



# **SELF STUDY REPORT**

**FOR**

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

**RAJA PEARY MOHAN COLLEGE**

ACHARYA DHRUBA PAL ROAD, UTTARPARA, HOOGHLY, WEST BENGAL  
712258

<https://www.rpmcollege.edu.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Raja Peary Mohan College was established at Uttarpara in the Hooghly District of West Bengal on 20th June 1887 by the eminent social reformer in nineteenth-century Bengal, Raja Joykrishna Mukherjee. Joykrishna passed away a year after he founded this college leaving the onus of continuing the funding of this institution upon his worthy son, Raja Peary Mohan Mukherjee, after whom this college (previously Uttarpara College) has been renamed in 1953.

In keeping with the motto of the college, *Tamaso Ma Jyotirgamaya*, “From darkness, lead me to light”, this institution aims towards imparting quality education to students, in fulfilment of the specifications laid down by the UGC, the University of Calcutta (the affiliating university), the Government of West Bengal and the NAAC. The College offers 18 undergraduate programs in Science, Humanities and Commerce streams. At present (as per the latest Academic Session 2022-23), 83 faculty members in 16 departments strive to provide holistic education to 3285 students, out of which female students constitute approximately 47% of its total strength, approximately 42% of the total students belong to SC/ST, OBC A, and OBC B categories while approximately 35% are below the poverty line. This diversified student pool coming from adjacent semi-urban and rural areas of the district inspires the college authorities to generate human resources equipped with contemporary skills, eventually leading to nation-building.

The IQAC of the College was formed on 17.06.2006, after the first assessment of NAAC in 2005, wherein the College was accredited with B++ Grade (institutional score of 83%). In the second cycle of the re-accreditation by NAAC, the College was awarded Grade B and CGPA Score 2.70 on the 4-point scale. In keeping up with the several recommendation suggested by NAAC, the IQAC of the College has developed a Total Quality Management system, which is implemented through Internal Academic Audit by the Academic Subcommittee, Administrative Audit by the Finance Committee and finally an all-around assessment by the Governing Body of the College, and external academic and administrative audit by the University of Calcutta & Dept. of Higher Education, Govt. of West Bengal.

### **Vision**

The vision of the institution is to achieve excellence in Higher Education, empowerment through knowledge, inclusive growth for socio-economic change and sustainable development.

### **Mission**

The mission of the college is to

- To equip and empower students with relevant knowledge, competence and creativity to face global

challenges.

- To achieve innovations in teaching-learning, research and extension activities to realize national goals.
- To facilitate optimum use of human and natural resources for sustainable development.
- To promote participation of all the stakeholders in the development of the College.
- To promote and practice inclusive growth.
- To adopt and promote the knowledge output for human development.
- To create awareness of human rights, value system, culture, heritage, scientific temper, and environment.

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

### Institutional Strength

- The inclusive atmosphere along with the exceptional faculty who observe non-hierarchical and participatory knowledge dissemination contribute to the growth and development of each student.
- The College has a robust system of collecting feedback from students, teachers, alumni, employers, parents, and the non-teaching staff. The continuous evaluation and suggestions given by the stakeholders are regularly analysed and appropriate action is taken.
- The students excel beyond classrooms, participating in co-curricular and extra-curricular activities by joining various societies and through exposure to entrepreneurship programmes, industrial visits, and other training programmes.
- The college has inked 24 MoU and maintains 21 collaborations and linkages with other institutions and NGOs in order to pool together resources and innovative ideas.
- Academic and Administrative Audit of the college is done properly.
- The college is ISO 9001:2015 and ISO 21001: 2018 certified.
- The college has environmentally sustainable practice of waste management through colour-coded bins to segregate bio-degradable waste, non-biodegradable waste and chemical waste. E-waste management is done through recognised vendor.
- Three innovative projects as part of green campus initiative 'Project Greenlite' – 'Chiroharit' (the plant sapling unit), 'Spandan' (the mushroom cultivation Unit), and 'Utkarsh' (the bio-fertilization unit) strive to achieve a more sustainable green cover space within the college campus. Environment audit and Energy audit are also done regularly.
- Several initiatives led by NSS, Women's Cell, Constitutional Literacy Club, National Integration Sub-Committee, and SC/ST//Minority Cell have contributed towards community outreach goals of inclusivity.
- The ICC and the Women Cell provide support to all students and create a safe and enabling space for women empowerment. Gender audit is also done.
- A new second campus of 12 katha will solve the space issues that the college faced from its time of inception.
- A fully-digitised library is at the disposal of the students and faculty alike.
- The college participates in Government schemes like Unnat Bharat Abhiyan and Swachh Bharat Abhiyan.
- State-of-the-art infrastructural facilities like a spacious, airconditioned auditorium, well-equipped laboratories and other support facilities are available.
- Divyangan facilities like special washroom, lift and railings have been introduced.

- The college has good governance with transparent, accountable, participatory and benevolent management.

### **Institutional Weakness**

- The fixed curriculum followed by the college as prescribed by the University of Calcutta offers limited choice of courses. However, with the recent framework of NEP 2020, there will be greater flexibility in the choice of courses.
- Although the college has good ICT-enabled infrastructural facilities, improvement is needed in location-specific network coverage. This is also due to the thick-walled construction of the heritage building.
- With the growing student enrolment, keeping in mind the student-teacher ratio, a proportional number of permanent teaching faculty in the college has to be recruited.
- National/international collaborations in teaching, research and capacity building may be strengthened.
- More collaborations with industry, academia and national/international laboratories are required.
- No residential facility for the staff and students is available.
- There are less number of publications of research works in reputed international and national journals with high impact factor.
- Less number of sponsored research projects.
- There is no demarcated playground for the college.
- Record maintenance for student progression and placement is weak as the college doesn't have a mechanism yet in place, to monitor students not reverting back immediately after they left their undergraduate studies here.

### **Institutional Opportunity**

- The flexible and multidisciplinary nature of the curriculum offered under NEP-2020 will provide more opportunities for collaboration across disciplines. One such focus has been the emphasis on multidisciplinary development of Indian Knowledge System and revitalisation of Indian languages through various programs organised by Department of Philosophy, Bengali, and Sanskrit.
- Due to the challenges of the pandemic, RPMC has accelerated the transition to digitalisation and adoption of innovative and blended modes of learning ensuring equal access to resources amongst students. It has opened ways of optimally utilizing the ICT infrastructure for wider reach and accessibility.
- Various immersion programs, workshops, seminars and collaborations with national/international institutions provide opportunities for academic enrichment. It has also opened avenues for collaboration to setup business incubators and start-ups, networking, internship and employment opportunities.
- RPMC will continue to focus on skill enhancement and add-on certificate courses for capacity building.
- There is immense scope to strengthen waste management initiatives and programs, anti-litter drives, recycling and compost units, and water recycling. This also creates an opportunity to contribute toward community outreach and consciousness for a sustainable future.
- Project-based learning in UG programmes provides opportunities for RPMC to focus on research,

innovation and entrepreneurship. Faculty and students are forging productive collaborations and have better scope to publish their research output. The College will provide a sustained platform for research publication to faculty and students by launching peer-reviewed Scopus-indexed research journals.

- RPMC will strengthen its placement cell by enhancing career counselling programmes and placement strategies for increased employability.
- The college looks forward to leveraging the full potential of the undergraduate course, and curricular reforms by augmenting infrastructural facilities, training faculty and ensuring the achievement of learning outcomes. The opportunities provided by NEP 2020 for internationalization will also provide a space for global exposure, collaborations, student exchange as well stronger tie-ups for research and innovation.
- Complete digitization of office should be done.
- Introducing more avenues to increase entrepreneurial and overall skill set of the students to achieve the goal of “Atmanirbhar Bharat”.

### **Institutional Challenge**

- More student-exchange programmes with institutions within the nation and abroad should be implemented.
- Opportunities for Faculty-exchange within the country and abroad.
- To keep pace with advancements in education on the global front.
- The college needs to convince the students to avail more government scholarship.
- No braille books are used in library but given the need it should be introduced.
- RPMC caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
- The college should approach resource mobilisation from Government, UGC and private agencies in a more structured way.
- The college has limited freedom to exercise powers of autonomy.
- The institute needs to attract more international /national faculty and students. It also needs to actively pursue collaborative opportunities with foreign universities.
- The college faces restrictions in introducing new skill-based courses within the fold of traditional Undergraduate programmes.
- It is a challenge to obtain the Grants and Funding for pursuing research projects. The institute needs to inspire faculty towards research by getting research grants and applying for copyrights and patents
- The college needs to generate income through consultancy work
- The college needs to attract more companies for placement, internship and project work
- It is important to keep motivated so they can adapt to the changing needs of higher education.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- Being an affiliated college under University of Calcutta, there is no scope to plan and frame the curriculum independently. The orders and circulars provided by the University are followed.
- Before every session, the convenor of the Academic sub-committee meets with the departmental heads to chalk out a plan for the upcoming session like schedule for class tests, field trip, project works as applicable. They then arrange meeting with departmental faculty members to distribute the syllabus and prepares the lesson plan every year. Regular departmental meetings are arranged to review academic issues regarding the syllabus completion, remedial class, doubt-clearing sessions, problem-solving techniques and other student activities like seminars. Class tests Additional practice practical classes are conducted to check the progress of the students.
- IQAC invites a tentative schedule of activities from all students related sub-committees before a session and a proper academic calendar is published and uploaded on the College website.
- Presently, the college offers 24 discipline-specific and professional add-on/certificate courses for the students. Students are informed about MOOCs, SWAYAM and NPTEL courses by the nodal officer and the departmental faculty.
- The crosscutting issues as mentioned in the syllabi are addressed by the subject teachers while teaching the relevant courses in various semesters.
- For proper functioning, the college collects the feedback from all the stakeholders – teachers, students, alumni, employers via online and offline mode, through IQAC. The feedback so collected are discussed in subsequent IQAC meetings and sent to the Principal for necessary actions.

### Teaching-learning and Evaluation

- The college maintains a transparent online admission process according to the guidelines of the University of Calcutta and the Government of West Bengal.. The Admission Committee of the College monitors fair and transparent admission process and publishes merit list at the onset of admission process. The College strictly follows the reservation policy as per government norms. An Induction Programme for the students is organized at the beginning of each academic session. Student mentoring and counseling related to academic issues are provided by mentors.
- The college has amalgamated conventional teaching with e-learning/online methodologies. During the COVID-19 pandemic, the teachers and students used online platforms such as Email, Zoom, MS Teams, WhatsApp, and Telegram, to create virtual classrooms for effective teaching learning. In this situation the evaluation process of internal assessment and end semester examination were also conducted in online mode. The syllabi and learning outcomes of all programmes are available on the college website.
- The college has introduced several innovative practices to evaluate the progress of the students on a regular basis. Students are encouraged to participate in conferences, seminars, poster presentations, debates and quizzes. ICT tools have enabled them to participate in webinars, online workshops, poster and photography competitions.
- The student-Teacher ratio in the latest completed academic session (2022-23) is 39:1.
- The faculty members of the college are efficient and research oriented. Teachers are encouraged to

pursue Ph.D./MPhil. Out of 83 teachers, at present 48 teachers are Ph.D. holders and 16 M.Phil holders and 12 are pursuing towards Ph.D. The average percentage of full time teachers with NET/SET/SLET/Ph. D. is more than 83 % in the last 5 years. Percentage of full time teachers with sanctioned posts is 90.22% at present .

- The college has a transparent and robust evaluation system through end-semester examinations, internal assessments, continuous assessments and assignments. The college has a full-fledged examination cell and the Examination and result subcommittee monitors both internal and External Examinations and address the grievances related to it. The overall pass percentage of our outgoing students at University examination is impressive in all streams.

## Research, Innovations and Extension

- The institution's emphasis on fostering a research-oriented environment has resulted in a commendable number of research publications in reputed journals and participation in national and international conferences. 51 research papers in peer-reviewed journal, 74 book publications and 1 granted international Patent prove that the faculty members have actively engaged in research across diverse disciplines.
- A Central Research Facility is provided as infrastructure so that the faculty can make use of it in order to carry out cutting-edge research. There is a CPCSEA-approved animal house for experimental animal research. The institution has also upgraded laboratories, libraries, and other research facilities.
- Over than 1 crore grants from central and state agencies like DST, ICMR and WB DST have been obtained for carrying out on research on bio-medical sciences.
- The institution's commitment to promoting indigenous knowledge systems is reflected in its efforts to integrate traditional wisdom with modern research, fostering a holistic approach to education specially through the Department of Sanskrit, Philosophy, Bengali, and Political Science. An add-on Certificate Course on Value Education and Indian Culture has been made mandatory for all second semester students.
- Innovations like mushroom cultivation, plant-sapling production and bio-fertilizer production, courses in jewellery-making and Beauty Artistry and Makeup are providing self-employment opportunities to the students.
- The Intellectual Property Rights Cell of the college promotes awareness about the implications of Copyrights Law through seminars and workshops.
- A robust Entrepreneur Development Cell organizes workshops, training programs, and mentorship sessions, providing the necessary guidance to budding entrepreneurs within the institution.

## Infrastructure and Learning Resources

- For an all-round and holistic development of students, the institution provides adequate physical and IT infrastructure and other facilities which contribute to an advanced learning environment.
- There are 38 lecture theatres/classrooms and 34 Rooms which are used as laboratories. College boasts of a spacious, centrally air-conditioned Centenary Hall, Heritage Museum and 'Animal House', a fully air-conditioned Research Laboratory, well-equipped Gymnasium, Yoga Centre and student common rooms.

The institution maintains an updated Asset Register. Budgetary allocation for asset creation, upgradation and maintenance is undertaken on a priority basis. Reputed CA firm undertakes annual audit of assets. More than 30 percent of the total expenditure excluding salary is spent on infrastructural development and augmentation in the last 5 years.

- The IT facility includes 127 desktop computers, 24 laptops and 70 printers (with high-speed internet connectivity) and Wi-Fi zones within campus. There is one central Smart Conference Room and departmental classrooms with multimedia projectors and sound systems. The college hosts a Learning Management System to manage course content. Microsoft Teams platform is used for online discussions. Central Library is fully automated with integrated Library Management Software KOHA and provides digital library service using DSpace. Radio Frequency Identification for theft detection and automated circulation has been implemented.
- The Central Library has an enviable collection of texts, reference books, journals, magazines and newspapers. Web OPAC facility has been introduced. Various e-Resources are accessible through NDL, UGC INFLIBNET, N-LIST programme and JSTOR. In addition, departments have Seminar Libraries to provide books for ready reference.
- More than 29 percentage of the total expenditure excluding salary is used for regular maintenance of physical facilities and academic support.

### **Student Support and Progression**

- Government-sponsored schemes like SVMCM, Kanyashree, OASIS, and Aikyashree schemes are used by our college students to avail scholarships. The college offers freeships to help marginalized students continue their education. More than 70 percent of the students avail Government scholarships.
- Capacity Building Programs are designed at the college to enhance soft skills, language and communication, life skills, and computing skills.
- The Career Counselling and Placement Cell, overseen by the college's IQAC, conducts specialized classes for competitive exam preparation. It provides career guidance and organizes campus recruitment events with leading companies such as TCS, SBI Life, Centrum retail services. etc., hire students. More than 40 percent of the student take part in these courses.
- Adhering to UGC and Government directives, the college has implemented a Grievances Redressal cell, Anti-ragging Cell, and ICC. Regular meetings are conducted to address concerns, and campaigns against ragging and sexual harassment are actively promoted through campus awareness initiatives.
- Institutional support enables students to progress to higher education and secure meaningful employment. A considerable percentage of our graduates pursue advanced studies in India and succeed in competitive exams.
- The College prioritizes holistic student development, offering numerous opportunities in sports and cultural activities. Students actively participate in inter-college activities, district-level and national-level activities, earning accolades for the institution. Moreover, the college fosters student engagement in administrative and co-curricular realms through Students' Union, showcasing a commitment to inclusive representation and active involvement from all students.
- Our college has an active Alumni Association that has been registered in 2022.

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



- The college provides operational autonomy to work towards a decentralized governance system. Leadership and governance entail participative management by the Governing Body, the Principal, the teaching and non-teaching staff, and the students. These stakeholders collaborate in a democratic manner in carrying out their professional responsibilities and accomplishing the vision and mission of the college. Governance in the college is marked by transparency, inclusivity and accountability.
- All major decisions on development, infrastructure, financial management, academic affairs, admission, E-governance, administration and collaborations (MoU) are taken by the GB in line with recommendations and suggestions of IQAC and various statutory and non-statutory subcommittees.
- The college monitors proper use of available financial resources through strategic financial planning supported by annual budget and audits. The college conducts internal and external financial and academic audits on a regular basis. A government appointed auditor reviews all the receipts and payments in the college and files pertaining to the financial matters.
- The college has a performance appraisal system for teaching and non-teaching staff. Execution of plans and curriculum delivery by the teachers are checked and verified by the heads of the departments, followed by the IQAC Coordinator and the Principal.
- The IQAC plays a pivotal role to take the college to new heights every year, aspiring for higher competitive goals in leadership, governance, and in its institutional values. The college participates in NIRF, AISHE and has obtained ISO certification. The academic audit by the IQAC as well as external experts ensures overall quality assurance in teaching-learning processes.
- Financial support is provided to faculties for professional development. Several schemes cater to the health and economic welfare of teaching and non-teaching staff. The college also extends incessant support to the staff in their professional pursuits. To this end, numerous professional development and academic programmes are organized in the college and financial support for participation in research activities are provided.

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

- Raja Peary Mohan College envisions excellence in higher education, empowerment of all stakeholders and ushering in an inclusive, socio-economic change through holistic education.
- The institute upholds a gender-neutral stand and all genders including LGBTQ+ are treated equitably in every aspect. Gender Audit is undertaken for achieving gender balance and reducing discrimination. While Internal Complaints Committee deals with complaints of sexual harassment, Grievance Redressal Cell redresses complaints of students and Women Cell organizes varied programmes on gender sensitization. Besides there is also an active SC/ST/OBC/Minority Cell.
- Green Initiative includes installation of solar panels, rainwater harvesting, and waste management. College undertakes Energy audit and Environmental audit. Besides, Project Greenlite (increasing green-covered area), generation of fertilizer via Bokashi Method, 'Chiroharit' (for propagating plant saplings), 'Spandan' (Mushroom Cultivation Unit) have been adopted. Beyond the campus environmental promotion and sustainability activities like cleaning and tree plantation are also organized.
- The institute provides an inclusive environment for all students. Different cells dedicatedly address students' concerns irrespective of their diverse backgrounds.
- Easy access to campus for Divyang students is ensured through facilities like lift, handrail and

separate washroom.

- Certificate Course on Value Education and 360 Degree Counselling (comprising Psychological Counselling, Career Counselling and Academic Counselling) are two best practices. Value Education imparts awareness about history and cultural heritage, psychological counselling tackles emotional problems, Career-counselling activates placement drives and Academic counselling through Mentor-Mentee programme ensures student welfare.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJA PEARY MOHAN COLLEGE
Address	Acharya Dhruba Pal Road, Uttarpara, Hooghly, West Bengal
City	Uttarpara
State	West Bengal
Pin	712258
Website	<a href="https://www.rpmcollege.edu.in">https://www.rpmcollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sudip Kumar Chakrabarty	091-6290499058	9051284339	-	iqacrpmc@gmail.com
IQAC / CIQA coordinator	Sanjukta Bhattacharyya	091-9830146603	7003580547	-	sanjukta71@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-03-1956	<a href="#">View Document</a>
12B of UGC	03-03-1956	<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	Acharya Dhruba Pal Road, Uttarpara, Hooghly, West Bengal	Semi-urban	0.58	1511.52

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali, Bengali Core	48	Higher Secondary or equivalent	Bengali	64	27
UG	BA,English, English Core	48	Higher Secondary or equivalent	English	40	36
UG	BA,Sanskrit, Sanskrit Core	48	Higher Secondary or equivalent	Bengali,Sanskrit	49	0
UG	BA,History, History Core	48	Higher Secondary or equivalent	English + Bengali	64	36
UG	BA,Philosophy,Philosophy Core	48	Higher Secondary or equivalent	English + Bengali	56	8
UG	BA,Political Science,Political Science Core	48	Higher Secondary or equivalent	English + Bengali	64	54
UG	BA,Education,Education Core	48	Higher Secondary or equivalent	English + Bengali	37	27
UG	BSc,Physics, Physics Core	48	Higher Secondary or equivalent	English	56	5
UG	BSc,Chemistry,Chemistry Core	48	Higher Secondary or equivalent	English	56	8
UG	BSc,Mathematics,Mathematics Core	48	Higher Secondary or equivalent	English	64	6
UG	BSc,Economics,Economics Core	48	Higher Secondary or equivalent	English	64	3
UG	BSc,Botany,	48	Higher	English	24	13

	Botany Core		Secondary or equivalent			
UG	BSc,Zoology ,Zoology Core	48	Higher Secondary or equivalent	English	35	20
UG	BSc,Physiology,Physiology Core	48	Higher Secondary or equivalent	English	24	16
UG	BCom,Commerce,Commerce Core	48	Higher Secondary or equivalent	English + Bengali	97	97
UG	BA,Ba,Three Years Course	36	Higher Secondary or equivalent	English + Bengali	764	657
UG	BSc,Bsc,Three Years Course	36	Higher Secondary or equivalent	English + Bengali	605	111
UG	BCom,Bcom, Three Years Course	36	Higher Secondary or equivalent	English + Bengali	263	250

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				24				68			
Recruited	0	0	0	0	11	13	0	24	35	24	0	59
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				39
Recruited	9	3	0	12
Yet to Recruit				27
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	9	11	0	15	9	0	44
M.Phil.	0	0	0	1	1	0	10	4	0	16
PG	0	0	0	1	1	0	10	11	0	23
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>
		4	1	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	1092	0	0	0	1092
	Female	1780	0	0	0	1780
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	140	143	158	131
	Female	133	136	143	149
	Others	0	0	0	0
ST	Male	4	11	9	8
	Female	7	10	12	3
	Others	0	0	0	0
OBC	Male	74	73	70	59
	Female	78	78	88	102
	Others	0	0	0	0
General	Male	472	422	363	366
	Female	520	533	476	454
	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>1428</b>	<b>1406</b>	<b>1319</b>	<b>1272</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> <li>• The College always has a vision to develop itself as a multidisciplinary / interdisciplinary institution. It is a multidisciplinary College as Arts, Science &amp; Commerce are taught as UG course in Honours &amp; General streams. There are 16 subjects in this regard. CBCS curriculum in all Hons &amp; General courses as prescribed by the affiliated university ( University of Calcutta) is followed . In 2023-24 University have started the CCF which is adopted by the college. • The institution has started Value Education certificate course in 2nd sem for all students and they also has to study Environmental studies. ENV5 (AECC2) as per the CBCS curriculum for inculcating scientific awareness &amp; knowledge to all students irrespective of</li> </ul>
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	<p>their streams • The students conduct field / project work under the CBCS and CCF courses and are engaged with Community services in local slums &amp; villages &amp; disseminate knowledge &amp; information about women education, personal hygiene, caring &amp; educating Young &amp; old people, energy conservation etc. • As the college is affiliated to University of Calcutta have introduced the multiple entries &amp; exits in the offered programs from 2023-24 in align with the mission of NEP 2020. The college has started to implement the system as guided by the affiliating university. • The college faculty is engaged in multidisciplinary / interdisciplinary research projects working on thrust areas of Biological science, humanities etc. A few faculty Members are also acting as co-supervisors for Ph.D • The college has initialed 30 certificate and add on courses in skill development in multidisciplinary subjects encompassing Maths, Commerce, Computer Science, Physics, Communicative English, Ethics, Sanskrit, Climate Change, Economics, Biological Sciences, Library Science, Beautician course, Jewellery designing &amp; Making, Folklore, Photography, Painting, Teachers Training, etc. Through theses courses students from any stream can acquire extra skills in interdisciplinary subjects of their choice. The college plans to initiate more skill oriented courses which perfectly aligns with the mandate of NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>Raja Peary Mohan College in an affiliated Institution. The College follows West Bengal Higher Education Department and adopts the statutes and guidelines of the University of Calcutta for various programs, students admission, teaching learning instruction and examination &amp; Evaluation process. The college administration appreciates &amp; welcomes the concept of the Academic bank of credits as proposed in NEP 2020 &amp; shall adopt the same in letter &amp; Spirit whenever introduced by the University of Calcutta in forth coming academic sessions.</p>
3. Skill development:	<p>The institution has initiated the following programmes with the spirit for skill development of students in the existing set up : • The college has continuously offered opportunities for students to develop their skills in tandem with changing needs. Certificate/Add-on courses align the curriculum with relevant industries to make them job ready by the</p>

time they graduate. • Our Institution along with IQAC, has already taken multiple initiatives for employability and skill development of the students. College introduces futuristic curricula along with regular curriculum in a way that enables students to acquire practical skills applicable for their desired professions. Above mentioned initiatives could be able to include opportunities for entrepreneurship, internships, and experiential learning through certificate/Add on/ value added courses, field works etc. Our college empowers students with career services through career workshops, practise interviews, and networking opportunities. • The College hosts seminars, training camps, and workshop for the development of sense of professionalism and a passion for skill within the students. In past few years Career Counselling and Placement cell under the guidance of IQAC organised two 7 day long skill development programmes using the CSR initiatives of Mahindra Pride Class room (Naandi Foundation). For students' practical experience, college collaborates with businesses and organisations in the skill sector. In mentoring sessions students are advised to develop different skills for enhancing their scope for employability. College place a high priority on skill development, for which many reputed academic and business organisations like Pune Institute of Business Management, RICE, and many more hold our hand for this prompt and futuristic approach. • Life skills like gymnasium, yoga also empowers our student with a good mental strength, health and positive approach. College has set up Incubation Centre for providing hands-on training to the students on Bio fertilizer making and Mushroom culture development skills, Beautician and Makeup artistry skills and Jewellery making skills and organises session for development of entrepreneurial skill. Heritage Tour Guide Course under Utkarsh Bangla scheme is sanctioned and will be launched under the guidance of the Ministry of Technical Education, Government of West Bengal. • Unnat Bharat Scheme of MHRD is running in the College with full swing to empower the community people by developing their skill in production and marketing of hand made products.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using

The College was established during pre-independence era and it still upholds the value of

online course):	<p>Indian Knowledge system, Indian culture and heritage. Sanskrit, Philosophy, Political Science and Bengali transmit the values of the Vedas, Upanishads, Bhagavad Gita, and other philosophical literatures, Chanakya niti which serves as the foundation for the Indian knowledge system (IKS). In tune with the principles of IKS, our college has adopted a holistic approach incorporating numerous facets of human life, covering physical, mental, emotional, and spiritual components. Courses (approved by University of Calcutta) linked to Yoga and Meditation, Self-defense, certificate/addon/value added courses on physical, mental, emotional well-being, The promotion of Indian languages, arts and traditions is also facilitated through competitions organized during the annual festival. Competitions such as essay writing, poetry, speech competition, folk song, folk dance and skit encourage students to stay connected with their rich Indian culture and heritage. The College also organises seminars on topics related to Indian Culture and heritage to create awareness among students on our rich legacy. Department of Economics, and Political Science have taken initiatives to encourage intellectual development in tune with the spirit of IKS, making students to learn about diverse economic and geo-political scenarios. All courses are taught in English, Bengali and also Sanskrit use used as a medium of teaching in Sanskrit department. Certificate Course in spoken Sanskrit has been introduced since 2022 to increase the fluency of Sanskrit speaking among Sanskrit Honours students. Besides, thirty Certificate/Add-on/Value added courses which are taught in online and offline mode transmit knowledge on Indian heritage, scientific advancements, professional skill development and inculcation of national and regional culture and heritage. Students are also encouraged to enroll in Swayam Portal to pursue certificate courses in different fields.</p>
5. Focus on Outcome based education (OBE):	<p>All the faculties of the college designed PO, CO and PSO of all courses under OBE paradigm with Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) specified. The integration of OBE in curriculum has been introduced in 2017 by the University of Calcutta. During the student induction program, the students are given an orientation on Outcome Based</p>

	<p>Education paradigm; and the Program Outcomes are explained to the students. The curriculum clearly states Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) and teaching-learning pedagogy adapted at the institute ensures implementation of OBE to transform the youth in to responsible citizens. The outcomes have been articulated in the college website. Every faculty explains the course outcomes of each course before the commencement of the same. The outcomes are delineated clearly, and the teaching plans outlined accordingly. This enhances the quality of education being imparted to them and frequent student faculty meetings help align pedagogy to the desired outcomes.</p>
<p>6. Distance education/online education:</p>	<p>Raja Peary Mohan College offers courses in the regular mode only as sanctioned by UGC and is affiliated University of Calcutta. Online tools and blending learning are used to augment and enhance pedagogy. Online classes and Exams were held as per directives of the University of Calcutta only during the lockdown necessitated by the pandemic. The college has an active LMS portal it proved to be a versatile tool particularly during the Covid pandemic. MS Teams software was used to take online classes, examination and organize webinars. Examination portal was introduced for submission of answer scripts and marks uploading. The institution provides hybrid courses that combine online and in-person learning. Certificate courses/Add-on and Value-added courses are often taught through hybrid mode. Online exams, digital repositories, student support services through LMS, portal for practicing for competitive examinations and other measures are put into effect. Students are also encouraged to engage in courses offered by online portals such as Swayam, etc. to widen their sphere of knowledge and understanding and sharpen their skills. Students have the choice of synchronous virtual classrooms and other online courses through the college. UG and PG The college is the study centre for Distance learning courses, both Post Graduate and Under-Graduate Courses offered by NSOU and RBU. College is going to open IGNOU Study centre very soon.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Raja Peary Mohan College Electoral Literacy Club (RPMCELC) has been set up after G.B ratification on 26th November, 2022 and it came into effect from this day only. The prime objective of this club is to promote electoral literacy among the new students/voters (in the age group of 18-21 years old) pursuing graduation. This will be done by sensitizing students about electoral rights and electoral process of registration and voting. Furthermore, through this it will help the students to understand the value of their vote and exercise the right to franchise in a confident, comfortable, and ethical manner. <a href="https://website.rpmcollege.edu.in/pages/rpmcelc">https://website.rpmcollege.edu.in/pages/rpmcelc</a></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>RPMC believes in fostering electoral literacy among the student's community so that they are aware as well as they become responsible and informed voters about voting rights and electoral process. Having said so all the students of all the semesters are members of the club and the students' co-ordinator and co-ordinating faculty members are appointed by the college. Additionally, the RPMCELC is a functional body and representative in character. RPMCELC's composition of the executive members of the club: Dr. Sudip Kumar Chakrabarty (Principal), Dr. Pravhat Lama (Nodal Officer), Sri Sujan Barman (Nodal Officer), Sri Somnath Jana (Coordinator, RPMCELC), Sri Animesh Das (Asst. Coordinator, RPMCELC), Dr. Sanjukta Bhattacharyya (Coordinator, IQAC), Dr. Krishanka Sekhar Gayen (Asst. Coordinator, IQAC), General Secretary (Students' Union) and Non-Teaching Staff Representative. Additionally, the Students' Executive Committee Members (1) Mr. Sayan Pal, 4th Semester B.Com (General) (Chairman), Miss Jayashree Hawaldar, 4th Semester Arts (General) (Vice-Chairman), 3) Mr. Debjit Laha, 4th Semester Arts (General) (Convener), Miss Nilanjana Saha, 2nd Semester (Education Hons.) and Mr Ankush Huduk, 4th Semester, Arts (General).</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of</p>	<p>The general initiatives carried out by the RPMC ELC are 1) Voter awareness lecture titled "Importance of Election and Voting Awareness" was organised for students. 2) ELC awareness lecture titled "Introduction to Electoral Literacy Club and Its Importance" was organised for students. 3) Wall</p>

<p>poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Magazine themed “Democracy: Of The People, By The People, For The People” was made by the students to inform about India’s democracy, its success and challenges including the importance of Adult Suffrage in India’s democratic system. 4) Voter Awareness Campaign was organised for under privileged section of the society in Bolio Bagan, Uttarpara, Hooghly district on 21st June, 2023.</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>The socially relevant initiative undertaken is 1) Voter Awareness Campaign was organised for under privileged section of the society in Bolio Bagan, Uttarpara, Hooghly district on 21st June, 2023.</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>17 percent (approx.). Furthermore, RPMC and its ELC will take steps in the coming daysto institutionalize mechanisms to register eligible students as voters.</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
3285	3485	3272	3132	3001

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: 90

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
84	87	87	85	52

### 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
360.84	142.10	168.71	396.04	239.72

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:**

This College is affiliated to University of Calcutta and so it abides by the curriculum designed by the University and follows the academic calendar provided by the University like admission, registration, filling up of the examination application form, internal examinations, final examinations including theory, practical, tutorial, viva wherever applicable. The respective notices can be found on the college webpage as well as with all the departments.

A tentative period, mentioned in the college prospectus, is also available on the College website.

Apart from the Academic calendar provided by the University, IQAC and Academic sub-committee frame a detailed activity calendar of various cells/ units/ sub-committees at the beginning of the session which is uploaded on the college website for the information of the stakeholders.

Discipline-specific orientation programs are arranged for all semesters to discuss the details of the curriculum and examination pattern to enable the students a proper understanding of the course pattern.

Bridge courses are held for newly admitted students so that the students do not face difficulty to grasp the knowledge gap between the +2 level and university curriculum.

Depending on the faculty strength of a department, the curriculum (for both Honours & General course) is uniformly distributed as far as practicable. These, along with the lesson plan, are uploaded on the College website.

At the beginning of the semesters (odd & even) a master routine is framed by the Routine sub-committee in consultation with the College authority maintaining the credit hours as far as possible. The heads of the concerned department take the responsibility to judiciously allot the classes so that student gets the maximum benefit of the classes. Depending on the weightage of the topic, number of lectures are fixed by the department. Some classes are deliberately left free to enable the students to utilize the library resources and for allotment of certificate/ add-on course schedule. The duly authenticated routine is displayed on the College website and also displayed on the departmental notice boards.

Doubt clearing sessions and class tests/ viva-voce are conducted at regular intervals.

Many courses especially the bio science departments have provision for field trip. Department arranges the same through departmental meeting in consultation with the College authority and the students are informed well in advance through notices. Some courses have provision for project work/ dissertation

work. The topics are allotted to the students well in advance in classes and the faculty member in charge of those assignment oversees the progress at regular interval to ensure proper timely completion of the work.

For the student benefit, seminar & workshop related to curriculum topic are often organized by the departments as and when required.

Department conducts Parent-Teacher's meeting to involve the guardians in the progress of their son/ daughter.

Students are encouraged to use the Learning Management System portal where the notes/ presentation/ video link of the faculty members are regularly uploaded for their ready reference. Faculty often uploads assignment sheets in this portal for the students to practice and check their progress.

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:** 33

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

[View Document](#)

### 1.2.2

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

**Response:** 52.66

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
2446	1852	1242	1510	1467

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:**

The College lays immense emphasis upon imparting holistic education to its students. The teaching-learning process is further enriched by laying emphasis upon incorporating discourses on Ethics, Gender sensitivity, importance of conservation of Environment and the need for Sustainability. This is effectively done in two ways: (a) Core courses and Discipline Specific Electives and skill enhancement courses that have the afore-mentioned points directly as part of the CBCS curriculum, like

**A) Environment and Sustainability:**

i. In Chemistry Curriculum: As a part of their Discipline Specific Course (DSE) – DSE –A3 (for Honours) and DSE –B1 (for General) “Green Chemistry and Chemistry of Natural Products” is included.

ii. In Botany Curriculum: CC-4-8 (Plant Geography, Ecology and Evolution), DSE-A-5-2 (Industrial and Environmental Microbiology) and DSE-B-6-8 (Natural Resource Management).

iii. In Physiology Curriculum: DSE-A3 (Ergonomics).

iv. In Zoology curriculum: CC-11 (Ecology), DSE-B-6-2 (Wildlife biology), DSE-A-6-2 (Animal Biotechnology)

v. AECC-2: Environmental studies, a compulsory course for all semester-2 students.

vi. In Philosophy curriculum: “Man and Environment” is included in skill enhancement course.

**B) Gender issues:**

i. In English Honours: CC11 (“Women’s Writing”), DSEB2 and DSEB3 (“Contemporary India: Women and Empowerment” and “Autobiography” respectively).

ii. In Political Science curriculum, Gender issues is addressed as a module named Feminism: Theory and Practice (PLSG-DSE-B) taught in semester -6.

iii. In Philosophy curriculum: SEC includes “Eco-feminism”

**C) Professional Ethics:**

i. In Education Curriculum, this is taught in the course CC-14 (semester-6) – ethics as a part of educational research.

ii. In Sanskrit curriculum: Honours course: CC-4 (GITA-Cognitive & Emotive Apparatus), SEC-A1 (Nitishatakam), General course: DSE-1 (Svadharma—Duty of a Moral Person), DSE-2 (Concept of a Person & Personality Type).

iii. In Commerce curriculum (both Honours & General): Semester-4 (CC-4.4 Chg) – Entrepreneurship Development and Business Ethics.

iv. In Philosophy curriculum: “Indian & Western Ethics” is taught in CC-12, CC-14 and Discipline Specific courses & business ethics is included in Sem-4 general students.

#### **D) Human Values:**

i. In Education Curriculum, this is taught in the course DSE-B (semester-6) both in honours and general course – Human Values – Dignity, liberty, equality, justice, unity in diversity.

ii. In Sanskrit curriculum: Honours course: CC-7 (Structure of Society & Values Of Life and Social Values of Life), General course: DSE-2 (Samskara & Purusartha Measures of Behavioural Improvement).

iii. In Philosophy curriculum: “Peace Studies” & “Human Rights” are included.

(b) Departments organize seminars/webinars, lectures, that impart knowledge about the afore-mentioned values. A Certificate Course on Value Education has also been introduced from the session 2019 for all 2nd semester students of the college. Recently College also started another add-on course – “Philosophy and Practice: Some ethical issues in contemporary Era” offered to all even semester Philosophy honours course students. College organizes programmes on Gender sensitization, Environmental education are imparted through projects, and field work. Human values promoted through Community outreach and other social welfare programmes by the NSS units for upholding values of multiculturalism, egalitarianism and diversity through programmes on national integration, constitutional awareness, celebrations Independence and Republic Day celebrations.

<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>

### **1.3.2**

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

**Response:** 60.09

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

Response: 1974

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

## 1.4 Feedback System

## 1.4.1

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

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 71.26

##### 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
1272	1319	1406	1428	1263

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

2022-23	2021-22	2020-21	2019-20	2018-19
1984	1984	1984	1984	1449

#### 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:** 49.98

##### 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
440	457	430	433	260

### 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
890	890	890	890	482

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:** 39.11

## 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:****Experiential learning Methodology**

Regular educational tour, field trips, and study tours are conducted by different departments where students gained opportunities to have first hand experiences related to their curriculum. The college has well equipped laboratories in Physics, Chemistry, Botany Physiology, Zoology to provide experiential learning. Project works are also an essential component in experiential learning method. Students are also encouraged to experience certain virtual tours of places like different museums, art galleries etc.

**Participative learning Methodology**

As far as participative learning was concerned, various student's seminar, webinars, workshops, quiz and essay writing competitions, awareness programmes, projects are organized throughout the session where students are encouraged to join actively participate interactive sessions where their queries and problems were raised and resolved. Submission of projects in different course are conducted which contribute in enhancing students' learning experiences through participative learning.

**Problem Solving Methodology**

For solving students' problems, before and after pandemic board work, problem solving questionnaires, different tutorial projects, dissertation and presentation of papers (departmentally) were assigned to the students and evaluated. During pandemic period teachers also regularly uploaded e-content and learning materials in MS Teams classroom and College website. As part of problem solving methods, audio lectures recorded by teachers were also shared with students via whatsapp, email, MS Teams and Google Drive. Students are encouraged to form whatsapp groups to promote effective participative learning. Students are motivated to use these groups to upload and exchange their works, educational videos, innovative ideas and in this way a collaborative online thinking is promoted by teachers among students of this college.

**Mentorship Programme** is also a part of effective teaching learning to ensure student welfare and better performance in academics, active participation in co-curricular and extra-curricular activities through mutual support, and an amiable learning environment.

**ICT enabled learning Methodology**

The ICT enabled learning environment of the institution is conducive to developing creative and critical thinking as well as scientific temper among the students. Faculty is provided with the requisite facilities for preparation of computer aided teaching – learning material. Both faculty and students have access to the following modern teaching aids: The online teaching –learning facility is very much in place with the

support of a renowned online platform provider since 2020. Regular classes were taken through this on-line platform according to a fixed routine set by the institution. Adequate number of projectors and computers for use in seminars Computer Labs, and Audio-Visual room Interactive smart boards High end personal laptops for departments are available in the institution. There are 13 smart rooms for audio-visual teaching. A well-equipped open access computerized library with internet facility is available for faculty and students. ICT has helped in making learning more interesting to the students and has aided in students' experiential learning, participative learning and problem solving methodologies.

### Bridge Course and Student Counselling

More over Bridge Course is organized for all Ist sem students to cope with the new programme pattern and Students counseling is also regularly organized as a part teaching methodology

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:** 89.57

#### 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
93	93	93	93	69

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

### 2.4.2

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

**Response:** 83.29

**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
73	70	70	68	48

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 College is affiliated to the University of Calcutta and is guided by the regulations framed by the University regarding examination and evaluation. The college has a separate examination cell comprising of both teaching and non- teaching staff to maintain the sanctity of examinations.

- College strives to ensure transparent and fair continuous internal assessment
- The CBCS was adopted by the University of Calcutta from 2017 for commerce and 2018 for Arts and Science and examination is also held as per university guide lines.
- A robust and transparent mechanism is maintained .Here the question pattern and marking system are explained to students in the induction programme.
- The internal examinations are held as per the schedule prepared by the University and marks are uploaded to their portal within the specified period.

- The students are intimated about the exam schedule in advance through website and notices .
- During the pandemic period a college Examination portal was created for submission of answers by the examinees. Internal and University answer scripts were evaluated online.
- Monthly attendance is calculated by the departments and intimated to the students.
- Mentors discuss the issue with students with low attendance, suggestions are provided and appropriate steps are taken, wherever required.
- The college follows the pattern of internal and tutorial examination as prescribed by University of Calcutta.
- The internal assessment is arranged centrally, marks are submitted by departmental faculty and is maintained by the college; tutorial examinations are taken following the guidelines of the university, comprising of term papers, projects, written tests, group discussions, presentations, etc which differs across departments.
- In addition, the departments also arrange for regular class tests for evaluating the students' progress, which are mentioned in academic calendar; answer scripts are shared with the students and remedial classes are arranged for slow learners.

### ***Grievance redressal system***

- The College has developed a robust mechanism to ensure that the process of continuous assessment is transparent and efficient.
- The Examination Committees also ensures redressal of any exam related grievances.
- College has online Portal to register grievances related to examination.
- The attendance record, which is part of the internal examination, is notified to students on a monthly basis.
- The faculty addresses rightful grievance of students pertaining to marks obtained and internal assessment. The evaluated papers related to internal exams consisting of class tests, assignments, projects are discussed with students and suggestions for improvement given.
- In case of university level end-semester examination, any grievance of students is communicated by the college to the University authority.
- If a student is dissatisfied with his/her marks, he/she can apply for review of his/her answer script as and when required by the University after paying the prescribed fee. The University provides the photocopy of answer sheets to students against Right to Information and takes adequate steps for redressal.

<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>

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1**

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

**Response:*****Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution***

- The curriculum of all the programmes is framed by the University of Calcutta and the College adheres to the curricula. Although learning outcome statement is not well-defined by the University, every department of the College takes care to identify the learning outcomes from the courses.
- The programme outcomes and course outcomes are displayed on the college website.
- The outline of the program outcomes is mentioned in the Orientation Programme for the newly admitted students on the day of commencement of an academic session.
- The details of the outcomes that are expected from each course are explained in the departmental Orientation programmes.
- The college and the individual departments hold Induction Programmes for the new comers, where they are made aware of the Programme Outcomes.
- Bridge Courses are taken at the beginning of each new session, newly admitted students are sensitized about the academic, cultural, socio-economic, scientific and technological scope of the syllabus and the rationale of the structure. Once they settle down the idea of Course Outcome (CO), PSO and PO are made clear during the teaching-learning process.
- The teachers try to inculcate in students a quest for knowledge and adaptability to the developments in the surroundings as well as their subject matter.
- Students are encouraged to ask questions and are imbued in critical thinking so as to enable them to understand and analyse contemporary societal, environmental and cultural problems.
- Efforts are taken to enhance their communication skills to allow them to exchange ideas, thoughts, and information effectively.
- Training to work in team are imbued by encouraging their group participation in various departmental, cultural and extension activities.
- Students develop leadership qualities and learn to embrace plurality, respect others' views, mediate in disagreements, while maintaining professional and life ethics.
- Guidance is provided to act responsibly towards our fellow citizens and abide by civic rules and responsibilities.
- Students are made aware to be responsible towards maintaining sustainability in our environment and natural resources so as not to jeopardise the resources available to future generations.
- Students get the opportunity to interact with eminent persons in different fields of life, like scientists, academicians, employers in industry, social workers, which provides a wide spectrum to their exposure and understanding

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:**

**Direct ways to evaluate course outcomes:**

In adherence to the stipulations of the University of Calcutta, apart from the end-semester examinations, The College conducts an internal examination consisting of attendance (10%), internal assessment (10%), and tutorial examination (15% for non-practical based subjects)/Practical examination (30% for practical based subjects). At the end of each semester, result analysis of each course is carried of students in different categories of Semester Grade Point Average (SGPA) order to evaluate the level of attainment of COs and ultimately at the end of the final semester Cumulative Grade Point Average (CGPA) obtained is also analyzed. This is an effective indicator in order to evaluate the level of attainment of PO and PSO as specified in different subjects.

In addition, the College also conducts continuous internal evaluation through class tests, discussions, and project-based assignments, which helps to gauge the course outcomes and provides opportunities to students for improvement.

After identifying the academically weak students, departmental meetings are held to determine appropriate measures like arranging remedial classes for them.

The students who receive the highest marks in the University examination are awarded so that it boosts their morale and motivates others to perform well.

**Indirect ways to evaluate course outcomes:**

- Attainment of Programme outcomes and Course outcomes are evaluated by the institution. The Programme Outcomes of different subjects are measured upon their successful completion of the scheduled courses. Performance of the students is measured in terms of marks secured (weightage 80%) in University Examinations and from Continuous Internal Evaluation (weightage 20%) conducted by respective departments. Course outcome (calculated on the basis of average score of all students) is an indicator of successful completion of the course. In the process, each student's performance can be judged. Most of the departments in our college have started this CO



evaluation. The outcome in the preceding semesters helps to identify slow learners and relatively advanced learners. Accordingly, steps are taken for their improvement.

- Another indirect but efficient way to measure attainment of course and programme outcomes is to 'keep an eye on students' progression to higher studies and their placement. For, success in competitive examinations and entering the job market requires considerable knowledge of the subject as well as power of critical thinking and logical analysis. Quite a few of our students graduating with Honours, pursue Post-graduation programmes and beyond. Our students got placement in Banking sector, Government sector and Corporate Sector and in various fields of teaching and research. The College feels proud of a rich pool of alumni, many of whom, having qualified NET/ SLET and are occupying teaching positions in various departments of the College.
- Sample survey is done on outgoing students to get feedback on course completion along with evaluation. This type of exit survey reflects students' perception on attainment of course outcome

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:** 70.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
497	696	779	659	447

#### 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
1141	1022	810	706	680

<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

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.98</b></p>	
<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:** 133.26

#### 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	52.03	0	81.23	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Raja Peary Mohan College has pivotally contributed to Indian Knowledge System and has been a key contributor to the creation of a robust ecosystem for innovation through various arms including Research Development Initiative (steered by the Research Subcommittee), IPR, ED Cells and coordinated activities of academic departments through inclusion of courses on Indian Philosophical system, Chanakya niti, and history has contributed to a holistic education that connects students with their cultural roots.

#### **Indian Knowledge System (IKS):**

The logo of RPMC nurses the Sanskrit phrase from *Brihadaranyaka Upanishad*, 'Tamaso Ma Jyotir

*Gamaya*, inscribed in it, which means 'Lead us from Darkness'. Our founding forefathers made sure that college never forgets its Indian roots while embarking on a trajectory of progress. Throughout its journey of 136 years, college has remained committed to core values of IKS and ensured quality education and contributing to intellectual and cultural development of the community.

- Classes are conducted with utmost care to ensure that students apply classroom knowledge into project work pertaining to aspects of IKS within CU Undergraduate syllabi of Philosophy, Political Science, Bengali and Sanskrit.
- RPMC has started 32 hours Certificate Course on Value Education and Indian Culture from 2018-19 in collaboration with Rama Krishna Mission Vivekananda Centenary College, Rahara, under a MoU signed by both parties. Students mandatorily pursue this course during 2nd semester.
- RPMC has started 32 hours Certificate Course on Spoken Sanskrit from 2021-22 in collaboration with Sanskritabharati, Dakshinabanga under a MoU signed by both parties.
- RPMC teachers and students celebrate International Day of Yoga on June 21 every year. Yoga Experts conduct various live sessions across the year to make students aware of its physical and spiritual values.

#### **IPR and ED:**

IPR and ED Cells, of the college regularly conduct seminars and workshops to impart awareness among the students regarding Intellectual Property Rights and Entrepreneurship Development opportunities. The IPR Cell have organised Seminars under NIPAM .

#### **Incubation Centre and Other Initiatives:**

Innovation initiatives include Content Writing Hub, Vermi-compost-based Fertilizer Making Unit, Mushroom Cultivation Unit and Plant Sapling Unit College for students to train and motivate to develop entrepreneurship skills. The college has introduced two Certificate Courses on Beauty Care and Artistry Makeup and Handicrafts and Jewellery Designing for self employment development Skills.

#### **Research:**

Research Sub-committee promotes research culture in the institute. Central Research Facility harbours a state-of-the-art laboratory equipped with sophisticated instruments to support biological science research activity. Moreover college has received sanction under DBT Star college scheme for 5 Science Departments.

**Patents:** Dr. Ashutosh Pal, Assistant Professor, Dept. of Chemistry was granted US Patent in 2019

**Outcome of Knowledge Transfer, Patents and Collaborative Initiatives:** The value Education and Spoken Sanskrit courses has contributed to develop Indian culture among Students. IPR and ED Cells encourage innovation. Dr. Ashutosh Pal, Assistant Professor, Dept. of Chemistry was granted US Patent in2019. The faculties have received grants for Research project and has several publications in journal. The college has created several initiatives to train students to develop self employable and entrepreneurship skills.

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:** 50

**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
17	15	15	02	01

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:** 0.24

**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
03	02	05	03	09

<b>File Description</b>	<b>Document</b>
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:** 0.67**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
20	10	17	8	5

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

The College undertook different student-centric extension activities so that they can take an active part in the development of the society. The college, through its departments, NSS, Women Cell, Health Unit, Cultural Subcommittee, and Students Council, gets engaged in several outreach initiatives in the local community in order to generate social awareness and contribute to the holistic development of the students.

**Community Service Projects:** NSS volunteers coordinate community services initiatives in underprivileged neighborhood where they take up clean-up drives, antidrug campaigns, literacy drive etc. The Health Unit and NSS organize health check-up, eye check-up and blood donation camps in association with Red Cross, renowned hospitals and other NGOs. The Women Cell, in collaboration with local NGOs, works among slum women and creates awareness on female health issues and even distributes items of regular needs like grocery items, sweets, food packets, hygiene products, books and stationeries.

**Awareness Campaigns:** The institution sponsors programs to raise public awareness on a range of social concerns like mental health, environmental sustainability, and gender equality through celebration of Communal Harmony Week, Tree Plantation Day, Earth Day, World Environment Day, Ban Plastic campaign, Water Preservation Campaign, health and dengue awareness programmes in slum areas etc.

**Relief and Philanthropic Work:** NSS in collaboration with NGO God's Grace Foundation carried out relief work for Amphan Cyclone in the affected areas of Sundarbans. NSS Units also carried relief works in the Covid 19 pandemic period by distribution of food and sanitizers, masks etc. and helping out 175 families. NSS of the college in collaboration with local authority and hospital set up a Safe Home for people mentally and physically affected by Covid19. The college also carried out extensive extension activities in the YAAS Cyclone affected areas of Purba Medinipur. The College has adopted 6 children of an orphanage of Purba Medinipur District and regularly monitors their academic and others issues related to their development. The college also worked with the NGO Durgamoyee Society and Red Cross Society of India in different spheres. The NSS Units set up Aahaar Canteen to feed the needy during those trying times.

**Seminar and Workshops:** Seminar and workshops are held on subjects including civic responsibility, social justice, community development, Environmental awareness, and human rights.

**Outcome:**

- Community service enables them to comprehend the value of giving back to society and cultivate compassion.
- The students of different departments gain knowledge of societal problems and also engage with the community to spread awareness. Interaction during the workshops helps the students to understand their part in fostering a better society.
- They also learn essential skills such as leadership, teamwork, and communication. Cultural events assist the pupils in understanding the community's diversity and fostering intercultural competence.
- Grow a feeling of pride for their local heritage.
- Prize distribution ceremony and annual day each year encourages successful students.
- Faculties, staff and students enthusiastically take part in social change while learning the virtue of philanthropy.

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:**

Apart from imparting education to the students, Raja Peary Mohan College takes active part in several programmes for human welfare in different areas. Awards of appreciation received by the college include



those given by government bodies and registered non-government organisations are as follows: .

- Certificate of appreciation to the NSS Unit for arranging awareness programme on Safe Drive and Save Life by Uttarpara-Kotrung Municipality in 2018-2019.
- Third position on Mock Parliament District Level Competition organised by Dept. of Parliamentary Affairs, Govt. of West Bengal 2019-2020
- Certificate of Achievement to the Women Cell of Raja Peary Mohan College for their Relentless Endeavour for the Welfare of the Women & Girls of Nabagram, Hooghly by Satya Bharati, a social service organization in 2021-2022
- Certificate and award of Appreciation for contribution in the field of human welfare by Durgamoyee Society, an NGO for the Promotion of Education in 2022
- Award for participating in the Seminar and Workshop on Prevention of Domestic Violence and Remedies, organised by the West Bengal Commission for Women by West Bengal Commission for Women in 2022
- Certificate and award of appreciation to NSS units for valuable works in Pandemic Period, 2020 by Baidyabati Gods Grace Foundation
- Certificate of appreciation to the NSS Unit for valuable work during the Covid 19 pandemic for the people by Uttarpara-Kotrung Municipality in 2022-2023
- Award received as Chief Organizer of College Committee, Hooghly District College Level Youth Parliament Competition 2022-23 by Dept. of Parliamentary Affairs, Govt. of West Bengal
- First Prize in Youth Parliament Competition, Hooghly District College Level 2022-2023 by Dept. of Parliamentary Affairs, Govt. of West Bengal
- Certificate of appreciation to the NSS Unit for arranging a Dengue awareness programme in Uttarpara Kotrung Municipality are on 02/09/2022 by Uttarpara-Kotrung Municipality.
- Award to the Women Cell for The Welfare of Women and Girls of Makhla, Uttarpara, 2022 by Satya Bharati, a social service organization
- Certificate of appreciation to Women Cell for extending enormous support to the students of Raghunathpur Village by Uttarpara Prerana, NGO for students, Uttarpara, Hooghly in 2022-23
- Award of appreciation for participation in the Poetry Conference on the occasion of 200th Birth Anniversary of Michael Madhusudan by Uttar Sahitya Patrika, Uttarpara, Hooghly
- Certificate of Achievement and award to Acharya Prafulla Chandra Roy Eco Club of Raja Peary Mohan College for their valuable work in promoting Environmental Awareness and conducting various Environmental Awareness Programmes by Paschimbanga Vigyan Mancha
- Certificate of Achievement to the Women Cell for their Relentless Endeavour for the Welfare of the Women & Girls of Nabagram, Hooghly by Satya Bharati, a social service organization

- Award of appreciation by The Institute of Company Secretaries of India for conducting Career Awareness Programme, Hooghly Chapter 2023 by The Institute of Company Secretaries of India, in pursuit of professional excellence, Statutory body under an Act of Parliament (Under the Jurisdiction of Ministry of Corporate Affairs)
- Certificate of Appreciation and Acknowledgement for conducting Nutrition Awareness Programme in the Raghunathpur Gram Panchayet area in March 2022 by Raghunathpur Gram Panchayet, Serampore Uttarpara Panchayet, Hooghly Zilla Parishad

File Description	Document
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:** 31

**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
15	06	04	03	03

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:** 42

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>
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:**

#### a) Teaching – learning, viz., classrooms, laboratories, computing equipment etc

- There are 38(Thirty Eight) Lecture Theatres/ Class Rooms.
- 18(Eighteen) number of dedicated class rooms.
- 11(Eleven) numbers of departmental Lecture theatres.
- 9 (Nine) numbers of rooms have dual uses- as Departmental Laboratories and also as Lecture theatres.
- 5 Departments have well equipped laboratory where there are 34 (Thirty Four) Rooms which are used either as well equipped Laboratory, or for the purpose of laboratory related works and storage.
- There is a high quality & well maintained Heritage Museum of the Department of Zoology.
- There is a State-of-the Art fully air-conditioned Research Laboratory equipped with sophisticated instruments to support high level research activities.
- The College has an Animal House equipped with sophisticated instruments
- There is a dedicated well equipped Examination Control Room and a Room for spot evaluation of C.U. Examination Scripts
- There are Seminar Libraries in almost all the Departments to provide with books for ready reference of Teachers as well as the students of the Departments.
- All departments have computers with internet facilities and Wi-Fi connections are also available in library and departments.
- There are 4 Computer laboratories for Computer science, Physics, Maths and Commerce Departments.
- The college has a Central Library with a huge collection of books and modern digitized facilities.
- College has Purchased a Land of about 12 khattas to expand academic activities in future.
- College has a Solar Panel, Medical Unit, small green house, Mushroom culture unit and Vermi-composting unit.

#### b) ICT – enabled facilities such as smart class, LMS etc.

- The College can boast of the centrally air-conditioned Wi-Fi enabled with projector *Auditorium of the Centenary Hall* with two Green Rooms with a seating capacity of about 300 where students participate in all sorts of cultural activities.

- College has one central smart classroom, equipped and 13 departments have dedicated well equipped Smart classrooms with multimedia projectors and sound systems.
- Our college often use **LMS portal** to manage course content, assignments, assessments, and communication between students and teachers.
- The college has purchased subject-specific software for students and teachers to enhance the teaching-learning experience.
- Microsoft Teams platform is used for conducting online lectures, discussions, and collaborative activities.

**c) Cultural and sports activities, yoga centre, games Gymnasium, auditorium etc:**

- The college has a yoga centre for the students to keep them physically fir and mentally alert.
- Facilities for both indoor like Tables, Carrom, indore cricket, football, etc are provided to the students in their Common Rooms.
- The college has a well equipped Gymnasium at Ground Floor in Oder to keep them bodily fit through regular practice sessions
- College don't have a Play Ground of its own, but students are free to use the Play Ground of adjacent Government High School with prior permission based on a collaborative arrangement, between the authorities of the two institutions.
- Facilities for Divyangan are also available like rails, lift, wheel chair and washroom are available.

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:** 39.94

**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
110.80	9.42	93.89	216.34	91.67

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:

Open Access Academic Library of Raja Peary Mohan College provides a congenial atmosphere for reading and research work with widely disseminated multilingual collection and personalized service. The library is fully automated with Integrated Library Management Software KOHA and provides digital library service using DSpace. The library has implemented RFID (Radio Frequency Identification), which is the latest technology used in library theft detection and automated circulation system. The library is fully under CCTV surveillance. All the documents available in the library are barcode based and can be searched in WebOPAC. The OPAC can also be accessible through smart phone via Wi-Fi. The library has an enviable collection of physical texts and reference books, various national and international journals, periodicals, magazines, and newspapers as well as books of general interest. The library also subscribes to various e-Resources through NDL and UGC INFLIBNET N-LIST programme, where users can have access to more than 6000 journals and 1,35,000 e-books. It also subscribes to a comprehensive research database like JSTOR. Databases like JSTOR provides an appropriate environment for literature survey and research review. The Learning Resource Centre has a good collection of non-book materials such as maps, CDs, DVDs etc. Internet and Wi-Fi facilities is available, and users (students and teachers) are encouraged to access millions of open-source journals and databases. Reprographic facilities are available for students and staff. The library has also memberships of E-shodhsindhu, IASLIC, and Philosophical Society of India.

A short information sheet given below can give an idea of the library resources, services, and other activities.

#### Library Resources:

- Integrated Library Management System (ILMS): KOHA; Version – 22.11.03
- Nature of automation (fully or partially) – Fully

- Web OPAC enable (Link: <https://rpmc-opac.kohacloud.in/>)

OER Repository – Yes (Link: [https://sites.google.com/view/rpmc-e-content-repository/OER\\_repositories](https://sites.google.com/view/rpmc-e-content-repository/OER_repositories))

- Institutional Repository – DSpace (Link: <http://192.168.1.100:8080/jspui/>)
- Total No. of Books – 24115 (as per physical verification on 05/12/23)
- Total No. of Journals – 175 (direct purchase)
- Total No. of Newspaper – 4 (Daily), 2 (Weekly)
- Total No. of Magazines – 3 (direct purchase)
- Total No. of E-books – 23 (direct purchase)
- Total No. of E-journals – 40 (direct purchase)
- Databases – JSTOR, INFLIBNET-NLIST, NDL
- Membership – IASLIC, Philosophical Society of India

### Library Services:

- Circulation
- Reference
- Remedial
- Career Guidance
- Referral
- Reprography; Reprography Machine - 1
- E-Resources Services – Remote Access
- Rare Book Section
- Digital Library Service; Number of Computers – 10 and Total Printers –2
- Newspaper Clippings
- Extension library hours from 9 a.m. for students.
- Extended library service through external membership norm
- Document Delivery Service

The library has also organised Add-on courses so that it can provide a stepping-stone for interested students who wish to pursue Library Science as a career option.

### Add-on Courses organised by the library:

- Library Resource Management
- Digital Library

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The IT infrastructure of college is a comprehensive and advanced system designed to support the technological needs of students as well as Faculty.

The IT facility includes 127 desktop computers strategically placed throughout the campus. These computers are equipped with the necessary hardware and software to facilitate academic activities such as research, programming, etc. In addition to the computers, the infrastructure also comprises of 24 laptops. Laptops are particularly useful for presentations, collaborative projects, teaching learning and fieldwork. The infrastructure also includes 70 printers placed in computer labs, libraries, and other key areas.

To ensure fast and reliable internet access, a high-speed internet connection with a speed up to 100 Mbps is provided. Moreover, the IT infrastructure features Wi-Fi zones placed across the campus. The Wi-Fi coverage ensures connectivity in classrooms, libraries, common areas, and other designated areas, enabling users to stay connected and access online resources conveniently.

To enhance classroom presentations and facilitate multimedia learning experiences, the infrastructure includes mounted projectors in classrooms as well as portable projectors. These projectors are connected to computers or laptops and enable the projection of digital content onto screens or walls.

The IT infrastructure further includes smart classrooms equipped with ICT-enabled teaching facilities.

The college utilizes MS Teams software for online classes and virtual collaboration. MS Teams provides a comprehensive platform for conducting online classes, and virtual meetings. It offers features such as video conferencing, chat, file sharing, screen sharing, and collaborative document editing, enabling seamless communication and collaboration among students, faculty, and staff.

The infrastructure also encompasses computer laboratories equipped with the necessary hardware and software to support practical sessions, programming exercises, and research activities.

To manage the learning process effectively, the college utilizes a learning management system (LMS). The LMS serves as a centralized platform for delivering course materials, and facilitating student-teacher interactions.

The IT facility of college library includes a web OPAC search system through KOHA. This system allows students and faculty to search for books, journals, and other resources available in the library's collection through an online interface. In addition, there is an RFID system which ensures security to the collection in the library.



Our college has a well-maintained mobile APP which can be used by students for accessing notices, fee submission and various information.

In session 2021-22, 8 assembled desktops (with i3, 8GB RAM, 1 TB HDD) was purchased for an upgrade to our existing lab and office facilities. 1 assembled desktop (with dual Core 10th Gen, 4GB RAM, 1 TB HDD) was purchased for student's union room. To improve the securities of computers, anti-virus software was installed in the 50 different computers.

In session 2022-23, 2 assembled desktops (with i3, 8GB RAM, 1 TB HDD) was purchased to upgrade the computer facility in chemistry department. In addition to these 6 new projectors (Epson EB-E01 & EPSON EB-X49) were purchased to upgrade outdated Projectors in the various departments.

Overall, in every year, our computer laboratories were upgraded with software and hardware.

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:** 26.93

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

Response: 122

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
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:** 29.18

**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
131.22917	64.22883	37.7335	87.37209	60.96566

<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:** 70.75

**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
1809	3178	3272	2506	679

#### 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:** 20.25

**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
875	947	824	313	317

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:** A. All 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:** 14.18

**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
106	125	87	42	74

**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
479	696	779	659	447

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:** 1.32

**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
14	13	04	02	01

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:** 18

**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
03	01	07	04	03

**File Description****Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response:** 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	07	06	2	2

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:**

Alumni Association of Raja Peary Mohan College is a registered association (West Bengal ACT, XXVI of 1961, **Reg No – S0027704**) that contributes significantly to the development of the institution. Alumni Association is the mirror of the college, reflecting the professional and personal achievement of the students. The number of registered Alumni presently stands at 187.

**Vision:** Aims to create a beneficial bond between present students and alumni.

**Mission:**

- 1) To promote exchange of academic and other experiences with the present students.
- 2) To advice and conduct activities motivating skill of the students.
- 3) To provide career guidance to present students by notable alumni.

**Aims and Objectives:**

- Work jointly with the College to achieve its mission to all constituents.
- Encourage alumni support of the College through both their volunteer and financial efforts.
- Organise programmes and opportunities that connect alumni to each other and to the College.
- Promote awareness of alumni achievements and accomplishments among all alumni, students, faculty and staff of the College.

At present the College can boast the splendor of its past and the glory of its Alumni. In this huge span of time the College has produced innumerable alumni in different fields. The euphoria associated with the past reveals the contribution of this institution to the society in the form of freedom-fighters, politicians, physicians, surgeons, scientists, educationists, bureaucrats, athletes and others.

Many of the alumni are well settled in various parts of the state, country and the world. From the fields of Humanities, Sciences to politics, alumni of this College have done remarkably well. Like the alumni of other institutes, alumni of this College feel attached towards the College and over the time they have formed various networks to be connected among themselves. One such association can be traced is the Raja Peary Mohan College Old Students' Association, which was formed sometime in 1935 with the



basic purpose to help the College to overcome the financial crisis it faced at that time. After then, another effort can be noted when in 1986 during the Centenary Celebration of the College an Alumni Association was formed. However, due to various reasons, it didn't exist for a long time. Further, in September, 2004 another Alumni Association was formed and started functioning for the first time in an organised way and conducted several meetings.

Recently, to give a better shape the Uttarpara Raja Peary Mohan College Alumni Welfare Association has been registered under the West Bengal Societies Registration Act in order to aid in the overall development of the College and to promote and communicate among the members of the Association with the College and other academic bodies/organizations. The association aims to provide a forum for the members of the Association to exchange experience, information, and views and assists the students and scholars of the institute and members of the Association in their academic pursuits and professional careers. The Raja Peary Mohan College Alumni Association leads alumni in developing strong connections with each other and to enrich the College in different ways with its active support and cooperation.

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:

#### Vision:

The vision of the institution is to achieve excellence in Higher Education, empowerment through knowledge, inclusive Growth for Socio-Economic Change and Sustainable Development. *Tamaso Ma Jyotirgamaya. "From darkness, lead me to light"* is the motto of our college.

#### Mission:

- To equip and empower students with relevant knowledge, competence and creativity to face global challenges.
- To achieve innovations in teaching-learning, research and extension activities to realize national goals.
- To facilitate optimum use of human and natural resources for sustainable development.
- To promote participation of all the stakeholders in the development of the College.
- To promote and practice inclusive growth.
- To adopt and promote the knowledge output for human development.
- To create awareness on human rights, value system, culture, heritage, scientific temper and environment.

#### Perspective plan towards accomplishing the vision and mission:

This college is committed to embracing NEP as by recognizing, identifying, and fostering the unique capabilities of each student. By exposing the students to different skill-based programmes, we are trying to equip and empower students with relevant knowledge, competence and creativity to face global challenges. The college plans to introduce PG, skills based UG and certificate courses and widen academic and career opportunities of students and widen the student mentoring and student support system have been developed. We have already identified the parameters and started harnessing creativity, hands-on learning and critical thinking to encourage logical decision-making, leadership and innovation through extension activities, college magazines, incubation processing, and inter-college competitions. The prime task of the IQAC is to develop a system of conscious, consistent, and catalytic improvement in the overall performance of institutions. Administrative, academic, and green audits are conducted to assess the present parameters in the college and action is taken as per suggestions. The Principal meets students regularly and takes their views which are duly considered for implementation. Stakeholders feedback is taken regularly for improvement of the academic and administrative atmosphere of the college. College has started Beautician, Jewellery designing courses, vermi-composting, Mushroom

Cultivation training for students and inspiring self employment. The college aims to create an advance incubation centre to encourage startups for students.

### **Decentralization:**

Total Decentralization of the Administrative System for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty is in place. The **Governing Body** is the highest decision making authority with the **Principal** as the **Secretary**. Several Sub-committees are formed by the Governing Body to run the administration in a decentralized mode for smooth and effective functioning. Principal being the Head of the institution plays a crucial role in managing the administrative as well as academic activities of the college and providing necessary directions.

### **Participative Management:**

The college promotes a culture of participative management. The college constitutes committees for general and academic development which includes faculty, non-teaching staff and students' participation. The principal welcomes the innovative idea, concepts and thoughts from the different committee members and involve them in decision making processes. The college delegate authority and provides operational autonomy to the Departments.

<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>

## **6.2 Strategy Development and Deployment**

### **6.2.1**

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

#### **Response:**

- The Perspective Plan of the college aims at providing the institution a vision and direction for the next few years and strategizes collective efforts to realize the plan.
- The institution is committed to nurturing its dedicated faculty and aspiring students as well as investing in best-in-class infrastructure and facilities.
- The strategic roadmap also envisions more students being placed through enhanced employability schemes by incorporating international exposure and quality alumni engagement.
- The College is affiliated to the University of Calcutta and financed by the Govt. of West Bengal. It follows the curriculum, syllabi, pattern of Examinations, academic calendars formed by C.U.
- The Administration of the College is mainly governed by (i) The Calcutta University First

statutes 1979 with its up-to-date amendments & C.S.R. issued from time to time and (ii) The Regulations, Acts & Orders of Higher Education Department, Govt. of W.B.

- After the inception of the Act, 2017 appointment of all the Teaching & Non-teaching employees against substantive posts are made through the West Bengal College Service Commission. However, in case of acute shortage of N.T.S. for reasons beyond control of the College Authority, some casual/daily wagers are appointed as N.T.S. by the G.B. on purely temporary basis for ensuring smooth functioning of the College.
- The Service Rules for the employees of the College are framed by the G.B. following the terms & conditions provided in the C.U. statutes, C.S.R.s issued by Calcutta University from time to time, and the Regulations, Acts & Orders of Higher Education Department, Govt. of West Bengal.
- The Governing Body (G.B.) with the President & the Principal (as ex-officio Secretary) is the highest policy making authority and is formed in terms of The West Bengal University and Colleges (Administration and Regulation) Act, 2017 comprising 9 other members from all the stakeholders.
- The G.B. constitutes the IQAC and several other Sub-Committees with Principal as the Ex-officio chairperson as per rules with rational representations from all the stakeholders for complete decentralization of the administration.
- The overall policy decisions & plans are formulated by the G.B. on the recommendations of the concerned sub-committees and executed by the Principal with active participations of the members of those sub-committees.
- Financial decisions are taken by the Finance Committee comprising the Governing Body's internal and external members. Financial decisions are taken by the Sub-Committee members. The college follows the latest tendering rules for purchases.
- IQAC meetings regularly held for to plan and implement the parameters for effective quality improvements. It takes the responsibility for the development, application and monitoring of quality benchmarks for various academic and administrative activities of the institution
- Academic Subcommittee maintains the standards of teaching learning by interdepartmental coordination within the institute. All progressive academic initiatives are implemented through rigorous planning which is initially proposed in Academic subcommittee and IQAC.
- Service related Subcommittees (P.F., Pay Fixation, IT, CAS, Leave etc.) work to put into action government policies and plans in matters of employment and service conditions and promotion

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

## 6.2.2

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

#### **1. Administration**

#### **2. Finance and Accounts**

**3.Student Admission and Support****4.Examination****Response:** A. All of the above

<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:****Performance Appraisal for teaching faculty**

Following the UGC Regulation the institution monitors the performance appraisal system. All teaching staff submits their Self Appraisal Report on their Performance on Teaching, research and other activities in the format of UGC to IQAC at the end of each academic session. The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS) which is checked and verified by the IQAC Coordinator and the Principal. Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score. The faculty members are assigned additional duties and responsibilities besides academics. Due consideration is given to the evaluation of innovation for special contributions made by the teacher. The Institute accords appropriate weightage for these contributions in their overall assessment. Teacher is given an opportunity to note down the difficulties that he/she is facing while discharging his/her assignment.

**Performance Appraisal for non-teaching Employees:**

The Principal prepares a report in respect of every Non-teaching employee based on his/her general performance, character & conduct, taking adequate feedback from the concerned Departments & stake holders. The complaints, if any, of involvements in undesirable activities whatsoever are also taken into

account and are dealt with seriously in order that such complaints may not recur in future.

### **Welfare schemes and for Career Development/Progression opportunities**

- The benefit of Group Insurance Schemes for Teaching & Non-teaching Employees.
- Compulsory Provident Fund schemes and Loan facilities as per Government rules sanctioned.
- The benefit of unlimited Medical Insurance through W.B. Health Scheme for Teaching Staff and upto a maximum of Rs 5 lakh through 'Swasthya Sathi' Scheme for Non-teaching Employees, as per W.B. Govt. Rules.
- The benefit of 2 LTC- one within Indian on completion of 10 years of service and the other outside India but within the SAARC Countries on completion of 20 years of service.
- Subject to certain terms & conditions the Teaching & Non-teaching employees of the College appointed different types of leaves
- **On Duty, Study Leave** are Granted for Career Development Programmes for both teaching and Non Teaching Staff.
- Professional development programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.
- Pension, Gratuity and Leave Encashment are provided as per Govt. rules
- College sanctions fund to support in crisis
- Financial incentives for non-teaching staff during major festivals
  
- The college provides infrastructural support and laboratories to facilitate research.
- Desktop facilities are provided in the Library and Teachers' Lounge for their use.
- Laptops and projectors for ICT enabled smart classrooms and seminar halls.
  
- Canteen that serves nutritious and hygienic food.
- Medical leave, study leave, child care leave, maternity benefits as per norms
- Government Health Scheme for employee and his/her dependent family members
- Annual picnic organized for both teaching and non-teaching staff.
- Gymnasium facilities and Yoga classes
- All staff participate in games on Annual Sports Day

<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>

### **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:** 13.67

**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
14	08	11	10	11

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 11.11

**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
09	19	13	08	05

**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
21	27	00	20	23

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:

- Raja Peary Mohan College is a Grant-in-Aid College under the direct control of Higher Education Department, Govt. of West Bengal.
- The college executes its financial strategies through Mobilisation and Utilisation of Fund under the Finance Sub-committee constituted with external and internal members. The Finance Sub-Committee examines the accounts and to scrutinize proposals for expenditure and ensure financial transparency through internal and external audits. it considers the annual accounts and financial estimates of the college and recommends the annual budget / revised estimates to the Governing Body for approval.
- Utilization of Government grants, RUSA, ICMR, and DBT grants are monitored as per guidelines.
- The financial liabilities for payment of Salary, Pension, Gratuity, LTC, Medical Insurance are met with the grants received from the West Bengal Government through HRMS.
- The only other regular source of revenues is the fund received from the students as fees on different heads. The tuition fees are fixed by the Higher Education Department, Govt. of W.B. The other fees structures are formed by the Governing Body, with due consideration of the suggestion of all the stakeholders.
- The College generates some revenues, although very small, from the rent of Centenary Hall, Centre Charges for different Public Examinations, Sale of Scraps etc.
- College fund is used for developmental and maintenance activities, healthy living and resourceful



teaching-learning

- The major heads of expenses of the college incurred from the College Fund are:
  - Certificate courses/Add on Courses
  - Seminars/webinars/workshops/conferences etc
  - Various professional development programs
  - Payment of remuneration of Casual NTS, Academic Counsellors, Daily Wagers.
  - Conduction of Regular Academic Programmes
  - General Maintenance of the College Building, Infrastructure & Equipments etc
  - AMC of Equipments
  - Upgradation of the Library, Laboratory Equipments etc.
  - Recurring Management expenses.
  - Payment of Electricity Consumption.
  - Any other unforeseen expenses that become inevitable.
  - Financial assistance to needy students during covid
  - Regular Sanitization of the college during pandemic
  - Financial assistance to teachers to attend seminars and conferences

The audit aims to review whether the process of the financial systems is as per norm and they provide us solutions to improve the current procedures. It also recommends rectifying the current policy with the present leading best practices among educational intuitions.

- Internal audits and government audits make financial operations transparent and objectively defined. Budgetary compliances help financial management to ensure accountability.
- Various software systems as part of e-governance are used for financial transparency and accountability.
- HODs of Science departments and the librarian look after laboratory and library stock audits respectively.
- The internal stock audit is carried out by GB-approved CA under the supervision of coordinators assigned by the authority.
- The external audit is carried out by an auditor appointed by the Government of West Bengal.
- IT and GST returns are submitted every year within the stipulated filing date.

Finally, all the reports are placed before the Finance Sub-committee and endorsed by GB.

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:**

The college has a well organized and active IQAC which has contributed significantly in the following areas:

- Opening of 30 Add on and Certificate Courses.
- Formation of Regulation, Curriculum and syllabus: Academic Calendar, Lesson plans, PO CO, Mentor-Mentee Programme, Tutorial, Remedial classes for slow and advanced learners.
- Development and application of quality benchmarks/ parameters for various academic and administrative activities of the institution.
- Introducing Online Teaching Learning Mechanism in the Pandemic situation through MS team platform
- E-Books and e-journals were made available to students in pandemic period
- LMS was introduced so that students can cope up with the online mode of teaching learning in the pandemic situation.
- Orientation/Induction and Bridge Course program for newly admitted students organized by all department under the guidance of IQAC: Informs them about the college, its mission and vision. The class routine is distributed and institutional calendar given. The courses offered are discussed in details and modes of examinations clarified.
- Enhanced the effectiveness of teaching & learning and to produce skill based employable graduates, various pedagogies including project-based learning, self-learning, industrial internship and peer assisted learning have been introduced in tune with NEP 2020. Introduced experiential, participative, problem solving and ICT based Teaching Methodologies.
- Developed a portal for Competitive Exams MCQ Training online platform for students.
- Organised programmes to develop Soft Skill, Life skill, Language and Communication and ICT/ Computing Skill among students.
- Audits and Certification: IQAC have Completed Gender Audit, Green/Environmental Audit, Energy Audit of last 5 years of the college. ISO certification is upgraded from 2015 to 2018 applicable educational institution, NIRF and AISHE data compiled and submitted in time.
- Played a pivotal role to enter into Collaborations and 24 MOUs with different Organisation, institutions and NGOs to organize academic, co curricular, career counseling and extension activities.
- Actively organized Sensitization program for promotion of gender equity, culture, harmony and Constitutional rights & duties of a citizen among students.
- Developed the facilities in the Institution for the management of the following types of degradable and non-degradable waste.
- Took initiative for Career Counselling, and promoted Entrepreneurial and self employable skill development.
- Organization of inter and intra institutional workshops, seminars on quality related themes: Collaborative, Study circle, Exchange program, Internships.
- Preparation of Annual Quality Assurance Report (AQAR) as per guidelines
- Conducting internal examinations for the benefit of students.
- Promotion under CAS of the faculties: Internal progress monitored and document preparation as per the guidelines of UGC scrutinized by the Coordinator.

- Various members of the IQAC communicate with the BOS of different departments of University of Calcutta and nominate faculties from the departments to attend workshops so as to identify and incorporate change in respective curriculum and syllabus in accordance with the CBCS and CCF model.
- IQAC plays a pivotal role during annual Academic Administrative Audit: The AA audit is performed by Senior Teachers, Academic sub-committee, IQAC coordinator and External Peers.

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

File Description	Document
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:**

The college has recognized the importance of Gender Audit, employing it periodically to pinpoint gaps in gender equality within its premises. By initiating a participatory process and identifying gender patterns in policies and services, the audit contributed significantly to reducing gender discrimination and formulating strategies for achieving gender balance. Over a five-year period (2018-2023), the Gender Audit revealed notable disparities in the composition of male and female teaching and non-teaching staff. A discernible increase in the percentage of male teachers and non-teaching staff was observed due to the appointment of more male staff compared to their female counterparts. Conversely, our college takes pride in a higher percentage of female students, particularly in departments of Humanities, where a consistent upward trend of enrollment has been observed.

1. An active **Internal Complaints Committee (ICC)** ensures that any complaint of sexual harassment and discrimination is dealt strictly and promptly according to the rules in The Sexual Harassment of Women in Workplace Act 2013 and UGC guidelines. The college has prepared a policy document which ensures that complainants, witnesses and the harasser do not face victimization and discrimination during the process of enquiry. In case of a false complaint a penalty is levied on the complainant. Regular Awareness programmes are organized in order to sensitize all the students and staff about this issue. The committee sits regularly to take stock of the college environment on this issue, which is recorded in minutes of the meetings.
2. **The Grievance Redressal Cell** has been set up in accordance to the UGC regulation, 2012. Any student including female students can state their grievance regarding any academic and non-academic matter within the campus through the online and grievance/ suggestion box. Care is taken to ensure that a female complainant can report to a female teacher only.
3. Gender equity is further reinforced through equal access to facilities such as separate common rooms, demarcated gyms schedule, canteen, sanitary napkins vending machine and washrooms, as well as CCTV surveillance for all students.
4. The **availability of scholarships and robust counseling services, encompassing academic, career, and psychological counseling**, further demonstrates the college's commitment to promoting gender equality and inclusivity
5. **Mitali, the Women Cell** of the College established in 2012 organized a range of activities to promote gender sensitization, equality, and a harmonious social, physical, and psychological milieu for all students. These activities included self-defense programs for women, relevant film screenings, celebratory events, health camps, webinars on sexual harassment, surveys on personal hygiene, and community engagement initiatives. Additionally, the Cell facilitated certificate courses on jewellery designing, beauty care and makeup, enhancing the prospects of a female

student.

- 6. SC/ST/OBC/Minority Cell:** This Cell looks after miscellaneous issues related to SC/ST/OBC and Minority students in our college. All female students get Kanyasree Scholarships while all students from the backward and minority communities receive Oasis and Aikyasree Scholarships respectively.

The college takes pride that all genders including LGBTQ+ are treated equitably in every aspect ushering in a truly gender-neutral environment.

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:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<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:**

Raja Peary Mohan College is dedicated in providing an inclusive and diverse educational environment that embraces cultural, regional, linguistic, communal, socio-economic, and other diversities. The college is home to students coming from diverse backgrounds, including varying castes, languages, communities, and socio-economic statuses.

Within RPMC, three language departments - Bengali (Hons), English (Hons), and Sanskrit (Hons) - actively organizes wide array of programs to promote and preserve these languages. Additionally, we publish a bilingual college magazine (Bengali and English), primarily featuring contributions from both students and faculty members, reinforcing our linguistic diversity.

To address cultural, communal, and socio-economic diversities comprehensively, RPMC conducts a series of events such as Fresher's Welcome, Induction and Orientation programs, Students' Week celebrations, Annual Sports Day, and Students' festivals. These initiatives provide an ideal platform for students from diverse backgrounds and identities to interact and establish meaningful connections, fostering a sense of unity.

Furthermore, RPMC extends its commitment to communal harmony by engaging in campus outreach programs within the community. Celebrating cultural events like Holi (Basant Utsav), Saraswati Puja, Buddha Jayanti, Gita Jayanti, Rabindra Jayanti, and Teachers' Day with great enthusiasm.

Moreover, RPMC boasts various Cells, Units, and Committees, including the Psychological Counselling Cell, Anti-Ragging Cell, Internal Complaints Committee, Grievance Cell, and Health Unit, all dedicated to addressing students' concerns, irrespective of their diverse backgrounds. Additionally, our Career Counselling Cell, Women Cell, and various departments offer free coaching for competitive exams and certificate courses in handicraft and jewelry designing, beauty care, and artistry makeup, ensuring equal opportunities for all.

Raja Peary Mohan College takes proactive approach to sensitize the students and the employees to the constitutional obligations, about values, rights, duties, and responsibilities and constantly works upon to nurture them especially the students as better citizens of the country through various curricular and extra-curricular activities.

Several subjects like political science, history, and philosophy have papers and topics focused on the Indian Constitution. Additionally Environmental Studies as a compulsory course and a Six Months Certificate Course on Value Education in collaboration with Rama Krishna Mission Vivekananda Centenary College, West Bengal are taught for sensitizing students to their constitutional obligations and bolster values, rights, duties and responsibilities.

The Department of Political Science, the National Integration Committee, the Electoral Literacy Club organizes lectures and seminars on Constitutional Awareness, National Integration, Voting Awareness along with quiz competitions and essay contests. Additionally, the department assembles a college team, drawing students from various departments, to participate in the Youth Parliament Competition. This initiative aims to inculcate constitutional obligations among the students.

The College annually commemorates significant days such as Independence Day, Republic Day, Netaji Jayanti, and Yuva Diwas. These celebrations involve active participation from faculty members, non-teaching staff, and students, collectively highlighting the importance of Indian Independence and the Indian Constitution.

Furthermore, the NSS Unit I & II and A P C Roy Eco Club regularly celebrates World Environment Day, organizes programmes such as tree plantation, community cleanness and Swachh Bharat Abhiyan programmes in the nearby areas of Uttarapara, Hooghly regularly.

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 1**

#### **1. Title of the Practice**

**VALUE EDUCATION AND INDIAN CULTURE: HARNESSING RESPONSIBILITY AND POSITIVITY**

#### **2. Objectives of the Practice**

An exemplary citizen is made, not born. It is important to be part of an education process that **instills moral standards to create more civil and democratic societies**. It nourishes students through purposive practice of socially relevant values and promotes respect and understanding for diversity beyond cultural, religious and ethnic differences.

#### **3. The Context**

The college believes that students need to be equipped with essential life-skills and values needed to navigate through the various challenges of life. The course goes beyond the confines of the classroom so that the students could take part in various social service assignments that will help them to interact and mingle with the society at large.

#### **4. The Practice**

- Raja Peary Mohan College started 32-contact-hours Certificate Course on Value Education and Indian Culture from the session 2018-19 in collaboration with Ramakrishna Mission Vivekananda Centenary College, Rahara under a MoU in 2019.
- Students of all streams mandatorily pursue this course during their 2nd semester. Conducted by the Department of Philosophy, classes are held once a week, every Saturday. They are accommodated within the routine so that they do not interfere with the regular classes. Beside theory classes, there are also practical classes where different social service assignments like working with the disabled, spending hours in blind schools, working in old age home, feeding the needy, teaching in the slums, promoting awareness campaign of hygiene, drug addiction etc. are given to the students.
- There is a Bengali text-book based on a structured syllabus, titled 'Jiban Sopan', published by the college.
- Constant monitoring is done through proper assessment procedure like attendance, individual leadership in practical session and project work.

#### **5. Evidence of Success**

- Students actively attend classes and perform all assignments. Hard data shows that in the last 5



academic years, 6,226 students directly benefitted from the course.

- Special interest is shown by them in the **practical-based project-work** where they do many social works on their own, starting from cleaning the college campus, teaching the slum children, helping their parents in households activities, visiting and working in the orphanage and old age homes.

## 6. Problems Encountered and Resources Required

The teachers followed Martin Seligman and Christopher Peterson's VIA model. However, the college adapted it into the **Indian context**. The collaboration with Ramakrishna Mission Vivekananda Centenary College solved that conundrum.

The college also faced trying times during the pandemic years but it never stopped imparting Value Education.

## 7. Notes (Optional)

UNESCO launched an international initiative on Values Education in early 2000. Our holistic course takes inspiration from that charter. It also ensures that values are inculcated through the touchstone of Indian culture, thereby making it relevant for students of our college.

## BEST PRACTICE: 2

### 1. Title of the Practice: 360 DEGREE COUNSELLING

### 2. Objectives of the Practice

A Comprehensive 360-degree Counselling programme involves Psychological Counselling, Career Counselling and Academic Counseling through Mentor-Mentee Programme for which the college has an active Psychological Counselling Cell, a dynamic Career Counselling Cell and also carries out a well-structured Mentor-Mentee programme. Student Profiling, done scientifically ensures focussed engagement of Mentorship.

### 3. The Context

It was frequently observed that mere academic counselling doesn't solve the problems of the students who need additional support for their mental health and career needs. All three are intimately related to each other and contribute to the holistic development of a student. Post pandemic world has made this approach more relevant than ever before as it helps to nurture every aspect of a student's developmental arc.

### 4. The Practice

- 1.As a preamble to Counselling, the college adopts scientific methods to create '**Profiling of Students.**' This Practice ensures focus-based delivery of counselling practices.
- 2.The Psychological Counselling Cell supports our students with Individual and Group

Counselling, Psychiatric Services, Workshops, Crisis Intervention, Stress Management and Systematic Desensitization.

3. The students are provided active support by the Career Counselling Cell which activates various placement drives and acts as a liaison between the College and several industrial houses. It started Competitive Exam Training and Soft-skill Development classes. The College has signed MoU with Internshala for conducting internships for the students and provide placement opportunities to them. The Cell arranges Seminars/webinars with Career Guidance Institutes to enable students to understand the present job scenario.
4. Academic counselling through Mentor-Mentee programme ensures student welfare and better performance in academics, and an amiable learning environment.

## 5. Evidence of Success

- The Mentors have developed a sense of confidence and support for the Mentees to face personal and academic challenges.
- Consistent Psychological guidance contributes to personal growth of the students.
- Continuous technical and soft-skill enhancement has increased the number of employable graduates.
- The guidance received is so ingrained in their minds that they voluntarily give back the same to the society through extension activities.
- The Profiling is a scientific method that helps the student to take note of their strengths and weaknesses.

## 6. Problems Encountered and Resources Required

- Students who want to attend sessions are increasing and it is becoming difficult to accommodate all of them due to space crunch.
- Sometimes students prefer a particular teacher but that is not possible all the time.
- Sometimes the familiarity of subject-teachers makes students bottle up their difficulties.
- Career Counselling requires more outreach so that it can attract more companies from other parts of India.
- Psychological Cell needs more qualified counsellors who can guide the students.

## 7. Notes (Optional)

To enable focus-based counselling, the college **Profiles the Students**. This Learner-centric practice helps in understanding the demographical and educational conditions of the candidates and their aptitudes in specific fields like Academic Score, Knowledge Score, Propensity to use tools, Communicate, Think, to accept Tasks and Intelligence Score. This data provides the basis for Gq and Mq mapping which is represented in a bar graph which is then compared to those of their Peer Groups.

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

#### **INSTITUTIONAL DISTINCTIVENESS**

Raja Peary Mohan College is an eminent heritage college in West Bengal, whose institutional credo is shaped around the vision of its founding father, Raja Joykrishna Mukherjee, an eminent philanthropist, promoter of education and social reformer in nineteenth-century Bengal. When the college was founded on 20th June 1887, Joykrishna envisaged an egalitarian space for education in Hooghly district (West Bengal) that will provide an ecosystem for the **spread of female education** and, at the same time, benefit economically and socially underprivileged students, coming from the hinterland. He wanted to bring about a real change in the qualitative lives of young people in the district. So, his all-encompassing vision for the college was to achieve excellence in higher education and simultaneously empower all the relevant stakeholders with deep knowledge and bring inclusive socio-economic change through **sustainable development and innovation**. Joykrishna's son, Raja Peary Mohan Mukherjee followed his father's footsteps and turned his vision into reality.

#### **Heritage College with a vision**

In keeping with its status as a heritage college, Raja Peary Mohan College tries to spread awareness about the incredible history of its neighbouring areas. The college authorities have produced a definitive volume about the history of the college titled 'Smarok Sombhar' celebrating the completion of 130 years of the college. The volume edited by the Principal Dr. Sudip Kumar Chakrabarty contains essays, reminiscences, and vignettes of many famous alumni regarding their attachment to the college. There are essays on various aspects of local history by stalwarts like Professor Sekhar Bandyopadhyay, thespian Chapal Bhaduri among others. It is a unique book and contains many rare photographs of events that have marked the journey of the college over 130 years.

There is also a dedicated Heritage Cell that tries to integrate bookish knowledge of heritage with actual fieldwork in order to make the subject more interesting and accessible to the students. With this aim in mind, it has signed a MOU with the INTACH (Indian National Trust for Art and Cultural Heritage), Hooghly chapter. It kickstarted the collaboration with the organization of Heritage Quiz 2022 and 2023 where schools from the different parts of the Hooghly District participated. In addition to this, the students of the college also participated in the Heritage Volunteer Training Programme for College Students in 2022.

Times have changed and 135 years later, the institution has adapted itself to be in sync with the technological advances of the day. However, it remains committed to the core vision of our forefathers as it provides holistic education to about three thousand students every year, out of which female students

constitute approximately 47% of its total strength, approximately 42% of the total students belong to SC/ST, OBC A, and OBC B categories while approximately 35% are below the poverty line. This diversified student pool coming from adjacent semi-urban and rural areas of the district inspires the college authorities to generate human resources equipped with contemporary skills, eventually leading to nation-building.

However, the college provides impetus to **two thrust areas** to be in sync with the dream of our founding fathers.

### **Thrust Area 1: Female students and their needs**

Raja Peary Mohan College is a co-educational college with the idea of gender-neutrality at its core, yet in keeping with the vision of its founding fathers it gives priority to the needs of the female students. The Gender Audit not only keep track of the percentages of female students but also that of the teaching and non-teaching staff.

A very active **Women Cell** (called 'Mitali'), a key symbol of the gender consciousness of the college hasorganised

- awareness programmes and campaigns for personal hygiene for girls and women.
- Self-defence workshops and programmes for girls
- Career-counselling sessions for girls and certificate courses on beauty care, handicraft and jewellery designing
- workshops on gender sensitisation and seminars to make students aware of trafficking, sexual-crime and cyber-crime.

**Internal Complaints Committee (ICC)**, a statutory body is present to register incidents of sexual harassment and to undertake formal proceedings to resolve them.

Special measures are also taken like two **sanitary napkin vending machines** have been installed in **Girls' Common Room** and Wash Room for emergency needs. Moreover, **special gym** time is allotted to the girls under the watchful eyes of a **female trainer** to ensure that they can remain fit.

### **Thrust Area 2: Green Innovations**

Another area where the college is distinctive is related to innovative green initiatives which is part of the idea of sustainable development envisaged by our founding fathers.

- The college has an active Acharya Prafulla Chandra Roy Eco-club established in 2005 with vision of conservation, protection, and management of the environment.
- The college has a Digital Phytoinformatics Centre that leverages the concept of global biodiversity informatics, effectively aided by electronic databases of dried and preserved specimen i.e., the digital or virtual Herbarium. As a first-hand reference centre for matters relevant to plant resources of the region, the RPMC-DPIC is endeavouring to collect, conserve and analyse specialized and unique taxa.
- The college has obtained an Environmental Management Certification

of **ISO14001:2015** (Certificate: **305023062210E**) according to the **Advisory issued** by NAAC.

- The college has obtained an Energy Management Certification of **ISO 50001:2018** (Certificate: **305023062211EN**) in compliance to the **advisory issued** by NAAC.
- The college has constructed Rain water harvesting unit.
- **It has undertaken Solar Power Project Implementation in collaboration with WBREDA (West Bengal Renewable Energy Development Agency, Govt. of West Bengal).**
- The college has initiated vermi-composting on a medial scale through 'Utkarsh', the fertilizer production unit. The fertilizers are now packed and ready for sell.
- 'Spandan', the mushroom cultivation unit provides a basic training to interested candidates on mushroom cultivation .
- Project Green-lite which has been initiated in the year 2021 takes a new leap with 'Chiroharit' in 2022 were APC Roy Eco-Club members are continuously thriving to propagate more and more plant saplings so that it can be distributed to students as a token of green initiatives.
- Compilation of People's Biodiversity Register of Uttarpara, the oldest Municipality of West Bengal

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

## 5. CONCLUSION

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### **Additional Information :**

The college encourages the formation of various clubs like Painting Club, Literary Club, Photography Club, Heritage Cell, Business Club, and A.P.C. Roy Eco Club which helps in the overall development of the students in the college and for cultural upliftment of the students *Srijan - Rabindra Charcha Kendra* (a centre to imbibe the ideology and philosophy of the Nobel Laureate Rabindranath Tagore and to grow a creative instinct and professional outlook surrounding rabindranath and his works) is set up.

Due to the sterling effort put by IQAC, the heritage college has been chosen by the Higher Education Department of West Bengal Government as the Hub College as part of Hub and Spokes Programme, Serampore Sub-division Hooghly District.

### **Concluding Remarks :**

The success of this multifaceted learning is evident as students exhibited their competence with more than 16 percentage of students being admitted for higher studies, a good number of them passing national level qualifying examinations, while others taking a direct plunge in the job market. The greater number of students going straight to the job market is an indicator of the reality that the students face here as most of them don't have the economic means to sustain higher studies. Taking that into account, the college has concentrated towards entry-level professional grooming which will hold them in good stead when they navigate the complex world of the job market. The college ensures that they are well-prepared to propel themselves towards a bright future.

## 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 :</p> <p>Answer After DVV Verification :33</p> <p>Remark : DVV has made the changes as per supporting's shared by HEI</p>																																								
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></p> <p>Answer before DVV Verification : 2453</p> <p>Answer after DVV Verification: 1974</p> <p>Remark : DVV has made the changes by excluding duplicate students.</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 be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1272</td> <td>1319</td> <td>1406</td> <td>1428</td> <td>1263</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>1272</td> <td>1319</td> <td>1406</td> <td>1428</td> <td>1263</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1984</td> <td>1984</td> <td>1984</td> <td>1984</td> <td>1417</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>1984</td> <td>1984</td> <td>1984</td> <td>1984</td> <td>1449</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared approved admission list by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1272	1319	1406	1428	1263	2022-23	2021-22	2020-21	2019-20	2018-19	1272	1319	1406	1428	1263	2022-23	2021-22	2020-21	2019-20	2018-19	1984	1984	1984	1984	1417	2022-23	2021-22	2020-21	2019-20	2018-19	1984	1984	1984	1984	1449
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1984	1984	1984	1984	1449																																					

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
450	480	451	436	349

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
440	457	430	433	260

**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
890	890	890	890	516

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
890	890	890	890	482

Remark : DVV has made the changes by looking at seats earmarked against reserved admitted students.

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
08	07	19	07	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	05	03	09

Remark : DVV has made the changes as per verified journals from UGC Care list.



3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 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>20</td> <td>10</td> <td>28</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <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>20</td> <td>10</td> <td>17</td> <td>8</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared e-copies of books and chapters by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	20	10	28	8	8	2022-23	2021-22	2020-21	2019-20	2018-19	20	10	17	8	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	10	28	8	8																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	10	17	8	5																	
3.4.3	<p><b><i>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.</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1135 1046 1270"> <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>28</td> <td>17</td> <td>05</td> <td>08</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1348 1046 1482"> <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>15</td> <td>06</td> <td>04</td> <td>03</td> <td>03</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and have excluded days celebration.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	28	17	05	08	06	2022-23	2021-22	2020-21	2019-20	2018-19	15	06	04	03	03
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	17	05	08	06																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	06	04	03	03																	
3.5.1	<p><b><i>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.</i></b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :42</p> <p>Remark : DVV has made the changes according to the data template document .</p>																				
4.1.2	<p><b><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></b></p>																				

**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
110.80039	9.41919	93.88873	216.33633	91.66929

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
110.80	9.42	93.89	216.34	91.67

Remark : DVV has converted values into Lakhs.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2102	1806	1161	773	796

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
875	947	824	313	317

Remark : DVV has made the changes according to the data template document students benefitted by guidance.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115	138	91	42	107

Answer After DVV Verification :

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

106	125	87	42	74
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**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
479	696	779	659	447

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
479	696	779	659	447

Remark : DVV has made the changes according to the data template document .

**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
03	02	16	15	03

Answer After DVV Verification :

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

Remark : DVV has made the necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	29	06	40	41

Answer After DVV Verification :

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

06	07	06	2	2
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Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	09	11	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	08	11	10	11

Remark : DVV has made the changes as per shared copy of financial support letter by 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
84	70	87	08	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	19	13	08	05

**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
21	27	0	20	23

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
21	27	00	20	23

Remark : DVV has made necessary changes

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>360.84264</td> <td>142.09634</td> <td>168.70805</td> <td>396.04135</td> <td>239.71727</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>360.84</td> <td>142.10</td> <td>168.71</td> <td>396.04</td> <td>239.72</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	360.84264	142.09634	168.70805	396.04135	239.71727	2022-23	2021-22	2020-21	2019-20	2018-19	360.84	142.10	168.71	396.04	239.72
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