



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**RAMAKRISHNA SARADA MISSION VIVEKANANDA  
VIDYABHAVAN**

**RKSMVV, 33, SRI MAA SARADA SARANI, DUM DUM KOLKATA 700055  
700055**

**[www.rksmvv.ac.in](http://www.rksmvv.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ramakrishna Sarada Mission Vivekananda Vidyabhavan is a Government-aided, partly-residential, girls' College, affiliated to the West Bengal State University. Established in 1961, it operates under the auspices of the Ramakrishna Sarada Mission and is dedicated to the holistic development of girl students, providing them with quality education rooted in the values of morality, character building and social responsibility. Nestled in the heart of Kolkata, the sprawling College campus constitutes of multiple academic buildings, a central library, in-campus hostels, an auditorium and a shrine. Internet-based technologies and modern facilities are used in administrative and academic operations.

With an 'A' rating by NAAC (2nd cycle, 2016), the Institution was a recipient of the RUSA 2.0 Infrastructure Grant.

The College offers UG courses in 14 disciplines and a PG course in Philosophy. Following its ideology, the College provides scholarships and financial aids to support students from economically disadvantaged backgrounds. Merit-based scholarships are also available to recognize and reward academic excellence. Every batch has University toppers and the over-all pass percentage is almost 100.

There are a number of professional courses like Hospital Management, Psychiatric Counselling, Anchoring, and GIS-Remote Sensing and Application. The Placement Cell works to connect students with potential employers, providing assistance with job placements and career guidance.

A unique feature of this College is its intensive Value-Education Programme, which aims to instil a strong understanding of cultural and religious diversity and moral values in young minds. Co-curricular classes such as Computer Education and Spoken English and extra-curricular classes like Yoga, Sports, Art, Music and Dance are part of the routine. These, along with the on-going outreach activities, help nurture and strengthen the physical, intellectual and spiritual faculties of students.

The Institution boasts of a highly-qualified and dedicated faculty. Research is a significant part of the teaching-learning environment. The College regularly hosts academic talks, conferences and workshops while the faculty contributes to the critical scholarship through doctoral studies, paper presentations and publications.

Through its comprehensive educational programs and emphasis on holistic development, the institution continues to uphold the ideals of its founding figures and make a lasting impact on society.

### **Vision**

The college is founded on the philosophy of Sri Ramakrishna Dev, Sri Maa Sarada Devi, and Swami Vivekananda – the “Holy Trio” behind the entire Ramakrishna –Vivekananda movement and the establishment of the Sri Ramakrishna Sarada Math and Mission. The inclusive philosophy of Sri Ramakrishna Dev, whom Romain Rolland hailed as the “Symphony of India”, acts as the guiding principle behind the VISION of the college. Sri Ramakrishna Dev’s teachings lead one to look inward, and enrich one’s inner self through knowledge, love, compassion, sacrifice, fellow-feeling and openness. The end of knowledge, according to this

leader, lies in the amalgamation of external knowledge and internal richness, thereby perfecting the potentialities already existing in them. Following the patron saint, the college recognizes the significance of integral and holistic education tempered with compassion, conscience and competence.

Sri Maa Sarada Devi, the spiritual consort of Sri Ramakrishna Dev, was the source of inspiration and strength of Swami Vivekananda and the young monks who sacrificed all material comforts in pursuit of their ideals, and founded the Belur Math. In addition to her strong presence and guidance that held the institution together after Swami Vivekananda's untimely demise, she was also known for her silent support for the nation's struggle for independence and women's upliftment. The iron-will, practical wisdom, and compassion for the suffering masses, particularly women, of Sri Sarada Devi, "Maa" to all her followers, also acts as the dominant ideology behind our VISION of uplift and empowerment of women through education.

Finally our VISION is to fulfill our patron saint Swami Vivekananda's dream of an ideal nation steered by empowered women - self reliant, responsible, informed citizens who will act as harbingers of change. To give shape to this vision, the institution, with its legacy of leadership in the education and uplift of women, continually reaffirms its commitment to offer an academic and intellectual experience that foster independent thought and responsible action, as well as self learning and introspection.

## **Mission**

The stated MISSION of the college is:

1. To enable each student to develop her full intellectual potential through a focussed, yet extensive academic experience
2. To provide an active, unrestricted and enriching learning environment conducive to critical thinking and discernment
3. To offer students scope for vibrant co-curricular and extra-curricular activities leading toward holistic growth
4. To foster in students a sense of social responsibility and sensitization towards societal, ethical and environmental concerns, through participation in various outreach and welfare activities
5. To prepare students for the challenges of an increasingly competitive professional world by offering various opportunities for self growth and competence in new domains of knowledge and research through skill based and career oriented trainings, including vocational trainings
6. To foster in students a sense of tradition and culture, and an inclusive national identity that is secular and multicultural, through knowledge, respect and tolerance of all cultures and religions
7. To provide a value based and inclusive environment upholding core institutional values of unity, diversity, inclusiveness and humanism
8. To create sensitized and responsible future citizens of the world with a focus on environmental sustainability, pledging a greener and cleaner world
9. And finally, to provide the training and confidence to students to emerge as leaders charged with new ideas and the capacity to make a difference.

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

### **Institutional Strength**

#### **Strength**

Environment—serene and peaceful, free from political interference or campus violence.

‘Green Campus’ with Medicinal herbal garden (*Jeevak Udyan*) and unique ‘Urban Forest’ (*Naimisharanya*) within the campus, causing considerable impact in carbon neutralization in the locality

Disciplined, ragging- free atmosphere, conducive to all round development of students and allowing teachers to optimize their performance.

Safe, healthy and affordable hostel facilities, supervised by monastic members. Highly subsidized for the economically under privileged.

Well stocked fully automated Central library

Qualified and dedicated faculty, with strong commitment to the Vision and Mission of the institution. Close student- teacher bonding, both at the departmental level and between ward and teacher- mentor, helping the former overcome the usual initial hurdles, academic and personal.

Consistently good results at the university exams, almost cent percent success rate, regular university rank holders. Negligible or no dropouts.

Active Placement Cell – regular career counseling, campusing and substantive placements.

Well planned value added and professional courses offered regularly

Vocational Courses to supplement curricular activities

Tradition of strong and well-structured value education and motivational spiritual training imparted by senior monastic members following the ideals of Swami Vivekananda, Sri Ramakrishna and Sri Sarada Devi.

Active participation of students in numerous outreach or community service programmes including NSS, carried out by the institution helps inculcate a sense of social responsibility and commitment

Academic environment and library resources conducive to faculty research. Research Cell active in facilitating faculty research. *The RKSMVV Journal of Human Sciences* provides scope for faculty research publication.

Registered Alumni Association with motivated and active alumni, an important stakeholder in the institutional structure.

Regular parent-teacher-student interaction, both at the informal and formal level.

In house counseling facilities by trained members and faculty of the Counseling Cell

### **Institutional Weakness**

Paucity of funds, resulting in hindrance in infrastructural and other essential developments.

Discontinuance of UGC funds, resulting in discontinuance of regular Remedial Classes

Inadequate teaching and non-teaching staff, several sanctioned posts lying vacant.

Regulatory prohibition of appointment of Guest Faculty has made it very difficult to conduct the stipulated number of classes in departments with inadequate teaching faculty.

Limited scope for excursions and field trips owing to non-availability of funds.

Low student strength, reserved seats not filled up due to lack of qualified applicants. College loses on quality students.

Less scope for innovative teaching and learning, inter-disciplinary exchange, or student research projects due to pressure of syllabus completion within limited time.

### **Institutional Opportunity**

No student of this college has ever had to discontinue her studies owing to financial difficulties. Wide range of financial assistance from the Institution, Alumni Association, other organizations and individual well wishers and donors, apart from available government grants and schemes, allowing every single student to complete her undergraduate education and pursue higher studies and be self-reliant.

Health Cards provided by Matri Bhavan, a reputed women's hospital run by the Ramakrishna Sarada Mission, enables free or highly subsidized health services to students. Students also avail of the facilities of doctor-on-call and the charitable homoeopathic dispensary run within the college premises.

'Srijani' Cultural Club offers regular certificate courses in performing arts and fine arts, in addition to scope for stage performances within and outside the campus.

Large sports field, kho kho and badminton courts, Yoga Centre and Multigym, with college appointed yoga, karate, and sports instructors ensure active student participation in sports meets

A large number of prizes, awards, cash awards, and book grants in place to motivate students to excel. Prizes include those for the best library user, best shrine worker, best all-round performer, and so on, to encourage students' commitments outside the classrooms.

Value-added co curricular courses on soft skills and linguistic proficiency for all students.

Regular extension lectures and special talks arranged by all departments for exposure beyond prescribed texts.

The relatively small student strength provides an opportunity for effective mentoring and monitoring of students belonging to all learner levels which motivates the students to perform better and pursue higher studies.

The vision of the college encourages the students to participate in numerous outreach programmes instilling a sense of social responsibility and commitment.

Hi speed internet access, and downloading and printing facilities during college hours allows students access to e-resources.

College magazine and wall magazines provides platform for student creativity, while the annual cultural fest 'Srijani' in addition to numerous programmes allow students to showcase their talents.

Herbal Garden also serves as an incubation site for innovative student-teacher research on *Ayurveda*, a significant section of the Indian Knowledge System

### **Institutional Challenge**

Filling up of vacant seats due to of dearth of suitable candidates for the reserved seats.

Tendency of students to prefer institutions outside the state, or colleges affiliated to traditional universities like Calcutta University, over a relatively newer university like WBSU.

Motivating students to avail of the facilities offered by the College, or to be involved in co-curricular courses and extension activities.

Inadequate internship opportunities for students under NEP system

Lack of motivation in faculty research and publication

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular Aspects form the foundation of the institutional framework of RKSMVV. As an affiliated college under the West Bengal State University, RKSMVV adheres to the University's guidelines and mandated structure regarding the various courses. However, the institution enjoys the freedom to plan its curriculum aligned to its Vision and Mission, including co-curricular courses and activities. It follows a well-structured system of curriculum planning and delivery. Within the structured framework, RKSMVV ensures faculty members have academic flexibility for effective teaching-learning.

The Academic Subcommittee, consisting of Principal –in-chair, IQAC coordinator, and Heads of departments oversee planning and implementation of curricular aspects. Institutional and departmental Academic Calendars are prepared following the WBSU Academic Calendar.

The faculties follow a well structured departmental time-table and lesson plan, which involves effective curriculum delivery through various and blended methods like chalk and talk, class discussions, online lectures, use of ICT enabled teaching-learning, like PPTs, e-resources, audio-visual presentations, LMS, Google Classroom, WhatsApp, Seminars and Extension Lectures by teachers from other institutions, fieldwork and educational tours, student projects and presentations.

Classroom discussions go beyond the syllabi, including aspects of multi-skill development, transforming students into lifelong learners and innovators.

Curriculum delivery within the classroom incorporates a variety of learning experiences that result in critical thinking, creativity and scientific temper.

Continuous Internal Evaluation (CIE) of students, carried out through tutorials, assignments, mid semester and mock tests, is interwoven within the timetable following a timeline suggested by AC within prescribed WbSU framework.

Internal Assessment (IA) include written tests, power point presentations and term papers.

Students' attendance records are meticulously maintained, and timely warnings are given for making up attendance shortfalls.

To maintain academic flexibility, the college conducts various certificate and value-added courses both offline and online, which are carefully curated to accommodate interdisciplinary cross cutting issues like core human values, ethics, gender, environment and sustainability.

Finally, to secure a balanced academic performance and ambience, a rigorous feedback system encompassing students, teachers, employers and alumni are maintained

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

The college strictly adheres to WBSU guidelines for admission, and to the reservation policy laid down by the Government of India. It maintains utmost transparency in admission (online), assessment and evaluation, and dissemination of knowledge and information.

97% teaching posts are filled up. Excellent student–teacher ratio (1:9) enables close supervision and monitoring, and early learner level identification.

Diverse student demography, varying levels of learning ability and exposure necessitates suitable policies and mechanisms based on learner ability. For advanced students, advanced reference work and research projects are recommended, along with a variety of Add-on and Certificate courses. Bridge courses and remedial/ tutorial classes are arranged for students with academic disadvantages.

Variety of learning methods and experiences, like individual and participative learning, experiential learning, and optimal use of digital resources facilitate effective learning for all categories of learners.

Learning progressions are assessed through class response, assignments, reviews of performance, in formative and summative assessments, and innovative participatory methods. Feedback obtained from Open House Sessions and PTMs help assess the success of the teaching-learning process.

Use of ICT tools is integral to academic and administrative functioning. Use of Smart classrooms, Virtual classrooms, Smart TVs, LCD projectors, Institutional LMS, Google Classroom (Covid period) complement the chalk-and-talk method.

Learning outcomes and methods of evaluation and assessment are made known to students at the beginning of sessions and displayed on website.

PO CO attainment is mapped and analyzed for improvement in teaching-learning methods.

Almost 100% pass percentage and regular university ranks, high percentage of progression to higher studies indicate progress towards the institution's vision of empowerment through education.

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

RKSMVV has been instrumental in encouraging research activities by providing the necessary ecosystem to faculty and students. An active research culture exists in the college, led by the Research and Development Cell. There is provision of seed money for research activities (as Faculty Research Grant). Teachers are encouraged to engage in academic research, and are offered financial assistance for attending seminars and workshops. On-duty leave is granted for attending seminars and field work. Administrative support is extended to the teachers actively involved in Research, 25 teachers have Doctoral degree and 5 teachers are pursuing Ph D. 2 faculty members have research fellowships from IAS, Shimla. 65 books/ chapters/ papers in conference proceedings and 65 research papers have been published in reputed journals, including UGC Care listed ones in the last 5 years. The college has organized 75 Seminars and workshops during the last five years.

The college had taken multiple initiatives to create an enriching ecosystem for innovative projects for faculty and students. It provides infrastructural, technological, and financial support and platform for creation and transfer of knowledge acquired from such innovative projects and skill based courses, providing an opportunity for students to earn while they learn.

Research and publications, events, programmes, seminars, workshops, on varied areas including IKS, IPR awareness are prioritized through cells, committees and subcommittees. A special initiative of the college is to encourage students to develop an interest in and pursue Indian knowledge through the IKS Cell. A rich variety of courses and activities are carried out under its aegis.

Academic linkages and MoUs with around 30 institutions are in place enabling intellectual, infrastructural exchange and resource sharing.

Active NSS units perform community centred activities the year round.

The institution regularly conducts several outreach programmes with students, which involve local women and children. During Covid-induced lockdown, and the aftermath of the supercyclone Amphan, relief materials and mobile data packs and mobile phones worth Rs. 4,00,000 were distributed among 500 unprivileged families from the neighbourhood and affected students.

### **Infrastructure and Learning Resources**

RKSMVV has excellent physical and IT infrastructure that is periodically maintained.

The sprawling 10.52 acre campus houses:

- 2 academic blocks with 36 classrooms, and offices, laboratories and staff rooms.



- 450 seating capacity air conditioned auditorium
- Examination cum lecture hall with 300 seating capacity
- Fully automated Central Library housed in a separate building, using KOHA software (version 21.05.08.000, and offers access to e-resources through NLIST membership.
- IRC with 10 computers offers browsing and printing facilities
- Open sports arena (site for annual sports competitions) badminton and kho kho courts.
- Yoga Centre and Gymnasium with basic fitness training facilities.
- Spacious Common Room, Canteen
- Vocational Training Centre

RKSMVV has adequate **IT infrastructure**, upgraded periodically:

- Classrooms equipped with black/green boards, and power sources for electronic aids
- Every honours department has at least one of its allotted classrooms fitted with a smart TV.
- 2 laboratories with 12 and 10 computers respectively.
- 1 computer centre with 53 computers
- Audio-Visual room
- High speed internet facilities (100mbps), with 13 access points or routers for uninterrupted WiFi.
- Digital cameras, portable LCD projectors and movable screen
- Learning Management System,
- The Geography department uses QGIS, ARC GIS, ARC GIS PRO, GOOGLE EARTH PRO, AGI SOFT, AUTOCAD softwares, while Adobe Pro is used by JMC
- Office software Campus Xpert and ACsoft are used for online admission and maintenance of financial data respectively.

The campus, gates, main building and library are under cctv surveillance. There are CC cameras installed in vantage points for optimum surveillance.

Biometric attendance was installed for teaching and non teaching staff of the college on 02.12.2022. The system is updated periodically, as and when required.

AMCs are in place for annual maintenance and troubleshooting of computer systems, networks and hardware.

It has proper procedures for the maintenance and upgradation of its infrastructural facilities. It is done in consultation with the constituted committees. 15. E-tenders are invited through the college website for all major and minor repair works. 16. MH has dedicated staff including the Caretaker, Electrician, Plumber, Site Engineer, and support staff who work round the clock to carry out instant repairs.

### **Student Support and Progression**

RKSMVV ensures that no student is forced to discontinue her studies due to financial reasons. There are several scholarships, stipends, grants offered. Students are continuously informed and facilitated with the procedures of Scholarships available for them.

Institutional support includes Merit Scholarships, Hostel Fund Concessions, and assistance to needy students from the Students' Aid fund etc. During Covid 40% of the admission fees were reduced for all students. Students also reach for other External Scholarships from organisations like Sarada Math and Ramakrishna

Sarada Mission, Belur Math, Bengali Cultural Society, Bhutoria Memorial Trust etc.

Students avail scholarship through schemes like 'Kanyashree', 'SVMCM', 'Oasis', 'Aikyashree' etc. under the Government of West Bengal and 'Ishan Uday Spl. Scholarship' and 'Central Sector Scheme' under the Government of India.

As its holistic educational approach, the college organises different capacity development and skills enhancement activities for improving students' capability, including Soft skills, Language and communication skills, Life skills and ICT as part of personality development initiative.

Students enthusiastically participate in sports and cultural activities within and outside the college. Many have won awards for outstanding performance in such competitions.

Grievance Redressal Committee exists for the redressal of students' grievances, Admission Committee exists to minimize admission related issues, Examination Committee oversees the entire examination process, as well as addresses any grievances pertaining to examinations and results. For ensuring discipline there is an Anti-Ragging Committee, while the Internal Complaints Committee offers speedy resolutions, free legal assistance and counselling services. Continuous awareness programmes and campaigning against ragging and sexual harassment focussing on policies with Zero Tolerance are organized.

Placement Cell facilitates career counselling and recruitment drives for students. It also apprises students about the requirements of job markets by organising workshops, seminars and the job fairs.

Students' progression from UG to PG and further higher education is remarkable. Also a number of students have been employed in different organizations. Some students qualify NET/ SET Exam. Coaching is provided for competitive and qualifying exams.

The RKSMVV Alumni Association, with its generous financial and infratructural support contributes significantly towards the development of the college.

## **Governance, Leadership and Management**

Motto of institution 'Be and Make', its vision and mission, are reflected in all academic and administrative aspects.

The Managing Committee, constituent of monastic members is the apex body of the College and periodically meets with two representative members of the faculty. The Perspective Plan, approved by the MC is effectively deployed in a systematic way through a decentralized and participatory network that includes all stakeholders. The IQAC provides policies and future roadmap while reviewing the attained goals and checking current procedures. All Statutory Committees and College Cells and Sub-committees, Departments, Office and Library coherently and actively participate in implementing plans and maintaining the academic calendar. Student Representatives are part of most committees.

A Performance Appraisal System for teaching and non-teaching staff is in place. The College also has an integrated online feedback system.

Meditation and wellness workshops for staff are periodically organized. Guest lecturers were given festival

bonus. In case of delayed salaries, the College forwarded advance amounts to State Appointed College Teachers.

The main financial support comes from the Government grants and schemes and student fees. The College also mobilizes funds and resources from the Alumni Association and well-wishers. Conference organizing funds and NSS funds are sought from Government and other grant-giving bodies.

Government appointed staff salaries are paid through IFMS. Other salaries are paid through Net-banking and cheque. RUSA grant is mediated through PFMS. Admission and fees collection are fully online. No donation is received in cash, bills are kept against gifts-in-kind and are part of regular Audits.

The focus of expenditure is on infrastructure development including internet-based facilities and equipment for teaching-learning and other co-curricular courses. Following our ideology, a part of the College resources goes towards scholarships and free-ships for students. Non-essential expenditure are not permitted.

The College follows the financial rules and regulations of the Government of West Bengal and carries out regular Internal and External Audits. All past audited reports and papers are preserved.

### **Institutional Values and Best Practices**

Ramakrishna Sarada Mission Vivekananda Vidyabhavan fosters a vision of gender equity and empowerment. The safe and secure campus also encourages self-sufficiency for the women students, across disability, gender/sexuality and socio-economic background.

Infrastructural facilities like hygienic/ gender-neutral toilets, well maintained vending machine and disposal facilities, sports, gymnasium and Yoga Centre ensure an all-round development. Hostels inculcate the values of honesty, discipline and self-help. Library houses a Gender Resource Corner. A permanent archival exhibition on *Women Missionaries of the Ramakrishna Orders* is a unique initiative towards converging gender and tradition adds to the uniqueness of the College.

Gender sensitization activities are carried out by departments, cells, and subcommittees.

The college actively promotes an inclusive environment based on tolerance and respect towards linguistic and community diversity. The college strictly follows the Reservation rules for admission as per directives of Central and State Governments. The SC/ST/OBC, EWS and Minority Cells of RKSMVV sensitize everyone towards an inclusive environment.

Encouragement of tolerance and respect for cultural and linguistic diversity and the Constitutional provisions, are reflected by the observance the following occasions with due respect and solemnity: Independence Day, Republic Day, International Women's Day, International Mother Language Day, Vanomahotsav, Rabindra Jayanti, Sanskrit Divas. Special celebrations are held in the college shrine to observe Christmas, Buddha Purnima, Janmashtami, Dolyatra, and other religious festivals.

Effective utilization of energy are part of the institutional policies.

Bio-degradable and non-biodegradable wastes are segregated. E waste disposal is done through a proper registered agency.

Water conservation is done through rain water harvesting and waste water recycling.

The Green Campus, with the Urban Forestry and Herbal Garden projects, ensures a sustainable and eco-friendly environment, conserving natural resources.

Environmental commitment has made the college extend its outreach activities beyond the campus, and into the neighbourhood. These include tree plantation and small park adoption, Swachhata Abhiyaan, Covid-19 Awareness and Vaccinations.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMAKRISHNA SARADA MISSION VIVEKANANDA VIDYABHAVAN
Address	RKSMVV, 33, Sri Maa Sarada Sarani, Dum Dum Kolkata 700055
City	Kolkata
State	West Bengal
Pin	700055
Website	<a href="http://www.rksmvv.ac.in">www.rksmvv.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pravrajika Vedarupapran a	033-25513452	8240795988	-	rksm.college@gmail.com
IQAC / CIQA coordinator	Chaiti Mitra	033-25600970	9874182275	-	chaiti.mitra@rksmvv.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

  

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	12-06-2004	<a href="#">View Document</a>
12B of UGC	18-06-2004	<a href="#">View Document</a>

  

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RKSMVV, 33, Sri Maa Sarada Sarani, Dum Dum Kolkata 700055	Urban	10.53	5570.2

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme	Name of Pro	Duration in	Entry	Medium of	Sanctioned	No.of

Level	gramme/Co urse	Months	Qualificatio n	Instruction	Strength	Students Admitted
UG	BA,Bengali, Honours	36	Higher Secondary	Bengali	30	19
UG	BSc,Econom ics,Honours	36	Higher Secondary	English	10	3
UG	BA,Educatio n,Honours	36	Higher Secondary	Bengali	30	22
UG	BA,English, Honours	36	Higher Secondary	English	20	19
UG	BSc,Geograp hy,Honours	36	Higher Secondary	English	25	25
UG	BA,History, Honours	36	Higher Secondary	English	25	24
UG	BA,Human Rights,Minor	36	Higher Secondary	English	25	9
UG	BA,Journalis m And Mass Communicati on,Honours	36	Higher Secondary	English	25	18
UG	BSc,Mathem atics,Minor	36	Higher Secondary	English	25	9
UG	BA,Philosop hy,Honours	36	Higher Secondary	Bengali	20	17
UG	BA,Political Science,Hon ours	36	Higher Secondary	English	15	11
UG	BSc,Psychol ogy,Minor	36	Higher Secondary	English	25	9
UG	BA,Sanskrit, Honours	36	Higher Secondary	Bengali	25	20
UG	BA,Sociolog y,Honours	36	Higher Secondary	English	15	13
PG	MA,Philosop hy,Philosoph y	24	Honours Graduate in Philosophy	English	25	12

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				12				15			
Recruited	0	0	0	0	0	12	0	12	0	14	0	14
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				29			
Recruited	0	0	0	0	0	0	0	0	0	29	0	29
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				17
Recruited	11	5	0	16
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	2	0	2
Yet to Recruit				0



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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	9	0	0	15	0	24
M.Phil.	0	0	0	0	1	0	0	2	0	3
PG	0	0	0	0	2	0	0	26	0	28
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0		7		7

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	461	4	0	0	465
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	32	0	0	0	32
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	461	0	0	0	461
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	89	97	102	131
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	12	14	14	14
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	55	56	47	48
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	242	272	301	304
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>398</b>	<b>439</b>	<b>464</b>	<b>497</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP 2020 advocates, among other things, focused attention of HEIs in the following areas : i) flexibility, enabling learners to choose their learning trajectories and programmes, ii) no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, and iii) multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports in order to ensure the unity and integrity of all knowledge. The UGC Curriculum and Credit Framework for Undergraduate Programmes, created in alignment with the NEP recommendations, incorporates several structural changes, like restructured degree programmes,</p>
--	--

multiple entry and exit, flexible degree option with single major, double major, multi/inter-disciplinary choices, and a curriculum built with employability skills in addition to academic subjects. The institution, an affiliated college under the West Bengal State University, follows the prescribed syllabus framed by the parent university, where admission and choice of subjects are largely compartmentalized into the broad disciplines of Arts and Science. The college enjoys very little freedom to make changes or introduce new programmes or courses in addition to the prescribed academic syllabus. However, the prescribed syllabi of practically all courses, particularly under the CBCS and NEP curriculum, already incorporate several common interdisciplinary areas as environment, values, morals and ethics, gender etc, which give the curriculum a multidisciplinary thrust. Multidisciplinary approach to education forms the core of the NEP 20 policies. Accordingly, students now enjoy the freedom to choose their subjects across disciplines for their Minor and Skill Enhancement courses. The college, too, does not limit its subject options for its students, rather it encourages learners to make multidisciplinary course choices. Keeping in mind the institutional vision-mission of whole person education for students, as well as the NEP 20 recommendations, the college offers a number of co curricular, value added courses that are not bound to any single course or discipline, thus ensuring a multidisciplinary approach to education. These courses include skill enhancement courses, career oriented professional training courses, as well as certificate Courses on multiple areas of interest. Interdepartmental faculty exchange and projects, multidisciplinary seminars, conferences, student seminars and lectures are evidences of the institution's efforts at converging disciplines. The college is also aiming at a reorientation of the curricula in the future with the introduction of value added courses in multidisciplinary areas like digital humanities, environmental studies, gender studies etc., which would provide a wider scope for the integration of STEM with humanities and social sciences.

2. Academic bank of credits (ABC):

One of the prime anchors of the NEP 2020 is to offer optimum flexibility, so that "learners can select their

	<p>learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.” The Policy Document of UGC Curriculum and Credit Framework for Undergraduate Programmes, created in alignment with the NEP recommendations, clearly states that “The new curriculum framework will have the following features: i. Flexibility to move from one discipline of study to another; ii. Opportunity for learners to choose the courses of their interest in all disciplines; iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured; iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning; v. Flexibility to switch to alternative modes of learning (offline, blended or hybrid mode, and online). Till recently, there was no provision of the Academic Bank of Credit in the curriculum framework of the affiliating university. The Credits earned by a student in a particular semester were carried forward to the next semester, with a provision for carrying forward of the credits if students migrate to other colleges under the affiliating university. However, the recent governmental initiative at creating a databank (NAD Digilocker) for students has enabled the formation of ABC, a significant step towards implementing the new UGC framework. The college has registered in the National Academic Depository Digital Locker, and necessary back-end data management and storage of data related to ABC, as well as digital infrastructure to extend the facility of ABC to the students, are already in place. Student registration and testimonial uploads have been initiated, which would facilitate credit transfer in cases of multiple entry and exit options with UG certificate/UG Diploma/UG Degree.</p>
3. Skill development:	<p>The CBCS system, introduced in 2018, has 2-Credit Skill Enhancement Courses as part of the curriculum. Accordingly, students at RKSMVV can choose from a number of courses offered. The revised UGC syllabus following NEP 2020 guidelines, also has SEC courses prescribed in the curricula. However, in alignment with the institution’s vision of imparting whole-person education that enables graduate and post graduate students from this college to be self-reliant, confident, responsible, and independent</p>

	<p>citizens; and its mission of making its students trained in professional and employability skills, several Value added Skill Development courses are offered in addition to the prescribed ones, including Basic Computer Skills, Soft Skills, Language Skills and Value based training. Courses in fine arts and performing arts like Music, Dance, Recitation, Dramaics, Handicrafts, and Painting are also in great demand among students. These courses are designed not only to enable students to hone their skills and talents, but also to develop their personalities and reduce their fear of public performance. Entrepreneurship skills like Bakery, Jewellery and Candle Making, Tailoring, Organic Farming, Upcycling are also offered. The Covid induced lockdown necessitated trainings and competence in making optimum use of e-learning resources and other self-study materials; that is another area of skill development that the students mastered, with the help of workshops, online trainings and faculty help. With availability of adequate ICT infrastructure, the college conducts dual mode skill development courses, in alignment with NEP 2020 recommendations.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>It has always been the tradition of the college to disseminate and promote the rich treasure of traditional Indian knowledge by encouraging students to develop an interest in, and pursue Indian knowledge. Since the announcement of NEP 2020's focus on IKS, the institution has started pursuing this endeavour in a much more structured manner, with activities specially designed and curated to put IKS in perfect sync with the curricula. These initiatives include: 1. IKS Cell: Formed with Monastic and regular faculty members. Under the aegis of this cell, along with certain specially designed courses, regular research, publications, study circles and student programmes are held to encourage the knowledge practices of ancient and contemporary India. The ultimate purpose of the Cell is to take the basic tenets of Indian Knowledge beyond the socio-political boundaries of India and present it to a larger global audience. For this it conducted online and offline value added courses in collaboration with the Academy of Research for Cultivation of Indian Sciences, including certificate courses on Srimad Bhagavad Gita in May 2022 and May 2023. Other</p>

	<p>courses that have been offered are Basic Sanskrit Grammar, Art and History: India and the World. Among the completed and ongoing research projects are "Jikava Kanan Prakalpa", based on benefits of medicinal herbs following the ancient Indian medical science of Ayurveda; a PG student-faculty project on Euthanasia in Ancient Indian Philosophy; and a college funded research on Kautilya's Arthashastra. Youth Convention on traditional Indian cultures and values, morals and ethics were always held annually, and are now organized by the IKS Cell. Weekly Value Education classes that talk about Indian tradition and culture, morality, spirituality, and ethics, and introduce students to the vast treasure of the Ramakrishna-Vedanta philosophy, have always been integral to the curriculum taught at RKSMVV. Yoga has been a part of the college curriculum, and the college developed syllabus has been approved by WBSU as an SEC course. Seminars and lectures on topics pertaining to IKS have been held even before the NEP emphasis, and continue to be done. Details in <a href="https://rksmvv.ac.in/iks/">https://rksmvv.ac.in/iks/</a></p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>NEP-2020 advocates developing and adopting pedagogy which emphasize on holistic development of learners like experiential learning, discussion-based learning, art integrated learning, flipped classroom etc. in addition to traditional classroom teaching-learning. Following its recommendations, the teaching-learning system of the college is modeled on Outcome-Based Education (OBE) - a student-centric methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes, and which focuses on measuring student performance i.e. outcomes at different levels. The most significant aspects of OBE are Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO), followed by Graduate Attributes (GA). Thus, the target is specified and well defined at the beginning of a programme or course. The POs, PSOs and COs of all courses are framed by the departments and concerned course coordinators, and ratified by the Academic Subcommittee. These, along with detailed lesson plans, academic calendars, class time tables are conveyed to the learners and uploaded on the college website, <a href="http://ww.rksmvv.ac.in">http://ww.rksmvv.ac.in</a>, In all the interactions with the students, awareness on POs and</p>



	<p>COs is consciously promoted by teachers, course coordinators and mentors. Familiarization with the PO-COs is also done by the Principal and subject teachers, who provide an all- rounded orientation on the syllabus, learning outcomes, teaching-learning- evaluation modalities, and Graduate attributes including professional opportunities available in the respective disciplines. Graduate attributes for each programme are defined and publicized on the website. Attainment of learning outcomes are directly measured through formative (CIA and IE) and summative (ESE) methods. Learner levels, including advanced and slow, are also identified through CIAs. Department policies and strategies for slow and advanced learners are followed to ensure quality improvement and learning outcome attainment. Each programme offered has a set of PSOs that are in line with the POs, and all courses have specific COs aligned with PSOs and POs, which are used to evaluate attainment levels. Outcomes at the Programme and Course levels are aligned with the assessment strategies and teaching-learning processes. This process of linking assessment with outcomes through strategic alignment helps assess the PO-COs effectively and take quality enhancement measures.</p>
6. Distance education/online education:	<p>There is no provision in the statutes of the parent university for the conduct of distance / online courses by affiliated colleges. However, considering the current knowledge dissemination trends, particularly post Pandemic, the institution has initiated a process of technological upgradation with an increased use of ICT. Blended education is increasingly becoming part and parcel of the academic culture of the college. There is an institutional Learning Management System, as a repository of learning materials as well as a platform for the conduct of continuous assessments. Prior to that other platforms like Google Classroom were used for the delivery and storage of Teaching Learning Material, as well as for conducting examinations. After the onset of the Covid19 pandemic, the institution made a smooth and rapid transition towards online education, within a few days of the enforcement of Lockdown with an increased use of digital platforms for taking classes, conducting conferences and meetings. The new normal has redefined education with the rupture of</p>

geographical bounds, paving way for interaction between teachers, students, experts across the globe. After the reopening of educational institutions, the institution continued with the hybrid mode of education. Several courses, seminars and workshops were conducted in the hybrid mode. With the access to online resources by educators and students, the rich repository of teaching-learning materials on the institutional LMS and other platforms, the skill of teachers to prepare e-modules and to conduct online examinations, therefore, transition to ODL will not be a hurdle anymore. On the other hand, the institution has been running several skill development courses, both in the university curricula and the ones developed indigenously, in online/offline/dual mode. During the pandemic period Skill oriented courses on Yoga, etc. were conducted regularly in the online mode.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, to encourage participation of socio-politically informed and sensitized student-citizens in all levels of the nation's electoral process, the RKSMVV Electoral Literacy Club has been formed on 21st November 2023 with the following constituent members: Dr. Sabita Chaudhuri, Associate Professor, Department of Political Science (Convenor), Moumita De, SACT, Associate Professor, Department of Human Rights (Convenor), Dr. Payal Bose Biswas, Assistant Professor, Department of Political Science, Smt. Mousumi Mukherjee, SACT, Department of Human Rights, and 4 student members.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the ELC at RKSMVV include representatives from faculty and students from all the three years. The students include first time voters along with those who have already exercised their electoral rights. With the nationwide Lok Sabha elections due in June 2024, the ELC, since its inception, has been active in encouraging students to enlist themselves as voters, as well as sensitising the young voters about their rights and responsibilities as participants in the electoral process.</p>

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

1. 1/12/2023 “Rights and Duties of Voters in India”: Awareness programme for the young student-voters jointly rganized by IQAC and ELC, RKSMVV. Speakers: Smt. Debjani Ghosh, Advocate & Legal Advisor, Smt. Sayantani Ghosh, Advocate and LGBTQ Rights activist, and Dr. Sabita Chaudhuri, Convenor, ELC, Associate Professor, Department of Political Science, RKSMVV and ex-Municipal Councilor. Smt. Debjani Ghosh elaborated on the difference between citizenship and voting rights, referring to the Indian Constitution. She also described the entire electoral process for the first-time voters, mentioning the different bodies for which elections are held. Smt. Sayantani Ghosh spoke on the importance of elections and why it is extremely important for citizens, especially the young generations to exercise their electoral rights. Dr. Sabita Chaudhuri, extended the vote of thanks, and also drew upon her experiences as an active participant in the election process in the capacity of a Municipal Councilor and member of various local governing bodies. She emphasized the participation of socio-politically informed and sensitized student-citizens in all levels of the nation’s electoral process. Attended by over 200 students, the seminar saw active student participation. Several students voiced their grievances about, and frustrations with, the corruption and violence involved in the democratic process. Many misconceptions about the rights and duties of citizens were clarified, and the young voters were encouraged to participate in the electoral process. The seminar ended with the message, “Every Vote Counts”. 2. RKSMVV students attended a state government organized awareness Programme for First time Voters on 27/2/2024 3. The Public Relations Society of India, Kokata Chapter, held an awareness campaign and quiz for first time voters in an event organized bt ELC in the college premises on 4th April, 2024. Soumyajit Mahapatra, Chairman, PRSI Kolkata Chapter; Sumit Agarwal, Mentor, Niti Ayog & Icon,Election Commission, North 24 Parganas; Dr. Chaiti Mitra and Dr. Sabita Chowdhury from RKSMVV shared their insights on the 'Largest Democracy: Biggest Dreams, Value for Votes: Votes for Value'. Pravrajika Vedaruparana, Principal, RKSMVV, inaugurated the session aimed at encouraging the student voters to participate in the upcoming elections, making the voters aware of

	<p>their responsibilities, and guiding them to make an informed choice as they vote.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes, the members of the ELC held an awareness campaign for the voters of the college on 16 th May 2024. This followed the recommendations of Mr Sumit Agarwal, member, Niti Ayog, who delivered an inspiring talk on the value of every single vote, during the session jointly organized by ELS RKSMVV and The Public Relations Society of India, Kokata Chapter, 4th April, 2024. Indian Constitution Day is observed by the department of Political Science every year on 26th November to generate awareness about the importance of participative democracy as well as the right to elect and be elected.</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>None</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
497	464	439	398	381

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

### 2 Teachers

#### 2.1

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

Response: 56

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	56	56	55	34

### 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
51.96	55.91	58.90	121.43	31.83

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

As an affiliated college under the West Bengal State University, RKSMVV follows the syllabi designed by its affiliating university. However, the institution enjoys the freedom to plan its curriculum aligned to its Vision and Mission, including co curricular courses and activities. It follows a well structured system of planning and delivery of the same.

Curriculum or Academic planning includes:

Institutional Academic Calendar - prepared at the beginning of every academic year by the Academic Subcommittee, IQAC coordinator and the Principal, in correspondence with the WBSU Academic Calendar. It marks the beginning and end of semesters, includes institutional events and holidays, and tentative Final and Internal exams and mock test schedules. Dates/ slots for departmental and extra-curricular activities are also mentioned.

Time Table (Master Routine) - prepared by the Routine Subcommittee, IQAC and the Principal. Slots are marked for co-curricular and extra-curricular activities, like Srijani (the Cultural Club), Sports, Yoga, Soft skills etc.

Departmental Calendars - prepared by following the college Academic Calendar, mentioning specific activities like Seminars and Special Lectures, Field Trips, Excursions, Student Activities etc. Tentative dates for Continuous assessment are also marked.

Departmental Time Table, PO-CO and Lesson Plan, reflecting the academic plan (curricular and co curricular) of the departments are prepared following the Master Routine. Classes are modified if necessary, e.g. during the lockdown period, extra hours were spent beyond the time table for getting accustomed to the online classes. PO-COs and Lesson Plans are periodically assessed, mapped, and modified if required.

A number of Co curricular, Value added Certificate Courses are offered round the year. These courses are meticulously planned and advertised through Brochures uploaded on the college website. The Brochures mention all course details including Duration, Objective, Outcome, Prospects, Syllabi and Fee structure.

Departmental meetings are held before and at the end of every session to ensure effective curriculum delivery.

Academic Calendars , Departmental Time Tables, PO COs, and Lesson Plans are uploaded on the departmental website and LMS, and are discussed with students at the beginning of each semester.

Effective Curriculum Delivery involves teaching – learning, and assessment or evaluation.

Teaching-learning is carried out through various methods:

- i) Chalk and talk, class discussions
- ii) Online lectures, introduced during the lockdown period, and continued since then, for remotely held classes and lectures
- iii) ICT enabled teaching-learning, like PowerPoint presentations, e resources, audio-visual presentations.
- iv) Supplementary materials like references and class notes, questions for continuous assessment , made available through the College LMS, Google Classroom, Whats App, etc.
- v) Seminars and Extension Lectures by teachers from other institutions.
- vi) Practical classes where required.
- vii) Fieldwork and educational tours
- viii) Student projects and presentations

Continuous and Comprehensive Evaluation (CCE) is carried out through tutorials, assignments, mid semester and mock tests and internal exams. Internals include written tests, power point presentations and term papers.

Internal exam and mock exam results are discussed with students.

Students' attendance records are meticulously maintained. Attendance records and Internal assessment awards are uploaded on the university portal, back copies are duly maintained.

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

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,**



**NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 61

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

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 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:** 85.77

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
461	395	407	373	233

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

### 1.3 Curriculum Enrichment

### 1.3.1

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

#### **Response:**

One of the stated missions of the institution is imparting whole person education to its students, which includes sensitizing the young minds about relevant social, ethical and environmental issues, and motivating them to analyze these critically. The college feels that sensitivity towards fellow humans and environment is among the most significant Graduate Attributes aspired for.

There are three ways in which these significant discourses are incorporated in the college curriculum.

1. The university curricula is already enriched: all programmes are carefully curated to accommodate interdisciplinary cross cutting issues like core human values, ethics, gender, environment and sustainability. The college curriculum, in following that of its parent university, offers several courses across programmes which have these topics as their course component in the CBCS and NEP curriculum. Gender issues feature significantly in the syllabi of Education, Economics, History, Bengali, Hindi, and Sanskrit literature. In addition, LGBTQ issues are addressed in the syllabus of English and Sociology. Issues like race, caste, non-violence, traditional values, customs and religious faith, human rights, that instil a sense of human values, are part of the syllabi of Political Science, Philosophy, History, English, Bengali and other subjects. For example, a seminar titled "Understanding the Pride Movements: Diverse Expressions of the LGBTIQ Communities" was organized by the department of History to complement the course on Trends in World Politics; aligned to the Sociology of Gender course; the department of Sociology held the webinar "Challenges of the New Normal: A Discussion on Space, Gender and the 'Other'".
2. Besides the above-mentioned syllabus prescribed contents, several 30-Hour Certificate Courses in issues like Human Values, Ethics, and Gender have also been introduced. Students enrolled in this programmes attend lectures, take examinations, make seminar presentations, submit projects at the end of which they are awarded certificates based on their performance throughout the course. Among the courses offered are those on Women Empowrment and Sarada Devi, Religious Harmony & Sri Ramakrishna Dev, Youth Icon and Swami Vivekananda, Vedic Literature and Culture, Srimadbhagavad Gita, and Women's Rights.
3. In addition to addressing these issues in classroom teaching-learning, departments and subcommittees/ cells/ centres regularly organize seminars/webinars, workshops, lectures, certificate courses, and other co-curricular activities on these topics to complement the cross cutting issues included in the syllabi. Over 70 events have been organized during the 2018-2023 period. The Internal Complaints Committee and the Women's Cell organize programmes on gender sensitization. The NSS unit organises programmes to generate awareness of issues related to human values, environment and environmental sustainability. The IQAC organises programmes in collaboration with different cells and organisations to sensitise students about issues ranging from traditional values to environment, professional ethics, codes of conduct, intellectual property rights, research methodology, etc.
4. Students are also introduced to cross-cutting issues through the various outreach programmes organized the year round, aimed at integrating social engagement in learning, such as campaigns to prevent acid attacks, donation drive, blood donation, old age home visits, "No Plastic"

campaigns, etc.

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

### 1.3.2

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

**Response:** 53.92

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

Response: 268

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 62.27

##### 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
232	176	177	193	181

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

2022-23	2021-22	2020-21	2019-20	2018-19
270	270	270	365	365

#### 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:** 45.63

##### 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
73	57	57	57	59

### 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
122	122	122	134	164

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 9.04

## 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:**

Students at RKSMVV come from diverse socio-economic backgrounds; ranging between first-generation learners from the remotest of villages, and students from urban English medium background. The college recognizes the diversity regarding learning ability, exposure, and other relevant factors and has policies and mechanisms to address this diversity. The departments assess learning levels at the beginning of the programmes, and ensure that students with different learning abilities can maximize their learning potential.

Students are informed about academic environment and education opportunities, co curricular skill development and career oriented courses in the Orientation Programme with the Principal; and about the syllabus, Programme and Course outcomes, teaching-learning-evaluation modalities, and the career/professional opportunities during the departmental Induction Meetings.

The teaching-learning process, essentially learner-centric, is designed to support and encourage the advanced and slow learners, as well as those falling in between. Learning progressions are assessed through class response, assignments, reviews of performance, in formative and summative assessments, and innovative participatory methods. Feedback obtained from Open House Sessions and PTMs help assess the success of the teaching-learning process.

An excellent student-teacher ratio (12:1) encourages interaction, interest, and result in perceptible improvement. The college provides a carefully curated variety of learning methods and experiences, both within and beyond the classroom, like individual and participative learning, experiential learning, and optimal use of digital resources to facilitate active learning and participation, better performance and greater receptive and critical thinking abilities, and wider readings in areas related to the subject, to facilitate effective learning for all categories of learners.

Strategies to ensure **participative learning and problem solving** include:

Class discussions on pre assigned topics

Student projects and PPTs as assignments for internal evaluation, and small research assignments.

Peer discussion and student classes where advanced learners take classes for encouraging their less advanced peers.

Quizzes, Debates and Mock Parliaments

Student seminars

Extension lectures and seminars by external experts

Practical classes for hands-on learning experience.

Cultural competitions

**Experiential Learning** practices include innovative methods as::

Field trips and excursions as a part of the course curriculum, as undertaken by departments of Geography and Education; and trips and excursions to places of cultural, national, geographical and historical importance, and to museums and zoological parks and botanical gardens, to supplement the classroom learning experience

Extension/ Outreach activities organized by NSS or by the institution that help forge links between students and larger communities

Stage Performances like plays, skits, extempore and presentations to ensure familiarization with prescribed texts.

Departmental Wall Magazines and College Magazine to hone the creative skills. Each Department puts up at least one Wall magazine once in an academic session.

**ICT-enabled teaching** methods include:

Use of LCD projectors, smart TVs and LCD screens, smart boards and online teaching platforms like Google Meet. Every department is provided with smart TVs to enable PowerPoint and other audio-visual presentations offering learners a wider and interactive learning experience.

Institutional LMS to upload study materials, question banks, etc.

Accessing online resources, like NList, through institutional membership

Uninterrupted Wi-Fi and high speed internet connection

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

## 2.4 Teacher Profile and Quality



**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 97.34**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
57	57	57	55	37

**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:** 75**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
41	41	38	36	36

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The entire formative (Continuous Internal Examinations and Internal Assessment) and summative (External, end-semester) evaluation and assessment system runs under the directives of the affiliating university, WBSU.

Currently under the CBCS, the IA accounts for 27% of the full marks, and 40% of the full marks under the NEP. Full marks allotted for attendance are 5 (CBCS) and 10 (NEP) respectively.

The College has a well established and robust mechanism to ensure transparency and efficiency in the Internal Assessments and Continuous Internal Evaluations.

**Examinations and Attendance:**

There is an Examination Committee for conducting the internal and university examinations, as well as redressal of any exam-related grievances. Internal Examinations are conducted by the committee in coordination with the Principal and departments. University rules and regulations are discussed with the students at the commencement of academic session.

The college has a tradition of holding Mock Tests to assess students' preparedness before every end semester examination.

Continuous evaluation is ensured through multiple ways like class tests, assignments, projects, presentations.

During the lockdown period, all examinations were conducted online. The IQAC and Examination

subcommittee had issued clear procedural instructions for teachers and students to ensure smooth conduct.

Relevant University notices for form fill-up schedules, examinations, and review/FSI applications are timely circulated on the college website.

The Academic Calendar reflects the schedule of the Internal Assessment and Mock Tests. Schedule of class tests for CIE are marked in the departmental academic calendar.

Internal Assessment results are displayed on the College notice board and discrepancies if any, are resolved. IA marks, along with the marks obtained for class attendance are uploaded on the university's examination portal by the teachers under supervision of Examination Subcommittee.

Attendance records are meticulously maintained. Students are appraised of their attendance once at midsession and again at the end of the session, allowing scope for improvement. Parental intervention is sought if felt necessary.

Adequate concession is given in attendance of students on medical grounds and for college representation in extracurricular activities.

#### **Grievance Redressal:**

Any grievance regarding internal examinations is taken care of

by the respective departments with the Principal's intervention, if necessary.

Keeping in mind the fact that as per rules of the university, Internal Assessment related grievances cannot be addressed after the final results of the semester are published, care is taken to ensure there are no discrepancies in the marks allotted and recorded. The candidates are shown their examination scripts after correction, both for clarification and scope for improvement.

PTMs are held after IAs, where their wards performances are discussed, and grievances, if any, are addressed.

Students analyse their performances at the end semester examinations in the Open House held when new semester classes resume. Their suggestions or grievances are noted for future departmental policies.

PTM and OH reports are submitted to IQAC and Principal for taking action if needed.

The university has provisions for Review and Self-Inspection of photocopy of answer sheet if dissatisfied with marks awarded. The office staff assist students in the online application process.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The curriculum at RKSMVV includes, in addition to the affiliating university specified syllabi, several independently designed value added courses and co curricular activities that reflect its Vision and Mission, and is aligned to the Graduate Attributes aimed at. The curriculum reinforces the institution's focus on holistic education that extends the traditional emphasis on academic excellence to incorporate personal, interpersonal, and societal skills and attitudes which are essential for learners to progress in life.

The teaching-learning system of the college is modeled on Outcome-Based Education (OBE) - a student-centric methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes, and which focuses on measuring student performance i.e. outcomes at different levels. The most significant aspects of OBE are Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO), followed by Graduate Attributes (GA).

Programme Outcomes (POs) are broad statements that describe the professional accomplishments including inter-related knowledge, skills and personality traits, abilities and attitudes, and employability which are expected to be attained by the students by the time they complete the programme.

Program Specific Outcomes (PSOs) are statements that describe what the graduates of a specific subject or program should be able to do.

Course outcomes (COs) are statements that describe the essential disciplinary knowledge, skills, abilities and values that learners have achieved, and can demonstrate after completion of a course. Generally three or more COs for each course based on its weightage, are prepared by the departments and are clearly specified and communicated to the stakeholders, ie, students, guardians and employers.

Graduate Attributes (GA): The graduate attributes are the attributes expected of a graduate from an accredited programme.

The POs, PSOs and COs of all courses are framed by the departments and concerned course coordinators, and ratified by the Academic Subcommittee. The POs and COs of all the programmes and courses are uploaded on the college website, <http://ww.rksmvv.ac.in>, at individual Department Pages, and specified tabs for value –added courses. In all the interactions with the students, awareness on POs and COs is consciously promoted by teachers, course coordinators and mentors.

Familiarization with the PO-COs begins with an interactive **Orientation Programme** for each new batch of students and their guardians on the very first day of college, where the Principal informs them about the academic environment and whole person education opportunities of the college, including various co-curricular skill development and career oriented courses offered.

During the **Departmental Induction Meetings** on the same day, the subject teachers provide an all-rounded orientation on the syllabus, Programme and Course outcomes, teaching-learning-evaluation modalities, and the career/professional opportunities available in the respective disciplines. In addition, PO-COs and GAs are widely publicized through various means of **Display** and **Communication** as specified below:

- Website
- Curriculum books published by WBSU
- Class rooms interactions
- Department Notice Boards
- Laboratories
- Student Orientation and Induction Programmes
- Meetings/ Interactions with employers
- Parent-teacher meetings
- Faculty meetings
- Alumni meetings
- Library

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

The attainment of the key aspects of Learning Outcomes (PO, PSO and CO) like levels of knowledge, skills, and abilities are continuously measured through various assessment processes, both direct and indirect.

Attainment of learning outcomes are **directly measured** through formative (CIA and IE) and summative (ESE) methods.

CIA methods include examinations, assignments, class tests, projects, presentations, and field projects. CIAs ensure that students are assessed periodically and that they receive feedback in addition to their grades/ marks. Consequently, lesson plans designed by the faculty members include assessment strategies along with teaching-learning planning. Lesson plans are reviewed periodically to ensure quality.

Learner levels, including advanced and slow, are also identified through CIAs. Department policies and strategies for slow and advanced learners, displayed on the website, are followed to ensure quality improvement and learning outcome attainment. Slow learners are supported through remedial classes, bridge courses, mentoring, tutorials, counseling, and peer learning. Advanced learners are encouraged to use advanced critical reference materials, work on research projects, become peer mentors, present papers and participate in student seminars outside the college.

The Counseling Cell counselors support learners and assist those with personal and learning issues.

For ESE, the final grade earned by the student is taken as the data point to assess the attainment of PO-COs.

**Grading System**

Percentage	Letter Grade	Grade Point (10 point scale)
80-100	O (Outstanding)	10
70-79	A+ (Excellent)	9
60-69	A (Very Good)	8
55-59	B (Good)	7
50-54	B (Above Average)	6
45-49	C (Average)	5
40-44	P (Pass)	4
Below 40	F (Fail)	GPW
Ab	Absent	0

Progression to higher studies and to professional areas like jobs or entrepreneurship are also significant

indicators of attainment of COs, POs and PSOs. The attainment of essential attributes of GAs and POs, like creating responsible citizens with a strong sense of values and morals, and awareness of social, political and environmental issues, is ensured through the students' participation in various community based activities and value education courses regularly offered by the institution.

Learning outcomes and assessment methods are communicated to students through orientations, classroom interactions and website.

Graduate attributes for each programme are defined and publicized on the website.

**Indirect measures** of outcome attainment include feedback collected from current and outgoing students, alumni, parents, and other stakeholders on the curriculum with. Feedback is collected both offline (through Open House with students, PTMs and mentoring) and online.

Each programme offered has a set of PSOs that are in line with the POs, and all courses have specific COs aligned with PSOs and POs, which are used to evaluate attainment levels. Outcomes at the Programme and Course levels are aligned with the assessment strategies and teaching-learning processes. This process of linking assessment with outcomes through strategic alignment helps assess the PO-COs effectively and take quality enhancement measures.

Attainment of POs, PSOs, COs is measured using these direct methods for most of the programmes offered by the Institution.

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

### 2.6.3

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

**Response:** 98.8

**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
137	119	105	111	105

**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
139	119	106	115	105

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

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.82

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



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 2.89

**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	1.86	1.03

#### 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:**

The college had taken multiple initiatives to create an enriching ecosystem for innovative projects for faculty and students. It provides infrastructural, technological, and financial support and platform for creation and transfer of knowledge acquired from such innovative projects and skill based courses, research and publications, events, programmes, seminars, workshops, on varied areas including IKS, IPR awareness.

Initiatives:

**IKS Cell** - Designed to disseminate and promote the rich treasure of traditional Indian knowledge, to instil a sense of values in the students, to foster an in-depth understanding of the ancient Indian knowledge systems through systematic introduction to classical texts, and to promote selfless community engagement through outreach programmes and initiatives.

**Activities include:**

1. Certificate Courses
2. Youth Conventions fostering a broader community committed to ethical principles.
3. 'Bal-mandir' for neighbourhood children, to contribute to the ethical and moral development of the broader community.
4. 'Each One Teach Four'- an innovative project where students teach value education to children from their locality, creating a positive ripple effect in the community.
5. *Jivaka Kanan* – Medicinal Herbal Garden created in the campus with WB Biodiversity Board and Department of Medicinal Plants, RKM Residential College, Narendrapur.
6. Permanent Archival Exhibition on 'Women Missionaries of the Ramakrishna Order'.

**IPR Cell** - Formed to create awareness on IPR, conducts workshops, seminars to provide a clear understanding of the rights and responsibilities, and applicable laws and regulations regarding IPR.

**Activities include:**

1. State level Seminar on IPR
2. International Symposium on Medical Ethics
3. Workshop on Ethical Use of Digital Resources, Cyber Crime and Security, etc

**Research and Development Cell:** Facilitates faculty and student research through guidance, promotion of research activities, facilitating grants etc.

**Activities include:**

1. Periodical faculty research talks
2. Facilitating Faculty Research Grant.
3. Collaborative research projects:
  - '*Jivaka Kanan Prakalpa*': Benefits of Medicinal Herbs based on the ancient medical science of Ayurveda'
  - 'Finding traces of Euthanasia (wishful death) in ancient Indian Philosophy'
  - Campus Flora and Fauna Mapping

**Innovation and Incubation Cell** – Created as per UGC directives to plan, execute and supervise innovative projects.

**Activities include**

1. Opportunities for students to earn while they learn:

- Annual Sarada Mela where students price, exhibit and sell handcrafted and bakery products
- Bakery workshop
- Jewellery and candle making and marketing Course
- Tailoring Course Project 'Jugaad' or upcyclig

2. 'Naimisharanya' – an urban forest within the campus - a pioneering effort in collaboration with the West Bengal Biodiversity Board, to promote environmental sustainability, marks a significant step towards conservation and education.

3. 'Nurturing Nature': Following state govt initiatives, and to instill interest in nature and environment consciousness, school students' groups are invited to take a guided tour of the campus and Geography laboratories.

**Institutional Collaboration:** Academic linkages and MoUs with around 30 institutions enabling intellectual, infrastructural exchange and resource sharing.

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

### 3.2.2

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

**Response:** 22

**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
6	2	9	4	1

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.2

**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
05	02	04	00	00

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

#### 3.3.2

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

**Response:** 0.43

**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
6	9	8	0	1

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

**3.4 Extension Activities****3.4.1**

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

**Response:**

Outreach programmes are an integral part of an institution like RKSMVV. The College is essentially involved in the welfare of the locality where it is situated. Following Swami Vivekananda's ideals of service to society through the uplift of its deprived classes, the institution regularly conducts several outreach programmes which involve local women and children. Students of the College actively participate in these programmes.

**Community-oriented programmes**

- 'Bal-mandir' - Basic Education and Value Education for neighbourhood children
- Basic needs of the students are taken care of. The children are also initiated to educational tools and physical activities.
- Free tailoring classes for women from the nearby slums
- Charitable dispensary in College premises, with facility of free health check-up and distribution of medicines twice a week.

- Every year during festivals, new sarees and garments are distributed among poor local women and children. Blankets, mosquito nets, umbrellas, shoes, and books and stationeries are also distributed periodically.

- Weekly spiritual classes are held for women by senior monastic members of the Order which are attended by over a hundred devotees
- Periodic Health Checkup Camps and Menstrual Health Awareness Workshops are held for local women
- Periodic visits are made to a brick klin in the suburbs, in collaboration with the NGO *Jagoroni*. Meals are shared, relief materials distributed, and lessons in Values and Morals are imparted to the children of workers.

• **Relief work**

- During the Covid-induced lockdown, and the aftermath of the supercyclone Amphan, relief materials worth Rs. 2,00,000 were distributed among 500 unprivileged families from the neighbourhood.
- The Student Welfare Committee raised over Rs. 2,00,000 to stand by the affected students and their families. Over 100 students and families were benefitted. Moreover, to ensure that not a single student misses her online classes, the SWC created a mobile phone bank and made provisions for funds for net and data connections for over 25 students.
- A team of faculty, alumni, and students organized a relief cum health check up camp for mothers and children at Patharpratima in the Sunderbans, one of the worst hit areas during Yas cyclone, and an area from which . Clothes, sanitary napkins, nutritious food packets and medicines were distributed to over a hundred beneficiaries.

**Donation drive:** A collection campaign is organized annually to collect spare clothes, books, toys and stationeries from teachers, staff and students. These are sorted by student volunteers and distributed among the neighbouring slum dwellers. This sharing creates a sense of fellow feeling among the students, and encourages sharing of resources.

**Organ and Blood donation Awareness and Blood donation Camps:** NSS units of the College organize annual Blood Donation Camps with support from government hospitals to instill a sense of social responsibility among the students. The average number of donors is 100.

**Geriatric Care:** Alumni, faculty and students make periodic visits to a local old age home, *Notun Ghar*, for emotional well being of the destitute women housed there. Nutritional supplements, clothes and diapers are distributed.

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

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

1. RKSMVV, Championship Trophy, Inter-college Yoga Women Championship, 2023-2024 West Bengal State University Sports Board
2. RKSMVV, First Runner Up Trophy, Inter-college Yoga Women Championship, 2022-2023 West Bengal State University Sports Board
3. Dr Sanghamitra Mukherjee, Department of Sanskrit. Active Programme Officer Award 2022-2023 National Service Scheme Cell (NSS) West Bengal State University
4. Dr Rohini Dharmapal, Department of Education. SOULTOUCH HONOUR for Social Activities, 2019 Kolkata Festival
5. Dr Rohini Dharmapal, Department of Education. Inspiring Women Achievers Award for contribution as Lady Priest, 2020 Launcherz Entertainment
6. Dr Rohini Dharmapal, Department of Education. NARI SHAKTI Award, for contribution in society, 26th March 2021 South Asian Institute for Advanced Research and Development
7. Dr Rohini Dharmapal, Department of Education. APARAJITA for contribution to the society, 18th March 2023 Institute of NeuroDevelopment
8. Aditi Das, Department of Journalism and Mass Communication. Recognition as distinguished academician, 21st April 2022 Public Relations Society of India, Kolkata Chapter
9. Sreejaya Chatterjee, Department of Journalism and Mass Communication. Recognition as distinguished academician, 21st April 2022 Public Relations Society of India, Kolkata Chapter
10. Dr Saberi Rakshit, Department of Sanskrit. Recognition as Best Article Writer, 2018 Sabang Prachin Sanskrit o Sanskriti Educational Institution
11. Dr Chaiti Mitra Department of English. Special recognition for Bengali Translation of Shakespeare's *Hamlet*. 2023 Renowned Bengali Theatre Group Swapnasandhani
12. Dr Payal Bose Biswas, Department of Political Science. Recognition for Completion of WOMEN in CONFLICT 1325 FELLOWSHIP PROGRAMME, 2020 Beyond Borders Scotland, The Platform for Small Nation Dialogue and Cultural Exchange, The Scottish Government.

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

**3.4.3**

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

**Response:** 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	4	4	0

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 25



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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

**Infrastructure and other facilities for teaching-learning and co curricular activities including sports, fitness, cultural and outreach:**

The sprawling 10.52 acre campus houses:

- 2 academic blocks with 36 classrooms, administrative office, principal's office and meeting room, IQAC room and 2 staffrooms; 3 laboratories, 1 computer centre and 1 generator room.
- Muktiprana Sabhagriha, 450 seating capacity air conditioned auditorium
- Swamiji Bhavan, examination cum lecture hall with 300 seating capacity
- Fully automated Central Library housed in a separate building, using KOHA software (version 21.05.08.000), well equipped with approximately 22000 books and 272 bound journals. Also offers access to e-resources through NLIST membership. IRC with 10 computers offers browsing and printing facilities
- Open sports arena (site for annual sports competitions) badminton, basketball and kho kho courts.
- Yoga Centre and Gymnasium with basic fitness training facilities.
- Spacious Common Room Activity Board and board games like carom, chess, scrabble etc.
- Canteen with well equipped, clean and hygienic kitchen, pantry and seating hall
- Vocational Training Centre with 10 sewing machines and other facilities and equipments

RKSMVV has adequate **IT infrastructure** facilities for effective teaching-learning process and administration, including online admission and LMS. The college constantly upgrades the facilities with current trends in IT infrastructure to meet the needs of the times:

- All classrooms are equipped with black/green boards, and power sources for use of electronic aids like laptops and projectors.
- Every honours department has at least one of its allotted classrooms fitted with a smart TV.
- 2 laboratories belonging to Geography and Journalism and Mass Communication with 12 and 10 computers respectively.
- 1 computer centre with 53 computers
- Air-conditioned Audio-Visual room, with digital projector, computer and modern audio system
- Smart Classroom with a smart board and a Laptop.
- High speed internet facilities (100mbps) are available in the college building and library, with

13 access points or routers for uninterrupted WiFi.

- Digital cameras for online/ blended classes, extension lectures and special classes.
- 2 portable LCD projectors and 1 movable screen for use during large seminars and programmes.
- Learning Management System used for uploading departmental communications, study materials, question papers, videos, e-books, PPT presentations, etc. During the lockdown, which necessitated online teaching-learning and other curricular interactions, G suite was subscribed to, and used extensively by teachers, students and administration.
- The central library is equipped with a wired internet connection and Wi-Fi routers, providing seamless internet access to library patrons.
- The Geography department uses QGIS, ARC GIS, ARC GIS PRO, GOOGLE EARTH PRO, AGI SOFT, AUTOCAD softwares, while Adobe Pro is used by JMC
- Office software Campus Xpert and ACsoft are used for online admission and maintenance of financial data respectively.

The campus, gates, main building and library are under cctv surveillance. There are CC cameras installed in vantage points for optimum surveillance.

Biometric attendance was installed for teaching and non teaching staff of the college on 02.12.2022. The system is updated periodically, as and when required.

AMCs are in place for annual maintenance and troubleshooting of computer systems, networks and hardware.

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

#### 4.1.2

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

**Response:** 67.18

**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
16.46	36.53	49.85	100.9	11.27

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The fully automated RKSMVV library has a rich collection of 22000 books and 272 bound journals approximately.

#### Library Management System

- **Open Access Library** with fully automated cloud-based ILMS software KOHA (version 22.05.12.000) enabled OPAC linked with the college website since 2017
- Koha offers WEB-OPAC facilities to users, including requisitions, renew, and view search history. by logging into their account in KOHA.
- Students receive immediate confirmation of their renewal requests and can see updated due dates, reducing confusion and late returns. They can renew their books from anywhere with internet access, eliminating the need to physically visit the library.
- The present version of KOHA, version 22.05.12.000, has twelve Modules, namely Circulation, Patron, Advance Search, Lists, Authorities, Cataloguing, Serials, Acquisition, Reports, Tools, Koha Administration and About Koha
- Library software is provided in the cloud, allowing remote access to users, irrespective of place, time or device., and it also automatically starts taking a backup of all data.
- All the books as well as library membership cards are tagged with barcodes to ensure seamless automated circulation through barcode scanners, expediting the charging system
- Access to advanced search facilities by the Author, Title, Subjects, Barcode (Accession No.), and Shelving location, ISBN, ISSN Books, serials which are entered through the Cataloguing Module

- The software provides the detailed information about circulation statistics
- Web-OPAC services are available and terminals for the same have been arranged.
- **Internet Resource Centre** or e-resource zone with Wi-Fi facilities along with ten dedicated computers for OPAC searching, accessing e-resources

### Subscription to e-resources

- The library is a member of e-resource repositories like NLIST and a subscriber of Sage Journals. It allows access to 6000+ e-journals and 199,500 e-books under N-LIST, along with access to electronic resources like Shodhganga, JSTOR etc. Besides helping to augment the number of books, beyond the physical holdings, this has brought down the library expenditure considerably
- Students and teachers can access WBCoLOR (**WEST BENGAL COLLEGE LIBRARIES' ONLINE RESOURCES**), a collaborative, non-commercial, centralized database of online learning resources relating to CBCS/NEP syllabus followed by many UG colleges in West Bengal.
- Regular Library orientation programmes, especially on use of e-resources organised

### Expenditure on purchase of books and journals during the last 5 years:

Library Resources	2022-23	2021-22	2020-21	2019-20	2018-19
Books	1,55,644.00	69,085.00	45,651.00	1,48,359.00	95,155.00
Journals	28035	27191.00	32440.00	27099.00	22510.00
e-books & e-journals	5900.00	5900.00	5900.00	5900.00	5900.00
<b>Total Library Expenditure</b>	<b>1,89,579.00</b>	<b>1,02,176.00</b>	<b>83,991.00</b>	<b>1,81,358.00</b>	<b>1,23,565.00</b>

Detailed records of audited statements related to the spending on books and journals are meticulously kept.

### Library Usage

- Footfalls and login data by teachers and students for online access are regularly documented
- Library usage is also monitored through log books duly signed by library users - students, faculty, ex-students and visitors
- During lockdown, despite the closure of educational institutions, the library was open for controlled physical access on specified days, on other days access could be made virtually

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

For maintenance of computers, printers, reprographic machines, Annual Maintenance Contracts (AMC) are in place.

For smart classrooms and the audio visual room equipment, technical support is used as and when needed.

Softwares have been acquired for online admission and maintenance of all financial data and transactions.

- The Geography department uses QGIS, ARC GIS, ARC GIS PRO, GOOGLE EARTH PRO, AGI SOFT, AUTOCAD softwares, while Adobe Pro is used by JMC
- Office software Campus Xpert and ACsoft are used for online admission and maintenance of financial data respectively.

The college frequently updates its softwares. 15 computers were upgraded in 2021-22.

High speed internet facilities (100mbps) are available in the college building and library, with 13 access points or routers for uninterrupted WiFi, details of which are shown in the following table:

Sl No.	Room No	Wifi Band Width
1	Principal's Room _5G	Up to 150 mbps
2	Principal's Meeting Room	Up to 150 mbps
3	Office_5G	Up to 150 mbps
4	Staff Room 1	Up to 100 mbps
5	Library	Up to 150 mbps

6	2, 3, 4, 5, 6, 10, 11, 12 End of College Corridor (Ground Floor)	Up to 150 mbps
7	7, 8, 9, 13, 14	Up to 150mbps
8	17, 18, 19,26	Up to 100 mbps
9	18, 19, 20, 26, 27	Up to 100 mbps
10	22, 23, 24, 25, 29,30 (College 1st Floor left side End of the Corridor)	Up to 100 mbps
11	31, 32, 25	Up to 100 mbps
12	33, 34, 38, 39 (College 1st Floor Right Side End of the Corridor)	Up to 150 mbps
13	35, 36, 37, 40, 41	Up to 100 mbps

The library is fully automated with cloud-based ILMS software KOHA (version 22.05.12.000) enabled OPAC linked with the college website since 2017. The present version of KOHA, version 22.05.12.000, has twelve Modules, namely Circulation, Patron, Advance Search, Lists, Authorities, Cataloguing, Serials, Acquisition, Reports, Tools, Koha Administration and About Koha

For library, AMC for computer maintenance and related technical support is provided for. Annual stocktaking, weeding, maintenance of library-users' and visitors' digitised records, continuous digitization of acquisitions, addition and upgradation of e resources are done.

New library arrivals are displayed through monthly digital uploading.

Computer laboratories are kept under regular scrutiny by maintaining stock register for use and purchase of different equipments.

Biometric attendance was installed for teaching and non teaching staff of the college on 02.12.2022

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

#### 4.3.2

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

**Response:** 13.08

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

**year:**

Response: 38

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 26.73

**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
29.82	17.02	6.73	15.07	16.9

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 73.61

**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
367	464	439	177	157

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 58.79

**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
497	464	270	41	9

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

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

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

## 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:** 70.71

**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
98	87	71	77	75

**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
137	119	105	111	105

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 9.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	0

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

## 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: 23**

**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
16	1	2	2	2

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

**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: 35**

**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
60	15	33	34	33

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association of RKSMVV (Registration Number S/IL/18198 of 2003-2004) was established in 2003 with the vision to assist the Alma Mater in its various endeavours and promote the general welfare of the institution along with forging a strong bond between the alumni, current students, faculty and staff and be the support in shaping the institution's future.

The objectives of the Association are: a) To promote fellow feeling and fraternity amongst the alumni of the College, as well as between past and present students and the teachers/staff members of the college, b) To initiate activities which would be directly or indirectly beneficial to the College, c) To provide relief to the exstudents who are in need of help, d) To hold the Annual Re-union, e) To extend financial support through scholarships, free-ships, prizes and other assistance. Since its inception, the Association has been striving hard to achieve these objectives by all means and measures.

The RKSMVV Alumni Association, beginning with 50 odd members, and the current members strength of over 800, is an important stakeholder of the institution, as well as a pillar of support. The Secretary is an external member of the college IQAC, and liasons between the college administration and the alumni. The Alumni feedback is considered during the annual IQAC review and planning meetings, and the constructive criticism and generous financial and infratructural support contribute significantly towards the development of the college. The Alumni Association contributes generously towards the support and development of the college. Monetary support includes contributions towards fees, prizes, uniform, Covid relief, college events, infrastructure development and relief work; other philanthropic activities include recording of audio books for the visually challenged students of the college, and active involvement in outreach activities through visits to Amphan affected Sunderbans, Old Age Home, etc.

The Alumni Association organied Annual Reunion cum Fete, traditionally held on 26th January, is a much awaited event for past and present students and teachers alike. The AGM of the Association is also traditionally held on that day, prior to the Reunion. Enthusiastic entrepreneur members, all past students, set up stalls, displaying and selling food items, handicrafts, clothes, cosmetics, and jewellery. The interaction between the members, a significant number of whom are successful in their careers and professions, and many preparing to enter their professional careers, acts both as an encouragement to the younger members, as well as evidence of success of the institution's untiring efforts to achieve its vision of imparting integral and holistic education to women tempered with compassion, conscience and competence.

The current Prinipal, Pravrajika Vedarupaprana and Vice Principal, Pravrajika Ishtatmaprana, are both

alumna of the college.

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

## 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:**

In accordance with its Vision and Mission based on the noble ideologies of Sri Ramakrishna, Sri Maa Sarada

Devi and Swami Vivekananda, the College works towards building self-sufficient empathetic young individuals

to be effective citizens, innovative thinkers and able leaders for the future nation. It is a Government-aided,

partly residential Girls' College in Kolkata, affiliated to the West Bengal State University.

The College has an inclusive and participatory system of functioning which involves all stakeholders.

The College Managing Committee (Governing Body), is the apex body of the College. Constituted of monastic members from Sri Sarada Math, it includes the Principal and the Office In-charge. Two representative faculty members are periodically part of the MC meetings so that the voice of the teaching faculty is also ensured in decision making.

The IQAC, constituted of the Principal, the Office In-charge, the IQAC coordinator (faculty), other senior and junior faculty members, student representative, Alumni member and two external advisors, provide prospective plans, policies and guidelines for the College while reviewing the quality maintenance across all aspects.

The faculty are part of all the Statutory committees and College Subcommittees and Cells through which the College functions effectively. Student representatives are part of most the subcommittees and cells. Apart from the IC, the Principal is the head of all Committees and Cells.

Further, the students have Committees of their own which look after Garden, Hygiene and Sanitation, Common Room, Canteen and Waste Management. Regular Parent-Teacher meets are part of the College calendar.

While the academic calendar and the master Routine are drafted by the Principal, the IQAC and the Academic Subcommittee, The Departments are given full autonomy to carry on their teaching-learning and other extension activities.

The Library, housed in a separate building above the College Auditorium, is under the supervision of the Librarian and serviced by the Library staff.

The Alumni also meets periodically in its dedicated room in the campus and actively participate in the forward trajectory of the College.

The lab-attendants and bearers are present for lab activities and official errands.

Other non-teaching members work in the extensive College campus to maintain the cleanliness and the discipline of the entire institution.

The College thus functions through an efficient and synchronized mechanism, with the active involvement of

Administration, Office, Teaching Faculty, Library Staff, Non-teaching staff and Students. The short- and



long-term goals of the Institutional Perspective Plan are implemented and attained through such a participatory and decentralized system.

As per the directives of the UGC, the State Higher Education Department and the West Bengal State University

directives, the College was prompt in the smooth implementation of the CBCS and the NEP models and curricula in 2018 and 2023 respectively. In both cases, the Principal and the faculty participated in and organized several administrative and academic workshops both inside and outside the College. Because of the

changes in the academic systems and subject choices, for each of the incoming student batches, orientations

were organized by the College as well as by individual departments.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Aligned with the Vision and Mission of the Institution, the Managing Committee (GB) had outlined the following focal areas for the overall development of the College:

- To widen and strengthen the academic system along with co-curricular courses.
- To provide professional courses and facilitate opportunities for placements.
- To augment and strengthen student support.
- To develop infrastructural facilities
- To focus on value-based education
- To focus on societal outreach and on creating scope for greater awareness and empathy among all stakeholders
- To strengthen ethical codes in all aspect and operations of the College
- To encourage and actively engage in environmental activism
- To increase collaborative activities with other institutions/organizations/industries

A detailed Institutional Perspective Plan was drawn up along these focal points by the IQAC and approved by

the Managing Committee. Ideated on a ten-year span (2018 – 2028), the Perspective Plan includes both long-

and short-term goals. New additions/changes were made in the Plan as per the changes and directives coming from the UGC, the Higher Education Department and the parent University (West Bengal State University).

Intended Outcomes of the Plan include:

- ? Enhanced infrastructure and facilities (including internet-based technologies) for students and strengthened student-support
- ? Building a strong Placement network and open up avenues in Professional trainings through career-oriented courses and vocational trainings
- ? To initiate projects and research activities under the IKS umbrella, to stress on Faculty research and innovation
- ? To continue to stress on ethical codes, values-based education, empathy and community outreach
- ? To make all stakeholders environmentally aware, to be carbon-responsible and to plant and develop an urban forest within the campus
- ? To widen the scope of institutional impact and to be enriched by other concerns by collaborating with other institutions and organizations.

The implementation and deployment of the Perspective Plan is reviewed from time to time by the IQAC and

necessary additions incorporated. The attainment of some long- and short-term goals (2018-2023 and continuing

till June 2024) have been recorded in detail in the Perspective Plan Deployment Document.

While the institutional policies are formulated by the IQAC, in keeping with the vision and mission of the

College, the day-to-day functioning and implementation of the same is carried out through the various subcommittees and cells that are constituted of members of the Administration, Office, Faculty and Non-teaching Staff and Student representatives (in almost all bodies). The appointment and leave rules followed are

as per the norms and regulations of the Higher Education Department, Government of West Bengal and the

Statute of the parent University respectively. Thus, the entire College operates as a coherent and active entity

under the guiding ideologies of Sri Ramakrishna, Sri Maa Sarada Devi and Swami Vivekananda, and follows

the rules and directives of the UGC, the Higher Education Department, Government of West Bengal and West

Bengal State University.

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

### 6.2.2

***Institution implements e-governance in its operations***

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

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

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

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1**

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

**Response:**

#### **A. Staff Welfare**

The institution has always been keen in its approach towards safeguarding the welfare of its employees. It also facilitates in all possible ways to the career development of all its employees.

It extends all statutory leaves and welfare measures instituted by the Government of West Bengal, including GPF, Pension benefits, Child Care Leave, Maternity Leave, Medical Leave, Study Leave, Leave Encashment, Gratuity, and West Bengal Health Scheme (SwasthyaSathi). Special Quarantine Leave was made available in case either the employee or his/her family members were affected by COVID 19.

The Grievance Redressal Committee and Internal Complaints Committee consider and redress grievances of all staff members.

For the teachers in substantive Government approved posts, the College

- Encourages them to attend FDPs/ Capacity Building Programmes /Orientation/ Refresher Courses/ Workshops Seminars, for career advancement and professional/academic progression
- Grants leave-on-duty for attending/addressing Seminars/Symposiums
- Grants FIP/FDP leave for higher studies (e.g., Ph.D.) as per the UGC and Government rules
- Grants seed money towards travel/registration for attending Seminars/Symposiums
- Provides seed money of Rs.10000 under Faculty Research Grant scheme for undertaking research work.
- Provides infrastructural facilities including Multi-gym and spacious staff room.

## **B. Performance Appraisal:**

### **Performance Based Appraisal System (PBAS) for teaching staff:**

- It is obligatory for the faculty members to fill and submit monthly self appraisal reports to the IQAC and Principal. The Report records the number of classes allotted and taken and miscellaneous duties performed by the teacher.
- Biometric attendance records are maintained along with physical registers and are taken into account for the appraisal
- Student and Faculty feedback analysis and Annual Academic and Administrative Audit are taken into account by the administration and IQAC for promotion and motivation to improve upon their performances.
- 360° Teacher Appraisal System has been initiated.

### **Appraisal of non teaching staff:**

- Performance of non teaching staff is monitored by the HoI.
- Attendance records are maintained through the biometric registers along with physical ones.
- Feedback from students on the office helps to identify any lacunae and necessary steps are taken.

## **C. Career Development/ Progression:**

- Career Advancement Scheme (CAS) for substantive teachers is based on PBAS and guidelines of the state government and UGC.
- The college ensures timely processing of the relevant documents and paper-works towards formation of necessary committees etc. for their career advancement.
- IQAC, headed by the Coordinator, collates and verifies PBAS papers for promotion of teachers under CAS and forwards it to the Principal for GB approval and further procedural processes of screening and selection.
- SACT II teachers are also facilitated to upgrade their qualifications for promotion under the guidelines of the state government.
- For the Non-teaching staffs in Government approved posts, promotion is linked to service tenure and/or selection procedure of the state government.
- The College ensures timely preparation and processing of documents regarding their Government approved CAS at the 7th, 10th and 20th years of their service

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

**6.3.2**

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

**Response:** 0

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

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

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

**6.3.3**

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

**Response:** 5.41

**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
7	5	3	3	1

**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
18	19	19	19	20

  

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

The Institution is dependent on the Government for the main source of funding. A brief list of resources is provided below:

The Government-appointed staff salary, along with the corresponding retirement benefits, comes from the Government of West Bengal.

The Maintenance Grant and New Building Grant are also periodically provided by the Government of West Bengal. RUSA is jointly given by the West Bengal and Central Government.

The Alumni has funded the renovation and infrastructural development work.

The Library is part of Annual budget. All Departments are given equal amounts of grants for extension activities, student projects and small purchases. All expenditure are against bills and vouchers, which are preserved for Audit.

Student fees (from UG, PG and Professional Courses) are utilized towards student-centric expenses. It is

also used to meet day to day recurring expenditure of the College like electricity bills, telephone bills, website fees and other maintenance work. The Hostel is run by the hostel fees.

The College received grants from the Indian Council of Social Research, Indian Council of Philosophical Research and the Alumnae for conferences and seminars.

Sri Sarada Math, the Vidyabhavan Ashram, Alumni and private donors all contribute towards the scholarships and prizes of students and the over-all improvement of the College.

The NSS unit received grants through West Bengal State University in 2022 and 2023.

Valuations of gifts in kind, if donated by well-wishers, are part of Internal and External audits.

The College has a transparent way of receiving financial grants and other resources. The accounting and audit system is outlined below:

The College conducts Internal Audit quarterly and External Audit annually or periodically, as prescribed by the Higher Education Department, Government of West Bengal. It follows all the financial rules stipulated by the Government of West Bengal.

Annual Budget Estimates are prepared for every financial year and approved by the Managing Committee.

Government salary payments are made through the Integrated Finance Management System (IFMS) portal. Rest of the salaries are paid through NET-banking and cheque. The RUSA grant is mediated through the Public Finance Management System (PFMS).

All major purchases are done through tenders that are announced on the College website. Government e-tenders are used for quotations for prices above five lakhs.

All bills and vouchers are maintained (in both hard and digital copies) for all small and big purchases made for the College. The financial statements and accounts of the college are maintained digitally with the help of AC software and are duly signed by the Secretary of the Institution. All transactions are thoroughly checked by the Office In-charge and monthly accounts are placed before the MC.

All grants and all private donations in cash and gifts-in-kind are part of the College Internal and External Audit.

CAG was carried out by the Indian Audit and accounts Department from 8.04.23 to 20.04.23.

All past audited reports and papers are preserved.

The focus of expenditure is on infrastructure development. A part of the College resources also goes towards scholarships for underprivileged students.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

IQAC adopts appropriate strategies, processes and operations for institutionalizing initiatives aimed at overall quality enhancement aligned with the institution's Vision and Mission, with core thrust on teaching learning processes and learning outcomes. It works with committees and cells for development and periodic review of quality benchmarks for academic and administrative activities, infrastructural facilities, methodologies of operations and learning outcomes of the institution.

Preparation, deployment and monitoring of Institutional Strategic Plan, incremental improvements of Best Practices, documentation, timely submission of AQARs, guidance and scrutiny for faculty promotion under CAS, participation in NIRF and AISHE are among the regular quality assurance activities of IQAC.

IQAC initiatives during the last five years include:

1. Curricular modification: Changes in higher education scenario resulted in thrust areas like community engagement and service, environmental education, skill development, and value-based education gaining importance. IQAC has accordingly planned multidisciplinary value added certificate courses, and organized student and faculty activities, and faculty and staff training geared towards the thrust areas.

#### Organizing

1. Attainment of Learning Outcome: To support development of outcome-based curricula, IQAC has taken the following measures:
  - Develop policy documents on LO,PO, PSO, CO in accordance with UGC and University directives
  - Review departmental practices in alignment with outcomes
  - Organizing workshops on effective learning outcome based curriculum delivery focussing Knowledge, Attitude, and Skills.
  - Ensuring Cognitive and Affective domains (Bloom's Taxonomy) as significant domains



addressed through this framework.

- PO-PSO-CO mapping, assessment, review, attainment and upload

2. Institutionalized Academic Audit: IQAC strategizes and supervises academic activities like curriculum planning and delivery, including continuous assessment and evaluation, through a detailed Academic Calendar and lesson plans.

It ensured unhindered academic activities including examinations during the lockdown by setting up the mechanism for online interactions through institutional G suite.

It has strategized and introduced multiple tiers of feedback and academic audit: departmental, internal (peer feedback) and external. It has also facilitated ISO certification for Quality, Energy and Environment Management.

3. Feedback mechanism: IQAC also collected and analyzed feedback from stakeholders on quality related issues, which impacts policies and strategies. Besides online feedback, PTMs and Open House with students are held every semester. Grievances/suggestions are recorded and analyzed departmentally, often in consultation with IQAC and the Principal.

4. Collaboration: IQAC has coordinated MoUs and linkages with other institutions, facilitating collaborative activities like teacher-exchange, seminars, placement camps, etc. and industry-academia partnership through Internship.

5. Financial planning: Along with RUSA PMU, IQAC planned and coordinated renovation and upgradation projects based on RUSA 2.0 funds. It facilitated creation of a new building block, Nivedita Bhavan, and renovation of toilet blocks and college canteen, among other upgrades.

6. Support mechanism: In alignment with the NEP 2020 thrust on holistic and multidisciplinary education, IQAC has initiated several Cells and Committees with strategic policies, like ST/ST/OBC, Minority, EWS, Grievance, IPR, IKS, Placement, Research Cells, Incubation Centre for student support and faculty development.

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

## 6.5.2

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

RKSMVV, the first educational institution, built under the aegis of Sri Sarada Math in 1961, and one of the premier women's college in the state today, fosters a vision of Gender equity and Empowerment through its curricular and co-curricular activities. It works on creating an enabling environment for girls across all sections including disability, sexuality and socio-economic background.

The first and foremost concern of a Girls' college with a sprawling campus like RKSMVV is safety and security. Twenty-four hours' security at the gates, CCTV surveillance, and a strict attendance policy for students in all classes ensure security.

Infrastructural facilities like clean and hygienic toilets, sanitary pad vending and disposal facilities, and a spacious common room; Physical training and sports facilities like Yoga Centre and Gymnasium, along with a considerably large sports field are also maintained as part of gender oriented facilities, encouraging students to participate actively. Toilets are gender marked for convenience. Programmes on Menstrual Health and Hygiene are conducted regularly. Availability of teacher-mentors, and certified professional counselors help the young women address their mental well being.

Gender sensitization is integral to Course curriculum, and beyond it. RKSMVV follows the WBSU curriculum which already has Gender as a cross cutting issue in most of its course curricula. In addition, students are exposed to gender specific issues like Gender Identity, Gendered Violence, Child Sexual Abuse, Women's Rights, etc. through Certificate courses, panel discussions, regular sensitization and awareness programmes, seminars, workshops, exhibitions organized by ICC, GRC, IQAC and other departments.

IQAC, in collaboration with GRC, chalks out a Gender Sensitization plan at the beginning of each academic year. Gender based activities are planned accordingly. Gender Audit has been initiated from 22-23 focussing on facilities, grievances and awareness, suitable for an All Girls' College like RKSMVV.

The Internal Complaints Committee (ICC) is the statutory body which works towards the prevention and redressal of sexual harassment. It creates legal awareness, facilitates counselling and prompt redressal of complaints. It rigorously propagates and ensures a zero tolerance policy towards sexual harassment and abuse. In February 2019, a workshop on online safety was organised on the concept of social surfing and how to make the internet a safer place for women and girls.

The College maintains an active Gender Resource Centre which addresses questions of gender equity by (i) conducting interactive sessions, workshops, seminars, movie screenings; (ii) ensuring a safe and enabling environment through self-defence workshops and awareness generation programmes on cyber-crime; (iii) upholding the principles of intersectionality; (iv) undertaking research projects on gender based issues, v) conducting workshops on mental health and career counselling. The Pandemic saw a host of gender based activities aiming at helping the young minds cope with unprecedented circumstances. The faculty, all female, have a huge body of gender and women oriented research. The library has a dedicated Gender Resource Corner. A permanent archival exhibition on Women Missionaries of the Ramakrishna Orders under the Research and Resource Centre is a unique initiative towards converging gender and tradition.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

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

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

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

#### **7.1.4**

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

**Response:**

Founded on the ideals of Swami Vivekananda, the College actively promotes an inclusive environment based on tolerance and respect towards cultural, linguistic and communal diversity. The peaceful apolitical environment has always attracted students from remotest corners of the state, as well as from the city and its suburbs. Students here belong to diverse regional and socio-economic status, ranging from the lowest income group to the upper middle class, from the first generation learner to the English speaking student from convent schools.

The college strictly follows the Reservation rules for admission as per directives of Central and State Governments.

The SC/ST/OBC, EWS and Minority Cells of RKSMVV sensitize everyone towards an inclusive environment.

But the unique institutional inclusive practices, particularly the college uniform, the morning assembly and weekly value education classes, and the various social outreach programmes, create a sense of belonging in each student, irrespective of class, caste or religion. This is even more discernable among the hostel boarders, who are trained to be responsible, honest and self-reliant amidst strict discipline and mentoring by the Monastic members. Undoubtedly the best example of inclusiveness is the tradition of students of all religious communities performing shrine work.

The Gender Audit helps locate and counsel (if required) students belonging to gender minorities. Several sensitization and awareness programmes are conducted the year round, both by the Gender Resource Centre as well as departments and subcommittees and cells for inclusiveness.

As a gesture of equality and inclusivity, SWC initiated a relief fund for economically disadvantaged students affected by the Lockdown and Amphan, with voluntary contributions from staff, ex students and well wishers. About 200 students were given financial assistance, mobile phones and mobile data for enabling them to continue their online and blended mode studies uninterrupted.

The college has, for years, undertaken charitable and social work with the monastic members and students, including health check up, blood donation, medical camps and relief operations for members of a few underprivileged neighbourhoods around it. These inclusive activities, and many more, have been taken under the wings of NSS-RKSMVV since its inception in 2019. Students help organize and volunteer in the following:

Blood donation and Organ donation Awareness Camps

Donation Drive for the local slum dwellers

Old age home visits

Brick kiln visit and slum adoption

Awareness campaigns on dengue prevention, Covid protocol, “No Plastic” campaign, Menstrual health and hygiene

To encourage tolerance and respect for cultural and linguistic diversity and constitutional obligations, the following occasions are among those observed with due respect and solemnity:

Independence Day

Republic Day

Youth Day

International Women’s Day

International Mother Language Day

Indian Constitution Day

Human Rights' Day

Teachers' Day

Gandhi Jayanti

Vanomahotsav

Rabindra Jayanti

Sanskrit Divas

Special celebrations are held in the College Shrine to observe Christmas, Buddha Purnima, Janmashtami, Dolyatra, and other religious festivals. Saraswati Puja is celebrated with enthusiasm by all students and teachers, and is a much awaited event, along with the Puja Social.

The college offers a 30 hour Certificate Course in Ethics and Value Education.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

**Title: An Institution that Redefines Modernity**

**Objectives of the Practice:**

Alarmed by the mindless cloning of the West, indicative of a rapidly eroding cultural legacy of the Indian youth, the Institution seeks to challenge the concept of Modernity as something that excludes all that is traditional and age old.

### **The Context:**

The College envisions Education as a true synthesis of spiritual and material knowledge, and, in extension, of Tradition and Modernity. The atmosphere and activities are designed accordingly. The objective is to create the modern Indian woman by redefining modernity as a concept that assimilates tradition, or is itself distilled out of tradition.

### **The Practice:**

A comprehensive look at the curricular and co-curricular activities of a student from the day she joins RKSMVV till she graduates, will point at the synthesis of the traditional and the contemporary, or of the spiritual and the secular. Her day begins with the Morning Assembly and Prayers. This daily ritual puts her mind at rest, helping her to concentrate and stay focused for the rest of the day. Her classes expose her to the vast and complex spectrum of the curriculum, with a wide range of cross cutting social, ethical and environmental issues. She might have a lecture on Artificial Intelligence or Legal Rights of Transgenders scheduled for the afternoon.

Similarly, the weekly Value Education classes that talk about Indian tradition and culture, morality, spirituality, and ethics, or introduce her to the vast treasure of the Ramakrishna-Vedanta philosophy, may be followed or preceded by training sessions on self-defence against physical assaults, or an intense workshop on child sexual abuse.

Again, instead of a loud and music-blaring 'Freshers' Welcome' here students become part of the institution through the *Vidyarthini Homa*, a solemn oath-taking ceremony before the holy fire. This does not, however, deter the students- freshers and seniors – to spend a fun filled afternoon of music, dance and skits, getting to know each other in the *Bhogini Boron* programme.

The same synthesis is noticed in the carefully curated value added certificate courses offered in keeping with the philosophy of balancing the spiritual and material.

The events focus on critically approaching issues from practical, intellectual, academic, as well as moral and ethical angles. Conferences are held on topics as diverse as Yoga, Medical Ethics, Women Empowerment, Childhood Spaces, Digital Resource Sharing, and Intellectual Property Rights.

### **Evidence of Success:**

The College has been able to successfully ingrain in students a modern mindset tempered with a sense of pride in their roots and cultural heritage.

To RKSMVV students, Modernity is not divorced from Tradition. Instead, they are initiated into a new definition of Modernity which stems from culture and tradition, which is pragmatic, practical, and progressive.



**Problems Encountered and Resources Required:** None so far.

## **Best Practice II**

### **Title: Creating, Conserving, and Mapping Campus Greenery**

#### **Objective of the Practice:**

- Maintenance and sustainable enhancement of campus greenery, with focus on a balanced ecosystem within and outside the campus.
- Generation of awareness and responsibility among students and staff about environment, ecology and sustainable development.

#### **Context:**

In recent years, the surroundings of the college campus have seen significant decrease in greenery, and, consequently, increase in carbon emission. The well maintained lush green RKSMVV campus, with over 700 trees, fruit orchards, seasonal and perennial flower patches, vegetable garden nourished by organic manure, green field, water bodies etc. is like a virtual oasis amidst the eroding greenery and increasing filth. The institution makes a serious and sustained effort to maintain and upgrade the greenery, not only for its occupants, but for the entire neighbourhood.

#### **The Practice:**

To augment the established green practices, few new and innovative initiatives have been added to the green endeavours of RKSMVV.

1. **Jeevaka Kanan** - The Medicinal Herbarium has been developed with assistance from the West Bengal Biodiversity Board, and the Department of . Medicinal Plants, Ramakrishna Mission Residential College, Narendrapur. At present there are 39 species of medicinal herbs in the patch, nourished and nurtured by a team of students and teachers.

2. **Jeevaka Kanan Prakalpa:** The IKS Cell has initiated a collaborative research project on available herbs and plants at Jeevaka Kanan, aimed at creating awareness among students and faculties about medicinal plants and their uses as described in the Ancient Medical Science of Ayurveda. [https://rksmvv.ac.in/wp-content/uploads/2024/07/PROJECT\\_JIVAKA\\_KANAN\\_RKSMVV\\_ENGLISH.pdf](https://rksmvv.ac.in/wp-content/uploads/2024/07/PROJECT_JIVAKA_KANAN_RKSMVV_ENGLISH.pdf)

3. **Naimisharanya**, the RKSMVV Urban Forest.

Urban Forestry involves the cultivation, management and preservation of natural resources as well as trees and green spaces within developed urban areas.

'Naimisharanya', the Urban Forestry project of RKSMVV, was started in collaboration with the West Bengal Biodiversity Board, with the planting of 1000 saplings on 28.07.2023 in a 1200 sqr feet section of the campus greens identified and prepared in advance. Three types of trees - tall-tree (11 species), sub tree (16 species) and small tree or Shrub (15 species) were closely planted for maintaining three different tiers of this forest.

This effort aims at a profound ecological imprint in this congested urban area, monitor the air quality of the surrounding area, as well as increase the bio-capacity for the sustainability of the environment for future generations.

**4. Campus Flora-Fauna Mapping:** The Project was undertaken by a student-teacher research team with assistance from WBBB. On initial inspection on 09.03.2023, more than 65 different flora species were identified. The research team followed up the introductory survey in the following manner:

- Identifying, marking, documenting vernacular names, scientific names and families of the species.
- The height, canopy area and diameter of the trees measured and documented.
- The location of each tree determined by their latitude and longitude with the help of GPS Map Camera.
- Name-plates prepared in Bengali, including scientific names and medicinal uses.

**Evidence of Success:**

Significant increase in interest in, and awareness about, campus flora and fauna among students and teachers.

Significant increase in campus greenery, decrease in soil erosion.

Visible increase in the number of birds, butterflies and bees, as well as mongoose and squirrels in the campus.

**Problems Encountered and Resources Required:** Lack of sustained funding for maintenance.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

**Be and Make**

**Institutional distinctiveness** refers to the unique characteristics and qualities that distinguish an educational institution from others in terms of its mission, vision, values, academic programs and support services.

The college is founded on the philosophy of Sri Ramakrishna Dev, Sri Maa Sarada Devi, and Swami Vivekananda – the “Holy Trio” behind the establishment of the Sri Ramakrishna Sarada Math and Mission. Their philosophy of enriching one’s inner self through knowledge, love, compassion, sacrifice, fellow-feeling and openness, acts as the guiding principle behind the planning and activities of the college. The college aims at imparting integral and holistic education tempered with compassion, conscience and competence, simultaneously focusing on fulfilling Swami Vivekananda’s dream of an ideal nation steered by empowered women – educated, self reliant, responsible, informed citizens who will act as harbingers of change.

**The distinctiveness of the institution lies in its commitment to offer an academic and intellectual experience that foster independent thought and responsible action, as well as self learning and introspection among students.**

As a 63 year old educational institution of high repute, the primary hallmark of distinctiveness of RKSMVV is its commitment to provide an active, unrestricted and enriching **learning environment** to its students for a focussed yet extensive academic experience. The college is known for its disciplined apolitical atmosphere, rigorous curriculum, and dedicated and experienced faculty. Students at RKSMVV come from diverse socio-economic backgrounds; ranging between first-generation learners from the remotest of villages, and students from urban English medium background. The college recognizes the diversity regarding learning ability, exposure, and other relevant factors and has policies and mechanisms to address this diversity.

The college provides a carefully curated variety of learning methods and experiences, both within and beyond the classroom, along with optimal use of infrastructural and digital resources, to facilitate

effective learning for all categories of learners and maximize their learning potential.

The end semester results reflect the success:

Final year examination	Program	Students appeared	Students passed	Progression to higher studies	Campus Placement
2022-2023	UG BA/BSc	131	129	64	12
	PG MA	8	8		
2021-2022	UG BA/BSc	111	111	67	26
	PG MA	8	8		
2020-2021	UG BA/BSc	97	96	62	9
	PG MA	9	9		
2019-2020	UG BA/BSc	107	103	69	15
	PG MA	8	8		
2018-2019	UG BA/BSc	101	101	64	12
	PG MA	4	4		

RKSMVV offer students scope for vibrant **co-curricular and extra-curricular** activities that extends the traditional emphasis on academic excellence to incorporate personal, interpersonal, and societal skills and attitudes essential for holistic growth. The curriculum includes independently designed **value added courses** ranging from *Srimadbhagavadgita* to Digital Marketing, from Python to Paninian Grammar, and from Computer skills to Organic manure making out of kitchen waste. **Co-curricular activities** include NSS, Sports & Games, Yoga, Music, Dance, Martial Arts, Dramatics, Bratachari, and vocational courses like Cutting-Tailoring-Embroidery, Fine Arts, Handicrafts, Jewellery and Candle making, Bakery, *Jugaad* or Upcycling.

The college prepares students to develop self growth and competence necessary to face the challenges of an increasingly competitive professional world by offering various **skill based** and **career oriented trainings**, including language, communication, computer and soft skill trainings.

**Outreach programmes** are an integral part of an institution like RKSMVV. Following Swami Vivekananda's ideals of service to society through the uplift of its deprived classes, the institution regularly conducts several outreach programmes involving the local community and neighbourhood, in

which students actively participate. Activities include health camps, relief work and donation drives, awareness workshops and rallies, neighbourhood beautification, old age home and slum visits. This fosters in them a sense of social responsibility and sensitization towards societal, ethical and environmental concerns.

The college takes extra care to provide a **value based and inclusive environment** upholding core values of unity, diversity, inclusiveness and humanism. The distinctive institutional inclusive practices, particularly the college uniform, the morning prayers, weekly value education classes, youth conventions on moral-ethical values, and respectful observance of occasions of national importance, create a sense of inclusive national identity

that is secular and multicultural in each student, irrespective of class, caste or religion. This is evident in the alumni, who step out into the larger world as responsible, respectful, honest and tolerant citizens, trained under strict discipline and mentoring by the Monastic members.

Aligned with the institution's distinctive **emphasis on tradition and culture**, and considering its institutional and intellectual resources, **Indian Knowledge System** has been identified as a specialized area of interest. The IKS Cell is designed to disseminate and promote an in-depth understanding of, and research on, the ancient Indian knowledge systems, and consequently, to instil a sense of values in the students encouraging selfless community engagement through outreach programmes and initiatives.

Another distinctive feature of RKSMVV is its **environmental practices**, with a focus on environmental sustainability. Collaborative 'Green Campus' projects with the West Bengal Biodiversity Board, NSS awareness programmes and observances, guided campus tours for local school students, are among the activities that initiate students to work towards a greener and cleaner world as sensitized and responsible future citizens of the world.

RKSMVV has several institutional initiatives to provide confidence to students through **career oriented trainings, placements** facilities, mentoring, professional counseling, to name a few, enabling them to emerge as employable graduates, and leaders charged with new ideas and the capacity to make a difference.

In addition, the following features contribute to an atmosphere conducive to self development and realization of full intellectual potential of students:

- An institution established with a thrust on education and empowerment of women.
- Managed by service oriented Ramakrishna Sarada Mission with clearly set vision and mission.
- A virtual oasis amidst the grime and pollution of city life. Around 11 acres of lush green campus with 300 species of flora and fauna, vegetable gardens, fruit orchards and numerous floral beds, medicinal herbal garden, and an urban forest.
- Organic farming.
- Safe and affordable hostel facilities
- Value based education.
- Support of underprivileged, first generation learners.
- Focus on discipline and self-conduct.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Aligning with National Education Policy 2020, the college is working towards bolstering Multidisciplinary Research by collaborating and signing new MoUs with other national and international institutions, as well as encouraging interdisciplinary research between the departments. A proposed research project on the benefits and impact of Urban Forestry is being planned by the departments of Geography, Economics, Sociology and Psychology. The college is already collaborating with West Bengal Biodiversity Board for multiple innovative projects, as “*Naimisharanya*” - the Urban Forest within the campus, and “*Jivaka Kanan*” - the herbal garden, and the Campus Flora Fauna Mapping Project.

Another innovative initiative that has just begun is Student Demography Mapping, a student survey aimed at generating the students’ awareness and interest in their surroundings and roots, empowering them culturally.

As part of the vision of Atma Nirbhar Bharat, RKSMVV is striving toward greater opportunities in placement by enhancing skill-based training and internships. The ‘earn while you learn’ concept is aligned with the vocational course trainings, aimed at motivating students to start honing their entrepreneur skills as they train.

Gender and environment continue to be focus of student activities, in alignment with the institution’s vision of informed and empowered women bringing significant changes in society.

The institution’s emphasis on values and ethics is being reinforced by the multifarious activities of the IKS Cell, converging knowledge practices of ancient and contemporary India.

The permanent archival exhibition of the Research and Resource Centre on Women Missionaries of the Ramakrishna Orders is an ongoing project in response to the ever growing demand of digital archiving and collaborative research, with the purpose of generating academic interest in the comparatively less explored area of critical research on the women missionaries of the Ramakrishna Movement. The initiative aims to fill a gap in the history of Indian missionary work by attracting academic attention to the vast field of work carried out by the women missionaries of the Ramakrishna orders in India and abroad.

The department of English is working on a Digital Humanities project on the History of English Literature, as a collaborative project with MoU partner colleges.

### Concluding Remarks :

RKSMVV has over six decades of rich legacy sustained by achieving several milestones, emerging as a pioneer of women’s higher education in the state. The college continues to strive to fulfill the vision of its pioneering saint, Swami Vivekananda – that of educating women in order to build a well balanced and progressive society. Through all its curricular and co curricular programmes, outreach and extension activities, the College aims at nurturing and strengthening the physical, intellectual, moral, and spiritual faculties of the young students, a large section of whom are first generation learners, often hailing from the remotest of villages, who are victims of social injustice. Many belong to the financially disadvantaged section, with family incomes below the poverty line. The institution offers substantial financial assistance, scholarships and provides hostel accommodation at nominal rates for these young women who come from all districts of West Bengal and

neighboring states. It has taken up the challenge to help these students become successful professionals - self reliant and financially and emotionally secure, once again following the ideology of its guiding force, the visionary Swami Vivekananda, who had emphasized the importance of professional training for holistic improvement of women. The college provides guidance and training to its students through a number of skill based, career oriented, professional courses offered at a subsidized rate to underprivileged students, past and present.

The core mission of the institution is increasing scope and diversification of knowledge, utilizing them to the betterment of society, especially focusing on women's education so that they become psychologically and economically self-sufficient, which is a necessary step towards autonomy and independence from limiting factors.

However, it does not believe in churning out graduates without a sense of morals, values or ethics. The institution envisions Education as true synthesis of spiritual and material knowledge, and, in extension, of Tradition and Modernity. It is proud to have struck a perfect balance between past traditions and contemporary concepts and practices. The objective is to create the modern Indian woman by redefining modernity as a concept that assimilates tradition, or is itself distilled out of tradition.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 67 Answer After DVV Verification :61</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>461</td> <td>395</td> <td>407</td> <td>373</td> <td>233</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>461</td> <td>395</td> <td>407</td> <td>373</td> <td>233</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	461	395	407	373	233	2022-23	2021-22	2020-21	2019-20	2018-19	461	395	407	373	233
2022-23	2021-22	2020-21	2019-20	2018-19																	
461	395	407	373	233																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
461	395	407	373	233																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 268 Answer after DVV Verification: 268</p>																				
1.4.1	<p><b><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></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Remark : Data updated as per supporting documents.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to</b></p>																				

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
212	168	170	166	154

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
232	176	177	193	181

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
295	295	295	390	390

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
270	270	270	365	365

Remark : DVV has updated the data as per the HEI clarification response in 3.1.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
88	58	67	54	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
73	57	57	57	59

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
129	129	129	174	174

Answer After DVV Verification :

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	134	164

Remark : DVV ha updated the data as per the reservation polity and number of seats filled greater than the earmarked seats will be considered in general category.

#### 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
56	57	57	55	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	55	37

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	38	36	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	38	36	36

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.03	0	0.37	1.86	1.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1.86	1.03

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	18	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	9	4	1

**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
22	9	12	12	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	04	00	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	23	9	7	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	8	0	1

Remark : DVV has updated the data as per the approved ISBN number

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
28	15	11	15	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	4	4	0

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 :25

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16.46	36.53	49.85	100.9	11.27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.46	36.53	49.85	100.9	11.27

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 : 45

Answer after DVV Verification: 38

**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
30.6	17.55	7.09	16.1	17.41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29.82	17.02	6.73	15.07	16.9

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
368	464	439	177	157

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
367	464	439	177	157

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.3	<p><b>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</b></p> <p>5.1.3.1. <b>Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1084</td> <td>464</td> <td>270</td> <td>41</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 734"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>497</td> <td>464</td> <td>270</td> <td>41</td> <td>9</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1084	464	270	41	9	2022-23	2021-22	2020-21	2019-20	2018-19	497	464	270	41	9										
2022-23	2021-22	2020-21	2019-20	2018-19																											
1084	464	270	41	9																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
497	464	270	41	9																											
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> <li>1. <b>Implementation of guidelines of statutory/regulatory bodies</b></li> <li>2. <b>Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li>3. <b>Mechanisms for submission of online/offline students' grievances</b></li> <li>4. <b>Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>																														
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p>5.2.1.1. <b>Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1417 1046 1550"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>87</td> <td>71</td> <td>77</td> <td>75</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1628 1046 1760"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>87</td> <td>71</td> <td>77</td> <td>75</td> </tr> </tbody> </table> <p>5.2.1.2. <b>Number of outgoing students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1839 1046 1910"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	91	87	71	77	75	2022-23	2021-22	2020-21	2019-20	2018-19	98	87	71	77	75	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
91	87	71	77	75																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
98	87	71	77	75																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
5.2.2	<p><i>Percentage of students qualifying in state/national/ international level examinations during the last five years</i></p>																														

**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
5	6	4	4	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	0

Remark : DVV has updated the data after excluding same student in an academic year.

**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
24	1	10	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	1	2	2	2

**6.2.2 Institution implements e-governance in its operations**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has updated the data as per the audited statement of accounts provided by the HEI

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



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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	8	9	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	3	3	1

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

Answer before DVV Verification:

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

6.5.2

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>497</td> <td>464</td> <td>439</td> <td>398</td> <td>381</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	497	464	439	398	381
2022-23	2021-22	2020-21	2019-20	2018-19							
497	464	439	398	381							

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
497	464	439	398	381

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

Answer before DVV Verification : 56

Answer after DVV Verification : 56

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	56	56	55	34

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	56	56	55	34

3.1 **Expenditure 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
51.96	55.91	58.90	121.430	31.83

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51.96	55.91	58.90	121.43	31.83