women) at the main gate to ensure no trespassers enter the College premises. All students have to wear identity card within the College campus. The girls and boys have separate Common Room and Washrooms.

The Internal Complaints Committee (ICC) of the College is empowered to receive and handle complaints of gender-based harassment from students, teachers and non-teaching staff. The complaints may be sent to the Committee via an online Google Form or dropped in the Grievance Box near the College Office. Strong vigilance and sensitization have ensured that no gender-related untoward incident has occurred in the College till date.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>

**7.1.3**

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

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

**Response:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>

**7.1.4**

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

**Response:**

India is land of diversity which makes it imperative to create an inclusive environment of tolerance and harmony. Azad Hind Fouz Smriti Mahavidyalaya upholds the NEP 2020 policy of inclusion by honouring the diversity and difference among students, teachers and non-teaching staff.

The inclusive policy of the College is reflected in the admission process where all candidates can apply for admission irrespective of cultural, regional, linguistic, communal, socio-economic diversity. The College follows the Central and State government rules of reservation for admission and endeavours to support the differently-abled students within means. Freshers' Welcome (*Nabin Baran*), Teachers' Day, Students' Week, Women's Day, Men's Day, Human Rights' Day, International Mother Language Day, Yoga Day, are celebrated in the campus to sensitise students to appreciate inter-personal differences. Spring is welcomed every year through 'Saraswati Puja' (*Basant Panchami*) celebration. Annual Sports and Annual Function are important events of the College calendar which foster inclusivity as all students participate in these activities. The students and staff members come from diverse backgrounds and give the institution a unique cultural identity where differences are recognised and respected. Inclusivity in the College helps to build the confidence of students as they learn to work in harmony.

Azad Hind Fouz Smriti Mahavidyalaya strives to develop students as responsible citizens of India by sensitizing them about their constitutional obligations: . The University of Calcutta has introduced a Common Value Added Course (CVAC) in NEP 2020 – Values. All students of the College are taught fundamental rights and duties of citizens through this compulsory course. Every year, the College celebrates commemorative days like, Independence Day, Republic Day, Netaji Jayanti (*Parakram Diwas*), *Saheed Diwas* for the students and staff so that they do not forget the sacrifices of the freedom fighters of India. Seminars and Special Lectures are arranged to inculcate values in the young learners. The Departments arrange study tours to historical sites like the Black Hole Monument, Bose House associated with Netaji Subhas Chandra Bose, Calcutta High Court, Danish Heritage Walk, William Carey Museum and so on, to make the students aware of the need to preserve the sovereignty of India as responsible citizens.

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE 1**

**Title of the Practice:**

**Participative Management**

**Objectives of the Practice:**

Goal is to inculcate in the faculty a sense of belonging and responsibility for the overall development of the college through collaborative and participative management. In the sub committees all categories of the faculties are included.

**The Context:**

In our college there are teachers of different seniority levels who have joined in different years starting from 1999 to 2019. We believe in involving everyone in the management of the College at different levels.

**The Practice:**

Teachers from Associate professors and Assistant Professors are members of different Cells and Sub-Committees with clearly defined responsibilities.

**Evidence of Success:**

Everyone feels involved in the management of the College. Hence all and work for the wellbeing of the institution; they are willing to stay back even after working hours for the betterment of the institution.

**Problems Encountered and Resources Required:**

The College often face difficulties in the deployment of duties for shortage of manpower and financial fund.

**Notes (Optional):**

We are constantly working to get more manpower and fund.

**BEST PRACTICE 2**

**Title of the Practice:**

**Empowerment of Girls**

**Objectives of the Practice:**

Girl students come to our College mainly from under privileged families. We aim to equip them necessary skills for self employment.

**The Context:**

Majority of our students are girls (around 70%). Most of the students are from less-privileged background and remote location. Our responsibility is to sensitize students about the importance of higher education, relevance of being empowered in decision-making, consequence of being involved as the earning member of family. Our college abides by all the directives issued by the Government regarding higher education among girl students. With this motto, we also proceed with aim of promoting the needs of girls' education to develop our nation.

**The Practice:**

Girls student are encouraged to participate in curricular and co curricular activities regularly. From time to time they need counselling and guidance which are also provided to them.

**Evidence of Success:**

Enrolment of girl students is constantly high over the years in the College.

**Problems Encountered and Resources Required:**

We often face difficulties in the deployment of duties for shortage of manpower and financial fund.

**Notes (Optional):**

We are constantly working to get more manpower and fund.

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

**7.3 Institutional Distinctiveness****7.3.1**

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

**Response:****EDUCATIONAL TOURS:**

Educational tours are an integral component of education as they give students the opportunity to learn outside of the conventional classroom. They offer a unique educative experience for students who get the opportunity to explore new things, gather knowledge and develop life skills. As per NEP 2020 (22.12):

The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under '*Ek Bharat Shrestha Bharat*', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

- **NEP 2020**

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)  
(Page: 54)

- '*Ek Bharat Shrestha Bharat*' (EBSB)

Link: [https://www.ugc.gov.in/pdfnews/5685284\\_EBSB\\_23-09-2021.pdf](https://www.ugc.gov.in/pdfnews/5685284_EBSB_23-09-2021.pdf)

Educational Tours are a holistic experience for both students and teachers which have proved to be a distinctive feature of our College during the last few years.

#### Objectives and Benefits of Educational Tours:

##### *Exposure to new environments:*

Study Tours are enriching experiences for students. These tours usually focus on specific areas of interest, such as art, history, politics, science, language, nature and so on. The participants in these tours get first-hand exposure to a wide variety of socio-cultural knowledge and educational experiences. It enhances their understanding of the world around them and broadens their perspective. Educational tours also provide opportunities to develop independence, leadership and teamwork.

##### *Develop social skills:*

Educational Tours are an opportunity for students to interact and communicate with their peer-group and teachers in a new environment. Thus the students develop social skills.

##### *Develop problem-solving skills:*

Educational tours often present unexpected and challenging situations. To overcome these, students have to use their problem-solving skills and find solutions.

##### *Develop leadership skills:*

Educational tours to work in groups and the chance to take on leadership roles and responsibilities which develops their leadership skills.

##### *Enhance academic performance:*

Educational Tours give students a sense of excitement and adventure. They are exposed to a variety of experiences and discover new perspectives on their chosen field of study or completely different academic areas. A student of English Literature may learn something on an educational tour to a place of geographical importance. Similarly, a student of Geography may gain valuable knowledge while visiting a heritage site. The new experiences encourage students to gather more information and thereby enhance their learning. They return to the classroom with a greater enthusiasm for learning.

##### *Build lifetime memories:*

Apart from educational benefits, educational tours also build lifelong memories. On these trips students make new friends and deepen bonds with their classmates. Hence, educational tours may be considered a valuable educational tool that enhances knowledge and builds memories.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

This is the only college within a radius of 15 kilometers. Students of this huge locality is mainly dependent in our college. So there is more scope of serving of larger number students. Introduction of new subjects are the need of the hour.

### **Concluding Remarks :**

Since in inception of the college in the year 1986 we are unable to go for NAAC accreditation. This our sincere effort to upgrade our college through accreditattion of NAAC.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>479</td> <td>767</td> <td>523</td> <td>655</td> <td>564</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>479</td> <td>767</td> <td>523</td> <td>655</td> <td>539</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>877</td> <td>877</td> <td>877</td> <td>877</td> <td>877</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>877</td> <td>877</td> <td>877</td> <td>877</td> <td>877</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	479	767	523	655	564	2022-23	2021-22	2020-21	2019-20	2018-19	479	767	523	655	539	2022-23	2021-22	2020-21	2019-20	2018-19	877	877	877	877	877	2022-23	2021-22	2020-21	2019-20	2018-19	877	877	877	877	877
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4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8.84103</td> <td>8.33774</td> <td>9.04821</td> <td>11.7176</td> <td>13.23917</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18.47</td> <td>15.26</td> <td>11.22</td> <td>18.15</td> <td>20.80</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8.84103	8.33774	9.04821	11.7176	13.23917	2022-23	2021-22	2020-21	2019-20	2018-19	18.47	15.26	11.22	18.15	20.80																				
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Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	3	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	04	07	04	03

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	09	09	09

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

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 24            Answer after DVV Verification : 28</p>