SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RAMAKRISHNA MISSION RESIDENTIAL COLLEGE (AUTONOMOUS)

PO NARENDRAPUR, DIST SOUTH 24 PGS, PIN - 700103
700103
www.rkmrc.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The history of Ramakrishna Mission Residential College is in consonance with that of its parent organization, Ramakrishna Mission Ashrama, Narendrapur. In 1943, in the wake of the disastrous Bengal Famine, a handful of spirited and dedicated monks of the Ramakrishna Order set up a Students' Home at *Pathuriaghata* in North Kolkata. Slowly but steadily, it accumulated a reputation for nurturing meritorious but poor students. In 1957, the Home was relocated on a larger compound at Narendrapur. Within a short span of time, it acquired an enviable stature under the dynamic leadership of the late Revered Swami Lokeswaranandaji, the Founder-secretary, and his distinguished team of teachers. The acorn has now grown into a massive oak. The campus of the Ashrama is spread over 150 acres of land, dotted with flower gardens, orchards, mango groves and water bodies. Away from the squalor and clutter of the heart of downtown Kolkata, the Ashrama boasts quite a few centres of excellence, the autonomous college being amongst them.

Vision

The College, affiliated to the University of Calcutta, was established on the Ashrama campus in July 1960. Fully residential, this boys' college follows the same principles and objectives as all other institutions functioning under the aegis of the Ramakrishna Mission. Swami Vivekananda believed education to be the panacea for all the evils running rampant in our country. He envisioned an educational system which would build character as well as ensure social upliftment. For such a system of education to become real and practical, an ambience of trust and love needed to be created. A modern implementation of the ancient *Gurugrihavasa* was Swamiji's solution. Teachers and students sharing the same ethos, governed by moral and cultural vibes of Indian life, in sylvan surroundings was the model chosen by the wise sages of the Ramakrishna Order. Our College at Narendrapur was destined to become Swamiji's realization of education being '*the manifestation of perfection already in man*'. Towards implementation of Swamiji's views on education and permeating the doctrine of *seva,* the fundamental inspiration behind running an academic institution like ours is to be identified with the concerted efforts to impart Swami Vivekananda's idea of '*man-making and character-building*' education among our pupils and to try and transform them into responsible citizens, free of boundaries, divisions and socio-cultural-religious prejudices.

Mission

Our Institution is one of the few Autonomous Colleges in West Bengal, having certain PG departments and Full-fledged research wing. It has already successfully completed its first tenure of Autonomy (beginning from 2008 - 2009), and is at present enjoying its extended second tenure, accorded to it by the UGC. As a result, the college enjoys a certain degree of freedom in implementing academic matters like framing its Syllabus, making Academic calendar, conducting degree conferring examinations and publication of its results, while the degree would be conferred by the University of Calcutta. Sheer academic excellence doesn't guarantee a student an admission to this College and a very detailed interview-cum-counselling ensures beforehand that the new applicant possesses the requisite moral orientation suited to the ideological climate of the institute. At the hostels, students of all castes, religions and social status live and dine together. The visionary and transformational leadership of the monks sitting at the helm of the affairs, tirelessly work towards expanding

the emotional and intellectual capacity of the students through spiritual education to help them evolve into better human beings, through whose acts of love, kindness and fellow-feeling, may manifest the divinity already in them**.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College is based on a unique educational philosophy of man-making and character-building as professed by Swami Vivekananda, which combines the material need with the spiritual development and offers students the ambience to develop themselves as fully integrated individuals.
2. The College is fully residential in nature, as it tries to work under the traditional Indian system steeped with the ethos of *Gurukul*. It offers a large section of students, across different merit profile, from various distant and remote places, where there is no nearby Colleges of repute, an access to the best quality education. Among them, especially for the economically under-privileged meritorious boys, we offer a large number of full/partial free studentship, which benefit the first-generation learners among others.
3. The College can boast of maintaining near perfect academic discipline. There has been zero disruption in the Academic Calendar due to extra-academic disturbances.
4. Our College has been recognized by the University of Calcutta as the Vivekananda Centre for Research (VCR). Under the VCR, two faculty members, Dr. Prasanta Ghosh of Chemistry, (already guided ten students PhDs (registered from other universities, prior to the establishment of VCR), h-Index 25, Citation index is 2165) and Dr. Malay Purkait of the department of Physics (two PhD scholars, h-index 10, Citation index 271) are doing exceptional good research. DST-GOI, has recognised our college as a SIRO (Scientific and Industrial Research Organization).
5. The College has competent and extremely sincere faculty, highly efficient support staff, and a team of dedicated monastic members who are available on the campus 24 X 7, who work in unison to take care of all the issues of the students, whether academic or personal to make the place a second home for them.
6. The students of the College try to live up to the vow of a *Vidyarthi* and dedicate themselves fully to the acquisition of knowledge and character-building exercise.
7. The NSS wing is very active throughout the year in various social service activities, while the NCC wing, apart from its routine activities, takes leading role in the ceremonial celebrations of days of national importance.

Institutional Weakness

1. Lack of space is a major impediment in starting new courses, as that would immediately require new Hostels for the students to be constructed as well.
2. As per the State Government policy, even the otherwise most competent faculties can never become a full Professor in their Career here, which is an impediment towards motivating the younger recruits to continue their service here rather than to explore academic opportunities in other institutes like the Universities etc. where such scope will naturally be available with due time and progression.
3. The different vernacular mediums of study that the students come from (a large number of them being

first- or second-generation learners) are responsible for overall poor language competence in many of the cases, both in their mother tongue as well as English. This leads to an unsatisfactory level of comprehension and communication, particularly in the first two semesters.

4. Coming from heterogeneous socio-economic background and this institution being compulsorily residential, some students face initial problems with social mixing and appreciation of campus life at the beginning days. Some students coming from either nuclear or broken families occasionally find it difficult to cope with the demands of a community life based on caring and sharing, which sometimes leads to psychological stress.

5. Creation of required substantive posts being completely beyond the scope and control of the College, as per the State Government rules, it sometimes led to a prolonged vacancy of teaching and non-teaching posts.

6. Focus of the Choice of Academic Programs, both in UG and PG levels, is pre-dominantly towards Conventional or Traditional subjects, overlooking various emergent and interdisciplinary Courses. This along with complete absence of Biological Sciences as Academic Programs due to lack of space and funding and inability to create required posts Suo-moto.

Institutional Opportunity

1. We have ample scope of exploring the opportunity towards inducting new programs in UG, PG and Ph.D. in various emerging and interdisciplinary subjects, as well as some of the traditional subjects, where there is a scope of doing so. In particular, program(s) on Biological Science, both of Classical and Interdisciplinary nature appear to be the need of the day.

2. We can explore the opportunity of clubbing together the combined faculty resources of existing subjects like Mathematics, Statistics and Computer Science to frame some interdisciplinary program on Data Science and Informatics, which have higher demand in market. In fact, if Biological Sciences are introduced, then in due course, we may consider the emerging area of Bio-Informatics as well.

3. We have scope for further expansion of Hostels and College building, which will be necessary once new academic programs are planned to introduce.

4. The new learning of the age requires greater proficiency in soft skills among students. The College has the necessary technical and infrastructural resources to take this to a higher level.

Institutional Challenge

1. Retaining the unique character of our College towards imbibing the value-based education of Man-making and Character-building ideology in an increasingly consumerist society around us poses a great challenge to the ideals of Swamiji that the institution upholds.

2. To pacify and evenly balance some of the pre-conceived ideas and prejudices, detrimental to the ethos of campus life, that of some of the students coming from heterogeneous socio-cultural backgrounds initially carry with them here in the campus.

3. Our present higher education system being fully English medium, it is a real challenge to uplift the level of English language necessary for verbal communication and writing skill of our boys coming particular from different vernacular medium mostly from rural background.

4. To deal with increasingly reducing flow of Government funds, both in research and in non-research developmental purposes, the challenge is crucial in finding alternative resources of possible financial patronage from benevolent peoples and organizations.

5. To motivate the faculties, the younger lot in particular, to continue with regular and serious research

activities, in spite of the fact that there is still a bar from Government policy level towards their final Career advancement at the prestigious Professor rank.

6. There is now-a-days a heavy demand to run courses which will create employability, but policy makers fail to understand that without the right progress in fundamental knowledge, no employability will be sustained.

7. There is very less scope in experimentation with the curricula and evaluation process. Semester system, if only for its extremely tight time schedule, conceived in a copybook style from the western world, is in fact posing a threat to the proper academic growth of the mediocre students in particular, a good number of whom may surely would have achieved the benchmark of a so called 'good student' by grasping their subject matters better, had they been given a longer duration for assimilation of the information poured to them towards generating knowledge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is introduced and revised periodically by active participation of academicians, entrepreneurs and alumni in the BOS of the different departments. Other academic and administrative bodies address the practical and developmental needs of the students including their employability at various levels. Departmental committees, Monastic members, the IQAC and the Academic Council periodically review the Program Outcomes**,** Program Specific Outcomes and Course Outcomes.

Student-centric learning and teaching methods encourage students to evolve innovative thinking. The students are groomed for global employability through the analysis of various global issues in almost all the Departments through projects, papers and presentations. Introduction of compulsory Value Education programs, departmental seminars and talks, morning and evening prayer, counselling by Monastic members help students to get motivated towards the right path of respecting everyone irrespective of gender, caste or creed.

To create awareness on the environment we have introduced a course on Environmental Studies. The NSS wings of the college perform various social service programs and encourages students to take part in programs related to the environment, like *Swacch Bharat*. Through *Vidyarthi Vratas* and *Bhatri Varana*, newcomers take oath to make their life successful not only by acquiring knowledge but also to abide by life-long vows to imbibe our value-system in their life.

Teaching-learning and Evaluation

Each department tries to locate slow and advanced learners through classroom interaction and institutional examinations.Initiatives like short bridge courses, language and technical skill development courses, remedial courses along with personal guidance help students to overcome weaknesses while enhancing their proficiencies.Advanced students are assisted towards sharpening their efficiencies by providing special coaching with internal and external experts for various competitive examinations.

Apart from usual practical classes various activities like project works, assignments, study-tour/field work, class-presentations, students' seminar have been introduced to enhance student-centric participative learning. A good number of digital classrooms have been set up to facilitate ICT enabled teaching-learning. Teachers often

use PPTs and video lectures besides conventional method. The online resources that are mostly being availed are e-books/e-journals accessed through INFLIBNET, SAGE, e-Sodhganga, National Digital Library, courses offered by SWAYAM-NPTEL, Jstor etc.

Students intending to take admission, can go to our website where the program outcomes (PO) and course outcomes (COs) are clearly spelt out. The college Prospectus gives a clear idea of the courses offered and our evaluation process to the applicants including the POs and COs which are ultimately linked to the employability by enhancing and empowering the skill level and knowledge level of the students. At the beginning of every academic year, a detailed academic calendar in the form of a diary is distributed to the students and teachers, while the Examinations Control holds a meeting with the students to orient them with the examination pattern and regulations.

The college has introduced IES and IT to monitor the Examination Management System and Evaluation Procedure. Since 2016-2017 session, CBCS has been implemented. The students are evaluated through class tests, internal assessment, mid-semester and end- semester examinations with letter grades, SGPA and CGPA.Departments uniformly adopt internal-external model in paper setting and moderation in UG and PG Programs to achieve utmost transparency in the examination procedure. Controller of Examinations Department and Examination Committee monitors the entire process.

Research, Innovations and Extension

Our institution has a Research Committee responsible for framing research policies, different Ph.D. committees and also a Research Ethics Committee. We have State-of-the-art research laboratories with sophisticated high-end instruments to carry out both Doctoral and Post-Doctoral research. We have successfully evolved a research ecosystem, earning two patents. Vivekananda Centre for Research (VCR) conducts M.Phil. / Ph.D. courses affiliated to The University of Calcutta. VCR also facilitates publication of research papers and books/monographs. There are three research Galleries named Shakespeare Gallery, ?????? ??? ???????? ????? ??????? ? ?????????? [Bengal Folk-culture Research Centre and Museum] and Zero Gallery.

Towards our Institutional social responsibility, we motivate our students to involve themselves in the holistic development of our home district, the 24 Parganas (S), that includes the Sundarbans area, which is one of the most underprivileged areas in our Country. The advanced learners are motivated to participate in various national level Summer Internship/Camps so that they take up research career in future.

We organize and engage our students in filed works and activities like monthly Medical camp, social awareness campaign against TB, AIDS, Blood donation camp etc. Ideas pertaining to Communal harmony, Cleanliness (*Swachchhata*) and environmental awareness are preached and practiced through our Hostel system, under the direct guidance of monastic members of Ramakrishna order.

Infrastructure and Learning Resources

Apart from adequate number of normal classrooms, we have ITC enabled classrooms, state-of-the-art laboratories for the students of UG and PG and a few research laboratories. Available Facilities include free Wi-Fi, a dedicated computer center for the students with 61 All-in-one computers with internet facility, separate

department-wise teachers' rooms, conference room, meditation room, three examination halls fitted with CCTV, 4 elevators, photocopying facility, few tactile paths and special washrooms for *Divyangjan,* moderate-cost canteen, three research galleries, dedicated computer laboratories in all the Science departments. *Department of Bengali has a Collection of Old day's journals.*

The day-to-day operations of the College Library, (Ramu Sitaram Deora Center for Learning), is managed by an Integrated Library Management Software, namely **KOHA**. One can search resources through Online Catalogue (OPAC). Books are issued through Automated Circulation Control System. We subscribe to NLIST (e-*ShodhSindhu*). Under INFLIBNET-NLIST program one can access the e-journals/e-books. Both Reading Room and e-library are under CCTV surveillance. Students are allowed with unlimited Printing facility, unlimited access to Internet through *Wi-Fi* strictly for academic purposes. Each department also has a seminar library of reference books.

We have a robust sports infrastructure which includes a stadium with capacity for 15,000 people, a club house therein, other grounds (two), Basketball court (one), Volleyball court (one), badminton courts (two), a gymnasium hall, one multigym, table tennis boards (three) and a swimming pool along with water treatment plant regularly maintained by our own staff.

We have a dedicated construction and maintenance department with four main wings, viz. civil, plumbing, carpentry, electrical, with designated office under the supervision of a monastic member. Every wing has permanent residential staff who are available 24 X 7. Gardening department with two poly-house for nurturing the saplings has designated staff with special equipment necessary for the job.

The yields are utilised in our hostels, where we also have a "steam boiler system" for cooking rice, a RO-drinking-water plant and solar heating system for boiling water.

For maintenance of the Computers, we have designated staff under the supervision of a monastic member. The high-end servers have been put under the AMC.

Student Support and Progression

Despite having students' representatives in various committees and administrative bodies we also have an active students' council through which students' voices are heard. The students in our institution live in a homely atmosphere which encourages them to approach even informally to their teachers including the Principal and Vice-principal, which at a later time are taken up for formal discussion of a suitable body and redressed accordingly. The students are frequently co-opted to work with the teacher members to organize different events particularly for ground-level management. Mahavidyalaya Praktani, established in 1970 is our registered Alumni Association. The Praktani organizes a biennial reunion and organizes various social welfare activities throughout the year and extends financial supports to the needy students of the college. It also assists people seeking medical help and regularly contributes to the Medical Camps organized by the College. Financial help is given to the hostel workers at the time of their retirement. The body also stands by the ex-students in their dire need.

Governance, Leadership and Management

Our College strives to educate young men in consonance with Swami Vivekananda's ideal of education and to

provide ample opportunities to the underprivileged but meritorious students from rural areas for perusing higher studies at a minimal cost.

Decentralization and participative management are two interlinked key features of our institution. The quality initiatives at every echelon are taken by IQAC. Teachers have their adequate representations in Academic Council and all other statutory bodies where important administrative and academic decisions are taken in the philosophy of "upward filtration" mechanism. The faculty members are actively involved in decision making process of several committees looking into matters under their respective jurisdictions. Periodical meetings of committees and Boards are held in a democratic and decentralized manner where academic and administrative matters are discussed. Two of the faculties represent the Teaching staff in the Governing Body.

To overcome the space-crunch and to facilitate the expansion of research activities we have constructed a multi-storied annex building with an auditorium in 2018. It now houses library complex with an e-reading room, Administrative office and accounts, examination section, offices of the Principal etc. and several e-class rooms. The research laboratories along with VCR have been shifted there.

The college had always been keen towards safeguarding the welfare of its employees and facilitating their career advancements. The measures taken, for the teachers, include grant of leave-on-duty for RC, OP, Seminars/Symposiums, sabbatical leave and granting seed-money whenever necessary, while for all the staff members, timely processing of the documents of promotion. College facilitates the functioning of the Staff Welfare Society meant for financial welfare of all of its permanent staff. For the management appointed employees, apart from pecuniary help, the College manages their PF, Pension and Mediclaim schemes.

For its smooth functioning, the college depends on both government and private funding viz., Donations from Alumni, Financial Assistance from NGOs and Corporate sectors, Government agencies, MPLAD. Funds are also raised from Well-wishers, Ex-Faculty members, Devotees of Ramakrishna Mission.

Institutional Values and Best Practices

Our college is a boys' only college where women are occasional visitors. We are committed to zero-tolerance principle in case of any sexual harassment and any dishonour to the women. Our students are professed on the respectable place of ladies in a civilized society. Several measures, like CCTV surveillance, ladies only toilets, specific to the need of their safety, security and general comfort have been taken.

Solid wastes are routinely disposed off through municipality. The sewage is recycled at STP in the ashrama campus. A part of the waste food in the hostel is used to make vermicompost and the rest is taken away by municipality. Hazardous chemicals used in Chemistry laboratory are stored separately in a shade. E-waste is kept separately and are disposed by selling them out to proper agencies.

Students from diverse linguistic, regional and cultural environments of our country come to this residential campus which causes a fertile cross-cultural exchange that we most welcome. Such diversity is also seen to some extent among our staff members. All are equally looked upon and they have the liberty to practice their own faith, belief and culture. College promotes and maintains the religious and cultural harmony through the celebrations of important festivals across all religions, community dinning, college uniform etc. One significant fraction of our students comes from socio-economically backward class and they are helped financially by

partial or full free-studentship as per their requirements. The treatment and facility they receive from the institution is absolutely non-discriminatory compared to the well-off boys.

We regularly celebrate the important national commemorative events which we use to sensitize students and staff towards augmenting their value-system. Apart from that, their rights, duties and responsibilities as a good citizen are imparted through curricular programmes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMAKRISHNA MISSION RESIDENTIAL COLLEGE (AUTONOMOUS)
Address	PO Narendrapur, Dist South 24 Pgs, PIN - 700103
City	Kolkata
State	West Bengal
Pin	700103
Website	www.rkmrc.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Swami Shastr ajnananda	033-24772205	9163449776	033-2477359 7	rkmcnpur@gmail.c om
IQAC / CIQA coordinator	Rathindranath Ghosh	033-24772201	9433725002	-	to.rathin@gmail.co m

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Men
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1960

Date of grant of 'Autonomy' to the College by UGC	29-04-2015

University to which the college is affiliated

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-08-1960	View Document
12B of UGC	03-08-1960	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
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	PO Narendrapur, Dist South 24 Pgs, PIN - 700103	Semi-urban	1.42	13875.33

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	Class XII	Bengali	11	11
UG	BA,English	36	Class XII	English	18	18
UG	BA,Sanskrit	36	Class XII	Sanskrit	10	10
UG	BA,History	36	Class XII	English + Bengali	15	15
UG	BSc,Economics	36	Class XII	English	12	12
UG	BSc,Physics	36	Class XII	English	24	24
UG	BSc,Chemistry	36	Class XII	English	25	25
UG	BSc,Mathematics	36	Class XII	English	27	27
UG	BSc,Statistics	36	Class XII	English	24	24
UG	BSc,Computer Science	36	Class XII	English	15	15
UG	BA,Philosophy	36	Class XII	English + Bengali	10	10
UG	BA,Political Science	36	Class XII	English + Bengali	11	11
PG	MA,English	24	BA English Hons	English	12	12
PG	MSc,Physics	24	BSc Physics Hons	English	14	14
PG	MSc,Chemistry	24	BSc Chemistry Hons	English	16	16
PG	MSc,Computer Science	24	BSc Computer Science	English	13	13
Doctoral (Ph.D)	PhD or DPhil,Physic	60	MSc Phyiscs	English	1	1

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Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	MSc Chemsitry	English	4	4
Doctoral (Ph.D)	PhD or DPhil,Computer Science	60	MSc Computer Science	English	1	1

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				19				36
Recruited	1	0	0	1	19	0	0	19	34	0	0	34
Yet to Recruit				0				0				2
Sanctioned by the Management/Society or Other Authorized Bodies				3				0				0
Recruited	3	0	0	3	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	10	0	0	10
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	16	0	0	16
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	11	0	0	11
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	8	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	1	0	0	0	0	0	0	0	0	1
Ph.D.	4	0	0	13	0	0	14	0	0	31
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	0	0	20	0	0	26

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	11	0	0	11

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Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**	
	14	0	0	14	

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bengali	[View Document](#)
Chemistry	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
History	[View Document](#)
Mathematics	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Sanskrit	[View Document](#)
Statistics	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	15	14	14	13

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 10

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
654	630	606	571	572

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
234	213	207	200	213

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
234	213	207	200	213
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	12	8	14	10

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
352	331	220	216	209
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
57	50	49	47	46
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

02-10-2021 11:35:45

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
61	61	61	59	59

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3775	4280	4183	4506	5352

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
104	102	102	92	86

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 31

4.4

Total number of computers in the campus for academic purpose

Response: 120

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
384.10	730.24	794.07	368.29	382.85

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curriculum introduced, designed and developed by the various departments of our college addresses the needs of the society by offering **Need-based, Skill-based** & **Innovative Programmes** to foster the quest for higher studies with a commitment to society.

The periodical revision of the curriculum by involving **industrialists**, **entrepreneurs**, **alumni** and **prominent members of civic society** in the Board of Studies and other academic and administrative bodies to address the practical and developmental needs of the community at the *local, regional, national and international levels* by enhancing the quality of education and students' employability in the highly competitive national and international scenario. Students' regular feedback on the courses also plays a crucial role in the revision of the curriculum.

Curriculum is fined tuned through proper feasible relevant instructional methods and strategy with necessary mechanism for ensuring consistent academic growth of the students. Students are exposed to the innovative and student centric learning and teaching methods. They are encouraged to evolve innovative thinking by the mandatory project works, data analysis etc.

Programme Outcomes(Pos) are clearly stated in the prospectus and on the website of the college. The **Programme Specific Outcomes (PSOs)** and **Course Outcomes (Cos)** are also introduced to the students at the beginning of each semester. The **Departmental committee. Monastic members, the Internal Quality Assurance Cell(IQAC) and the Standing Committee of the Academic Council** periodically review these three outcomes. Our college is committed to assure the **Programme Outcomes** of the teachers thereby assuring the outcomes of the other two. **Unique Curriculum Practices** are developed to meet the **local/regional/national and global needs.**

While developing the curriculum each department carefully keeps this in mind so that students graduating from our college can be sensitive enough to understand the problems of the locality where they belong to.

We can claim, for example, that the students passing from the Department of English may be absorbed in local schools and colleges and they would have the necessary language skills and literary bend of mind to facilitate catering the local needs.

The entire curriculum is developed in such a manner that the students can **understand** the **national needs in a comprehensive manner**. They are made aware of their rich heritage and traditions.

All the Departments are trying to develop skills in respect to **language acquisition and assimilation Programme outcomes**. It helps to perform successfully in various **National-Level competitive**

examinations.

The students are taught the following curricula so that they can develop competence and confidence to be absorbed in national and international fields. The global issues are addressed in almost all the Departments through projects, paper and presentation related to the global issues. Thus the students are groomed for global employability.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 81.25

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 16

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 13

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 69.43

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
243	234	152	152	142

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document]()
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document]()
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	[View Document]()
Any additional information	[View Document]()
Link for Additional Information	[View Document]()

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 41.76

1.2.1.1 How many new courses are introduced within the last five years

Response: 147

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 352

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document]()
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()
Link for Additional Information	[View Document]()

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 19

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

The college, on its way towards 'man-making and character-building' has integrated its curriculum in harmony with the various present day's issues. It does all this and much else besides, not only by instruction but also guides students to involve in a series of discussions and activities. Each department endeavors to follow a few specific programs to nurture elevating experience among students. The Following descriptions will highlight these issues.

1. **Gender**
   - Being gender consciousness means the recognition of gender that is at play around the campus or outside the campus. To do so, the college has integrated value education programs into the curriculum to aware of students to respect everyone irrespective of Gender.
   - The programs of the Humanities department have inculcated Feminist studies, gender studies into their syllabus. In other words, these areas of discussion make students aware enough of gendered issues.
   - Departmental seminar and talk help to elevate further sensitivities.
   - Morning and evening prayer, Monastic Superintendent's counseling, help students to be motivated on the right path to view such significant concepts.
   - Throughout the year, numerous activities, academic and non-academic are also set to flourish overall development of personality.

1. **Environment & Sustainability**
   - The college has incorporated a full two-semester course on Environmental Studies into the curriculum.
   - The programs of humanities and sciences endeavor to incorporate environmental issues into their curricula. Also, students are encouraged to engage themselves with seminars and discussions on environmentalism.
   - The college has NCC and NSS wings to perform numerous programs to create awareness

among the students as well as among people on the environment and corresponding sustainability. The NSS holds social service programs like cleaning roads, sewages, and tree plantations.

- The college also encourages students to take part in the Swacch Bharat Programme or any other program related to the environment so that they can value the environment and nurture eco friendliness.

1. **Human Values and Professional Ethics** : The hallmark of Ramakrishna Mission College is its numerous rituals that are being organized in its student's life throughout the year. Swamiji's recognition of Education is 'the manifestation of perfection already in man' is being elevated throughout student life. A Vidyarthi or learners must take the Vratas, the vows, to make the Vidya and their life successful in all senses of the terms. Bhatri-Varana, or 'Greeting Reception of the Brothers' a ceremony where newcomers take an oath to abide by life-long vows that an individual should try to imbibe in his life. In short, these vows highlight the following standards and morals:

- A sound body and mind through prayer, exercise, and a healthy lifestyle.
- Utmost dedication towards knowledge and learning with an inquisitive mind.
- Cultivation of honesty in thought, behavior, and expression.
- A selfless attitude and empathy towards life and service.
- Cultivation of solidarity, progressiveness.

File Description	Document
Any additional information	[View Document](#)

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 17

1.3.2.1 **How many new value-added courses are added within the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	2	11

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 80.1

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
222	432	602	569	572

File Description	Document
List of students enrolled	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 43.66

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 286

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
237	231	234	212	205

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

2019-20	2018-19	2017-18	2016-17	2015-16
237	231	234	212	205

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 76.83

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
88	80	91	70	48

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- Evaluation is the only measurement of an individual's education. The very process os assessment begins with an admission test followed by viva voce. Further stages of assessment are as follows:

- In the first few weeks of education, each department tries best to find out the weakness and strengths of their newcomers.
- Every department has their program and curriculum to help their students with their specific requirement. Deficiency and proficiency on any issues are identified at the early stages of education. There are programs like short bridge courses, language, and technical skill development, and personal guidance to overcome the student's weaknesses as well as enhance their proficiencies. Outside of these curricula students are guided separately.
- Every department tries to follow a few programs to provide extra care and guidance to the students separately, who fail to perform up to mark in their annual examination.
- Each department arranges remedial courses as per their need.
- There are provisions of bridge courses in The Faculty of Science for weaker students. Few special classes are organized for these students to achieve the expected level of knowledge. In addition to this, there are also group and one to one discussion.
- The departments facilitated with laboratory arrange a special program for newcomer students, to make them familiar with various instruments and tools.
- Each department tries to focus on a three-tire format to find out Advanced learners: a) performance in the admission test and interview, b) classroom interaction, and c) performance in the institutional examinations.
- The Department of Sanskrit encourages its advanced learner to focus on improving spoken Sanskrit and to contribute to the language.
- The Department of Political Science encourages its advanced students to read the primary texts of important political philosophers.
- The Department of English encourages its advanced learners to read texts by the eminent author outside the syllabus as well as advanced critical theories and doctrines.
- The college helps and guides its advanced students to reach the pinnacle of efficiencies in various ways:
  - The college provides special coaching with internal teachers and external experts for national/state-level competitive examinations like JAM, JEST; entrance tests for ISI, IACS, IISERs, JNU, JU, or other universities, etc at the UG level. For the PG level students are prepared for M.phill, Ph.D. entrance tests, as well as NET, SET, GATE, SSC, etc.

- Apart from all these, advanced students are encouraged to take participate in various academic discourses inside and outside the institution.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 11:1

File Description	Document	
Any additional information	[View Document](#)	
Link for Additional Information	[View Document](#)	

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

Response:

Teachers in this institute believe that education should address the distinct learning needs, interests, and aspirations of individual students. To accomplish this goal, teachers engage the students in a wide variety of methods-from modifying assignments and instructional strategies in the classroom to entirely redesign the students are grouped and taught. Various methods have been introduced to enhance student centric learning and their enrichment.

- **Learning through experience:**
  - Practical Classes: Students of Physics, Chemistry, Mathematics, Computer Science, Statistics and Economics conduct experiments to acquire first-hand knowledge of their respective subjects.
  - In-house student projects in various programmes.
  - Off-Campus project works done by the students of Physics, Chemistry in institutes like JU, Cultivation of Science and IIT.
  - Assignments
- **Study-Tour/Field work-**
  - Through educational tours and field tours the students get first-hand idea of the flora, fauna, bio-diversity and landscape of the place visited. Students of History visit different historical sites to get on-site idea of the concepts studied in books.
- **Participative Learning :**
  - Institutional E-learning through college E-Study resource and Library
  - Intra and Inter-Classroom Debate Sessions
  - Class-Presentations

- Peer-Discussion, Teaching and Symposium
- Quiz
- Showing of Movie, Documentary (Especially in the Dept. of English, Bengali and Sanskrit)
- Power-Point Presentations
- Students Seminar Organized by almost all departments
- Other Innovative Methods of Enhancing Learning :
  - The college instils the values to the students by **introducing an SEC on Indian Culture and Heritage** which helps them to adhere to the basic values of human life. It enables them to grow as a balanced human being. It embraces their whole learning process and thereby it integrates a holistic development of their personality.
  - The college invests a sincere attempt to unearth the originality and creative impulse in every individual student. Keeping up this in mind, students are sent to the summer camps, different academic creative competitions etc. Thus, they also develop an insight in solving various problems, learning life and knowledge management skills.
  - The college has vibrant culture for instilling **inquisitiveness and scientific temperament** among students through various activities.
  - **Annual Publication of Magazine ABHI** where students can showcase their inclination towards creative writing.
  - Publication of **Departmental Wall Magazines** which at the end of every academic session become an Inter-Departmental Wall Magazine Competition. Each Department Publish at least one Wall magazine once in an academic session.
  - Through Presenting Papers in the class and submitting term-papers on arising issues they develop an argumentative aptitude in them.
  - The project and writing papers are now an integral part of curriculum for almost each programme. The faculty members play a role of facilitator and guide for the students in

    - Selection of Topics

      Devising Methodology

      Guiding the Students for the final presentation of projects/papers

      Teachers act as evaluators along with external faculty members

File Description	Document
Link for Additional Information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

- In most of the departments of the college, digital classrooms have been set up to facilitate students with Information technology. The facilities that are now available for conducting audio-visual classes and effective learning processes are the following:

- Classrooms and seminar halls are facilitated with LCD/LED projectors, either fixed on the wall or portable.
- Computer-facility has been created in each department, where teachers, as well as students, can prepare digital programs like, PPTs, prepare videos and photographs, relevant to a specific discussion.
- The teachers often use PPTs and other programs besides the traditional use of board, chalk, and duster.
- The college has an e-Library and e-Reading Room.
- The college has enabled wifi internet connection all over the buildings. Teachers as well as students can use it to fetch numerous articles, journals, or other information.
- The online resources that are mostly been availed at present, are the followings:
    - Institutional LMS
    - INFLIBNET e-books and e-journals
    - Pearson and Oxford E Books
    - National Digital Library
    - SWAYAM-NPTEL platforms
    - Sodhganga
- In addition to these, a few specific tools that have helped to implement audio-visual classes successfully are the following:
    -
    -
    -
    -
    -

DVDs and CDs

- The college encourages the teachers to equip their teaching with ICT-enabled teaching-learning methods.

- Along with the traditional teaching-learning process, Teachers are now using PPTs or another audio-visual medium to enhance a topic of discussion for the students.
- The college has its web portal and learning management system. Every department tries to maintain an archive of their ICT classes. Apart from this, the college uploads these ICT classes on platforms like:
- The departments of literature often use ICT equipped classes to show films, documentaries, visual texts as a model of the teaching-learning process.
    - Students are encourages to take up online courses on different academic subjects through NPTEL-Swayam and other international platforms.
- Each department tries to conduct special classes on ICTs, where students are introduced to use online resources. Besides this, students are taught to contribute their knowledge and views on any topic of discussion through online journals and magazines.

It is a matter of great fortune that this college has been equipped with teachers who are well versed in ICTS. The tireless efforts and encouragement of the teachers have transformed the traditional teaching-learning process and has set a new paradigm in the arena of academia.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 13:1

2.3.3.1 **Number of mentors**

Response: 51

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)
Any additional information	[View Document](#)

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

- The college **Prospectus** gives a clear idea of our courses offered, the history of the college, the disciplines to be maintained in the college campus and also in the hostels.
- The college has a detailed **academic calendar in a diary form** which is distributed to the students at the commencement of every academic session.
- The teachers of every Department, at the beginning of the each semester and during the semester as well, elaborately discusses with the students about the teaching plans-its design, progress, difficulties in implementation, modification and receive feedbacks from the students. A strict adherence and maintenance in regards to the academic calendar are followed and the same is distributed among the students and the teachers.
- Our college organizes **a parent-teacher meeting** in general with the administration and also with the respective departments where they can get the progress report of their ward from the trenchers and they also voice their issues and concerns teaching plans and mental counselling.
- Each quarter, the teachers of different departments meet together with the Examination Committee, IQAC and administration to **analyse academic calendar**, **evaluation issues and teaching plans-the modalities, expectations, shortcomings, constrains and strategies** to overcome difficulties.
- At the very beginning of each semester the respective Departments prepare a **detailed routine, a study plan for each individual course and assignments for evaluating** the course. The teachers are allocated classes in the routine which is displayed at the students' notice board in front of the respective departments. Assignments are also specified for the teachers for each semester and put

up in the departmental notice board.

○ The Administration and/or **Department of Controller of Examinations holds a meeting** at the beginning of every academic year **with the students** to orient them for the examinations pattern, schedule and regulations. These details are put up on the notice board as well.

○ **Individual teacher provides course outline and course schedule** prepared by the respective departments at the commencement of each semester.

○ The success of the process is maintained through **effective monitoring by the Principal/Vice-Principal/HODs.** The Principal/Vice-Principal/HODs assures that all the departments have completed the entire teaching learning and assessment process within the stipulated time.

File Description	Document
Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 82.67

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 60.62

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
30	30	29	29	32

02-10-2021 11:35:54

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 15.2

2.4.3.1 **Total experience of full-time teachers**

Response: 866.41

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 21.58

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14.84	11	35.18	20.45	26.45

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 4.32

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	12	8	14	10

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Link for Additional Information	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

- The college examination system is monitored under the supervision of a well structured Department of Controller of Examinations and Examination Committee. There is one designated Controller of the Examinations assisted by Dy. Controller of Examinations. Further one monastic member also looks after the system as Monk Coordinator.
- CoE has designated staff members, Data Entry Operator and IT technician.
- An Examination Management System has been developed over the years through the deployment of ICT.
- The entire examination system is automated that includes Notification for examinations for different stake holders at different levels, Registration Generation, Admit Card generation, Award Sheet generation, Tabulation Sheet preparation, Grade Sheet preparation and Certificate generation.

- At present, the college follows CGPA system in grading.
- The semester system of the college has been introduced since 2010.
- Since the 2016-2017 session, the college has started its CBCS pattern which has been revised in 2018-2019 session.
- The bodies/committees, that occasionally and periodically assesses the Examination Management System as well as Evaluation Procedure are the following:

- Standing Committee of the Academic Council
- IQAC
- Controller of Examinations Department
- Examination Committee of the College Teachers' Council

- The methods by which the process of evaluation takes place are the following:

  - Mid Semester
  - End Semester
  - Internal assessment
  - Project and assignment

- The steps/medium taken by the college to inform and aware the students about the evaluation processes are:
  - The college Prospectus
  - College Web Notice
  - Classroom briefing by teachers.
  - Notice display in college as well as in Hostel
  - Briefing to students by the Principal, Vice-Principal and the Controller of Examinations

- All departments follow internal-external expertise combination in paper setting, moderation, and evaluation in UG and PG Programs to achieve utmost objectivity in the grading of marks.

- The Controller of Examination maintains a peer-reviewer group to examine draft question papers before finalization. Further modification and improvisation are done to provide error-free question papers to examinees.
- Evaluators are encouraged to point out mistakes and put corrective remark while evaluating a paper so that a student will benefit when they get to relook their paper.
- Students can get a chance to appeal for re-evaluation.
- Besides this, the college provides an academic calendar in advance. However, students are given opportunities to appeal for substitute dates of examination within the fixed tenure while considering personal constraints.

- After the finalization of the examination schedule, a draft copy is circulated among all departments and to students. After receiving all the feedback and necessary guidance of modulation the examination schedule is finalized. This final schedule is strictly maintained.
- Students are being intimated about the schedule of examination in advance.

- The controller of examination reserves its confidentiality while dispersing answer scripts to external experts as well as collecting them. The entire process is done by the office staff personally. All these stages have smoothened the entire examination exercise within the schedule.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

- Programme outcomes and course outcomes for all Programmes offered by the Institution are stated and displayed on website and communicated to teachers and students.

- Being an autonomous college, we are completely dedicated to students' performance and focused on learning outcomes
- Students while intending to take admission to our college, can go to our website where the Programme Outcomes (POs) and course outcomes (COs) are clearly spelt out.
- Before taking admission to this institution students can have an idea about the Programme Outcomes (Pos) and the individual Course Outcomes (COs) separately while just visiting out website.
- All these Course Outcomes (Cos) are ultimately linked to the employability by enhancing and empowering the skill level and knowledge level of the students.
- The Standing Committee of Academic Council along with Internal Quality Assurance Cell (IQAC) of the college and the Department of Controller of Examination as well as the Departments take the initiative to communicate the Course Outcomes (COs) to the students admitted to the college.
- IQAC in its meetings during the semesters and at the end of the semesters discuss with all stakeholders regarding the achievements of POs and COs. The constraints of achieving these are also deliberated upon.
- Administration also sit with the students and as well as with the faculty members to take note of the level of completion of the curriculum and also to identify the difficulties the students are facing in understanding the courses. The outcomes of such interactions are communicated to the concerned stakeholders.
- At the end of each academic year the faculties and the administration sit together to analyse the level of achievements of Learning Outcomes and also the limitations and/or shortfalls. IQAC also assists the departments in this regard. In the Academic Council meeting and in the meeting of the Governing Body, these matters are also discussed and the proceedings arising therefrom are also taken into serious consideration for the academic transactional planning, pedagogical alterations, if needed, assessment modifications etc in succeeding semesters.
- Graduate attributes are well spelt out at the website and also communicated to the students at different level of interactions.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Programme Outcomes, Programme Specific Outcomes and Course Outcomes Attainments are monitored in the following manner :

- In Mentor-mentee system, individual mentor is assigned with the duty to monitor the learning level of the mentee and to identify his shortfall or difficulties in understanding the courses. These are then intimated to the concerned Departmental Committee and also to the administration.
- During Semester, Department also meets the students formally and informally to understand their

difficulties in understanding the courses.

- Administration also meets the students in this regard and the meeting outcomes are informed at appropriate level.
- After the semester results are published, IQAC and HoDs sit together to scrupulously analyse the performance of the students and try to understand the learning levels in terms of theoretical and practical as well.
- At the end of the year, Departments once again meets together to know the final performance of the students in the national and international level competitive examinations and also in the job sector. Annual report of the college reflects this attempt. Some of the findings of such Learning Outcomes Attainment of this college can be briefed in the following manner :
  - Pass percentage of the college is almost 100 in last one decade.
  - Drop out is almost nil in this period.
  - Although in some papers, students are required to appear in some arrear papers, but considering the total number of papers and students, it is also negligible, specially in core courses.
  - Students of UG level, in maximum, prefer to opt for higher studies. Many students get chances to study in institutes like ISI, TIFR, IISC, IACS, IITs, IISERs, NISERs etc. It is interesting to note that a good number of students get chances to study I-PhD programmes competing with the students of PG levels of other institutes.
  - Some students opt for jobs – in private sector or in public sector. They also crack it within a couple of years.
  - Students studying this college feel an urge to know more and thus they opt for different summer programmes, internships and some also take up some courses through online mode (NPTEL, SWAYAM etc).
  - The college is also satisfied with the attainment of general Graduate Atributes by the students and it has found that its learners passing out become a true citizen and develop a genuine love for their country and fellow men. A selfless service attitude si being developed among them from their student time and it culminates in setting up some service group to do welfare activities for the underprivileged sections of the society.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 100

2.6.3.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 234

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 234

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research policies:

We have a well-formed Research Policy made under the guidance of our Research Committee, while the corresponding departments have their Ph.D. committees. This policy is regularly revised, updated and uploaded in our website. We take appropriate measures to maintain the research ethics according to the latest UGC guideline. Possible plagiarism detection is done through a software that we share through a collaboration with our sister institute Ramakrishna Mission Vidyamandira, Belur Math.

Research facilities:

We have State-of-the-art research laboratories for Physics and Chemistry departments, with sophisticated instruments like Jet spin LED based Solar Simulator, X-Ray diffractometers, Ageilent 7000 BTQ GCMSMS, EPR spectrometer, Glove-box and several high-end servers.

All these high-end equipment and servers are maintained under respective AMC.

There are three research Galleries in our College. These are **Shakespeare Gallery** (of the Department of English), **?????? ??? ???????? ????? ??????? ? ??????????** [Bengal Folk-culture research Centre and Museum] (of the Department of Bengali) and **Zero Gallery**, a permanent exhibition on the Natural History of Evolution of the Concept of Zero across five thousand years of human civilization (of the Department of Mathematics).

Promotion of Research:

In commemoration of 150th Birth Anniversary of Swami Vivekananda, we conceived in 2013 the establishment of a research Centre in our College. In persuasion to this idea, we duly got recognized as a research Centre under University of Calcutta. The University of Calcutta then granted us the permission to start **Vivekananda Centre for Research (VCR)** to conduct M.Phil. / Ph.D. courses from the academic session 2015-16. We conduct Course-work towards registration of enrolled Ph.D. scholars, where a special focus is given on the Research Methodologies as an integral part of the course work. The Institution has the requisite infrastructure to conduct Post-Doctoral Research work also. VCR also facilitates publication of research papers and books/monographs.

We have conducted a seminar on IPR (intellectual Property Rights) with a focus on Patent laws of Scientific research.

Even before the formal inception of VCR, Dr. Prasanta Ghosh of Chemistry Department, (registration was under the University of Calcutta), Dr. Nurul Islam of Mathematics Department and Dr. Malay Purkait of Physics Department (registration was under Jadavpur University) were involved in guiding research

towards Ph.D. After the establishment of VCR, we have constructed in due course, a dedicated research wing in the new Annex building (Sarada Mandir), and some young faculties have got involved in research under its aegis, like Dr. Sourav Chattopadhyay of Electronics, Dr. Joykrishna Maity, Dr. Indrajit Saha, Dr. Asif Ali, all of Chemistry Department. Recently, Dr. Anirban Pradhan has joined VCR as DST INSPIRE FACULTY in Chemistry research wing.

We have entered into a collaboration with BITM [Birla Industrial and Technological Museum, under NCSM] regarding the technical assistance for fabrication and installation of the museum artifacts, revamping our existing Zero Gallery, while the entire content development towards the new installations is done by Dr. Parthasarathi Mukhopadhyay of Department of Mathematics.

File Description	Document
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 3.67

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
1.65	4.37	3.18	6.34	2.8

File Description	Document
List of teachers receiving grant and details of grant received	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 2.01

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	1	2

File Description	Document
List of teachers and their international fellowship details	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 199.99

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

2019-20	2018-19	2017-18	2016-17	2015-16
73.31	25.07	44.59	30.27	26.75

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government and non-government	[View Document](#)

3.2.2 Percentage of teachers having research projects during the last five years

Response: 5.62

3.2.2.1 **Number of teachers having research projects during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	1	3	4

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 10.53

3.2.3.1 **Number of teachers recognized as research guides**

Response: 6

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 26

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	1	2	4

3.2.4.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	9	9	9

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Our College has been successfully able to evolve a research ecosystem, which can be seen from the fact that we have already received two patents as an outcome of successful research done in our Chemistry Department.

Towards creation and transfer of knowledge we engage ourselves into different collaborations with various Academic Institutions and get into Memoranda of Understanding with some of them.

We also facilitate research level publications, that include both research papers in peer reviewed/reputed journals and books/monographs under the aegis of Vivekananda Research Centre.

Our nearby and surrounding district is the 24 Parganas (S) that include the Sundarbans area, which happens to be one of the most underprivileged areas in our Country. Towards our Institutional social responsibility, we constantly and systematically motivate our students to involve themselves in the holistic development of this area, as a part of their selfless service to the Nation. During their prayers this is routinely done by the Monastic members. Being trained here in an institution that is steeped with the ideologies of man-making and character-building education, as envisioned by Swami Vivekananda, some of our boys grow up to get themselves involved in some NGOs and take up the service to these downtrodden areas, in particular during the times of disasters and natural calamities, to which this area is naturally prone, due to its geographical locations.

We have a Fabrication Centre in our College, which catalyze to the incubation of research mentality. Our faculties motivate the advanced learners to take up research career in future and as a result our students regularly get selected in various national level Summer Internship/Camps organized by the topmost Academic institutions of our Country. Recently one of our fifth semester students in Mathematics Honours, Mr. Shashi Kumar Saha has successfully completed one such internship under Dr. Neena Gupta of ISI, Kolkata, who is a Bhatnagar Awardee. Another student, Mr. Sayan Chaki of Statistics (2017-2020), has done excellent original research during his studentship here. His research in the area of Number Theory, dealing with a long unsolved problem, has been praised by leading mathematicians of International fame, like Prof. Ken Ono of Emory University, Prof. Ritabrata Munshi of Indian Statistical Institute, Kolkata, Prof. Bruce Berndt of University of Illinois etc. Prof. Burndt offered him to come and join with him for

further research, when Sayan was in his second year of UG studies. His research findings are accepted as a paper in The Ramanujan Journal, a prestigious International Journal of Number Theory, published by Springer, the publication of which is pending due to the Covid-19 pandemic. In the meantime, Sayan has published another research paper entitled, "Epiphenomenalism, Human sexuality and its implementation in Cognitive Architectures and Artificial Intelligence", which was considered to be groundbreaking in the relevant field by the Cognitive Science Society of Canada, British Colombia, and the Society has awarded him with the YOUNG FELLOWSHIP of the Cognitive Science Society, for the year 2020.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 1

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 4.25

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 17

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.99

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
26	21	9	12	31

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 1.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	17	16	13	6

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File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.78

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 9

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 21

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	18.82	1.38	0.8

File Description	Document
List of consultants and revenue generated by them	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	[View Document](#)
Any additional information	[View Document](#)

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 548.97

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
236.57	136.46	62.20	60.89	52.85

File Description	Document
List of facilities and staff available for undertaking consultancy	[View Document](#)
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

"*Education is the manifestation of perfection already in man*", so said Swami Vivekananda. Our College, driven by the ideology of Swamiji's view of man-making and character-building education, endeavours to educate young men in its charge according to the best traditions of the country, while instructing them in modern branches of arts and sciences. Our aim is to ignite the young minds in search of knowledge, rather than merely burdening them with ever-growing and overpowering pool of information around us. In other words, it also attends to their overall growth and development so that they may become strong and healthy individuals with sound moral principles, learn to respect higher values of life and become conscious of

their obligations to the poor masses around them. It does all this and much else besides, not only by instruction but also by involving the inmates in a series of well-planned activities. This creates an elevating experience for the students towards a feeling of oneness with the society. Towards imbibing these value-system every year at the beginning of the academic session (both in UG and PG), we organize a vow-taking ceremony (*Vidyarthi Vrata*) for the freshers, wherein they take the oath for service to the mankind by giving priority to the benefit of the others in the society at large than their individual interest and benefit. This ideology of giving importance to selfless altruism (*parartha)* against petty self-interest is being inculcated amongst our students for past sixty years uninterruptedly. This practice is then continued throughout the tenure of their stay here by a well-thought and accordingly designed course on Value education, which is a compulsory part of the curriculum, of which the classes are usually taken the Monastic members of the Ramakrishna orders. We also occasionally organize seminar/workshops on various social emerging issues towards creating social awareness among our students. The impact of this training can be seen in their future life, where many of them are found to get associated with reputed philanthropic serving NGOs and in turn we invite them to interact with us towards training and orienting our students such that they may feel and realize the problems regularly faced by the people in the neighbouhood community. Some alumni even establish such NGO of their own for social service, one name worth mentioning being **Aalo, The Charitable trust**. We also organize different filed works in remote village areas, wherein monthly Medical camp, social awareness campaign against TB, AIDS etc. are held regularly. Every year we organize Blood donation camp at our College through the aegis of Association for Voluntary Blood Doners, WB, where our students and staff donate blood. Ideas pertaining to Communal harmony, Cleanliness (*Swachchhata*) and environmental awareness are preached and practiced through our Hostel system, under the direct guidance of the warden, most of whom are monastic members of Ramakrishna order.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 25

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
9	3	8	3	2

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs

such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 1.71

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
56	0	0	0	0

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 11.4

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2019-20	2018-19	2017-18	2016-17	2015-16
21	13	5	12	6

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 11

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	7	0	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The physical infrastructure of the institution regarding teaching-learning includes the following:

- Apart from adequate number of normal classrooms, we have a number of ITC enabled classrooms, both in the old building and the newly constructed annex named Sarada Mandir
- Free Wi-Fi facility is available inside the college campus
- Separate teachers' room for each of the departments
- Seminar hall (Auditorium) in the old building.
- **A state-of-the-art Conference room in the old building**
- **A meditation room in the top floor of Sarada mandir**
- Three dedicated Examination halls fitted with CCTV camera
- There are 4 elevators altogether in the old and new College Buildings
- There are a number of tactile paths *Divyangjan (*specially-abled persons*)*
- We have special washrooms for *Divyangjan (*specially-abled persons*)*
- *Canteen (run by external hands) with reasonably priced food items, where the necessary infrastructure, water, electricity etc. are provided by the College free of cost.*
- Departmental wall magazine board
- Models to aid teaching
- Dedicated Computer laboratories, apart from the department of Computer Science, in the departments of Mathematics, Statistics, Physics and Chemistry. All other departments also have their own independent computer facilities as per their academic need.
- *In the Department of Bengali, we have a Collection of Old day's journals.*
- Apart from the College Library and the departmental libraries, we have a central library in the Campus catering to the students and teachers.
- We have Seminar library in each of the departments with rich collection of reference books which students are allowed to borrow
- Access to e-Book and e-journals are made available through **Inflibnet** and **SAGE**
- There is a dedicated computer center for the students, with 61 All-in-one computers with internet facility, which is attached to the College Library reading room. This facility remains operational beyond the normal College hours for the benefit of the students.
- Photocopying facility is available in the campus
- **There are separate and fully equipped state-of-the-art laboratories in the Physics and Chemistry departments for the students of UG and PG, apart from a number of research laboratories**
- Students are encouraged to participate in a variety online NPTL courses, for which our College is a Nodal Centre with one a faculty designated as a one-point contact
- There are three special Galleries in our College showcasing the respective visual repositories that deserve mention here. Shakespeare Gallery of the department of English, Bengali Folk-Culture Gallery of the Department of Bengali and Zero Gallery of the department of Mathematics. Each one in its own way is an outcome of the research endeavors of taken by our respective faculties.

4.1.2 The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

1. Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. Keeping this in mind the other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities. The college had adequate space and facilities to foster the interests in students for cultural activities, sports and games, gym and yoga etc. Lively participation in extra-curricular activities helps them to maintain a balanced personality in life.

2. The college conducts so many cultural activities in the campus (in the college and also in the different hostels) under the supervision of the standing committee of the college for cultural activities.

3. The college has employed special trainers from outside for vocal music, table and flute for students at the hostels.

4. Each and every hostel of the college is well-equipped to conduct cultural activities throughout the academic calendar. They celebrate the inception days of the hostels with various cultural activities.

5. The college conducted various cultural competitions such as vocal music, Bengali poem recitation, skit writing and drama, creative writing, essay writing, extempore talk, wall-magazine, etc inside its auditorium with capacity of 950 persons and 350 persons respectively. There are rooms like Shakespeare's Gallery in English Department, Zero Gallery in Mathematics Department, the Gallery in the Department of History and the audio-visual rooms which are also used to host the cultural competition of intra-college and inter-colleges modes.

6. There are two huge playgrounds with stadium facility where football, cricket, javelin throwing, shot-put, jumping events (long jump and high jump) and other track events are played. The college has separate volleyball court and badminton court in the campus. The hostels have their own separate indoor table tennis court for their students. Arrangements for indoor games like caroms etc are also there in the hostels. The college has a swimming pool where students can learn and practise swimming.

7. The college possesses two multi-station gymnasiums: one for the students, close to the hostels and another in the Sarada Mandir annex building for the teachers. The students' gymnasium comprises with the following list of equipment:

- Jogging machine
- Cycle Argo machine
- Rowing machine
- Stepper
- Treadmill
- Multi-gym

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 51.61

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 16

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 85.37

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
295.26	654.62	713.56	319.48	320.61

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

No educational institution is complete without a library. A well-organized and well-maintained library with a rich collection makes the institution even greater. Ramakrishna Mission Residential College Library Narendrapur started its journey way back in 1963 merely with a few almirahs of books. With the passage of time, it has got bigger and better in all senses – documents, users and staff.

The library was earlier situated in the main college building. On 16 September, 2018 the new eight-storey College Annex Building namely 'Sarada Mandir' was inaugurated and since then the College Library has

been shifted to this Annex and is called **Ramu Sitaram Deora Center for Learning**. The newly built library is housed in 1st and 2nd floor of the Building Annex. In 1st floor the Circulation Section and the e-Library is located while the Reading Room is in the 2nd floor. The Stack is distributed in these two floors.

There is sufficient seating capacity in the Reading Room and it is equipped with different types of books – Text Books, Reference Books, Competitive Books, Journals & Magazines. The e-Library is the new addition to the library which is equipped with **48 All-In-One PCs, Internet connectivity through Wifi, Printer, and 2 OPAC terminals**. Both Reading Room and E-Library are under CCTV surveillance. The students are allowed unlimited access to Internet strictly for academic purposes. They are also provided with unlimited Printing facility.

The day-to-day operations of the Library is managed by an Integrated Library Management Software, namely **KOHA**. KOHA was introduced in 2016 and it replaced **Vivekananda Library Management System (VLMS)** which was implemented in 2013. For the time being, the users can search resources through Online Catalogue (OPAC). Books are issued through Automated Circulation Control System with the help of bar-coded library membership card.

Ramu Sitaram Deora Center for Learning subscribes to NLIST (e-ShodhSindhu). The Library also has purchased e-books from renowned publishing house namely Pearson and Oxford. The e-books have been purchased on perpetual mode. The Pearson e-books can be accessed from anywhere using user id and password while the Oxford e-books can be accessed within the College premises. Under INFLIBNET-NLIST program the users of the College Library access the e-journals and e-books using assigned id and password. Renowned Publishing Houses and Sponsoring Bodies namely Springer, Taylor & Francis, Cambridge, Sage, etc. make their resources available in this consortium.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 5.2

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
3.47	2.90	10.83	7.75	1.03

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 21.07

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 150

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating*

its IT facilities

Response:

The Ramakrishna Mission Residential College (RKMRC or the College) is committed to providing Information and Communication Technology (ICT) resources to support, enable and enhance its activities.

This policy:

- outlines acceptable use (and misuse) of RKMRC ICT resources;
- supports RKMRC through effective provisioning and management of ICT resources; and
- best IT practices followed in the institution
- seeks to protect RKMRC's reputation and safeguard its resources.

This policy applies to users of RKMRC ICT resources including, but not limited to:

- Students;
- Staff;
- Contractors and consultants;
- Visitors;
- Affiliates and third parties.

Users that are connected to RKMRC networks or services must comply with this policy, irrespective of location or device ownership (e.g. personally-owned computers, mobiles).

Each department will have its own laboratory for conducting its own practicals as per the curriculum.

The users in the college will have accessibility to wifi connection and the bandwidth of the internet connection should suffice the requirements of the students, and staff.

In today's ICT world, there are numerous valid reasons to use Open Source software. In addition to costs and independence from software vendors (vendor lock-in), the high-quality software, competitive features and technical capabilities as well as adaptability are important features of Open Source software . The college encourages students to use of Open Source software such as Linux, Libreoffice, Inkscape, GNU tools, R, Python, Latex in their academic pursuits.

Some of the benefits of Open Source software include:

- high-quality, stable source code
- high performance and enhanced security
- Global communities ensure further development and promote a high level of innovation
- Security gaps are quickly discovered and closed

CCTV Surveillance systems will be installed at key areas within the college building and campus such as entrances, corridors, and examination halls.

IT helpdesk will have a centraised online ticketing system where college staff and students can submit their IT issues/queries/requests from anywhere and at any time. Such a system will ensure good tracking and delegation of the roles and reponsibilites. However, in case of emergencies they can call the IT staff directly.

The college will have its own student ERP which includes but not limited to features such as:

- Admission management system
- Examination management system
- Students Attendance
- Asset Management system

The college ICT department will follow the best practices recommended by system administrators from the ICT Industry such as:

- firewall installation
- periodic data backups
- network segmentation
- standby servers for critical applications

Security issues related to ICT are handled with the following measures:

1. All confidential data are password protected
2. Data related to the accounts section, the examination section and the library are backed up separately.
3. The general network service is password protected
4. Making all users aware of keeping their passwords and other confidential data private.
5. The LAN systems are firewall protected. Additional firewalls on the PC can also be enabled for enhanced security.
6. Installation of Antivirus Softwares (Microsoft Security Essential, Quick Heal, Kaspersky, MacAfee)

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 5:1

File Description	Document
Student - computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Response: <5 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4 Institution has the following Facilities for e-content development

    1. Media centre
    2. Audio visual centre
    3. Lecture Capturing System(LCS)
    4. Mixing equipments and softwares for editing

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 14.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
88.84	75.61	80.51	48.80	62.23

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

We have a dedicated construction and maintenance department with designated office under the supervision of a monastic member. It has several wings as follows:

1. Civil
2. Plumbing
3. Carpentry
4. Electrical

Every wing has permanent residential staff who are available 24 X 7 which is necessary for our students' hostels as well. Each complain regarding maintenance/repair has to be registered at the designated office, whereupon the job is taken up according to the emergency/priority.

Cleaning department has its own designated staff and equipment. The entire college compound along with hostels have sufficient number of litter bins installed. The sewage system of the College is connected to the main drainage system of the Ashrama, which in turn in connected to the STP for recycling of liquid swears which is situated at the Blind Boys' Academy, a sister organization within the Narendrapur Ashrama Campus.

Regular waste food from Hostel dining halls is disposed by designated staff, a part of which is used in the Agricultural Training Centre (ATC) of the Ashrama to make vermicompost for their use, while the other part is taken by designated person from local municipality.

Gardening department is supervised by a monastic member and it has designated staff with special equipment necessary for the job. We regularly procure the seasonal saplings and fertilizer/manures for gardening purpose. We have two poly-house for nurturing the saplings till those are ready to be planted in the main garden.

We have a small-scale agricultural field inside our Ashrama campus, wherefrom the yields are utilised in our kitchen of the hostels. Rice being the staple food in this part of the country, we have installed a steam boiler system for cooking rice for about 800 odd inmates of our College regularly. There is a RO (Reverse Osmosis) drinking water plant and solar heating system for boiling water in the students' hostel. The College Swimming pool along with water treatment plant is regularly maintained by our own plumbing staff.

For maintenance of the Computers at our College, we have designated staff under the supervision of a monastic member. The high-end servers have been put under the AMC with appropriate body. These is a

fully functional modern fire-extinguishing system, which is periodically maintained. The Solar power plant in the College roof top is maintained by designated staff. We have a fumigation chamber installed in the library. Fumigation in Library and also each departmental seminar library is done annually before Puja Holidays. Hazardous chemicals for Chemistry laboratory are stored separately in a shade in the courtyard outside the main College building.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 41.42

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
268	288	250	226	229

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 38.25

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
218	246	249	245	202

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 50.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
323	312	306	293	301

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

**5.1.5 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
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.07

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
12	8	3	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of student placement during the last five years	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 55.56

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 130

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 34.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	33	19	5	4

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
88	67	53	49	44

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 25

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
9	2	6	4	4

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

We have an active Students' Group/Body. Students' voice or grievance (*if any*) on various matters on administrative and academic nature are heard and redressed through

- The wardens of respective Bhavanas,
- Teachers of different departments
- Interaction sessions with them during various programmes like the Annual formal Parent-Teacher Meets etc.
- Their individually assigned teacher-mentor

We have student representatives in various committees and administrative bodies and they are free to give their suggestions or voice their grievance (if any) in the meeting of those committees. In addition to that, our institution nurtures such a homely atmosphere for the students, that they feel free to give their suggestions even informally to their teachers including the Principal and Vice-principal, which at a later time are taken up for formal discussion of a suitable formal body and are redressed accordingly. One particular example is the fact that, according to one such suggestion from a number of Student, initially we entered into the practice of formally assigning a particular time for the reading of question papers at the point of commencement of the written examinations, before distributing the blank answer scripts, so as to facilitate them towards a stress-free time-interval for making correct choice of questions to be answered. However, after a few such Examinations, again thanks to the student's suggestion, now we have re-organized it a little bit, and now the blank answer scripts are given to them early, so that they may fill it up with required particulars first, without any encroachment into the examination time, and then question papers are distributed five minutes before the commencement of the examination.

As a regular practice, students are consulted for fixing dates of end semester examinations, so that the

possible clash of dates with various National level entrance examination, particularly at the end of fifth/sixth semester of UG (while 2nd/3rd semester for PG) may be avoided. Also, they may and do point out to necessary Syllabus related issues to the corresponding Departmental committees.

During the preparation of College Magazine and organization of Students' Inter-Bhavana Drama competition under the supervision of Cultural Committee, students from various departments are co-opted to work with the teacher members. Students also organize every year, department wise, some Inter-College Academic events and competitions, all by themselves. This includes INFINITY by Mathematics, CLIO-VENTURE by History, PSI-PHI by Physics, CONJECTURES by Economics. They also organize and take active part in Annual Blood Donation camp, Medical Camps and other outreach activities. During Annual Convocation, students take active part in organizing the Hall management. They play very important role in ground-level management of NANANARAYAN SEVA, a unique yearly event of the Ashrama, where about 15 thousand devotees come on that particular day to take the auspicious *prasad*, where the boys undertake a major responsibility of serving food to them. The students' body in the Hostels every year organize the *Bhavana Jayanti,* in every hostel (Bhavana), where they take part in various cultural activities.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 0.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the

development of the institution through financial and other support services.

Response:

We have a registered Alumni Association of our College, by the name Mahavidyalaya Praktani.

The association was formed in 1970s with an aim to unite all the ex-students of the college in a single forum. The Praktani has remained engaged since its inception in the task of bringing all alumni of the college closer to each other and to strengthen the bond of love between them and their alma mater. It was registered on 25th June, 2014 [Registration number S/2L/22443 of 2014-15] under WB Societies Registration Act XXVI OF 1961.

The alumni of the college meet in alternate years to celebrate the Reunion of friends and families. Apart from that, the registered members of this platform also meet once in a year in an Annual General Meeting where members vote to form an Executive Committee which is committed to the functioning of the alumni body throughout the year through various activities and regular meets.

Although the registered body of Narendrapur Ramakrishna Mission Mahavidyalaya Praktani includes around 2000 alumni, the college has thousands of alumni who are not yet brought under the registered platform. The process is on to reach out even to the oldest boys of the college and get them registered in this body. The alumni association continues to build and support the connection between college and its alumni.

The Praktani works incessantly to facilitate close interaction among its members as well as to stay by them when they need help. It extends regular financial assistance to the needy students of the college through various forms of scholarships and prizes. The body also stands by the ex-students in their dire need. It has always been a motto of the body to serve the society in various capacities; in fact, it has a separate fund dedicated to Social Services, through which it helps needy students and patients of the surrounding localities. It also have organized several academic day-out, distributing books and other accessories to the students, organized in the premises of certain schools of the nearby villages. The Praktani also assists people seeking medical help and it regularly contributes to the Medical Camps organized by the College. Financial help is given to the hostel workers at the time of their retirement.

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The Ramakrishna Mission Residential College strives to educate young men in consonance with Swami Vivekananda's ideal of "Man making and character-building education". Goals and objectives of this institution since its inception have been:

* To help the young learners imbibe the essence of Swamiji's teachings during formative years of their lives.
* To provide ample opportunities to the underprivileged and meritorious students from rural areas for perusing higher studies at a minimal cost in highly congenial atmosphere for academic pursuit.
* To build a thriving learning culture, responsive to the needs of community, both at regional and National level.
* To create an ambiance of fellow feeling and togetherness and inculcate among the learners the ethos of a meaningful social and corporate life.
* To create an environment of intellectual stimulus, Scientific enquiry and spiritual education through control of mind
* To achieve excellence in quality teaching, learning, research and extension activities
* To infuse the sense of civic responsibilities in the stakeholders through various extension activities.

The faculty members are actively involved in decision making process of the3 college. They hold periodical departmental meeting and meetings of various cells, committees and Boards in a democratic and decentralized manner. In addition, there are Board of Studies, where academic and administrative matters are discussed and important decision are taken. Two of the faculties represent the Teaching staff in the highest decision-making body (Governing Body).Teachers also have their adequate representations in Academic Council and all other statutory bodies where important administrative and academic decisions are taken in the philosophy of "upward filtration" mechanism. Teachers, who are by default members of the respective Boards of Studies of the corresponding department, take active part in discussing and policy framing regarding teaching-learning and syllabus or examination reforms. The IQAC is at constant vigil to maintain and upgrade the quality initiatives at every echelon of the academic and administrative structure. The status of Autonomy was conferred on us during the year 2008-09 which was implemented in the academic session 2009-10 and it was duly renewed in 2013. Following list of functional committees are formed with the faculties as members towards smooth operation of the academic and administrative requirements:

* Academic Calendar and Routine Committee
* Anti-ragging Cell
* Discipline Committee

- Examination Committee
- Institution Complain Committee
- Internal Quality Assurance Cell
- Placement Cell and & Career Counselling Committee
- Provident Fund Committee
- Sports Committee
- Standing Committee of the Academic Council
- Admission Council
- Cultural Committee
- Equal Opportunity Cell
- Grievance Redressal Subcommittee
- Institutional research Ethics Committee
- Library Committee
- Planning & development Committee
- Purchase Committee
- Publication Committee
- Staff Benefits and Service Book Committee
- Vivekananda Centre for Research Committee

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Decentralization and participative management are undoubtedly two interlinked key features for any institute run with a modern outlook towards excellence. While we have several sub-committees constituted with our teaching/non-teaching/monastic members, looking into corresponding matters under their respective jurisdictions, one example of such initiative, that is being followed in our institution can be seen in our ADMISSION PROCESS for both UG and PG level. We highlight some salient features of the same, showcasing our practice in this regard.

- POLICY FRAMING

At the suitable time (usually some days before the publication of the result of the corresponding pre-requisite examination [e.g. Higher Secondary for the case of UG, while for PG, final examinations of the UG level] the Principal holds a meeting of the Examination and Admission Committee (which includes all the HOD) to discuss and frame the policy of admission for that year, where the following issues are discussed at length and finalized:

1. Eligibility criterion for online filling of the form [viz. Cut-off marks in the last admissible examination]
2. Subject(s) for which a student has to write the admission test of a particular department
3. Date(s) of Admission test (avoiding, if possible, the already announced dates of the other reputed institutions)
4. Selection Criterion (viz. making of specific formula for the preparation of final list, giving appropriate weightages to the marks scored in our admission test and that in specific subject(s) of

the qualifying examination, about which the respective Heads come with specific suggestions that are chalked out at their departmental level discussions a priori).

5. Syllabus, Question pattern (MCQ/Short or Broad Answer Type) and distribution of marks.

6. Fixing of fees for the form-filling process (to be done ONLINE compulsorily)

7. Date of submission of the question paper prepared by the respective departments, and that of the evaluated answer scripts to the Controller of Examination [which is then put in computer for the preparation of the merit list according to the prescribed formula, by the designated members of the College office under the supervision of the Controller of Examination.]

8. Specific assignment of duties [Teachers / Non-teaching staff] for the date(s) of Admission test(s), towards smooth operational and logistic support on the particular date(s).

9. Date of Counseling for the 1st merit list, 2nd merit list [and a 3rd as well, if necessary for some department]

- ON THE DATE(S) OF EXAMINATION

1. All the teaching and non-teaching staff of the College has to attend compulsorily to perform his specific assigned duty towards smooth organization of the Admission test.

- POST ADMISSION TEST

1. On the day of Counseling after the publication of the merit list online, the Principal and a few other Monastic Members [that includes the Wardens of different Hostels, we call 'Bhabana'] and the Head of the corresponding department meet the candidate along with his parent/guardian where his need for financial help is assessed and accordingly partial or full free studentship is provided to the needy ones.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college chalks out its strategic plan every year at the outset of the academic session. Concerned bodies and members are consulted and the plans are finalized. After that relevant measures are taken up to deploy the plan.

As it was felt that we are in dearth of space, related to lecture rooms, smart classes, library along with multi-level stack rooms, reading rooms with ICT facilities and, to facilitate the expansion of research laboratories and administrative offices, it was decided in 2013-14 to solve all these problems through the construction of a new annex building that will provide all these above-mentioned facilities along with a

modern state-of-the-art auditorium. The initial financial support was sanctioned by the Govt. of West Bengal, in virtue of which it was initially thought of to be a two-storied structure. However, thanks to the kind successive financial commitments and or donations of several Well-wishers of the Ramakrishna Mission in general and our Institution in particular, by February 2015 when the foundation stone was laid on 3rd February, by revered Swami Smarananandaji Maharaj, the then Vice President of Ramakrishna Math and Mission, it was already visioned to be a multistoried (eight storied, to be precise) building with three elevators and an auditorium of about 800 capacity. Next three and half years saw a dedicated and organized activity under the able leadership of Chinmoy Maharaj, deputed from the headquarter of Ramakrishna Math at Belur, who supervised the construction although along with several monastic members associated with the College. Following are the phase-by-phase deployment of our plan after the completion of the annex building.

- The building was named SARADA MANDIR and it was formally inaugurated on 16th September (Sunday) 2018 by the most revered Swami Smarananandaji Maharaj, President, Ramakrishna Math and Mission, Belur Math, Howrah.
- Library Complex was inaugurated by Swami Subiranandaji Maharaj, General Secretary, Ramakrishna Math and Mission, Belur Math, Howrah on the same date. The College library was shifted to the new complex.
- The previous reading room of the library is refurbished and modernized to a state-of-the-art e-reading room in the new library with 61 computer terminals having internet facilities and reprography section.
- The College accounts section along with the general office are completely shifted to the new annex building in the month of December 2018 but the permanent office of the Secretary could not be instituted as the plan of shifting the Principal's office is deferred. A newly refurbished room for the Bursar has been allotted. The room is furnished with internet-ready computers and other necessary office accessories for bursary.
- The department of the Controller of Examination section, with three moderation rooms and one meeting rooms for the examination related purpose is shifted wholly to the new annex building.
- A separate well-endowed room is earmarked as the room for IQAC office on the ground floor.
- The research laboratories of Chemistry and Physics department along with VCR (Vivekananda centre for Research) have been fully shifted.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The hierarchical Organogram of the institution in relation with different statutory or non-statutory bodies or committees may be put in the following pattern :

| Internal Quality Assurance Cell |
| Governing Body |
| Academic Council |
| Board of Studies |

| Finance Committee |
| Other Statutory Committees |

Serial no.	Committee	Functioning	
1	Academic Calendar and Routine Committee	Prepares the schedule of annual acade and list of holidays at the beginnin academic session	
2	Admission Committee	Looks after the admission criterion, admission test, nature of admission	

		papers, date of counseling and admissi...
3	Anti-Ragging Cell	Deals with ragging related complain, if
4	Cultural committee	Plans and supervises all the cultural and programs of the College and Hostel
5	Discipline committee	Deals with discipline related matters arise time to time
6	Equal Opportunity Cell	Ensures the equal opportunity to all t related to SC/ST/OBC/Minorities
7	Examination committee	Oversees the regular functioning of e of teaching-learning that includes Co assessment, Mid-semester and End- examinations. It meets before the publication of results regularly for co checking.
8	Grievance Redressal Committee	Redresses the Grievance, if any, of sta of the Institution
9	Institutional Complain Committee-cum-Anti Sexual Harassment Cell	In case of such an event, though highly in our Institution, the committee is investigate the matter, and recommend measures, if necessary.
10	Institutional Research Ethics Committee	It frames and executes the relevant research ethics to prevent any plagiarism.
11	Library committee	It supervises the regular functioning Library, decides about the standard service, necessity of augmentation of and fittings, procurement of boo magazines. It frames and updates libra and rules for the users including its operation.
12	Placement Cell & Career Counseling committee	It organizes knowledge building training in basic communication and s guidance for competitive exam motivational lectures, information emerging career opportunities
13	Planning & Development Committee / Purchase Committee	As per the availability of funds, the c decides upon the priority of augr procurements. It also looks a proper tendering process procurement of requisite articles ens quality.
14	Provident Fund Committee	Looks after the Provident fund of the e and regularly ensures the preparat issuing of the provident fund statement sanctions the loan application from fund, if any, and helps in smooth disb of provident fund to an employee retirement from service.

15	Publication committee	It looks after the publication of Brochure, College magazine, College D
16	Sports committee	It organizes and looks after all the Intra sports and Games related events, includ departmental and Inter-Bhabana compe
17	Staff Benefits and Service Book committee	Looks after the regular updating of books of the staff
18	Vivekananda Centre for Research Committee	It decides on the policy of research an publication. It takes necessary measures to check p and vet the article/books submitte publication.

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The institution has always been keen in its approach towards safeguarding the welfare of its employees, teaching or Non-teaching alike. It also facilitates in all possible ways to the career development or progression of all its employees.

For the teachers in substantive Government approved posts, the College

- Encourages them to attend the Faculty development programs like OP [Orientation Program], RC [Refreshers Course] as and when needed for career advancement and professional/academic

progression

- Grants leave-on-duty for attending/addressing [as a resource person], Seminars/Symposiums at Local/National / International levels in India/Abroad
- Grants Sabbatical leave for higher studies (e.g., Ph.D.) as per the UGC and Government rules
- Grants seed money towards travel/registration for attending Seminars/Symposiums, if required
- Timely processes the relevant documents and paper-works towards formation of necessary committees etc. for their career advancement

For the Non-teaching staffs in Government approved posts, the College

- Ensures the timely preparation and processing of the documents regarding their Government approved career advancement scheme at the 7th, 10th and 20th years of their service

    For the Non-Government, Management appointed staffs, the College

- Manages and runs their Provident Fund accounts, Pension scheme and Mediclaim schemes through Ramakrishna Mission Provident Fund Trust
- Provides pecuniary help towards their house building needs and children's education and/or marriage etc. whenever needed

There is a staff welfare society, named Ramakrishna Mission Residential College Cooperative Credit Society, where all the permanent staffs members (both teaching and non-teaching, in substantive Government payroll) can apply for personal loan whenever necessary, as per the Cooperative rules framed by the Government. It is a registered body, run by the elected Board of Directors chosen out of its members in its AGM and the College provides free of cost the physical infrastructure necessary for running its office and takes the responsibility to deduct the requisite amounts, if any, against the repayment of loans for any loanee member through its accounts department.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	2	5	0

File Description	Document
Institutional data in prescribed format	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 15.35

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	9	3	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial audit of the College is conducted in three phases generally.

1. Internal Audit Team, appointed by the Ramakrishna Math, Belur, appoints one auditor team who audits

1. Individual vouchers for all the expenditures
2. Bank reconciliation statement
3. Professional tax and GST documents

At this stage of audit, the monthly statements of receipts and payments is sent to the Central office of the Ashrama, which is finally submitted to the Ashrama headquarter at Belur Math.

1. A Statutory audit team, appointed by Belur Math, headquarters of RKM Ashrama, which visits the College annually and prepares an annual report on the basis of evaluation of the audit done by the Internal Audit Team. In fact, they check through the four (quarterly) reports of internal audit done by the Internal audit team and also evaluates the action taken with regards to those reports. The team also looks into the Annual bank reconciliation statement, outstanding payments and outstanding receipts, yearly balance sheet, income and expenditure statements, and financial schedule (investment and permanent funds).
2. The Audit Team, appointed by the Government of West Bengal, visits the accounts section of the College once a year and examines the documents related to Government funding, fees and charges of the students, Provident Fund and Tax related documents and also cross checks the Utilization certificates of all the relevant fund received from the Government.

Since the College is SIRO [Scientific and Industrial Research Organization] accredited by DST (Department of Science and Technology) Govt. of India, any devotee of Ramakrishna Mission in general, or any well-wisher of our Institution in particular, who wants to donate towards the research and development of our College, is entitled to get 100% tax exemption for the donation amount, under section 35/1/2 (or 80GGA) of Income Tax act. For this, as per the Government rules we submit every year, the annual audited statement of accounts to the IT department and every three years we have to send necessary documents for the renewal of this scheme.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 456.23

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
4.47	4.3	155.65	287.46	4.35

File Description	Document
Institutional data in prescribed format	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for additional information	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has a well thought strategy towards mobilization of funds from as many resources as possible and towards its sustained utilization in upkeeping and augmenting its infrastructures. It harbors around the following main areas that are targeted and trapped:

1. **Donation from Alumni:** The large spectrum of our alumni is approached both in writing and/or verbally, through our Alumni Association [*Mahavidyalaya Praktani*] or sometime directly, in specific causes/issues or in general routine requirements for further development of their Alma mater, to which many of them gracefully respond to the best of their abilities.

2. **Financial Assistance sought from NGOs and Corporate sectors:** As for example, during the construction of the recently built Annex Building (Sarada Mandir), Mr. Ramu Sitaram Deora, Proprietor, M/s G. Amphray Laboratories, Sambava Chambers, Mumbai, 400001, magnanimously donated, in phases, a large sum of money, in particular for the construction of the Research Block and the Library Block as well.

3. **Government grants are also pursued:** Apart from the routine grants of State and Central governments and UGC, we also approach the appropriate authorities for addition financial support for specific development plans of our College. Apart from that, Members of Parliament and State Legislative Assembly are approached for financial help from their respective local area development fund (LAD).

4. **Fund raised from Well wishers of the Institution, Ex-Faculty members, Devotees of the Ramakrishna Math and Mission and Affluent Philanthropic people willing to do something for the society.**

We ensure that, all the resources thus received are utilized to the best possible extent keeping the highest possible norms of transparency and accountability. Further, we also see to it that the person/agency concerned be reported time to time about the proper utilization of the fund provided by them.

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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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

1.

- Renewal of Autonomy
- Installation of reverse osmosis (RO) plants for drinking water in the hostel premises
- Jet-Spin LED based solar stimulator for research purpose in Physics Department
- Sensor based auto changeover water reservoir system in College premises.
- Introduction of "Course Credit System" and restructuring of the entire curriculum
- Introduction of the B.A.(Hons.) program in Sanskrit
- Installation of CC TV surveillance system in the examination halls
- Vivekananda Centre for Research (VCR) established
- Procurement of "Glove Box" for Chemistry Department (research purpose)
-
- Renovation of the old swimming pool (six-lane)
- Installation of Water cooling system for the RO purified drinking water.
- Installation of Sensor based 320 kV auto changeover electric power generator.
- High-end server bought for research in Physics Department
- Introduction of the (Revised) CBCS curriculum for UG
- Introduction of M.Sc. program in Computer Science
- Institution of E-reading room.
- Completion of the construction of Sarada Mandir, the multi-storied multi-functional New Annex Building (including an auditorium) of the college

1.

- Introduction of B.A.(Hons.) program in Bengali
- Procurement/installation of Ageilent 7000 BTQ GCMSMS for Chemistry Research
- Procurement/Installation of EPR spectrometer (MINISCOPE) for chemistry Research
- Procurement of High-end server For Physics Research
- Renovation (including painting) of the Old College building

Two Practices:

Continuous Expansion of Research Facilities

- We strongly feel that in-depth research is of paramount importance in the advancement of teaching-

learning process. That is how, under the active guidance and leadership of IQAC, the College took up several initiatives towards Continuous Expansion of Research Facilities during the last five years as can be seen from the detailed information uploaded in the link. A group of young energetic faculties took up several research projects and the relevant instrumental up-gradation and procurement of several sophisticated scientific equipment have been done in this period, particularly in the departments of Chemistry and Physics. During this period Vivekananda Centre for Research (VCR) was established in our College, where students can enroll for Ph.D. degree.

Continuous Monitoring of Students' Academic Progress by IQAC

The IQAC in collaboration of the HoDs and administration regularly monitors the academic progress of the students. At thene nd of the each examination theyr sit with HoDs to identify the slow learners and advanced ones and decide the steps to be adopted for both the groups as required. In fact, the learning outcomes of the students are discussed almost at individual level and the students are called and / or met individually and collectively to know their suggestions and / or constraints. After admission also, students learning leves come under the scrutiny and suitable bridge courses are organised at departmental level.

For slow leaners remedial sessions are organised and for the advanced learners seminars, workshops etc are conducted. They are also encouraged to take part in internship or summer courses organised by other reputed institutes.

Final performance of our learners are also mapped with the courses offered at the end of the programme by the IQAC along with HoDs.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Two Examples

Example-1

Introduction of Revised CBCS

The education plays enormously significant role in building of a nation. As an educational institution, engaged in imparting knowledge, we have entered into semester system right back in 2011 session (UG) to match with international educational pattern. Under the active guidance of IQAC, from 2016, partially, we introduced CBCS with credit based grading system. Then from the academic session 2018, once again our IQAC took the lead and we have decided to start a revised Choice based credit system as per the changed

UGC norms and accordingly each and every department had extensive discussions at their appropriate levels to frame and finalize the new syllabus and course structure, that was subsequently approved by their respective board of studies. Popularly known as CBCS, it provides a convenient at the same time effective teaching-learning platform wherein the student or knowledge seeker has the flexibility to choose their course from a list of **elective, core, and soft skill** courses. IQAC has been instrumental in finalising the entire process within a short period.

Example-2

Direct Surveillance of IQAC

After every End-Semester examination of our College, once the result is prepared, the IQAC meets to supervise the development of the students and suggest required mentoring/guidance/remedial measures to them through their respective heads of the departments, who are invited to attend those meetings, unless they were members of IQAC.

For advanced students

1. Departmental Seminar by invited experts of the corresponding fields to expose them to the frontiers of their knowledge domain so as to motivate such students towards research
2. Special coaching for different National/State level competitive examinations

1. By the teachers of our college
2. With the help of external agency

1. Our College being the local chapter of NPTEL, an online platform for learning almost any subject across various disciplines at any time of a day, the advanced students are encouraged to join the same through the Single Point of Contact (SPOC) Mr. Santanu Bhat of the department of Philosophy. SPOC helps the students (present and ex- students as well) to enroll and register into any such course and arrange a centre for the ensuing examination in consultation with the respective Course Co-ordinators of the NPTEL
2. Sending them for Project work/Summer School etc. in other institution
3. Keeping a track of such students' progression to other National institutes of repute (e.g. IIT, ISI, IISc, TIFR etc. including State and Central Universities) after completion of UG/PG in our College

For academically backward students

- Remedial Coaching at the departmental level

For all the Students in general

- Mentoring under specified teacher assigned to each of them right from the beginning of the semester. [Though this is a long standing practice in our College, we have started to keep a formal written record of the same from the session 2019-20]

- Value added course

1. Spoken English (organized by Souralakhsmi Memorial Trust)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

1. Departmental Seminar by invited experts of the corresponding fields to expose them to the frontiers of their knowledge domain so as to motivate such students towards research
2. Special coaching for different National/State level competitive examinations

1. By the teachers of our college
2. With the help of external agency

1. Our College being the local chapter of NPTEL, an online platform for learning almost any subject across various disciplines at any time of a day, the advanced students are encouraged to join the same through the Single Point of Contact (SPOC) Mr. Santanu Bhat of the department of Philosophy. SPOC helps the students (present and ex- students as well) to enroll and register into any such course and arrange a centre for the ensuing examination in consultation with the respective Course Co-ordinators of the NPTEL
2. Sending them for Project work/Summer School etc. in other institution
3. Keeping a track of such students' progression to other National institutes of repute (e.g. IIT, ISI, IISc, TIFR etc. including State and Central Universities) after completion of UG/PG in our College

For academically backward students

- Remedial Coaching at the departmental level

For all the Students in general

- Mentoring under specified teacher assigned to each of them right from the beginning of the semester. [Though this is a long standing practice in our College, we have started to keep a formal written record of the same from the session 2019-20]
- Value added course

1. Spoken English (organized by Souralakhsmi Memorial Trust)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Cleaning department of the College that runs under the exclusive supervision of a monastic member, has its own designated staff and equipment. The entire college compound along with hostels have sufficient number of litter bins installed. The solid waste thus accumulated is routinely disposed off through the standard arrangement with the local municipality.

The sewage system of the College is connected to the main drainage system of the Ashrama, which in turn in connected to the STP for recycling of liquid swears which is situated at the Blind Boys' Academy, a sister organization within the Narendrapur Ashrama Campus.

Regular waste food from Hostel dining halls is disposed by designated staff, a part of which is used in the Agricultural Training Centre (ATC) of the Ashrama to make vermicompost for their use, while the other part is taken by designated person from local municipality.

Hazardous chemicals for Chemistry laboratory are stored separately in a shade in the courtyard outside the main College building. However, we do not deal with radioactive materials or substances.

E-waste in the form of discarded computers, printers and relative accessories are kept separately in a designated store room of the college and are disposed off from time to time by selling them out to proper agencies.

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: D.1 of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The Great Teacher, Thakur Sri Ramakrishna himself preached and practiced the lofty ideal of harmony and equipotentiality of all the roads that may lead one to the ultimate goal of manifestation of the divinity from within that in turn may lead to the unison with the Lord. Our Great Nation in itself is a vibrant example of showcasing Unity in Diversity.

In our institution we also welcome various facets and forms of diversity, be it linguistic, communal or regional geographically, among other aspects. Apart from Bengalis, our students come from diverse linguistic, regional and cultural environment that includes the states of Maharashtra, Rajasthan, Bihar, Chhattisgarh, Tripura, Meghalaya, Jharkhand, Delhi. To cater to their needs, we do take classes in English as a common medium of expression and occasionally discuss with them in Hindi as well. As our institution is compulsorily residential, there occurs a fertile cross-cultural exchange between all these students and the local Bengali speaking lot, that ultimately benefit all of them to feel the strength of the great melting pot ----- what our Indianness is all about. Among our staff, teaching and non-teaching, though the majority are Bengali from different regions of our state, we do have people from Bihar, Odisha and Nepal serving our institution to fulfill our common goal of man-making.

Our students and staff are not from Hindu community only; indeed, we have students and staff with Muslim religion, tribal students having their own distinct religious practices, Buddhists and Christians as well. All are equally looked upon, and all are free to practice and maintain their own faith and belief. In fact, on one hand, the College facilitates the necessary arrangement for their individual religious prayer, while on the other, all of them gather to the Hostel Prayer Halls to offer their common prayers to the almighty everyday, in the morning and evening, and at the beginning of the College hour in the College premises itself. Moreover, the College officially celebrates the occasions like Christmas-Eve, Nabi-diwas, Buddha Purnima along with Janmastami, Saraswati Puja, Sivaratri, Dolyatra in the same fervor, where students of every community participate.

The community dining principle as observed here, make everyone to sit together in the dining hall and take the food distributed by students as per their duty roster, where caste, creed, religion or socio-economic barriers, be it for the distributors, or for the people dining, are completely ignored.

One significant fraction of our students come from socio-economically backward class, there are first generation learners and students coming from families belonging to BPL (below poverty line) category.

Many of these students are helped financially by partial or full free studentship as per their requirements from our side, but the treatment and facility they receive from the institution is absolutely non-discriminatory compared with the boys from relatively better-off background. Our College uniform of all white Shirt and Trouser (or *Dhuti*, if anyone wants to wear that) leaves no place to discriminate them economically in their physical appearance.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Towards sensitizing the students about their duties as a responsible citizen of India, we have devised and incorporated a well-thought syllabus on Indian Constitution to be taught compulsorily in all the Semesters gradually as a part of Skill Enhancement Course. Here they are exposed to the evolution and ideological background of the Constitution of India, through the preamble and relevant provisions of our Constitution. They come to know about the geographical and historical identity of our Great Nation, nature of Indian Citizenship, its accusation and loss and the federal identity of our country. They are told about the rights and duties of an Indian citizen as per our constitution and how to enforce those. The syllabus also focuses on the issues of human rights and Women empowerment. In addition, it touches upon the features of Lokpal, Indian Penal Code and Criminal Procedure Code.

Furthermore, our students are exposed to the compulsory Value Education Courses in every Semester, where some of the classes are taken by the monastic members, towards our endeavor of imparting man-making and character-building education. To maintain and promote ideals of harmony, tolerance and peace in a country of diverse culture and practice like ours and to promote philanthropy towards becoming a responsible citizen, in this course, apart from the classical Indian value system that puts at the highest esteem the theme of Selflessness, *Shivajnane Jeevaseva* (service to Humanity IS service to the Almighty), the students are also exposed to the spiritual essences of a variety of major religious thoughts across different major religious schools of the world. Apart from Hinduism, this also includes, Islam, Christianity, Shintoism, Buddhism, Jainism, Judaism, Zoroastrianism.

Every year we ceremoniously celebrate the Independence Day, Republic Day and Gandhi Jayanti, where seminars/talks by eminent scholars are organized, so as to inculcate the spirit of nationalism/patriotism/Indianness   among the students and other participant members of the staff of the College. Parade and March Past is organized by the NCC wing on Independence Day and Republic Day, while Gandhi Jayanti is observed through NSS activities, where others also participate. Every year we organize a Blood Donation camp, where our students and staff members donate their blood voluntarily in a Large number. Apart from these days we also celebrate some other important national days including the National Youth day, 12th January, the 23rd January, the birthday of Netaji Subhash Chandra Bose, one of the greatest sons of our soil.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Our Institution celebrates various days of national importance, mostly every year as a regular activity either at the College premises or some at the Hostels (Bhavana), while some special events were also organized at some particular point of time.

- **Christmas Eve**: Celebrated through singing of carol in the hostel shrine, which is specially decorated for the life and teaching of Jesus Christ by some appropriate persons.
- **Sri *Gour Utsava* and *Dol Yatra*** (Sri *Chaitanya Mahaprobhu Birth-tithi*): This colorful program is organiz beautifully decorated on this occasion by the students. Beginning with a morning procession, a discourse o a special puja takes place. The day ends with a grand cultural program in the evening, where the guardians and take *prasad* at the end.
- **National Youth Day**: It is centrally held by the Ashrama, where the students of the College take active an Tableau Procession converging to the Ashrama campus where many local socio-cultural organizations take program is held where the mission and vision of Swami Vivekananda is upheld for the audience.
- *Rabindra Jayanti*: It is observed with due pride and honor.
- **Independence Day:** Celebrated in the College Campus through hoisting of national Flag and lecture by em
- **Teachers' Day Celebration**: The College centrally organizes a function in the morning, where all the facu from some cultural program, the life story of Dr. Radhakrishnan is discussed. In the afternoon students of e cultural/academic programs at the departmental level.
- **Republic Day:** Celebrated centrally in the Ashrama, where College NCC wing takes leading role in the ma personality highlights the significance of the day to the students.
- *Gandhi Jayanti:* Celebrated with due respect to the Father of the Nation by paying homage to him and his
- *Saraswati Puja:* Centrally held in the Ashrama. College students work hand-in-hand with the School stude
- *Buddha Purnima*: Celebrated in the Bhavana shrine with special prayer highlighting the message of Lord l

- *Netaji Jayanti***:** Celebrated with due respect and pride to commemorate one of the greatest sons of India.
- *Nabi Divas*: The day is observed in tune with the spirit of practicing communal harmony and tolerance.
- **International Mathematics Day** (Pi Day, 14th March) (in 2020): Observed through special academic talks departments
- **National Mathematics Day** (Birthday of Srinivasa Ramanujan, 22nd December): Celebrated by Departme
- **Youth Camp** (Commemorating Sister Nivedita's 150 years of Birth) (in June 2019): A one-week residenti including external ones, was organized by the College in this particular year. Various talks by eminent spea cultural retreat etc. was organized.

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: **Bringing back the boys from the marginalized section into mainstream education.**

2. Objectives of the Practice

Swami Vivekananda looked upon inequity as perhaps one of the worst social ills. This glaring defect appears in myriad forms. One such is the lack of access of the marginalized section of our society to mainstream education. This is mainly owing to the privileged class remaining indifferent to their plight. Swamiji berated such state of affairs in his fiery language 'I hold every man a traitor who having been educated at the expense of the poor pays not the least heed to them.'

The motive force above drove Ramakrishna Mission Residential College, Narendrapur to make an all-out effort to bring back the boys from underprivileged community to mainstream education.

3. The Context

Understandably one of the first casualties of poverty is education. Driven to make ends meet by hard toil, the underprivileged section of our society cannot help looking upon formal education as luxury. This is largely owing to the expenses associated with education. This renders the possibility of the education of boys from the underprivileged class null and void. If this sorry state of affairs is left to its own devices, then the collective education of our society can only go from bad to worse. Foreseeing such degeneration, Swami Vivekananda, nearly one hundred and twenty five years ago, wrote to one society leader of India: 'If the poor cannot come to education, education must reach them at the plough, in the factory, everywhere.'

Considering these words of Swamiji as a mandate to bring education to the poor, Narendrapur College took it upon itself to reach the marginalized section and arrange for their education.

4. The Practice

Our college being located in the district of South 24 Parganas, we deemed it imperative to focus our attention on this district in the matter of reaching out to the underprivileged. Upon our initial study, it came out that some remote Island areas (such as Jambudwip,...) in this district have almost no access to education.

So we chose to bring boys from such areas and provide them education at our educational complex. Some of the efforts associated with this exercise are worth mentioning:

- **Special classes to bring the boys to a basic standard**: Owing to remaining delinked from the mainstream education, the boys from these island areas lag considerably behind others. So special classes are arranged to raise their standards to a minimum basic level. Soon enough they catch up with others.

- **Financial assistance:** Knowing that these boys are completely unable to bear the academic expenses, our college has, over the years, been arranging for various scholarships to be availed by them. Their financial worries completely taken care of by scholarship from Governmental and non-Governmental sources, such students can focus on their studies.

- **Free text books** : The library facility does away with any worry that such a boy might possibly have with regards to buying text books.

Thus with one or more of these above measures, the college has been always at the task of bringing the economically disadvantaged students back to mainstream education.

5. Evidence of Success

- They acquire the ability to compete with the mainstream students in various State level and National level examinations

- It's not uncommon to see these boys well placed in various jobs, after they complete their studies.

- These boys, after having had success in life, in turn influence others in their locality to avail of mainstream education.

Indeed this success reminds us of an amazing observation of Swamiji:

"In New York I used to observe the Irish colonists come — downtrodden, haggard-looking, destitute of all possessions at home, penniless, . Our Vedanta says that that Irishman was kept surrounded by contempt in his own country — the whole of nature was telling him with one voice, "Pat, you have no more hope, you are born a slave and will remain so." While no sooner had he landed in America than he heard the shout going up on all sides, "Pat, you are a man as we are. It is man who has done all, a man like you and me can do everything: have courage!" Pat raised his head and saw that it was so, the Brahman within woke up"

6. Problems Encountered and Resources Required

- Problems Encountered:

One of the challenges is to persuade the parents of these boys to allow them to come to mainstream education. As these boys already happen to do some daily labor job and earn money for their families, their parents tend to look upon their absence as non-economical.

Also, given the magnitude of financial support we are to provide to these poor students, the commensurate amount of scholarship is not forthcoming. This is well worth getting over.

- Resources Required: Despite limited financial resource, a motivated group of individuals has been relentlessly working to keep this noble endeavor going on. However, we surely would like more dedicated workers to join us to carry this forward.

Best Practice 2

1. Title of the Practice: Research Activities

2. Objectives of the Practice

"Shri Ramakrishna used to say, 'As long as I live, so long do I learn.' That man or that society which has nothing to learn is already in the jaws of death."

These incisive words of Swami Vivekananda, starting as they do with the great Swami quoting none other than Sri Ramakrishna, supplies the motive force as to why one must not remain placidly complacent in the domain of learning. As a matter of fact the implication of this double-barreled denouncing (by Sri Ramakrishna & Vivekananda) of learning-stagnation also raises the 'ought-ness' of research to its 'must-ness'.

Recognizing thus the supreme need of continual academic exploration, Ramakrishna Mission Residential College, Narendrapur pulled out all the stops to make its departmental researches a necessity - not just a choice, as it were.

3. The Context

As early as 1893, we find Swami Vivekananda encouraging Sir Jamshedji Tata to set up a research organization in the-then British dominated India. Standing at the cutting-edge of scientific researches we can well appreciate why Swamiji laid such a great emphasis on renovation and creativity. Today every domain of human knowledge is pushing out its frontiers at an unheard-of rapidity. And, anyone in the higher academic domain can remain oblivious of these advancements only at the risk of unproductivity.

The above mentioned predicament is no less pronounced at the Under-graduate and Post-graduate courses of studies. The reason is not far to seek. Ideally these courses at their completion are supposed to segue into their respective domains of higher researches. However, when not upgraded with the latest ideas, the courses suffer the inevitability of getting delinked from the mainstream knowledge.

Indeed, the trend of our students going into higher researches acted as a great impetus for us to make research activities a common enough aspect of a number of departments. It is largely in this context that the spurt in departmental research activities can be viewed.

4. The Practice

Granted by the University of Calcutta the permission to conduct M.Phil. / Ph.D. courses from the academic session 2015-16, our Institute is a recognized research center. What follows is a brief synopsis of research infrastructures interwoven into the teaching and learning of some of the departments.

'Zero' gallery of Mathematics department :

Bearing in mind that 'Zero' was India's singular contribution to the number system of Mathematics, the department of Mathematics chose to christen its research gallery as 'Zero'. The gallery is a veritable repertoire of 'Mathematics in demonstration' – starting from the fundamental principles to the latest theories. This grand sweep of demonstrated topics has a potent impact on the students' minds - firing their imagination to delve into the awe-inspiring world of Mathematics. In addition, the gallery regularly hosts students' colloquium and various national/international seminars.

It is important to mention that the department of Mathematics conducts Ph.D. course under its aegis. Indeed, the quality of Ph.D. research has been steadily on the rise over the years.

Research laboratories of the departments of Physics and Chemistry:

It goes to the credit of the departments of Physics and Chemistry to have restructured their departmental labs to conform to high-end research activities. Both the departments, conducting as they do Ph.D. courses, saw to installing the state of the art machineries in their laboratories to facilitate quality researches.

These departments conduct weekly seminars and colloquiums to instill in their students the urge for scientific exploration. Indeed, under the mentorship of the accomplished teachers, the students of Physics and Chemistry departments well come across as budding scientists in their zeal for investigative researches.

'Shakespeare Gallery' of the department of English:

The history of English literature comes alive, as it were, in the 'Shakespeare Gallery' - the pride of place of the English department. The wood-paneled walls of the gallery are mounted with the oil-paintings of English litterateurs of every genre and age. One can take a tour across the gallery, with the Elizabethan dramatists, Victorian novelists, Romantic poets, et al. peering down benevolently from their mounted frames. Indeed, the students and teachers alike, who happen to amble across the gallery room, are verily transported to the literary age to which these great savants of yore belong.

The gallery regularly houses seminars, literary debates, and students' colloquium.

Department of History :

The subject of History, quite unreasonably, is apt to be looked upon as a dry academic discipline, requiring one to memorize the names of kings, queens, their dynasties etc. The department of history turns the table on this unfounded myth by making the students participate in active researches in the shape of frequent forays into the historical sites and archeological excavations therein. Indeed, throughout the year, the department remains abuzz with such field work as opposed to remaining confined to the academics alone.

5. Evidence of Success

While the direct impact of research activities is not conventionally quantifiable except perhaps in such terms as number of Ph.D. & M.Phil. awardees, the indirect impact is indeed abiding and far-reaching.

Some such aspects can be briefly touched upon:

- The teaching and learning, getting continually informed by the latest ideas, has ceased to be a static exercise of repetitive nature. Instead, the teachers and the students alike are ever on their toes to assimilate the newer ideas into the curriculum of their studies.

- The spirit of departmental research keeps percolating to students' colloquium and departmental seminars. This is evidenced by the heightened quality of the presentations made by the students in the students' colloquium as well as the quality participation in the departmental seminars. Indeed, some of the papers presented by our students bear the unmistakable stamp of originality.

- Those of our students who go into doing researches in the premier Institutes such as IITs, IISc, TIFR etc. have a smooth transition from their pre-research studies to the world of higher researches. Such transition is decidedly due to our students having already soaked the spirit of investigative researches during their college days.

6. Problems Encountered and Resources Required

- Problems Encountered:

The research infrastructures – particularly those of the Science departments – are in periodic need of maintenance as well as upgradation in certain instances. This is a huge financial overhead.

In addition, the amount of extra work is an important aspect to be taken into account. Over and above the regular classes, it is no mean thing to engage in active researches. It's idle to deny that, given our limited resources, research activity takes its toll in the form of extra work load.

- Resources Required:

As mentioned, the maintenance and upgradation costs for the existing research infrastructures are really not commensurate with our financial resources. So additional financial grant to overcome this shortage would give a great boost to our research activities.

Finally, we really wish all our academic departments would be augmented with more teachers so that the workload, arising out of research engagements, could be evenly balanced.

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:

	Ramakrishna Mission Residential College, Narendrapur: a model of educa

Topavana **Ideal: a hark-back to the forest universities of ancient India**

Instead of ascribing dead, dull insentience to Nature, the age-old spiritualizing civilization of India has always looked upon Nature as the living source of knowledge. Swami Vivekananda, by way of bringing out the inner meaning of an Upanishadic lore, emphasized that 'true education is gained by living in constant communion with Nature.' To appreciate the role that a pristine natural surrounding plays in educational excellence we must remember Swami Vivekananda's elegant definition of education as 'the manifestation of the perfection already in man.' Indeed, it is in bringing out this potential excellence that Nature acts as a powerful suggestion.

This vision of Swami Vivekananda finds an application in Narendrapur Ramakrishna Mission College where education is a lived experience in its idyllic natural environment. With its majestic trees, the rolling parks, the serene lakes, and its trilling birds, Narendrapur inspires in its inmates a deep sense of solidarity of existence. And no less does this scenic rhapsody invite the students to a world of exploration. Indeed, so deep is the influence of the sylvan setting on the educational ambience of Narendrapur that one might well be reminded of the ideal of *Topavana* – the ancient abode of education and culture in the woods. Our College, thus nestling amidst nature's bounty, has been striving to help manifest in its learners the two dimensions of education – ethical excellence and academic excellence. How is this achieved? This takes us to appreciating the know-how of this process of manifestation as informed by Swami Vivekananda.

Nature: an ally for the unfoldment of the hidden excellence

With his whole thrust on man-making, Swami Vivekananda enunciated his practical philosophy of the combined Yogas (Raja, Bhakti, Karma, and Jnana). Swamiji based this practical approach on the recognition of the entirety of man's psychological constitution – i.e. the cognitive (thinking), affective (feeling), and conative (willing) aspects of a human being. Indeed, Swamiji compared Yogas to a bird. "Three things," he said, "are necessary for a bird to fly — the two wings and the tail as a rudder for steering. Jnana (Knowledge) is the one wing, Bhakti (Love) is the other, and Yoga is the tail that keeps up the balance."

Indeed, the natural environment of Narendrapur, with its flora and fauna, stands as an objective representation of this symbolism of harmonious development. To be sure, the daily life of Narendrapur cannot but heed to such unspoken promptings of the surrounding nature towards a life of harmony. Let us now explore how, taking a cue from nature, Narendrapur has been following an integral approach to help its students achieve educational and ethical excellence.

The Ideal in practice

Every aspect of educational life of Narendrapur is inspired and guided by Swami Vivekananda's unique vision of modern education. Recognizing the supreme need of eternal values amidst societal flux, Swamiji looked upon the 'Gurukula' system of India as an effective antidote to the steady erosion of educational values. At the same time, he put a high premium on the modern scientific knowledge. Swami Vivekananda's integral vision of learning seamlessly combines the elements of 'Gurukula' tradition of India and the scientific temper of the West.

Indeed, the fully residential setting of Narendrapur with the monastics, teachers, and the supporting staff ministering to the resident students takes after a 'Gurukula' system not only in spirit, but in letter too. Against such a residential backdrop, we might as well explore how the four Yogas remain interwoven into

the scheme of a student's daily life.

- The day begins with Raja Yoga. The students, waking up at 5 am, go to the shrine for prayer and meditation. The morning stillness of the surrounding nature adds to the quiescence pervading their minds.

- Living as they do amidst ineffable sweetness of Nature and under the loving care of monks, the students develop great capacity for affectionate relationship with other fellow students. This gives them the latitude and the power of adjustment with others during daily interaction. Such emotional development is indeed an offshoot of Bhakti Yoga.

- Community living in a hostel, if anything, is a great corrective to selfish life. By living under the same roof with others and sharing their sorrows and joys, one invariably rises over pettiness. Soon enough, one develops the capacity to sacrifice one's pet likes and dislikes for others. As such, the students of Narendrapur cannot but imbibe unselfishness – the presiding spirit of Narendrapur. Any day, this is evidenced by a student rushing to the aid of his fellow brothers with alacrity. Such instances of Karma Yoga are part and parcel of Narendrapur's community life.

- While the academic training surely develops one's intellect, the knowledge of fundamental principles of life gives one the true insight into what is essential and what is non-essential. The spiritual atmosphere of Narendrapur equips the students with this rare gift of discernment – the practice of Jnana Yoga. As a result, a student makes his daily life balanced and controlled by his discerning intellect.

Thus, the students remain exposed to an environment conducive to the harmonious development of their 'head, heart, and hand'. The environment verily helps them manifest their character efficiency and intellectual acumen – the twin aspects of perfection. Enabled thus, the students, after the completion of their course, eventually step into the wider world – not just to survive there, but to conquer it by the power of goodness.

Narendrapur, aided by its exquisite physical environment and more importantly by its sterling group of people, has been thus striving to live up to Swami Vivekananda's vision of an ideal educational Institute for turning out individuals who are strong in both skill and value.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our College was identified as College with a Potential for Excellence (CPE) by the University Grants Commission in 2016. Under this CPE scheme, UGC identifies colleges which attain sufficiently high standard in teaching, research and extension activities and hold promise of excellence. While this was a new feather in our cap, what indeed was an icing on the cake was the fact that we topped the list of the colleges in West Bengal that had been granted this honour.

One of the typical and major characteristic strength of our Institution are its Students' hostel, four in number; 'BHAVANA', as we call them, which literally means 'Home' and we take every possible measure to make them a home away from their home, for each of the students, thanks to the selfless service of the monastic and non-monastic members involved in its day-to-day running. Each of the Bhavana has its own Visitors' meeting room, a Shrine with a prayer hall, a dining hall, a common room with indoor games, and a study room for late hour study. A central state-of-the art kitchen situated at Brahmadanda Bhavana, supplies nutritious foods to all the hostel inmates. A separate Building, named Nivedita Bhavana, has one of its floors reserved as the Research Scholars' Hostel, while other rooms are kept as Guest rooms. The building is equipped with separate kitchen and dining hall.

Concluding Remarks :

Ramakrishna Mission Residential College (Autonomous), Narendrapur, is a dream child of an epoch making educationist, Swami lokeswarananda. After the Independence, the post colonial India witnessed a huge influx of refugees the lives of whom were drwoned in utter penury and suffering. In the midst of that dark night, this institution saw the light and showed the same to the thousands of marginalised people.

The college, had its root in a students' home of pre-independence India and unfolded its branches in a poverty-stricken struggling time.

Hence it will never forget to reach out the marginalised but at the same time it will try to visualise a new dawn with new expectation and demand.

New education policy, is gradually unveiling itself. The new era will witness a vast chnage. The college will certainly make an immense contribution in the midst of that.changing country. However, the ethos with which it has been brought up in last six decades and the ideology in which it always finds its incessant inspiration will remain as the beacon in the long coming age.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**Percentage of Programmes where syllabus revision was carried out during the last five years.** 1.1.2.1. **Number of all Programmes offered by the institution during the last five years.** Answer before DVV Verification : 17 Answer after DVV Verification: 16 1.1.2.2. **How many Programmes were revised out of total number of Programmes offered during the last five years** Answer before DVV Verification : 13 Answer after DVV Verification: 13 Remark : DVV has made the changes as per IIQA.
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 13 Answer after DVV Verification: 19 Remark : DVV has made the changes as per the report provided by the HEI.
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
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88	80	91	74	48 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
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88	80	91	70	48	
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
31	31	30	30	33

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	30	29	29	32

Remark : DVV has made the changes as per the certificate provided by the HEI.

3.3.2	**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

Remark : DVV has not consider the unsigned report provided by the HEI.

3.4.2	**Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years**

3.4.2.1. How many Ph.Ds are registered within last 5 years
Answer before DVV Verification : 17
Answer after DVV Verification: 17

3.4.2.2. Number of teachers recognized as guides during the last five years
Answer before DVV Verification : 6
Answer after DVV Verification: 4

Remark : DVV has made the changes as per the report provided by the HEI.

3.6.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

3.6.3.1. **Number of extension and outreach Programs conducted in collaboration with**

industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	21	22	23	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

Remark : DVV has made the changes as per the report provided by the HEI.

| 3.6.4 | **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
385	347	241	272	303

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
56	0	0	0	0

Remark : DVV has not consider the unsinged report provided by the HEI. |

| 4.3.3 | **Bandwidth of internet connection in the Institution.**

Answer before DVV Verification : ?50 MBPS
Answer After DVV Verification: <5 MBPS
Remark : DVV has only consider internet connection bill amount latest completed academic year indicating internet connection plan by the HEI. |

| 5.3.3 | **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
32	33	37	38	36

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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

Remark : DVV has not consider unsinged report provided by the HEI.

6.3.2	**Average 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:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	1	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has made the changes as per the report provided by the HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	15	14	14	13

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	15	14	14	13

2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
655	631	607	573	574

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	Answer After DVV Verification:				
	2019-20	2018-19	2017-18	2016-17	2015-16
	654	630	606	571	572

3.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**				
	Answer before DVV Verification:				
	2019-20	2018-19	2017-18	2016-17	2015-16
	104	102	102	90	89
	Answer After DVV Verification:				
	2019-20	2018-19	2017-18	2016-17	2015-16
	104	102	102	92	86

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