



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RABINDRA MAHAVIDYALAYA

CHAMPADANGA, HOOGHLY, PIN-712401
712401

<https://rabindramahavidyalaya.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Champadanga, a mainly agricultural trading hub and village of Tarakeswar block in the district of Hooghly, West Bengal continued to exist with its characteristic rural identity albeit with lesser impact of urbanization, even in the middle of the preceding century. In the year 1961, eminent persons of this area, ably supported by some social workers gathered together with a noble mission of setting up an institution of Higher Education and the idea crystallized in the year of the centennial celebration of Tagore's birth anniversary. In the following years, a Preparatory Committee was formed which searched for a suitable place for establishing a degree college. Nitai Charan Hazra and his wife Phelubala, a benevolent couple, donated a princely sum of Rs. 20,000/- along with a plot of 307 'Sataks' by the east side of the Old Benaras Road. Following this notable example, monetary and other kinds of help flowed from local persons belonging to different sections of the society. Finally on 8 November 1971, our college Rabindra Mahavidyalaya came into being with its formal affiliation made to University of Burdwan.

Some years into its journey, the college acquired a niche for itself and became a name for its academic growth and excellence. The Mission statement of "Vimuktasya Vimuchyate" – 'mukti' or the highest kind of liberation attained through the continual exercise of 'jnan' or knowledge - is integrally tagged to its Vision of "making an enlightened, informed and confident local community". Taken together, it holds forth the collective aspiration of an essentially rural populace that dare to dream of higher education as a viable means of social progress. The ideal of Tagore's as manifest in Visva Bharati University, has been a guideline for us to follow throughout the decades. NAAC conferred us the first grade of B+ in 2006 which was improved in the second cycle with a B++ in 2017. This time also, best efforts are put into maintain the momentum of improvement, thus, ensuring continual advancement of learning and placing our institution well within the fast changing arc of Higher Education as envisioned along the New Education Policy.

Vision

Quite naturally our Vision is integrally related to the spiritual roots of our stated Mission. It is more about the adoption of a pragmatic approach that is grounded on the premises of institutional goals and orientation. It is specifically stated in the very aim of "Making an enlightened, informed and confident local community". It reveals the original impetus of an essentially rural populace that dreamt of higher Education and its availability through the college as a means and agency of social change. Tagore worked for community development through a wider and cosmopolitan vision of education that combined the native currents with the broader channels of knowledge that were quite global in their nature and scope. That visionary ideal of Tagore continues to inspire our present endeavour as we strive to go beyond our rural 'situatedness' to embrace the benefits of a newly refurbished educational structure as enshrined in the stated scope of the New Education Policy. Our student hailing from Champadanga and its vicinity are most likely to receive the opportunities of employability through curricular mode that specifically encourages skill-development and industry-orientation while still leaving scope open for educational research for the aspirants. All these instil the much-needed confidence into the students' mind and thus work for social as well as community progress. We may therefore try to be at par with the already advanced sections of the larger world known for their greater quantum of success and achievement. Moreover, as a way of achieving our visionary goal, we try very much in

1. Making a cleaner and greener campus by adopting various appropriate measures and spreading the motto of environmental awareness among students and community members.
2. Encouraging students, especially girls and local women for empowerment through entrepreneurial activities and financial literacy as a way of economic independence.
3. Serving academic and research activities through softwares and services like KOHA in the library and books and e-book resources through linkage with BCL, Kolkata or JSTOR.
4. Promoting history, culture and heritage studies.
5. Implementing policies so that bullying and harassments are avoided for consolidation of an equitable environment.

Mission

Our Mission is succinctly expressed in the Sanskrit phrase taken from the 'First Mantra' of the second chapter of Kathopanioshad: "Vimuktasya Vimuchyate". The literal meaning says that the Parameswara or God who is endowed with pure knowledge lives in the human body that consists of eleven orifices. For this reason, by praying to the Parameswara, human beings can achieve salvation after death. Metaphorically speaking, 'Vimukta' implies the liberation attained through the practice of 'jnan' or knowledge. Thus, in the present context and with the introduction of NEP in the UG level of studies, the task of knowledge gathering with a decolonized thrust on native resources but with a globalised outreach is most likely to pitchfork our institution into the open arena of Higher Education as a more level playing field rendered so due to the timely adoption of new policies in education.

For the successful implementation of the Mission Statement, the college adopts certain policies to come closer to the Institutional Vision:

1. Taking cognizance of the needs and demands of students as well as the society they belong to.
2. Taking the Institution to greater heights of eminence and excellence by continually setting better academic goals and achievements.
3. Helping the students find a niche in the professional world by making them employable and hopeful for the future.
4. Inculcating values of logic, rationality and scientific temperament as a way of reaching the institutional goal.
5. Continuing with the gradual upgradation and renovation of infrastructural and related facilities to ensure advancement of learning.
6. Using more modern tools and techniques in usual procedural tasks and also for creating information pools, storage and disseminating them within and beyond the campus for helping students, staff and the society at large.
7. Augmenting more library facilities and setting it up as the Information Centre of the college.

8. Creating a more gender-sensitive and gender-equal campus.
9. Making a more inclusive college-atmosphere that provides space for the socially weaker and physically challenged stakeholders.
10. Spreading the mantra for fitness with a focus on a proper blend of Mental and Physical health.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well-connected by railways with two nearby stations 1) Tarakeswar (being renovated to Model Station) and 2) Talpur, and also connected by State Highway, the college enjoys a reputation of academic vibrancy playing a pivotal role as a social engine of change and improvement for local community.
2. With good teaching and library staff, we discharge our duties and responsibilities towards the students and the teacher-student bonding helps preserve the academic culture thoroughly.
3. Partially digitalized Central Library with over 36,718 books has its pride of place in the college. The KOHA software is installed as a way towards automation. Web-OPAC and N-List modes are available for accessing information and resources. An Institutional Membership with the British Council library, Kolkata is available.
4. Regular camping, drilling, and joining in the extra-institutional programmes by both NCC and NSS Units of the college contributes to community as well as institution-bound services. Collaborative endeavours of Green Sub-committee and Nature's Club like plantation, cleanliness and water preservation regularly take place.
5. The campus which is plastic and pollution free is a combination of old and new edifices. Auditorium-cum-smart classroom, commemorative of the Golden Jubilee and funded by State Government is like a new jewel in the crown. The old Girl's Hostel after settlement by UGC-ERO is converted into departments for facilitating independent accommodation. The centrally located pond lends an aesthetical appeal and is a huge ecological asset. The 11-side playground also houses a basketball and a volley ball court. New toilet, drinking water and rain water harvesting facilities are provided by the Hooghly Zilla Parishad. Moderately good laboratory facilities, around 35 desktops for the students in Computer Laboratory, a Gymnasium, Health Care Unit and fairly good canteen provide basic facilities.
6. Recently adopted policy of exemption of admission fees for talented and athletically endowed student's works as incentive for poor students who contribute to the institutional glory. Placement Cell has been instrumental in providing job-oriented training courses and recruitment.
7. The ICC, Women's Cell, Grievance-Redressal Cell and Anti-Ragging Cell ensures harassment and bullying free, gender sensitive and equitable campus atmosphere.

Institutional Weakness

1. Lack of proper communication services from the Champadanga bus stop to the college is the main reason for fall in percentage of admission. Recently, stating traffic-logistical reasons a new bus stop at an even farther distance has been re-constructed at state highway which has worsened the communication problems.
2. Depletion in qualified workforce due to regular process of retirement which could not be supplemented with fresh candidates as the recruitment process conducted by College Service Commission, West Bengal was not

done annually since last few years. Besides, serious scarcity of non teaching staff had compelled the institution to employ casual workers thus imposing an additional burden on the exchequer of the college over the past few years. Hence, as a consequence, the administrative work load was placed over the teaching faculty which hampered the stratified balance of work culture at large.

3. Lack of adequate and timely infrastructural upgradation and renovation of library facilities stand in the way of converting it into a robust information centre. Such obstructions in betterment of library facilities can mostly be attributed to lack of funds.

4. As an Aided Institution of rural area, dependence on government sponsorships are quite large which unfortunately are not adequately or timely met causing serious impediments in making progressive movements.

5. Lack of properly functional Alumni Association has made no significant additions to the institutional advancements over the years.

6. The college as a government aided institution is broadly guided by the framed rules and regulations of UGC. However, the old fund allocation system of UGC under five year plans ceased allocation of funds after completion of their 12th Five year Plan since 2017 which forced institutions like us to make large compromises in undertaking and implementing quality initiatives of modernization due to dearth of funds.

Institutional Opportunity

1. Computerized automation of the office system has enabled all stakeholders to access the facilities in an easier way and also compensate for the shortfall of staff.
2. Lands lying outside the main campus leased out to local farmers could be a source of regular revenue with proper policies. Besides, with direct government intervention, it could be used for future development of agri-horticultural centres, medicinal plantation zones or state-of-the-art biotechnological campuses as per the directives of the new NEP.
3. Lockdown during Covid pandemic showed digital learning as a viable alternative to offline education where teachers reached out to their students via MS Teams, G-Meet, Google Classroom, Zoom etc as platforms of teaching. 'RMV Online', our digital repository of study materials teaching audios, videos, tutorials etc came into being. Webinars, talks, cultural events were organized online making the students remain connected institutionally and socially. Hence, the institution looks forward to continue and upgrade such online facilities to maintain the pace of teaching-learning.
4. Alliances with external entrepreneurial organizations and other academic institutions may further boost up the collaborative efforts and add to the multifaceted growth of the institution.
5. Fortunately, local Gram Panchayat have extended their helping hands for collaboration which the institution intends to utilise for undertaking present and future initiatives of environmental sustenance and preservation issues such as implementation of modern systems for waste management, installation of solar powered electricity generation grids, construction of vermicomposting pits and developing direct ground water recharging system.
6. An ambitious plantation programme of mangrove is underway and is seen as a potential opportunity for future generation of revenue.
7. Programmes related to promotion of mental health and counselling which started after the reopening of Covid pandemic continues to be an essential part of institutional practices which we hope shall create a healthy community of students, sound in their body and mind in coming years.
8. Sports training and awareness under the guidance of our physical education department can be

considered as a strong area of prospect for the students who wish to take up sports as a career in future.

Institutional Challenge

1. Uninterrupted and robust internet facility with Wi-Fi connectivity is indispensable in achieving our future goals of academic excellence which appears to be a challenge due to paucity of funds and logistical problems.
2. Though parent teacher meetings are regularly held, a representative parent teacher body whose advises, suggestions and help including possible monetary help are deemed as vital and necessary for the overall growth of the college is yet to be formed.
3. College functioning as a hub for providing community service requires regular aid and help from local merchants. However, merchant organizations remain to be largely inaccessible since as a college we are yet to fully cultivate their sentiment for our local institution of Higher Education.
4. For stemming the rot of dwindling population of students who mostly hail from agricultural background, steady and regular outreach programmes for local high school students could be seen as a solution which our college is yet to attain.
5. Big parcels of land lying outside the campus are yet to be fully registered with corresponding mutations being done by the department of BL & LRO, Government of West Bengal. Unrealized revenue from the lessee farmers due to the absence of proper policy and legal contract resulted into loss of money for the institution. However, efforts of recovery and adoption of proper policy is now underway.
6. Research remains a weak area though there are some individual faculties doing excellent research works in their respective fields of study. Developing a well-defined research policy in the rural backdrop appears to be a steep hurdle due to lack of proper motivated students for whom continuing long term educational career seems to be very difficult as they are bound to cater to their other basic needs for sustenance. However, the newly introduced NEP syllabus demands the provisions of research to be made as an augmentation and necessary complementarity of our total academic pursuit in the last (8th) semester which itself is another challenge for the Institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The renown of any and every educational institution depends on a well planned, appropriately structured and realistically designed curriculum. As Govt-Aided educational institution, the present academic framework provides no space to the affiliate colleges in designing and/or implementing their own institutional curricular structure. However, our college wholly adheres to the curriculum frame provided by our parent University. Adequate measures are taken towards timely and effective implementation of the curriculum by specifying the academic year plan in the college prospectus.

In accordance with the academic year plan of parent University, prior to the commencement of each session the IQAC Cell and the Academic Sub-Committee prepares an Academic Calendar. Accordingly, for the timely dissemination of the lesson plans, a central routine is prepared keeping in mind the credit to hour ratio of the specified courses offered.

Effective delivery of curriculum is made by using traditional blackboard teaching, complemented by the use of

modern ICT enabled tools, techniques, e-learning resources and digital platforms. Apart from taking regular classes as per the prescribed syllabi, all the departments engage in other diverse modes of academic dissemination by organizing departmental students' seminars, quiz competitions, essay writing contests, wall magazines, conducting field based surveys, preparing models for exhibitions etc. The laboratory based departments conduct specific field trips with their students that add to their pragmatic understanding and provide good exposure to the field of application of the subject they learn.

Internal assessment tests beyond the set assessment structure of University are informally conducted by all the departments by monitoring regular class performances of students from various angles such as participation in interactions during regular theoretical and practical classes, participation in social programmes organized by the institution, evaluation of specific assignments given individually or in groups etc. Curriculum enrichment is provided by integrating relevant issues of professional ethics, gender sensitivity, human values, environment and sustainability as per the scope of the given course structure of specific subjects.

As an appropriate measure of institutional assessment, feedback is collected from all stakeholders, analysed, action taken report prepared by authority and displayed on institutional website.

Teaching-learning and Evaluation

Teaching-learning is considered as the area of utmost importance of any educational institution. Keeping harmony with the notion, our institution not only puts sincere efforts to maintain its standards but also strives to attain betterment in every feasible area. At present our institution runs three programmes of BA, B.Sc and B.Com with 19 departments offering Honours (16 Major) and General (19 Minor) courses. Our admission process is fully transparent which is conducted through online mode following the guidelines provided by the University of Burdwan and also the Government of West Bengal. The average enrolment percentage of our college was more than 60% over the last five years. Admission under reservation allotments strictly adhered to the reservation criteria as prescribed by the Government reservation policy.

In our institution percentage of teachers filled against sanctioned post is almost 85% with 52 % teachers having NET/SET/SLET/PhD as their highest qualifications. Although student:teacher ratio is approximately 65:1, our institution adopts a multidimensional holistic approach to focus on student centric teaching-learning which includes experiential learning provided by the departments where practical hands on experimental performance forms an integral part of their curriculum. Additionally, almost all the departments irrespective of their defined course conduct educational excursions which help the students in acquiring real life lessons. Participative and creative learning is encouraged by conducting students' seminars, quiz contests, wall magazines, art competitions, cultural programmes, sport meets and also community based social and environment awareness programmes. Digital learning initiatives expanded to a large scale during Covid pandemic times where different e-learning tools and platforms such as Google and Zoom formed an essential part of online teaching-learning. Presently also the blended mode of online-offline teaching-learning appears to be the preferred choice for a significant number of newly entered students.

The external/internal examination systems and reforms which comprised of both year-end (1+1+1 pattern; old) and semester end (CBCS pattern; new) in the last five years were transparent and efficient, conducted under the specified guidelines of our parent University. Programme and course attainment of students were monitored directly by their results as well as by indirect survey based methods.

Research, Innovations and Extension

Our college with its limited infrastructure and capacity has made sincere efforts to inculcate the culture of research among students and faculties. Unfortunately, our institution received no research mobilization grants in last five years as UGC stalled their scheme of allocating funds to Govt-Aided colleges under the Plan Block Grant (PBG) of five years since 2017 (after the completion of 12th Five Year Plan).

However, in an attempt to create a research driven innovation ecosystem, students were encouraged to participate in National Science Day, workshops, model exhibitions etc. Besides, as an initiative to create an atmosphere that can foster the growth of Indian Knowledge System, Centre for Language studies has been formed which intends to digitize records of especially ethnic and ancient languages and preserve the nearly lost forms of art and culture that could show the path of linguistic and cultured evolution.

As other research initiatives, our college conducted in total 48 seminars and webinars (during Covid period). Besides, 104 research articles were published by the faculty members of our college out of which significant numbers were enlisted in UGC-CARE LIST with impact factors provided by standard clarivate calculating bodies (e.g ISI Web of Science and SCOPUS). In addition, 43 book chapters in books and edited volumes were also added to the list as research endeavours by our faculties.

Participating in community based extension programmes is also considered as an essential part, in fostering research-mindedness in students. Hence, to promote awareness and instil critical thinking amongst students, several events relating to environmental issues, health and hygiene campaigns, and social and mental health related issues were conducted. Very importantly, as part of an UGC initiative, our institution conducted an area wide survey during Covid pandemic to map the mental and social situations of the community thriving in rural livelihood. Additionally, after reopening of institution post Covid lockdown, mental health counselling sessions conducted in collaboration with a certified NGO, WHY was also a significant project undertaken by our college. Furthermore, about 41 outreach programmes were also performed by the NSS and NCC units of our college.

Infrastructure and Learning Resources

The total campus area of our college is 13.89 acres which includes one 11 side playground, basket-ball ground, volleyball ground and a badminton court. The main Campus has a lush green covered area and a water body covering 1.50 acres approximately. The college campus is surrounded by a boundary wall with two main gates manned by security personnel who safeguard the students and college properties as well. CCTV installed surveillance is set to control any unfair activities. Green area has a medicinal garden and recently a dragon fruit patch is being set up in the backyard. Apart from the above our college has

1. Nine buildings containing all basic amenities and constructed over the campus area, helping in smooth conduction of teaching-learning and administrative works.
2. New administrative office has been setup consisting of Principal's office, staff room, Accountant's chamber, accounts section and server room.
3. 43 classrooms and a seminar hall with New auditorium cum smart classroom has been constructed recently.
4. The central library consisting of 36,718 books, 3,108 magazines, 10 daily newspapers and subscribed journals. Library subscribes to various resources through UGC INFLIBNET N-List programme where users can have access to above 6000 e-journals and above 7,99,500 e-books. Institutional membership

of British Council Library is provided. Automated and upgraded ILMS KOHA software (version 23.11.03.000) is used and hosted in the cloud.

5. Drinking water facilities including two drinking water tanks, two water purifiers and two cold drinking water supply equipments.
6. Laboratories (06 full sciences; 05 other partial) that are equipped with scientific instruments, chemicals, specimens arranged by the college after annual budget allocation.
7. A gymnasium and yoga training centre, is maintained by the Physical Education Department.
8. A health care unit with a devoted staff to provide initial first aid and preventive treatment as and when required.
9. A 'computer hub' with desktop and Wi-Fi connections. College has 59 computers and laptops for departmental usage and 20 computers for office use.
10. Nature's club for maintaining the green environment of the college.

Student Support and Progression

An educational institution is benchmarked by its students' performance and further progression beyond the periphery of the parent institution. In order to cater to such type of support our institution facilitated the process by which more than 42 % of our students received financial support in the form of scholarships and free-ships from different Government or Government sponsored organizations in last five years.

Apart from assisting in receipt of financial grants, our institution took active role in strengthening other capacity building skills of students by arranging workshops, seminars and experimental field trips where their performance were assessed in terms of participation and collaboration within a team, their leadership skills mapped, problem solving attitude and emotional intelligence analyzed all of which could equip them to face real life and work place challenges outside the comfort of their home and institution. Besides, communication skill enhancement programs, health and fitness programs were also organized for students as good communication skills remains an ultimate mode of self expression while sound physical and mental health an indispensable element of growth.

Our institution being situated in the rural backdrop struggle in placing our students in high profile jobs of elite organizations. However, to sincerely overcome the obstacle in past academic sessions, excluding the sessions affected due to Covid 2019 pandemic, few placement and on job training programs were organized by Placement Cell of our institution which were specifically meant to boost their confidence and train them with the needful technical skills of job market.

In the last five years about 14% students of our institution made progression to other institutions for gaining higher qualifications while some entered other fields of employment. Few students qualified state/national level eligibility examinations meant for entering into research while few qualified the entrance tests and entered into Government jobs.

Our institution is known for its sports and cultural ambience with 13 awards received from state/national level sports. 2022 marked as the year of 'Golden jubilee' of our institution hoisted several programs out of which the cultural programs reflected their creativity and sense of aesthetics. Alumni meets were organized at departmental level.

Governance, Leadership and Management

The College is governed by the Acts of the University of Burdwan. According to Acts, University Statutes, Ordinances and the guidelines of MHRD and UGC and also the Higher Education Department of the State Government, the college has various authorities like the Governing Body and Financial committee. The internal committees like Purchase Sub-committee, Infrastructure Development Sub-committee, Grievance Redressal Cell, Green Sub-committee, Nature's Club, Women's Cell, Placement Cell, Anti-Ragging Cell, Cultural Sub-committee etc are formed by the Governing Body to carry out the activities of the college smoothly and with proper monitoring and responsibility. Teachers, Students, Support Staff and other stakeholders of the college are involved in the decision making process through various platforms.

The college has partially implemented e-governance in areas of finance, admission and students progression. Most of the activities of the college are decentralized and managed by various sub-committees as per decision of the college authority.

The IQAC has been actively involved in leading and assisting the quality initiatives like conducting induction program for CBCS and currently for CCFUP students as well. The decentralization of college activities, maintaining campus, development of infrastructural, renovation, conducting vocational courses and imparting computer literacy to the students are some of the major initiatives taken by IQAC.

Provisions of UGC and the State Government for the performance appraisal are made applicable to the employees, The college adopts different modes for audits such as academic audit, green audit, gender equity audit apart from the statutory financial audit to maintain transparency regarding resource mobilization, infrastructural maintenance and smooth operation of various activities. The college authority follows the Government guidelines and decisions of the Governing Body regarding collection and disbursement of funds. Strict financial discipline is ensured through periodic financial audit as engaged by the Higher Education Directorate of the State Government.

The Teachers are encouraged to undergo orientation programme and Refresher Courses, participate in conference, seminars, workshops and become members of professional bodies with facilities of on duty-leave granted by the authority. Administrative training programmes have also been undertaken with the support of the Higher Education Department.

Institutional Values and Best Practices

Educational institution is an ecosystem that is meant to provide a balanced and healthy niche to its stakeholders. Besides, it is also expected to make valuable additions to the life and livelihood of its surrounding community. Aiming to reach the goal and provide such community services via students-teachers-community participation programs our institution has taken up several initiatives. Considering the fact that Women still remain to be the underprivileged class especially in the rural areas Women's Cell of our college organized several awareness programs related to gender issues, discrimination and harassment of women in last five years. Besides, programs relating to personal and profession development of Women were also organized. Our institutional endeavors have undergone through the process of Gender Audit. Apart from Women's Cell, Anti ragging Committee and Internal Complaints Committee were formed who are dedicated to work in collaboration for ensuring the safety of all students and staff irrespective of their gender.

The Institution has taken initiatives for energy conservation by implementing the use of LED lights. Other green campus initiatives are taken by increasing and protecting the green coverage area, maintaining medicinal garden, banning the use of plastic within campus, increasing paper less communication etc. Besides water

conservation is taken care of by setting up of rain harvesting units. Additionally, E-waste management plans, waste disposal system, organic fertilizer generating unit (vermicomposting), constructing disabled-friendly ramp and wash rooms etc are some other initiatives taken by our institution.

Our institution has made efforts to create an inclusive environment providing tolerance and harmony towards cultural, regional, linguistic, communal socio-economic diversity by planning and executing several programs like celebrating commemorative days of eminent persons, celebrating regional as well as national festivals, celebrating International Mother Language Day etc.

The best practices of our institution included promotion of mental health and social awareness among students as a protective measure of eliminating the ill effects of Covid pandemic from their mental and physical psyche. Besides financial empowerment of girl students were also promoted as a best practice. Our institutional distinctiveness lies in its natural and ecofriendly atmosphere that can foster holistic growth of its students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RABINDRA MAHAVIDYALAYA
Address	CHAMPADANGA, HOOGHLY, PIN-712401
City	Tarakeswar
State	West Bengal
Pin	712401
Website	https://rabindramahavidyalaya.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
West Bengal	University of Burdwan	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-01-2003	View Document
12B of UGC	08-01-2003	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CHAMPADANGA, HOOGLY, PIN-712401	Rural	13.89	6717.781

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, HONS	48	HS	Bengali	110	45
UG	BA,Bengali, GEN	36	HS	Bengali	116	25
UG	BA,English, GEN	36	HS	English,Bengali	48	5
UG	BA,English, HONS	48	HS	English,Bengali	110	48
UG	BA,Educatio	36	HS	English,Beng	120	119

	n,GEN			ali		
UG	BA,Education,HONS	48	HS	English,Bengali	78	30
UG	BA,Economics,GEN	36	HS	English,Bengali	47	0
UG	BA,Economics,HONS	48	HS	English,Bengali	28	0
UG	BA,Defence Studies,GEN	36	HS	English,Bengali	91	26
UG	BA,Geography,HONS	48	HS	English,Bengali	40	25
UG	BA,Geography,GEN	36	HS	English,Bengali	72	3
UG	BA,History,GEN	36	HS	English,Bengali	115	37
UG	BA,History,HONS	48	HS	English,Bengali	110	22
UG	BA,Physical Education,HONS	48	HS	English,Bengali	77	0
UG	BA,Physical Education,GEN	36	HS	English,Bengali	19	10
UG	BA,Sanskrit,GEN	36	HS	Bengali,Sanskrit	72	6
UG	BA,Sanskrit,HONS	48	HS	Bengali,Sanskrit	99	13
UG	BSc,Botany,GEN	36	HS	English,Bengali	50	12
UG	BSc,Botany,HONS	48	HS	English,Bengali	51	3
UG	BSc,Chemistry,GEN	36	HS	English,Bengali	60	2
UG	BSc,Chemistry,HONS	48	HS	English,Bengali	49	9
UG	BSc,Microbiology,GEN	36	HS	English,Bengali	40	1

UG	BSc, Microbiology, HONS	48	HS	English, Bengali	60	12
UG	BSc, Mathematics, GEN	36	HS	English, Bengali	40	1
UG	BSc, Mathematics, HONS	48	HS	English, Bengali	49	7
UG	BSc, Physics, GEN	36	HS	English, Bengali	50	3
UG	BSc, Physics, HONS	48	HS	English, Bengali	47	2
UG	BSc, Statistics, GEN	36	HS	English, Bengali	25	0
UG	BSc, Zoology, HONS	48	HS	English, Bengali	53	20
UG	BSc, Zoology, GEN	36	HS	English, Bengali	183	18
UG	BA, Philosophy, HONS	48	HS	English, Bengali	99	24
UG	BA, Philosophy, GEN	36	HS	English, Bengali	115	31
UG	BA, Political Science, HONS	48	HS	English, Bengali	56	13
UG	BA, Political Science, GEN	36	HS	English, Bengali	72	13
UG	BCom, Commerce, GEN	36	HS	English, Bengali	183	3
UG	BCom, Commerce, HONS	48	HS	English, Bengali	118	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				7				39			
Recruited	1	0	0	1	6	1	0	7	18	20	0	38
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				34			
Recruited	0	0	0	0	0	0	0	0	15	19	0	34
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	13	2	0	15
Yet to Recruit				21
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	5	0	0	9	11	0	26
M.Phil.	0	0	0	1	0	0	7	1	0	9
PG	0	0	0	0	1	0	3	7	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	15	12	0	27
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	701	0	0	0	701
	Female	1371	0	0	0	1371
	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	98	77	94	68
	Female	105	91	91	97
	Others	0	0	0	0
ST	Male	5	9	1	6
	Female	5	3	4	3
	Others	0	0	0	0
OBC	Male	92	99	101	77
	Female	130	137	104	89
	Others	0	0	0	0
General	Male	404	447	413	296
	Female	603	603	630	467
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1442	1466	1438	1103

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per the instructions of our affiliating University the NEP 2020 was implemented in our college in the academic session of 2023-2024. Since then, our institution has taken care of so that the events that are
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	<p>held since then could provide a platform for collaboration and exchange between experts and students hailing from different subject-disciplines. The Science Day, for example, was one program such a program, where a former professor of Physics of our college delivered a general lecture that was targeted to students and teachers from various departments. Mental health awareness and counseling initiatives was also considered as a multidisciplinary approach that took note of the emotional state of affairs of our students belonging to different departments. Though Psychology is not being taught in our institution, we still continue to impart timely help in this regard cutting across all the disciplines that our students belong to. Celebration of birthdays of eminent theorists, scientist and teachers and days of prominence belonging to Science, Art and Culture are programmes where all the students are encouraged to take part. Placement cell of our college is also another important platform that arranges for training programs by various skill development agencies that finally attempt or help in recruitment of students of different disciplines. Centre for languages had taken the initiative of imparting some valuable inputs to students of Bengali English and Sanskrit. During the celebration of the Golden Jubilee, Bengali, English and Sanskrit departments arranged lectures relating to the history and evolution of Bengali little magazine. Moreover the students of Bengali, English and Sanskrit departments also took part in a debate and project of book reviews at the presence of scholars and relevant personnel of a magazine named Tiritiyo Parisar of Kolkata. Besides, the Nature Club of the college arranged events where the departments like Botany, Zoology, Microbiology and Geography participated together. The department of Physical Education also collaborated with defence studies for conducting educational excursions jointly. Thus, multidisciplinary and interdisciplinary initiatives became synonymous because of their common intent and helped create a synergy where students gained practical skills along with the theoretical knowledge of many inter/multidisciplinary subjects.</p>
2. Academic bank of credits (ABC):	Regarding implementation of Academic Bank of credits for students, our Institution follows the instructions and guidelines as prescribed by our

	<p>affiliating University which is in accordance with the norms of UGC. The IQAC of the college delegates the said responsibility to appropriate nodal officials which comprise of both teaching and non teaching staff members. The officials guide the students of the college in creating their own ABC IDs. Necessary measures are taken to smoothen the timely completion of the process. Our affiliating University has made the creation of ID mandatory for each and every student before their registration to the Undergraduate Course. The students are made aware regarding the essentiality of creating their ABC IDs and protecting and preserving their academic credits in the Digilocker which they can access from anywhere as per requirement.</p>
3. Skill development:	<p>The NEP curriculum has been implemented in our institution only from the recent academic session of 2023-2024. As per the prescribed syllabi of NEP the students are provided with the option of choosing any skill development related vocational course after the completion of two years. The choice of subjects for skill development is still in the improvisation stage at the university end. However, in the last academic sessions apart from catering syllabus based knowledge, our College has undertaken several initiatives of soft skill development by conducting Quiz contest, organizing communication skill development programs, developing short courses for computer basic skill development, encouraged problem solving skills by imparting practical hands on training to school children by college students, improving listening capacity of students by showing movie and encouraging in attaining life skill through Yoga and gym etc. The college also celebrates National Festivals like Independence Day, Republic day etc. and observes various programs viz World Environment day, world Science day where the active participation of students is seen. The College also observes the death and Birth anniversary any of our National leaders which help in imbibing the good and great qualities of the students all of which helps in enhancing their skill development at a large.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college maintains the culture of adoption of Indian Language and every year a Sanskrit Language Day is observed in the college. Our college has setup a Centre of Language aiming to integrate academic and scholarly activity with a view to preserving the</p>

	<p>native tradition and culture in its linguistic form and components. Such traditional languages demands preservation as they are subjected to serious threat by the pervasive presence of Anglophonic favoritism and also sometimes by the predominance of any other widely and practically acceptable regional language. The centre of languages as aims to undertake programs that would aid to the electronic conversion of manual records as a means to digitize and preserve the essence of the traditional language which could otherwise face obliteration in future.</p>
5. Focus on Outcome based education (OBE):	<p>The College makes an effort to make the students understand that a pursuit of knowledge is a life-long activity and students need to acquire the positive attitude and other qualities which would help them to build a successful life for themselves. Traditionally learning outcome is meant to be reflected with the academic results of a student. However, now a more mature view of things comfortably settles for outcomes that are not purely academic. Our Golden Jubilee celebration in November 2022 could make a sincere attempt at infusing confidence through financial empowerment within students. The students set up food and handcraft stalls and displayed and sold delicacies and decorative items as merchandise and directly experienced the spirit of being financially empowered. Sports are another area where athletes from various departments take part and it creates a typical bonhomie that only sports and participation in sports can forge. Thus, sports related achievements are also considered as modes of exhibiting educational outcomes in the broader sense.</p>
6. Distance education/online education:	<p>In our College the mode of Distance Education was not available but since the onset of Covid-19 the online mode was chosen to as an important way of imparting education. Classes were taken using online platforms of Google. Post Covid period, if any regular faculty member failed to engage in his or her routine class due to leave or unintended break of the usual schedule, he /she duly compensated for the class via the Online mode available in terms of G-meet. RMV Online, was launched as an institutional online education service made functional since the days of closure of physical classes due to pandemic. The online mode still remains to be one effective way of imparting learning when or where the conventional mode of teaching cannot make much of headway or</p>

	<p>simply cannot reach out due to logistical reasons. Thus, keeping in view the convenience of the student, the various technological tools used by faculties especially, during the pandemic were Google classroom and Zoom. Videos and movies still continue to be used in the classrooms as teaching and learning aids. Group collaboration, assignments and assessments are also conducted to run the teaching-learning more effective and efficiently in a blended learning mode.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Our institution did not have any electoral literacy club in the last five years. However, in agreement with the notion that setting up of such literacy club is essential in making the students aware of their voting rights which is important in shaping up the young generation as responsible citizens of democratic India, necessary initiatives shall be taken by our institution in upcoming sessions.
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?	No. Since no Electoral Literacy club is still not formed.
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.	Since no such club had been established, we could not conduct any large-scale programs on the college campus or outside which could be incorporated as initiatives covered within the purview of the ELC. However, a few informal steps have been taken, such as organisation of quiz contests on electoral practices and processes on different occasions, Voters' Day celebrations, conducting informal lectures on voting and the voting system in India, and educating students about the value of their votes, all of which was organized by Department of Political Science. Moreover, to make them more democratically conscious citizens, teachers of Department of Political Science used various informal platforms and promoted extracurricular activities like poster competitions and debate competitions to inform them about the importance of voting and encourage them to cast their vote.

<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>No. But in future our institution looks forward to taking up such initiatives in advancing the knowledge of democratic values and making the students aware about their adequate and pertinent contribution in the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Since ELC is still not formed, our institution cannot claim to have made a defined structured contribution in the enrolment process applicable for above 18 years old students of the college. However, in its limited capacity, the college authority issues notices for this purpose. In addition, it provides a room, internet access, and other facilities to support the workers of the local Governing officials dealing with such matters to facilitate the enrolment process. Furthermore, a staff member is also assigned to assist them if necessary.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2663	2922	2959	2893	2969

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

2 Teachers

2.1

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

Response: 42

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	42	44	42	38

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
39.142	42.90502	38.34708	58.4060818	51.2065461

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

As an affiliated institution, Rabindra Mahavidyalaya, follows the curriculum designed by The University of Burdwan. The college has a mechanism for the effective implementation of the curriculum.

Every session, stakeholders of the college are informed about the year plan through Prospectus. This college adheres to the academic calendar of its affiliating University. The calendar is prepared well before the commencement of the academic session. The IQAC and the Academic Sub-committee plan the activities at the beginning of the academic year, which is uploaded on the college website for stakeholders.

The Central routine is prepared by the Routine Committee with the participation of the Academic Committee and IQAC Cell. Along with the regular classes, some departments organise extempore, essay writing, participation in model Exhibitions (by Science and Language and Social Science groups), seminars, special lectures, quizzes, wall magazines, field works, surveys, and group-based laboratory demonstrations. The practical classes are mostly computational and laboratory based study, along with field-based experiential learning methods.

The college conducts a Continuous Internal Assessment (CIA) to track student progress and identify areas where students need additional support. Interactive sessions, quizzes, multiple-choice question (MCQ) tests, and oral examinations are conducted regularly by faculty members as part of the Continuous Internal Assessment. During practical classes, the teachers test the prior knowledge of the students for introducing new ideas on experimentation.

The college has technology-aided learning environment and teachers use ICT based tools- ppt, video-clippings etc. Tutorials, instrumental techniques, structural models, charts and diagrams are adopted for increasing the interest of the students. During the lockdown due to COVID, faculties used ICT based tools and conducted classes via Google Meet/Zoom for effective teaching-learning process. The students endeavoured to clear doubts through WhatsApp Chat/ Video Call/ Conference Call etc. Practical Classes were complemented through NPTEL videos, and other videos prepared/shared by the teachers. Librarians extended their services through a wide range of sources including e-books, e-journals, articles, research papers, RMV online repository and more. Entire plan of the curricular delivery was documented with the resolution of the meetings of the Academic Sub-Committee and IQAC cell.

This college adheres to the Evaluation Process of its affiliating University. Since the 2019-20 session, the

college has conducted one Internal assessment (I.A.) per semester for all enrolled students, before which two assessments were conducted per semester. The format of the I.A. is multiple- written tests, home assignments, seminars, Laboratory demonstrations, etc. During the pandemic situation, internal assessments were continued online through different virtual platforms via audio-visual-textual modes, including calls, forms, quizzes, etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

1.2.2

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

Response: 0

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
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum followed by this college integrates the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and thereby leading to a holistic development of the young minds of the students.

Environmental & Sustainability is an interdisciplinary field in the CBCS curriculum. Environmental Studies (AECC1) is a mandatory course for all Undergraduate programmes. Awareness of the environmental pollution and a need for a safe environment are some of the major objectives of this course. The syllabi of Botany, Microbiology and Zoology are designed for disseminating environmental knowledge by offering courses like Plant Ecology and Phytogeography (CC 5), Horticulture Practices and Post-Harvest Technology (DSE 4), Environmental Microbiology (CC 9) and Ecology (CC 2). The syllabi of Geography – Environmental Geography (CC 10), Disaster Management (CC 14) have addressed the issues of geographers' approach to environmental studies also. The syllabic components Renewable Energy and energy harvesting (Physics, SEC 1) and Solutions, Phase Equilibria, Conductance, Electrochemistry & Analytical and Environmental Chemistry (Chemistry, GE-4) have addressed environment-related issues.

Gender: The issue of gender has always been apart of daily teaching and learning, covers many subject areas. The departments like English(CC-11, DSE 3)), History, Political Science have addressed this issue pertinently and thereby helping for richer realisation of gender equality education. The syllabic components of History and Political Science deal with the courses like Some Perspectives on Women's Rights in India (History,GE 1) , Public Administration(Political Science, CC6,) , Sociology and Politics(Political Science, CC 9), Democratic Awareness Through Legal Literacy(Political Science ,SEC 2) , Social Movement in India(CC 11), Contemporary Issues in India(Political Science, CC 14) and Local Government in West Bengal(Political Science, DSE 3).

Human Values : The curriculum content enriches the students with the concepts of human value education by inculcating a set of principles and values in them and thereby preparing them for a meaningful life. The life and teachings of many great leaders, reformers, thinkers and administrators cherish noble values and ethics by incorporating high ideals of Vivekananda, Rabindranath Tagore in the courses of Political Science (GE 3 and DSE 1), The syllabus of Sanskrit literature upholds the Bhagavad Gita in everyday regime (Self-Management in the Gita (CC 4)).The curriculum content of Education offers teaching on basicity of human values (Value Education, SEC1).

Professional Ethics: Ethics determines what is right or wrong and values decide what is important. However, ethics relates to philosophy which possesses moral outcomes. The departments like Philosophy, Sanskrit and Political Science offer some courses on morally righteous actions and situations. These ethical learning help the students in future who would be engaged in many professions such as teachers, researchers, business, entrepreneurs, and so on.

Apart from this Women Cell promotes gender equality through different programmes, Women's Day observation, etc. This cell publishes wall magazine **Advitiya** to promote the issue of gender sensitization. The Nature's club and NSS Units promote green practices through seminars, tree plantation, proper classification and nomenclature of plants, observation of some special days like World Planting Day, World Water Day etc.

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

1.3.2

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

Response: 4.47

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

Response: 119

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.08

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
1103	1438	1466	1442	1328

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2227	2227	2227	2207	2207

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 41.04

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
340	395	410	449	372

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
958	958	958	958	958

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 64.95

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:

The college adopts a multi-dimensional approach of teaching and learning focusing on student-centric methodologies to ensure holistic development of students. The teaching-learning of this college is not only curriculum based but also it is supplemented with experiential learning, participative learning and problem-solving methodologies.

Laboratory learning provides students first-hand experience with course concepts. The College has well-equipped laboratories (Botany, Chemistry, Defence Studies, Geography, Microbiology, Physical Education, Physics, Zoology) for students to perform experiments as a part of their curricula. Outdoor experiments and observations are sometimes arranged for the students of Geography, Botany, Zoology and Microbiology. Departments like Botany, Zoology, Geography, Physical Education arrange educational/field tours for engaging the students in hands-on experiences and thereby bridging the gap between theoretical knowledge and its real-life applications. During the COVID situation, the experiential learning was substantiated by showing videos of practical classes of NPTEL.

Participation in students' seminar, quizzes, power-point presentation, wall-magazine publication, enables the students to learn new things. Annual cultural competition (recitation, song, debate, extempore essay writing etc.) are also held. The students actively take part in Model exhibition (Science Stream), and Chart presentation (mostly by the humanities and Language groups) etc. The students are encouraged to participate in Food Stalls, Magazine Stall installed during various occasions of this institution. Students and staff participate in the Annual Sport Meet of this institution and the students also participate in inter-college sports competitions (arranged by the University/District administration) and achieve fame and success every year. Students' participation often helps to organize NSS and NCC camps and activities at the college premises.

Teachers of this college often introduce students to problem-solving skills both in theoretical and practical classes. The students are often introduced with a new problem and teachers help them to develop the strategies to solve the problem. The problem-solving methodologies are followed through the submission of assignment and project work. These assignments need to be prepared individually on the given topic and the students prepare this under the guidance of their teachers. All the Students of Semester-I have to do a project on Environmental Studies in groups and this helps the students to understand the importance of practicing sustainability.

During the COVID situation, faculties used ICT based tools and conducted classes via Google Meet/Zoom for effective teaching-learning process. Some students endeavoured to clear doubts through WhatsApp Chat/ Video Call/ Conference Call etc. Practical Classes were complemented through NPTEL videos, and other videos prepared/shared by the teachers. Librarians extended their services through a wide range of sources including e-books, e-journals, articles, research papers, RMV online repository and more. Study materials (either in pdf or doc format) were shared through Google classroom or RMV

online portal. Even in the post-COVID situation, ICT enabled tools are used effectively in the classroom teaching through power point presentation. A few numbers of ICT enabled classrooms were developed in some of the departments and other departments can also use it as and when they need it.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86.25

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
48	48	48	48	48

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

2.4.2

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

Response: 52.17

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
24	23	23	20	18

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our institution claims to have a mechanism for transparent and timely conduction of both external and internal examination as per the norms specified by our affiliating University.

Mechanism of external and internal examination

External examination

The conduction of both year-end external examination under the 1+1+1 system (till 2018-19 including backlog) as well as semester end external/internal examinations from 2017-18 onwards) commences with the notification done by the University. Accordingly, internal meeting is held by the Examination Sub-Committee and the Academic Sub-Committee jointly to select the officer-in-charge who decides on the modus operandi of the examination. The external examination comprises of only written components for humanities while lab based subjects have both written and practical components. The officer- in-charge and his team finalizes the examination procedure, which includes allotment of invigilation duties, making seating arrangements, deciding the rules to be followed during examination, packaging of answer scripts and despatching them to the police station for further collection to be done by university officials.

However, protocol of practical examination is decided by the concerned department in accordance with the university guidelines. The sequential process of practical include making prior preparations and

sample procurement, question paper setting, decision regarding experimental set up, spot assessment, answer script evaluation, preparation of marks sheets and uploading them on the specific portal according to University notification.

Internal examination

Alternatively, time bound completion of internal examination solely depends on the discretion of the respective departments who are giving the liberty to conduct the tests using various modes such as written class tests, home assignments, spot assignments, seminars, practical demonstrations etc. Post examination, the evaluations are done by respective departmental teachers, marks are submitted to departmental heads who submit the marks to the University marks' submission portal. Single chance is provided to absentee students to appear for a retest with legitimate grounds for reconsideration within 5 days of completion of the scheduled exam. After completion of internal examination and submission of marks, the decision regarding showing of evaluated answer scripts to the students followed by discussion on implementing necessary corrective measures of improvements of different group of learners are done and action taken by the respective departments. This is to note here that the Department of Mathematics often take preparatory test for weak learners to test that whether they are ready for the Internal Assessment or not.

Grievance Redressal system

All grievances of external examination related to issues such as delay in issuance of admit cards, absence and/or information error in admit cards and anomaly in marking score are forwarded to University redressal cell which are addressed as per University rules. Right to Information Act (RTI) enables the students to demand for the scrutiny and full information on their marking pattern within the stipulated time frame as stated in the University website after the declaration of results.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme outcomes (POs) and generalized Course outcomes (CO) are provided with the course syllabi by our affiliating University. Our institution offers all three courses of Arts, Science and Commerce. Maintaining strict conformity with the PO, CO of our affiliating University all the 19 departments (16 Honours) and (19 general) of our institution have outlined their respective POs, COs. In addition, all the

departments have made further detailing of their respective courses to help the students gain in depth understanding of the subject and also develop an idea of its applicability for their further growth.

Summary of Programme Outcome as stated in institutional website:

BA:

Combination of subjects helps the students to gain wide exposure to interdisciplinary branches of language, literature and social sciences that enables them to expand their knowledge about the human behavior and culture across sociological, historical, geographical and environmental contexts. Such amalgamation of knowledge across cross disciplines helps in evaluating situations from a boarder and maturer cognitive and emotional angle. Besides, language being the most important mode of expression students studying linguistics fair better in handling employments relating to journalism, publication etc. On the other hand, students' of social sciences learn to understand their community better.

B.Sc:

The B.Sc as a programme offers the following outcomes:

1. Develop discipline specific knowledge and acquire subject specific skills.
2. Learn effective communication skills while explaining problems and their logical interpretations.
3. Develop critical thinking skills and problem solving ability.
4. Learn to perform in team as member as well as manager as per situational demand
5. The modern course structure enables a student to develop digital skills and become proficient in utilizing and implementing them for their future life.
6. Help the students to acquire knowledge and understanding of academic and professional ethics related to scientific publication and project execution.
7. Make the student practicing science environmentally aware and sensitive.
8. Develop analytical skills for transforming them into equipped and alert job professional.
9. Nurture the yearning for being a lifelong learner.

B.Com:

1. Enables learners to get theoretical and practical exposure in the commerce sector which includes Financial Accounts, Cost Accounting, Management Accounting, Direct Taxation, Indirect Taxation, Commerce, Marketing Management, Business Law, Economics, Business Ethics, Environmental studies etc.
2. Helps in developing communication skills and build confidence to face the challenges of the corporate world.

3. Enhances the capability of decision making at personal and professional levels.
4. Makes students industry ready and develops various managerial and accounting skills for better professional opportunities.
5. Develops entrepreneurial skills amongst learners.
6. Strengthens their capacities in varied areas of commerce and industry aiming towards holistic development of learners.

Apart from the above, the detailed course outcome is displayed in the students' corner of the website for availability of students. Besides, the detailed PO and CO is preserved in respective departments and in the library as documents as well as available in their digital webpage.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The foundation of outcome-based education is the use of assessments to gauge students' performance in relation to predetermined goals. The model is applicable to all undergraduate courses. The instructors are serving as mentors and facilitators to help the students meet their goals. The evaluations are expressed as Programme Outcomes (PO) and Course Outcomes (CO) attained.

Attainment levels of the distinct course outcomes have to be evaluated in a scientific and comprehensive manner. The courses cover projects, seminar, wall magazine publication, excursion reports, theory, and practical topics. The written course outcomes are statements that explain the specific course's outcome. There is a mapping between the program and course outcomes that shows strong, medium, and weak relationships. Every course can have a goal that needs to be accomplished. The goal might be established based on past performance, that is, the achievements of different graduating student batches.

The outcomes are the collection of attained or acquired goals that a student should have when passing the Final Semester (UG Semester-VI or PG Semester-IV) Exam. A thorough analysis of the outcomes from the end-semester exam paints a clear image of the established POs, PSOs, and COs. An in-depth examination of the findings is included. Two major categories can be used to group the different techniques used to assess the attainment of these POs, PSOs, and COs:

1. Direct Methods of Attainment Assessment

2. Strategies for Assessing Attainment Indirectly

Techniques for evaluating student performance on several exams are known as direct tools. Results from the end-of semester examination are the primary focus of these tests. An analysis of the outcomes of the internal examination serves as a foundation for preparing for the remainder of the semester and evaluating accomplishment. There are students' progression data (placement, higher studies, qualifying examinations) in the direct tools as well. Our institution has followed these ways to measure students' attainment directly.

Indirect tools comprise surveys from various stakeholders, such as non-teaching staff, teaching staff, parents and others. Our institution conducted this survey online to students, teaching staff and non-teaching friends. In the attainment process, a suitable sample size was obtained using Google form. Final-year students participated in an exit survey to gauge their comprehension, newfound knowledge, and program applicability. They were also asked to provide input on the curriculum, teaching and learning, institutional infrastructure, and other aspects of the College. Some questions in the questionnaire indicate the level of contentment of the students regarding their attainment.

Students gave positive feedback in favour of institutional atmosphere that exerted impact on their course attainment. They found great impact of seminar, wall magazine publication, quiz, etc. on course attainment. They were quite satisfied with the laboratories, internal examination system, library facilities, etc.

The feedback of faculties helped understanding the standard of curriculum, teaching-learning process, research and governance prevailing at the institution which is indirectly associated with students' course attainment. The feedback of Non-teaching friends seems also crucial in this regard as the institutional atmosphere greatly depends on them.

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

2.6.3

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

Response: 94.23

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
538	584	577	494	614

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
616	586	598	526	653

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.42

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our College provides a conducive environment for promotion of innovation. As a learning environment, College has always placed a strong emphasis to promote research aptitude among the undergraduate students. They are encouraged to be actively involved in the application of technology for societal needs. Scientific knowledges are inculcated within the students in the form of **celebrating National Science Day, arranging workshop, model exhibition, and conducting Hands-on-Training**. Research activities are often promoted by **subscribing journals in the Central Library, faculty members acting as Ph.D. supervisors, and purchasing scientific equipment in the laboratory for basic research purposes**. Additionally, our institution creates ecosystem for cultural innovation among the students by celebrating unique festivals, and paintings, etc. A Research Sub-Committee has been set up to promote interest in research and development through planning several innovative activities and to cultivate the thirst for scientific knowledge among the students.

Education has always been highly valued in India because of its diverse population, rich history, and rich culture. A comprehensive framework known as the Indian Knowledge System (IKS) has been enforced by the Indian government, which recognises the critical role that education plays in forming the future of the nation. With a blend of modern knowledge and international viewpoints, this system embodies a comprehensive approach to education, taking cues from the nation's traditional knowledge. This approach emphasises comprehensive development through the arts, athletics, and extracurricular activities, going beyond textbook education. To ensure inclusivity and preserve linguistic diversity, regional languages are supported. In order to prepare students for issues they will face in the real world, practical application of information is prioritised.

Being a part of national educational system this institution has been genuinely trying to set it in the motion of the new educational policy. On the backdrop of Covid 19, a gradual shift from offline to online mode has been transmitted and a new set of value changes the dominant outlooks of the existing educational system, most of which are the by-products of colonial educational structure. In facing these new challenges this institution launched a series of programmes, like introducing the **School of Languages** with a view to preserving the native tradition and culture, especially its **linguistic medium**; **Digitization of records** as a gesture of preservation of the dying modes of communication and as a way of preserving and perpetuating the Indian knowledge system; and organizing webinar on value-education by Library.

Exploring the importance of water in Indian livelihood and culture, the College chooses to investigate novel viewpoints on water management that provide insights into sustainable living. Implementing '*Jal Dharo Jal Bharo*' project, constructing ore well and tank and existence of a large natural water body at the centre of the campus reveal unique perspectives of water management of the institution.

Beside all these, observing **cultural programmes like Rabindra Jayanti, Women's Day, Teachers Day** aimed at inculcating values that helped students develop a holistic notion and facilitated their way to keep a close connection with the moral implications of indigenous and value-based education.

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

3.2.2

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

Response: 48

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
5	9	31	1	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.57

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
19	13	14	9	11

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.02**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
12	7	10	12	2

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

3.4 Extension Activities**3.4.1**

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

Response:**Initiatives**

The institution participates in a number of community outreach programs through its Departments, NSS, NCC, Women's Cell, Cultural Subcommittee, and Nature's Club in an effort to raise social consciousness and support students' overall growth.

Community Service: In neighbourhoods where the impoverished reside, the Women's Cell and NSS units organise volunteer projects. These include campus clean-up campaigns, reading campaigns, health screenings for girls, blood donation drives, and tree planting campaigns. To encourage socialisation and a sense of community, a few departments host community lunches for staff and students.

Awareness Campaigns: The Nature's Club of our institution organises eco-drive events such as

celebrating Tree Plantation Day, World Environment Day, World Water Day, International Girl Child Day, Ban Plastic Campaign, Water Preservation Campaign, and awareness rally to promote environmental awareness regarding protection of trees, and natural resources, etc.

Additionally, awareness programmes like raising slogans, poster competition, webinar, and so on are organized to address various social issues such as mental health, women's hygiene, COVID awareness, women's protection, and gender gaps among the students.

An awareness rally to the local temple to preserve intangible heritage resource by the Humanities department adds another feather to the College's extension activities.

Cultural Events: A variety of cultural events, including inter-school exhibitions, inter-departmental model exhibitions, and yearly festivals, are planned. The college organizes Students' week, Science week each year to inculcate scientific knowledge among the students.

Philanthropic Activities: The organization frequently plans philanthropic activities for charitable purposes. COVID relief among the localities, cloth distribution among the slum dwellers are some of them.

Facilitation Activities: Conducting a field based offline survey to facilitate the UGC initiative with an aim to analyze the impact of the dreadful Covid 19 pandemic on the social, mental, and economic well-being of the mass population of Champadanga and adjoining areas of Tarakeswar has been considered as one of the significant facilitation activities during COVID outbreak.

Outcome of the initiatives:

Most of the initiatives have gained huge positive vibes among the students as well as in the locality. Students can develop sympathy for people in need and an understanding of the need of giving back to society through community service.

Students become cautious about societal and environmental issues and participate in community service to raise awareness. Students learn about their role in creating a better society through interaction during the sessions.

Students also pick up vital abilities like cooperation, leadership, and communication. Cultural events, philanthropic activities, and awareness campaigns help them develop intercultural competency, sympathetic attitude and an appreciation of the variety within the community. It helps development a sense of honour and respect for their native culture.

Impact:

These extension initiatives have substantial effects. Students grow into engaged citizens with a stronger sense of social responsibility. Pupils get more knowledge about the social issues affecting their community and work to find solutions. Through these activities, they also acquire important life skills that they may apply in both their personal and professional lives, such empathy, teamwork, and leadership.

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

3.4.2

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

Response:

Our Institution has received recognition's from the local Panchayat, Zilla Parishad and other non-government organization for extension activities held from 2018-2019 to 2022-23. Due to COVID outbreak, no. physical activity was possible at the College campus. In rest of the years, NSS Unit of Rabindra Mahavidyalaya along with Nature's Club conducted several awareness activities involving the Panchayat and the local community.

1. Tree plantation programme;
2. Cleaning of medicinal garden and College campus;
3. Conducting Awareness Seminar on various social and environmental issues;
4. Eco-drive;
5. Maintaining health and hygiene;

The students actively participated in the said programmes. NSS programme officers along with Nature's Club members took great efforts to conduct the programme smoothly. Each programme consists of awareness rally to address the problems on the occasion of observing commemorative days (World Planting Day, World Water Day, Banmahotsav) organized by **Nature's Club** in collaboration with **NSS units** to motivate students and local people regarding the environmental issues. After the COVID scenario, an attempt was made by Nature's Club to maintain its gardens within the College premises to provide a blissful eco-friendly approach. Students were informed to practice best hygiene practices by following COVID protocols. No-mask, no entry was propaganda was communicated within the students.

Additionally, Hooghly Zilla Parishad has constructed three toilets with modern facilities, purified drinking water facility and one rainwater chamber in the College campus.

Another mental health counselling programme was implemented in the College campus to heal the mental condition of the teens of the College. The teenagers who were under lockdown or were affected by the COVID- 19 epidemic carried both short-term and long-term psychological and mental health problems.

Keeping their mental health condition in mind, our institution organised a programme titled "*Developing Mental Health and Social Awareness Programme for current Generations*" just after reopening of the

College under the aegis of the Internal Quality Assurance Cell (IQAC) and Women's Cell of Rabindra Mahavidyalaya in collaboration with WHY (Wellbeing and Happiness for You), an independent and non-profit making Organization accredited by The National Council of Education, Bengal (NCEB) addressing the social and cultural backdrop of mental health and developing timely social awareness about the challenges posed by the Covid- 19 pandemic in a series of one- to-one counselling.

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

3.4.3

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	3	4	6	6

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

3.5 Collaboration

3.5.1

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

Response: 1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College has a robust computer network with inter-communication systems with budgets towards more computers, printers and others. The purchase sub-committee processed requisitions to equip the departments with computer and laptops facilities. The teachers have conducted classes with laptops, some projectors, and white screen boards. Computers and printers are purchased for office, laboratories and the Computer Hub (LRC) and for different cells. More funds are necessary to meet the demand. The College had identified needs for a Wi-Fi enabled campus with inter-communication systems of Emails, Google Drive and WhatsApp groups and provisions were made for purchasing necessary IT/sound systems.

During 2018-19, the College has arranged required classrooms by constructing card-board and ply-board partitions to take up the needs of the CBCS curricular. Regular repair and maintenance are carried out to facilitate teaching-learning. The departments were provided with necessary teaching-learning devices viz., glass boards, chairs, tables, desks and benches are provided. The number of ICT- enabled classroom was increased from 1(2018-19) to 4 (2022-23) while there is an existing Virtual Classroom, Room No.-48 since 2018-19. During COVID-19 lock-down, the college has organized online classes on immediate basis and students were provided with learning materials through <http://rmvonline.in>. It conducted awareness programmes through Webinars using Zoom Online Meeting platform along with live streaming through Youtube.

The College Laboratories are developed as per requirements and yearly budget allocations are made for recurring and non-recurring facilitates. It made sufficient arrangements to develop infrastructure and physical facilities for teaching-learning process while library-laboratories are provided with funds to purchase books, equipment and revenue expenses. But in 2021-22, there were less augmentation for funds use of funds to restore the damage caused by "Amphan" and Yash' cyclones. The compensation claim of the college submitted in 2021-22 to the state government yet not yielded.

The College Cultural sub-committee organizes different cultural programmes and competition. Students from neighboring schools participate in the events like "Sit and Draw", recitation, songs, Tabla and the other musical instrument playing, drama, plays, extempore talk etc. In 2022-2023, the College undertook different programs in its Golden Jubilee Celebration from 08/11/22 to 11/11/2022 which have made long lasting imprints amongst the students' minds.

Its "11 aside football" ground, concrete with fiber glass board, 28*16 square feet basket ball ground, concrete badminton court, and multi-gymnasium (16*30 sq. ft.) within the main Campus are maintained by the Physical Education department. The department arranged the Hooghly District Inter College Sports & Games Championship – 2022 (17/05/2023-24/05/2023) funded by the Education Directorate, Higher Education Dept., W.B. Govt.

The College Gymnasium was constructed with the MPLAD funds for an area of 60*30 sq. ft. There is inadequate gym equipment and it needs more funding for maintenance and equipments. The gymnasium is used by the students of physical education department, NSS, NCC and teaching and non teaching staffs.

Yoga classes are organized as per the university curriculum. There are 20 Yoga mats and 4 number of gym-ball for the use of the students for maintenance of their physical balance and fitness.

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

4.1.2

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

Response: 20.83

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
6.62651	18.14354	6.19947	10.51501	6.42476

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library is located at the ground floor of the Administrative building (Vidyasagar Bhaban) spreading over 8035.85 sq. feet of area and it has reading space for at least 40 students and 15 teachers separately at a time with free Wi-Fi facility. There are 02 CCTV cameras installed for the purpose of monitoring and surveillances. At present (July, 2023) library holds a total of 36718 printed books according to the Accession Register (9.48% improvement during 2018-2023), 5079 printed journals (4.98 % improvement during 2018-2023), 3108 magazines (15.60 % improvement during 2018-2023) and 10 newspapers out of which 6 daily and 4 weekly. Inside the stack room, books are arranged according to Dewey Decimal Classification Scheme. Since 2015, the library has subscribed to various e-Resources through UGC INFLIBNET N-LIST programme, where users can have access to 6000+ e-journals and 799500+ e-books. The library has active institutional membership of British Council Library since 2004 and it provides online and physical access facilities to our member students and teachers.

Automated ILMS Koha software (Version 14.2) in our library installed in 2016 was upgraded to Version **23.11.03.000** in 2023 and hosted in the cloud as well. The library has been using almost all the modules of Koha among which the modules of **Cataloging, Patrons, Circulation, OPAC, Advanced Search and Reports** are fully utilized by the library except **Acquisition** and **Serial Control**. Since 2023, the library has been providing Integrated Library Management System web enabled services for access to the Online Public Access Catalogue (OPAC) services from anywhere on 24x7 bases. Users can log in to their own accounts and manage it by changing passwords and personal details. They can check their borrowing details such as number of check-outs, due date of return, etc. The users get an alert message via registered mail regarding the Issue, Return or Book due. Since the academic session 2018-2019, the library has been providing automated circulation services for the students only with barcode library cards and that was automated from 2022-23 for all the students, teachers, and staffs. [Web OPAC: <https://rmh-opac.kohacloud.in/>]

The library conducts library orientation and information literacy programs for its users every year. Library has a website which linkup with the college website to update new events and activities of library regularly. An online portal has been opened for library services such as E-requisition, E-document Delivery and helps the departmental teachers for uploading teaching learning materials, class report generation, and automatic notice system during COVID-19 pandemic. Library provides technical support for conducting Webinars, Workshops, and Special Lectures through online mode via YouTube Channel.

Out of 73 library users, 25 people come physically to the library and 48 people use library through online mode.

Services and facilities:

Web OPAC

Book Lending with barcode

Alerting service of the new arrival of books discipline wise

Reference Service

Referral

Reprography and printing facilities

Career Guidance

Reading room service through the open-access system

Remote access of the E-resources

Extended library service through external membership norm

Softcopy of Syllabus & Question papers

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The College focuses consistently for the best on its IT infrastructure and application development for academic and administrative supports while facilities are updated on regular basis and new IT equipments have been purchased as per the requirements.

The college had already existing one Learning Resource Centre (LRC) equipped with five working computer sets and one computer Laboratory dedicated for commerce Department (equipped with seven computer sets) both fully LAN connected and another computer laboratory (equipped with five computer sets) for Geography Department. In addition to the existing laptop facilities, the Department of Mathematics, Statistics and Education have been provided with Desktops Computer sets in 2022-23 along with new LAN and WiFi connections provided by Alliance Broadband with bandwidth of 60 Mbps.

The college has installed LAN with a high Configuration Office Server. Installation of server based local area network (LAN) facility to provide fast flow of data across computers, internet connection in departmental computers to browse study materials, research paper, etc.

The College IT Subcommittee oversees its IT facilities provided in the different departments and computer laboratories including the library. It monitors regularly and updates facilities provided there with reference to regular system backups, dust cleaning, speed checking, anti-virus updates, system optimization, Wi-Fi upgrades, IP address maintenance, and physical LAN checking, and the overall institutional LAN mapping.

The internet bandwidth is enhanced from 64 Mbps to 200 Mbps over last four years, so that the academic and research activities can be handled with better connectivity. New computers were installed to upgrade IT facilities in last five years. The institution has augmented 4.7% of its total asset augmentation in IT instrument in 2018-19, 32.62% in 2019-20, 54.19% in 2020-21, 18.03% in 2021-22 and 12.06% in 2022-23 and in an overall impact, it has 23.31 % augmentation of IT assets over the past five years.

High configuration Wi-Fi routers have been augmented with network facilities to enable stakeholders to get maximum benefits out of ICT facilities for their normal academics, projects and research works.

In the College Portal, different dedicated modules are used for admission, examination, accounts, leave, etc. along with high-speed internet facility. During the COVID-19 period, the College had used a dedicated Library Management Software System (LMSS) and G-suite, dedicated Departmental MCQ portal for continuous internal evaluation, online student Profile mapping portal for identifying slow and advance learners. College has an online Feedback mechanism for stakeholders like student, teachers, alumni and employers along with 360 Degree Performance Appraisal System and College administration (CAMS 3.0). The College Website has an ERP portal for students' support and services. College has an upgraded financial accounting software (CAMS 3.0) student admission and support (CAMS 3.0). CCTV cameras are installed for surveillance in total campus area, supported by Wi-Fi connectivity. The college purchased two domains (rabindramahavidyalaya.ac.in) and (<https://rmvonlie.in/>) and software during pandemic for maintaining academic and administrative facilities. Facility for e-content: Study Material Link(<https://rmvonline.in/>), YouTube Link (<https://www.youtube.com/channel/UCCuOj0JR2aFNO592uvbgL8g>). The College has digitalised question bank with question papers of the University Semester Examinations.

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

4.3.2

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

Response: 126.81

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

Response: 21

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.04

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
1.26	1.35	1.20	2.09	1.10

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 42.54

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
2065	961	672	1301	1130

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 1.44

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
198	0	0	0	9

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 0.71

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
08	02	02	05	03

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
538	584	577	494	614

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: 0.84

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
10	8	2	2	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

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

5.3.2

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

Response: 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	1	3	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:

Over the past few sessions, this college has gradually and successfully moved towards creating a strong and vibrant alumni association, a goal that has been achieved through small but consistent steps taken during alumni meets. These efforts have culminated in a significant milestone for the institution, nearly succeeding in bringing together all its distinguished alumni under one umbrella. The college has worked diligently to create a warm and welcoming environment where both former and current members feel valued and connected, fostering a deep and enduring bond of friendship between the older and newer generations.

The journey toward building this alumni association began with a clear vision: to reconnect with the college's alumni, many of whom have gone on to achieve great things in various fields, and to reintegrate them into the fabric of the college community.

Each alumni meet has played a crucial role in this process. These gatherings have not only been social events but also platforms for meaningful exchange. The new generation of students has taken the initiative to care for and honor the alumni, understanding that their contributions and experiences are invaluable assets to the institution. Students have gone above and beyond to ensure that alumni feel appreciated and respected. In return, the alumni have enriched the lives of the current students by sharing their experiences, offering guidance, and providing mentorship. This exchange has proven to be mutually beneficial, with students gaining insights and advice that will help shape their future careers and personal lives.

The support provided by the alumni has extended beyond words of wisdom. They have contributed in numerous ways, including sharing their professional knowledge, offering career guidance and donating books. These contributions have been instrumental in enhancing the academic environment and providing opportunities for students who might otherwise have been unable to afford them. The alumni's willingness to give back to the college reflects their deep sense of loyalty and gratitude towards the institution that played a significant role in their formative years.

The insightful comments from former students have also had a significant influence on the college's strategic direction. Their advice has shaped subsequent initiatives, helping to benefit multiple divisions and match objectives with the demands of the contemporary world. As a result of this partnership, new projects, programs, and enhancements have been developed to satisfy changing societal and employment needs.

In the 2022-23 session, the college enthusiastically organized formal alumni meets in some of its departments, further strengthening the connection between the alumni and the college. This move was not just symbolic but also a practical step towards creating a sustainable and long-lasting relationship between the institution and its former students.

Building on this achievement, the college has been aggressively pursuing the establishment and registration of a central alumni association as of late. This central body will act as a unifying factor. The objective is to successfully integrate the generations who have come before and create a legacy that will benefit the college for many years to come.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The College's mission, "Vimuktascha Vimuchyate" is taken from the ancient text of Kathopanishad, quoted from original Sanskrit word denoting a Karmic notion of work towards emancipation. In tune to the mission, the Vision is set "Making an Enlightened, Informed, and Confident Local Community". The essential ethos of "Karma" or work, an ingrained value of Indian Consciousness, is followed for gradual human upliftment along with the local communality chosen as its target society. College administration remains keenly aware of its mission and vision and ventures as intervening agents towards inculcating coordination and cooperation deemed as central cohesion and interface of the Institution with its local community.

In 2023-24, our Institution conducted various meetings on NEP curriculum under CCFUP via academic subcommittee and IQAC cell to implement the rules and regulations established by the University of Burdwan. The computer Laboratory has been renovated and re-located to conduct the Multidisciplinary classes of Computer Science as well as a smart class cum auditorium has newly been set up for conducting Vocational Training, as incorporated in NEP curriculum.

The College authority informed the C.S.C and B.C.W., W.B., with all updated documents and evidences towards timely filling-up its vacant posts and accordingly the same was filled up during in 2022-23 mostly which provide necessary support for classes as required by the NEP curriculum.

To meet the requirement of classes under the CBCS-NEP, new class rooms have been constructed and the existing ones have been renovated. The science laboratories including geography, economics, physical education, defense studies and commerce are also upgraded on a year on year basis to facilitate the students while the central library was equipped with required books to fetch students' needs of the new syllabus. These steps have helped towards attaining sustainable development. The departments are clusters at different standalone buildings whereas the newly constructed administrative office is at the centre for well-communication and administration. Decentralization of the college has effectively assisted these cluster arrangement of the departments.

The different subcommittees of the College have carried out their functional activities throughout the academic session as per the action plan and budgeted fund allocation. The IQAC monitors the operational activities over the session and prepare a report at the end of the session to analyze any variance from the plan of action so set.

The respective departments have counseling cells with departmental teachers while parents are welcome to visit the counseling programme and address the issues.

The institution conducted environment audit, green audit, academic audit and gender equity audit to evaluate whether the College is achieving sustainable environment for academic excellence. The College placement cell is also functioning at its full gear to place the students.

The institution co-shares the college playfield with local boys and the primary schools in the immediate vicinities for holding sporting events. Teachers' representatives and teachers of the different sub-committees work as vital links between the staff, students, and college administration communicating the need and influencing the decision-making of the general stakeholders which are reflective of the local sentiments.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The vision, mission, short-term and long-term plan, policies and objectives of the College are directed towards enlightening the people of the local rural region of West Bengal in general and the Hooghly District and its neighboring other districts like Purba Burdwan, Bankura and etc in particular and empowering them to participate in the worldwide activities in the present age of liberalization, and globalization. The College authority dreams that the local people should go global. Accordingly, the College Administration formulates its action plan and strategic policies within the limitation of financial budgets and tries to achieve its yearly goals in the short run so as to attain its objectives in the long run. The motto of the Teachers and support staffs of the college is that we please to serve the society and thereby, making our students the front runner in the society.

The Institutional perspective plan is to impart knowledge to the students with regard to the UG Syllabus and thereof, to achieve the plans. The activities are determined with regard to financial limitation on a year-on-year basis. The management allocates the funds respectively according to the yearly functional activities such as Infra-structure development and maintenances of its library books and allied services and instrumentation like computer hardware and software purchases and their maintenances, supporting the *Nature Club's* expenditure, the *Women Cell's* expenditure, Placement Cell expenditure, College upkeep and repair & maintenance expenses, Laboratory expenses (both capital expenditure and revenue expenditure). These amounts are utilized during the subsequent academic years and accordingly the college is reaching new heights every year. Since the college is a Government-aided College and affiliated by the University of Burdwan, so there are certain limitations regarding appointing of the

teaching and non-teaching staffs, administrative hierarchy, promotional perspective, administrative set-up and formation and amendments of service rules. There are also restrictions regarding hike in fees of the students as it is a rural college and majority dwellers are financially weak. Instead, the college has to provide concession in fees and utilized the students' aid fund for supporting the students financially.

The College prepares a plan of action prior to the commencement of each academic session where the routine activities of each department, cells and sub-committees are indicated. The requirements of infrastructural development, maintenance and up-gradation of natural environment of the College, requirements of Library books and laboratory ?qu??em?nt, necessity of faculty exchange programs, seminars and workshops are determined before the academic session backed by available financial resources as allocated in the budget. The programs and activities are carried out under the directions of the Departmental Heads / Convenors of the different Sub-committees and cells and also monitored by the Coordinator, IQAC Cell. The achievements and lacunas are discussed in the members meeting.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution is a Government aided College and the monthly remuneration, bonus, promotion, placement, superannuation, etc. of the teaching and non-teaching staffs (except those of the casual staffs) are followed by the College according to the career Advancement scheme (CAS) as led down by the Government of West Bengal and the University Grants Commission (UGC) as well. Though there are certain limitations regarding performance Appraisal system in the College but still the Institution has effective welfare measures for its teaching and non-teaching staffs and the avenues for their career development or progression. To achieve the promotion and placement benefits, of individual Staff, there is a Promotion & Placement Cell in the College. The members and Convenor of the Cell keeps proper track of individual staff so that they can get their promotional benefits from the Government in due time. The Cell prepares all paper works in respect to the career advancement of individual staff and place those before the authority for its recommendation towards ratification by the Government. The IQAC Coordinator takes due care regarding the tasks of preparation of fixation papers and arrear salary, claims of any staff getting promotional / placement benefits.

There are also Service Book preparation Sub-committee and Leave sub-committee which prepare all relevant papers and provide documents in respect of any staff getting superannuated so that he/she may get all retirement benefits (including Provident Fund contributions, Cooperative settlements and Leave Salary) promptly after retirement.

The College authority, provide support by granting study leave for attending Faculty Induction Programme (FIP)/Orientation Programs (OP) and Refresher Courses (RC), Summer School Programme, Winter School Programme, Faculty Development Programme (FDP), Short Term Course Online / Offline etc in due time so as to acquire their promotional benefits smoothly. The State Aided College

Teachers (SACT) are allowed to attend 6-months duration Ph.d. Orientation Course Work for acquiring their PhD degree while in service. The SACTS who have qualified the NET/SET exams are duly forwarded to the Government for increasing their monthly remuneration in due time.

Most of the departments are provided with standalone computer desktop and /or laptops with uninterrupted internet connection so as to facilitate the individual teachers to carry out research work, publications and minor research projects (MRPs).

The Teachers those are eligible associate professors applying for the post of Principal are provided with 'no objection certificates' from the College authority which serves as an avenue for their career progression.

The College authority inspires the teachers to participate in seminars, workshops, etc. and to be a part of faculty exchange programmes.

The permanent non-teaching Staffs are also facilitated by fulfilling their promotional benefits in respect of 10 years and 20 years of service apart from all the other pre- and post-retirement benefits.

The casual non-teaching staffs are paid on daily basis and their daily wage rate is revised from time to time. The casual Staffs are paid from the college fund and it is difficult to meet their actual need.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 37.1

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
9	21	50	13	12

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
14	15	15	16	16

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College has well-planned process for mobilization of funds and resources. It involves various Committees, Departmental Heads and Cash & Accounts office and follow the rules for usage of funds and utilisation.

Resource Mobilization: The students' tuition fee is the College's major source of income while its 50% is remitted to the W.B. state Government and the rest is used by the College. Excess funds under heads like development funds are invested in the College Cooperative and this results in earning a yearly interest. Sometimes the State Government and Central Government provide funds for specific purposes, and these are specifically utilized, audited and utilization certificates are sent to the fund granting agencies. The College Alumni contributes either to the College or to particular departments for purchasing some utility equipment. Sponsorships are sought from individuals and suppliers during cultural and sports events.

Utilization of Funds: The Finance Committee discuss the items in financial budget and recommend it for getting sanction from the Governing Body. After sanction, the budget is implemented by the Cash & Accounts Department. The Purchase sub-committee strictly follows the Government Policy regarding purchase of any item and it floats tenders and seeks quotations from vendors for purchases like Books, Equipments, computers, etc. and after scrutiny, the work order is placed to the least price bidder without compromising with quality. The final payment is made after recommendation from the Bursar. The Principal, Bursar, Finance Committee and Purchase sub-committee along with Cash & Accounts Office ensure that the expenditure are made according to budget. Governing Body intervenes in case the expenditure exceeds the budget.

Resource Mobilization Policy and Procedure: Ahead of the financial year, the Principal, Bursar and IQAC Co-ordinator prepare the financial budget for the College. It includes recurring expenses like remuneration of casual non-teaching staffs, College upkeep expenses, repair and maintenance expenses, electricity and internet expenses, printing and stationary expenses, Travelling expenses, meeting expenses, etc. It also included capital expenditure for Laboratory Equipment, Furniture, Library Books, Computers, infrastructure development expenditure, etc. The Budget is scrutinized and approved by the Finance Committee and sanctioned accordingly by the Governing Body. Statutory auditors engaged by the Department of Higher Education, W.B. certify the financial statements every year and it includes the grants so received from the Governments.

Optimal Utilization of Resources: Effective utilisation of infrastructure is ensured through internal audits of class and laboratory activities. Academic audit ensures encouraging use of innovative teaching-learning practices. Its physical infrastructure is optimally utilized beyond regular College hours to conduct doubt clearing classes, cultural activities, NCC and NSS camps, games and sports. The infrastructure is also utilized as examination Centre for various Government examination, for election purpose and for service to locality during natural disaster like flood, pandemic, etc. The College play ground is utilized by other nearby schools and Panchayet to conduct sports and games on yearly basis. The College uses its agricultural land and ponds to earn at lease income. The College garden also generate a little income out of selling its fruits.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has been facilitating initiatives for quality enhancement at this College ever since its inception. The cell is playing a pro-active role in inculcation of quality culture among the academic community of the College. In this direction, it is coming out with new ideas / alternative proposals for the continuous improvement of institutional processes.

Routine activities like Departmental seminars, workshop, and cultural programme, prize distribution of the Departments, Cells and sub-committees have become a regular feature in the daily operational activities of the College.

By allocating budgeted funds from the College's own earnings on a yearly basis has helped to enhance laboratories (including Physical Education and Defence Studies Departments) with required modern equipments and upgraded the books in the library, according to the revised syllabus under CBCS and NEP. There all occurred under the aegis of the IQAC of the College.

The IQAC of the College tried for a long time to equip the departments with at least one ICT enabled classroom. Some departments are facilitates with such equipments but due to lack of funds all the departments requirement cannot be fulfilled.

The IQAC Co-ordinator recommended the name of the Teachers for undergoing Orientation programmes add Refreshers Courses and accordingly, and the Principal issued no objection certificates and thus, helped development of Faculty developmental activities.

The IQAC put immense efforts to decentralize the departments over the campus of the College and formation of a new administrative office for better functioning of the College. With budgetary allocation and support of the College Infrastructure Development Sub-Committee and positive steps of the Principal, such performance is achieved with the College's own funds.

The IQAC meets the library sub-committee and placed a proposal to the College authority for up gradation of the College software and presently, the Library is performing its activities smoothly.

In the recent past, a separate hall has been allotted for Computer Laboratory. Several new computers were also purchases to form a Computer-hub. New quest faculties are appointed for learning teaching the students some basic languages required for job-market. This helped the Placement to help several students to get recruited.

The IQAC took a pivotal role to engage some professional trainers for some vocational courses which is running smoothly.

During the pandemic, the IQAC of the College organised several National and International Webinars with the support of Library sub-committee and IT Cell where all teachers and students participated. Several faculty exchange programs were also held for benefiting the Students during such crucial period.

Under the guidance of the IQAC of the College, on-line classes were implemented during COVID-19 lockdown period so as to keep the students in touch with higher studies.

Apart from statutory financial audit, the IQAC took the effort to conduct Academic audit, Green Audit and Gender Equity Audit of the College so as to check the quality of the College performance.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Women's Cell of our College envisions a campus community where every woman feels empowered, supported, and valued. We strive to create an environment that fosters gender equality, respect, and inclusivity, allowing women to thrive academically, professionally, and personally.

The mission of the Women's Cell is to promote gender equity and create a safe and supportive campus environment for all students, faculty, and staff. Through education, advocacy, and support services, we aim to raise awareness about gender-related issues, address discrimination and harassment, and provide resources and opportunities for personal and professional development. Our goal is to empower women to achieve their full potential and contribute positively to society.

The institution carries a large rural catchment area of the western part of Tarakeswar block, Hooghly. It caters the educational needs of rural students with a special focus on the girls. Unfortunate though the rural teenage girls till often experience social injustice which is inherent to the system. The most vulnerable members of society are women and children, but if nurtured well, they may also be powerful forces for social mobilization. The process of eradicating stereotypes is recognized as a challenge by the Women's Cell of our institution, and its aim has always been for establishing parity between genders.

In order to address gender issues and promote gender equity, Rabindra Mahavidyalaya is dedicated to ensuring the welfare of its staff and students on campus. The Women's Cell, Grievance Redressal Cell, Anti-Ragging Cell and Internal Complaints Committee are three of its active organs for promoting gender equity. By engaging students in a variety of cultural and social outreach programmes while our institution actively works to expand the boundaries of opportunities our aim is also to create spaces that foster a gender-neutral atmosphere.

Our hope is that of raising institutional awareness about the urgency of achieving gender equity but also inspire actionable strategies for change at individual, organizational, and societal levels. The final vision is of embarking on a journey towards a world where every person, regardless of gender, can live, work, and thrive with dignity and equality, and for that institutional policies and action are the import spade work for accelerative ideas to take root.

There are mainly three cells and a committee functioning in our college to maintain gender equity. The first of these is the Women's Cell of the college. The Women's Cell is to advocate for gender equity and empowerment by raising awareness, providing support, and implementing initiatives that address the unique needs and challenges faced by women in our college community. We strive to educate and inspire

female students to become agents of change, fostering determination and resilience in the pursuit of women's empowerment. Through collaboration with other cells and committees, we aim to ensure that the advantages and disadvantages, particularly those affecting girls, are given the attention they deserve, fostering an environment where every student can thrive.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Through the celebration of national and international commemorative days, national festivals, NSS and NCC activities, Rabindra Mahavidyalaya usually takes a number of initiatives and efforts to provide an inclusive environment. By celebrating commemorative days like Independence Day, Republic Day, Youth Day, and Netaji's birthday, the institution's NCC unit emphasises the values of religious tolerance and communal harmony as upheld by these inspiring figures. These activities are implemented by bringing together teachers and students from diverse backgrounds on a single platform to foster an inclusive environment. These exercises promote peace and tolerance towards differences in language, geography, culture, and other aspects of community social and economic life.

The departments of Bengali, English, and Sanskrit are used as the medium of instruction for the subjects taught in these Departments. The esteemed faculties of literature encourage students to write creatively and to speak those languages when conversing. By celebrating Sanskrit Day and publication of 'Agochori' in Sanskrit language, by celebrating *Sarodotsab*, and publication of wall magazine 'Parna' on this special occasion, and also of *Antorjatik Matribhasha Dibas Smarak Sankhya*, the departments cultivate diversity of languages.

Events like Rabindranath Thakur's birth anniversary, celebrated in *Pnochise Baishakh*, and his *tirodhan tithi* observed in *Baishe Shrabon* by the Cultural Sub-Committee boasts an inclusive environment. Every year, the institution celebrates *Basanta Utsab*, which serves as a forum for promoting harmony and tolerance towards the cultural diversity. Students' cultural forum is hosting Saraswati Puja on the college

campus in an effort to promote local cultural traditions. The Women's Cell, and Nature's Club units of the institution perform community tasks essential to foster an inclusive atmosphere.

To encourage inclusivity, our organisation also hosts science exhibitions and a drawing competition for children from nearby schools. Providing psychological counselling to students to address their mental health immediately following the COVID-19 pandemic and showing compassion to the canteen staff during the lengthy closure of the school during this period are two examples of how inclusivity is upheld. By creating a barrier-free environment with a ramp and a *Dibyagyan* washroom for students with physical disabilities, the College sets an example for upholding equal opportunity on campus.

Events such as the Welcome Ceremony, which serves as an induction program for recently admitted students, and the Farewell Ceremony, which is a customary practice for all college departments, offer a forum for communication between incoming and outgoing students. The institution's cultural legacy is imparted to newly accepted students through this activity.

Our country's future lies with its students. They are the actual strength that facilitates a nation to flourish. Any educational institution has the obligation to arrange this strength so that each constituent unit can stay focused on its function and aim; reach its full potential; and strengthen its ability to handle the demands of the nation. The main objectives of this mission are acceptability, accountability, and responsibility. Some of the initiatives of the institution include inculcating Democratic Value, instilling social values in our students, building National Values, and Responsibilities, developing an environmental ethics mindset.

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

7.2 Best Practices

7.2.1

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

Response:

Developing Mental Health and Social Awareness for current generations in the Post-COVID Period

During the COVID-19 pandemic and lockdown, adolescents experience short-term as well as long-term psychosocial and mental health issues. The case of our College students is not an exception. Numerous vulnerability factors, such as developmental stage, educational attainment, pre-existing mental health condition, socio-economic disadvantage, or confinement due to infection or fear of infection hugely affect the pupils. Such outreach activity is aimed at educating our students on essentials of mental wellbeing and social awareness in facing stressful situations in the pandemic era.

The purpose of this outreach programme is to inform our pupils about the fundamentals of social awareness and mental health in the face of stressful circumstances during the pandemic age. Teenagers who are in lockdown or are affected by the COVID-19 epidemic may have both short-term and long-term psychological and mental health problems. Our college students' situation is not an exception. There are many vulnerability variables that have a significant impact on students, including developmental stage, educational attainment, pre-existing mental health conditions, socioeconomic deprivation, and isolation due to infection or fear of infection.

Keeping their present mental health condition in mind, our institution has organized a programme titled *“Developing Mental Health and Social Awareness Programme for current Generations”* just after reopening of the College under the aegis of the Internal Quality Assurance Cell (IQAC) and Women’s Cell of Rabindra Mahavidyalaya in collaboration with WHY (Wellbeing and Happiness for You), an independent and non-profit making Organization accredited by The National Council of Education, Bengal (NCEB) addressing the social and cultural backdrop of mental health and developing timely social awareness about the challenges posed by the Covid-19 pandemic in a series of one-to-one counselling. The programme holds out a unique promise by opening the door of ‘well-being’ for the students in the very midst of ‘ill-being’ and by helping them access mental health support services completely free of cost for developing healthy habits and mechanism to cope up during the time of crisis. This support system was found out as something exceptional and an event hardly perhaps only rarely if any organized by other academic institutions.

The programme started only with 5 college students in the previous academic session though very soon its good-effect spread among the other students by manifest beneficiaries as also by the constant publicity of the teachers resulting in a number of students (twenty-six) enlisting their names in the programme as counselee. In the session 2022-23, the programme continued via offline mode. Feedback was taken after each session very carefully and always maintaining the confidentiality. After four months, 3 students found themselves as benefited from the session, of which four students continued up to eight free sessions for satisfactory recovery.

It is pertinent to note here that the programme carried very tiny ratio of male students as only three participated in the programme while girl students constituted the majority of participants.

It may be concluded that for the first time the mental health counselling programme reached its target to a great extent. It clearly indicates that the barrier of psycho-social stigma could be dealt with tactfully as pupils are made to become aware of the fact that mental illness is treatable and recovery is possible.

Promotion of financial empowerment of girl students

An initiative to promote financial empowerment among the girl students of the institution is included as another best practice of our institution. It is very important to promote Gender Equity in the education system as Gender-equitable education systems empower girls and boys and promote the development of life skills, like self-management, communication, negotiation and critical thinking that young people require to succeed. The Food and Handicraft stalls organized by the students in the Golden Jubilee are a perfect execution of perceiving financial empowerment by the students, especially girls. The students were introduced to an exercise of financial planning, savings, and expenditure providing them exposure to financial empowerment in the process of organizing this event. Financial Empowerment is not only limited to means of earning, rather it indicates the control of finances a person or an individual exercises in his or her own life. Being financially healthy is not just about having enough money to cover one's

expenses - it is also about feeling emotionally at ease with their finances. Hence, one of the core priorities of the teachers should be to prepare students to shape meaningful careers and thrive in a fast-changing economy. Part of realizing this vision is equipping students with financial competence and other critical life skills like they need to make informed decisions and access better opportunities. Through these efforts, teachers should support young people in learning fundamental elements of the financial world, such as saving money, budgeting, investing, managing debt, evaluating risk and reward, and developing basic entrepreneurial skills. Through such learning, the teachers also help students to develop the motivation and confidence for lifelong learning and problem-solving.

In the Golden Jubilee celebration spanning four long days - 8th November 2022 to 11th November 2022 - both the male and the female students of our College set up food and handicraft stalls. The success rate of the stalls was immense as all the students were reported to have made profit in this process. They were very happy in the end since it gave them a sense of financial empowerment and an assurance that they can earn through alternative methods and government jobs are not the only source of finding jobs or means of earning. This event increased their confidence and belief in their ability to focus on their passion and earn through it. It was open to all hence most of the people from the community of adjacent villages joined the event and enjoyed it a lot. They visited the stalls of the students and bought handicraft articles as well as also food from stalls. It was a beautiful amalgamation and inter-mixing of the community people and the students and teachers of the College.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

We are pretty often in the habit of mentioning that Tagore the visionary provided us the aspiration of Higher Education with his grand, cosmopolitan dream of an essentially inclusive and assimilative learning which is continuing to sustain us. Luckily, the lush and verdurous rural campus in the lap of Mother Nature remains to be a perfect setting within which the growth of mind and body coordination takes place while working a way through a curricular framework. The college buildings are mainly situated surrounding a centrally located pond lending both ecological health and optical delight for all stakeholders. The main Gangetic tributary of Damodar in Hooghly flows through Champadanga and nurtures the locale of Champadanga with its alluvial fecundity. The agricultural character of the place thus allows for a spirit of nurture to overlay its atmosphere which we consciously inculcate and practice in our college. We adapt and gear up many of our institutional policies with a view to sustaining our

campus life that pulsates within the embrace of Nature. Environmental sustenance that promotes the overall health of the stakeholders defines our distinct thrust and we tend to do it in ways that act as a buffer against depletion of sustainable resources. For example, the college has a Green sub-committee and under it, a Nature Club, that are specially assigned with the task of acting as a Nodal agency that devises plans and programmes from time to time so that continual improvement keeps on taking place as far as the inner and adjacent environments of our Institution are concerned. We believe in the process of augmentation and thus we encourage our NSS, NCC and even some departmental wings to put gardening into practice. Purbasha Eco Helpline Society (PEHS) of Sundarbans, with whom we already enjoy a MOU, has gifted us some mangrove saplings which we plan to use as an experimental patch for future sustenance and possible revenue generation. Following advices from our Academic Audit, we already have dug two wells in a lowland parcel so that groundwater gets recharged, especially during the rainy season. Taking a cue from PEHS, we have set up some earthen nests in the branch of some trees within the campus and it is made sure that students of various departments take part in setting it up. A request has already been sent to our local bank, Punjab National Bank for setting up an urban garden adjacent to our Auditorium-Cum-Smart-Class building as part of the bank's ongoing social extension project. This marks our commitment to strengthen our ecological health that we have as a natural gift. Additionally, a Government plantation programme with a social message, "Ek Ped Maa Ke Naam" (one tree in the name of the mother) through the Botanical Survey of India (BSI), Shibpur, Howrah has been initiated. This is aimed at improving campus and local environment. Participating students are to bring and dedicate the well being of the planted sapling in the name of their mother and aim to prevent mindless developmental works that go on in the name of urbanization. The rising need of organic farming has encouraged the college to construct a pit for storage of natural waste to produce organic manure by vermicomposting. The medicinal garden of our college has a number of rare and big trees. We believe this garden would act as a reservoir and help in sustainable research of medicinal properties of these plants and add to human welfare in near future. Other than our distinctive attempt in maintaining this environmental order, we highlight some other distinguishing features that lend a special character to our institution:

1. From the days of its inception our college, that started with a handful of students enrolled for the general course in Commerce, we came a long way and have introduced Arts and Science streams as well. Other than basic subjects with Honours and General, now 4 year and 3 year Major respectively, we boast of an applied subject like Microbiology as a Major subject that came into currency and popularity pretty late.
2. The college has been conducting several initiation programmes. Women's Cell has initiated many programmes aimed at generating gender sensitivity and gender equity including setting up of food stall or displaying and selling home-made articles and wares as a possible means of empowerment among girl students and women stakeholders. Events for financial literacy has been arranged for both staff and students where girls were especially encouraged in understanding about proper budgeting and investing as a stepping stone to their future growth. Many students have got jobs through the timely initiative of our Placement Cell.
3. Covid 2019 has left its indelible mark on the student psyche. Added to it, the stress of daily life and its uncertainty have impacted young minds with psychological problems which we may remedy through counselling. The Women's and Wellness Cell, of the college have been arranging for counselling sessions, especially for the students, for providing mental healing. A WHY had been roped in for conducting those professional sessions through online mode. The responses were more than satisfactory.
4. Apart from these, our Institution consciously attempts to preserve local heritage of the intangible kind. Our Heritage Cell comprises of dedicated team members who keep on guiding and encouraging students about the need of preserving the old as also the contemporary that have a

lasting value. Recently a girl student of ours was awarded with the winner's prize at the national level (prize received at New Delhi) by INTACH, a heritage organization based in India but with an international acclamation. So, localized culture and its heritage endows us with an opportunity for broader linkages.

Hence, we try our best to transcend our usual rural disadvantage and take thereby the best possible measures with our best intent for a healthy, ameliorative growth of the stakeholders. We thus incorporate that 'World in a grain of sand' as we try to go for the macrocosmic possibilities within the microcosmic scope of the college.

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

5. CONCLUSION

Additional Information :

With a view to creating a balanced educational system, we put a priority on academic excellence in combination with physical well-being and cultural activity. Pursuit of an appropriate policy as emphasized by NEP, is sure to produce essential life skills that help students to grow into a healthy and mature adult and for some, to even become a leader. Some of the aspects of our institutional effort are thus stated below:

1. The introduction of the CCFUP, by the affiliating University, BU from 2023-24 session has resulted into upgradation of Physical Education as a General Course to Physical Education and sports as a 4- year Major Course. We offer subsidy in admission and examination fees for students showing sporting prowess. This we intend as a positive incentive for students and as a necessary complement to an only academic approach.
2. In January 2023, we had the honour of organising the District Sports Meet as approved by the DPI, HED, WB. Display of sporting talent at the district level, our participation and hosting, exchange and bonhomie marked the event.
3. Over the years our students have excelled as achievers in various District level, State level and National level University Meets. This includes team games as well as individual events. In football and kho-kho as also in Runs, Broad Jumps, Javelin Throw, Discus Throw and Shot Put our students continue to show their mettle.
4. Music, dance, drawing, craft, science models, quiz competitions are the several areas that we promote as a way of lessening the drudgery and stress of an academic curriculum. The Golden Jubilee Celebration in November 2022 remarkably showcased our cultural side. We continue to collaborate with other agencies to augment the cultural core as students from adjacent schools are also invited to take part.
5. The digital platform is counted as an eye- opener and we are planning to rope in academicians or experts of great repute to facilitate multifarious learning as part of NEP while VIDWAN or SWAYAM enrolment could be good options for faculty.

Concluding Remarks :

The College tries to stay academically sound with several initiatives taken towards curriculum innovation and enrichment with regard to Value Added Courses and Vocational Courses, innovative teaching-learning practices and also by trying to provide more ICT enabled classrooms and digital learning processes, student's feedback system, continuous internal assessments and evolution of semester based results, addressing grievances, etc. The college promotes performance and encourages constant evaluation, provides impetus for the research work for faculty development and students' project work. The Institution gives potential thrust for infrastructural development, students' support and progression, community engagement with its limited financial resources. It adopts different strategies towards implementing ideas and plans for achievement of Vision and Mission. The governance and leadership of the institution promotes institutional values that facilitate the creation an abiding of value system which benefits the stakeholders at large. The functioning of IQAC results in the achievement of excellence in the quality improvement, providing value education for the students.

In the recent past, knowledge has become a globally standardized product and issues of quality assurance of knowledge through imparting education in an academic institution have been amplified. Disseminating quality education with all round development of the student is a vital aspect of the colleges' Mission ensuring that knowledge and learning opportunities reach out to a wider range of local community. Through various teaching-learning methodologies and community engagements, Rabindra Mahavidyalaya strives to make education accessible and impactful. The emphasis on producing globally competitive, ethical and socially responsible human resources reflects the colleges' commitment to preparing students for success in future and thereby serve the nation. By fostering a sense of ethical responsibility and social consciousness, the college aims to produce graduates who can contribute positively as nation building partners and excel in their chosen fields. A smooth and regular flow of Government grants, appointment of sufficiently required teaching and supporting staff and more employment opportunities in the society is the desirable asking of ours so as to serve the community better.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 119 Answer after DVV Verification: 119</p> <p>Remark : DVV has already considered HEI Input</p>																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made necessary changes</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>340</td><td>395</td><td>416</td><td>435</td><td>372</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>340</td><td>395</td><td>416</td><td>435</td><td>372</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1112</td><td>1112</td><td>1112</td><td>992</td><td>992</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1002</td><td>1002</td><td>1002</td><td>992</td><td>992</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	340	395	416	435	372	2022-23	2021-22	2020-21	2019-20	2018-19	340	395	416	435	372	2022-23	2021-22	2020-21	2019-20	2018-19	1112	1112	1112	992	992	2022-23	2021-22	2020-21	2019-20	2018-19	1002	1002	1002	992	992
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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1112	1112	1112	992	992																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1002	1002	1002	992	992																																					

Remark : DVV has already considered HEI Input

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	49	49	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	48	48

Remark : DVV has already considered HEI Input

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	29	16	15	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	14	9	11

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded publication under UGC care

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	4	4	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	3	4	6	6

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded tree plantation programme, women's day etc.

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification : 59

Answer after DVV Verification: 21

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on invoice of GST bill shared

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16.99110	8.69016	6.93313	15.85421	13.77778

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.26	1.35	1.20	2.09	1.10

Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have considered Repairs and Maintenance Expense on physical facilities and academic support facilities

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112	99	83	77	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	02	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
616	586	598	526	653

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
616	586	598	526	653

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on appointment letter shared

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	2	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	2	2	3

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on qualifying certificate and score card shared

5.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	3	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded inter college award

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	1	3	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	1	3	2

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as events under same date has been counted as one

6.3.2

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

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

Answer before DVV Verification:

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

10	0	0	0	0
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Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and value have been considered as "0" as we have excluded financial support less than Rs. 2000.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 42 Answer after DVV Verification : 42																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table border="1"><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>41</td><td>42</td><td>44</td><td>42</td><td>39</td></tr></table> Answer After DVV Verification: <table border="1"><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>41</td><td>42</td><td>44</td><td>42</td><td>38</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	41	42	44	42	39	2022-23	2021-22	2020-21	2019-20	2018-19	41	42	44	42	38
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	42	44	42	39																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	42	44	42	38																	