SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

M.U.C.WOMEN'S COLLEGE BURDWAN

M.U.C. WOMENS COLLEGE B.C. ROAD, RAJBATI
713104
www.mucwcburdwan.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The only women's college in Purba Bardhaman district, MUC Women's College was established on 28 July 1955 with the mission of educating women, of Burdwan and the neighbourhood areas. With enrolment of less than 50 students in 1955, the College continued to grow over the years. It introduced science course in 1957, opened the Morning shift in 1970 and also opened PG in

English in 2005. Originally affiliated to Calcutta University, it came under Burdwan University in 1960 and is now recognized as a 'Constituent' College. The College has all through sustained its glorious track record. A good number of our students are University rank holders every year, while a considerable number of students are promoted to the PG level each year. A few of our ex-students have been pursuing their research for M.Phil. and Ph.D., while a few students have been awarded their degrees in their respective research. The gradual academic progress of this college is attested by the increasing number of rank holders(first ten) from this college in Burdwan University: 41 students in 2019, 54 students in 2020, and 61 students in 2021.

The college is marked for its amicable homely atmosphere and academic student-friendly environment. Far from the madding crowds of industrial din and bustle, and free from the political perturbation, MUC Women's College is marked by her pristine academic hallmark. Students from near and far districts and even from neighbouring states like Jharkhand, and a very few students from Bangladesh come to this college.

Located in District town (23O14' 23" N and 87O 51' 10" E), the College is well connected to the rest of the Country by Roadway and Railway. National Highway 2 runs through the town and is just 1KM away from the College. The College has succinctly formulated its vision statement which touches upon the key aspects of its functioning as an academic institute – empowerment of women through education, application orientation of acquired knowledge, bond with community, value-based quality education and development of personality – all of which together have bearing upon the five Core Values of Higher Education identified by NAAC.

Vision

1. WOMEN EDUCATION: FROM ENLIGHTENMENT TO EMPOWERMENT

2. KNOWLEDGE TO WISDOM: PERCEPTION TO APPLICATION

3. COMPLEMENTATION AND INTEGRATION OF INSTITUTION AND SOCIETY

4. NURTURING THE FEELING OF ALL-TIME INDEBTEDNESS TO THE INSTITUTION

5. MOULDING PERSONALITY: CHANGING ONESELF TO BE SUCCESSFUL AND TO BE ACCEPTED

Mission

1. EDUCATION, EMPLOYMENT, SELF-RELIANCE

2. INFORMATION, COMPREHENSION, REPRODUCTION

3. EXTEND, REACH OUT, AND ACCEPT

4. MAKE PROUD, MAKE HAPPY, MAKE CONFIDENT

5. BE TOLERANT AND OTHER REGARDING

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Perceptive & Cooperative management
2. Average quality & potential of students
3. Faculty strength and quality
4. Increasing number of working days
5. Research potential & exposure of teachers; out of the existing 64 faculty members 52 faculty members have PhD degrees, while a few faculty members have postdoctoral research projects and fellowships. Six faculty members are actively engaged in research supervision.
6. Campus free from political hazards
7. Transparency of administration and admission

Institutional Weakness

1. Absence of Career oriented/ professional courses

2. Lack of freedom in designing curriculum & introducing courses.

3. Fewer PG departments

4. Absence of institution-industry linkage

Institutional Opportunity

1. Availability of experts from various fields & profession in the town

2. Scope for cultivating faculty cum student exchange programme with neighbouring colleges

3. Facility for faculty enrichment through NPTEL on-line courses

4. Scope for augmentation in use of renewable energy

5. Locational advantage – proximity to the affiliating University

Institutional Challenge

1. Ensuring greater student involvement in various programmes

2. Enhancing skill development within the framework of the syllabi

3. Modernizing the courses & laboratories

4. Increasing percentage of campus recruitment

5. Filling in vacancies of teaching and non-teaching staff induced by retirement and post abolition.

6. 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

Despite the lack of freedom and autonomy in framing and redesigning the curriculum, the college tries to do optimum justice to the curriculum introduced by the university. The curriculum is introduced and revised periodically by active participation of academicians, in the UGBS of the different departments. Although the college does not have any direct freedom in designing its syllabus, and has to follow the syllabus drafted by Burdwan University, a few teachers of this college participate in the syllabus framing process by their capacity of acting as members on the UGBS and PGBS. If students and teachers have any grievance regarding the syllabus, they have every right to register their points of grievance to the Secretary of UGBS and PGBS where the grievance is supposed to be addressed.

 Other academic and administrative bodies address the practical and developmental needs of the students including their employability at various levels. Departmental committees, faculty 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 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*. Besides, the college as well as the Alumni arranges seminars, workshops, lectures on current and relevant topics which cater to an overall orientation of a student, and help her towards a holistic development. Orientation towards interdisciplinary is also taken care of, inasmuch as students have to take an interdisciplinary course (IDC) as part of the UGC approved NEP syllabus.

Teaching-learning and Evaluation

M.U.C Women's College is marked for its undeviating devotion to teaching and learning. Dereliction of duty leading to absence of classes is treated strictly with zero tolerance. Even when classes are withheld for unavoidable circumstances, teachers are encouraged to take extra classes or even online classes to compensate for the loss. Students who study in this college often complain of their lack of freedom in terms of bunking classes which is strictly discouraged in this college.

Although the average enrolment of students was over 80% in the pre-covid phase, in recent post-covid phase the average enrolment has dwindled substantially for many factors. At present,the average enrolment in all the subjects taken together is around 60% . Teachers adopt student-centric methods of teaching as well as use of ICT tools and Smart Classrooms. The college has reformed its evaluative system by introducing viva voce in language course, Rubrics Score sheet for Internal Assessment, Bloom's Taxonomy method in Outcome assessment, and by customizing software for computer-based assessment of knowledge acquisition.

Before the introduction of the actual Honours Courses, a Diagnostic Test of the new entrants is taken so as to know their academic background, and to divide the learners into different categories like "Excellent", "Very Good", "Good", "Average" and "Poor".

Internal Assessments of Honours courses are usually done by the departments, while those of General Courses are held centrally through the Examination Committee. Even when Departments have the autonomy of conducting Internal Examinations, there is a Monitoring Committee which monitors the entire paraphernalia of examination and evaluation. . The average success percentage higher than University success percentage – almost 95% in UG and PG taken together. To address and redress grievances related to results of Internal Assessment, the answer scripts of the same are shown on a given date to students who can learn about their errors committed and rectify them.

Research, Innovations and Extension

The college can boast of its stupendous research output. Out of the existing 65 permanent faculty members 51 have PhD as their highest degree of qualification. During the assessment period our faculty members have contributed 173 research papers, and 61 book chapters to original research. The number of teachers having acquired their PhD during this period is 19, while two teachers have been acting as research supervisors recognized by Burdwan University, and one teacher of Physics is recognized as a supervisor by NIIT, Durgapur. Our faculty member Dr. Sisir Kumar Garai (Physics), is included in Marquis Who's Who 2010 & 2011, in International Biography Center (IBC)-Cambridge-2011, and 100 Top Scientists in 2011. The name of Dr. Pradipta Sengupta, Associate Professor of English, is included within the "Select Bibliography of John Updike: 2009-2015" prepared by the famous Updike critic James Schiff and published from the University of Cincinnati. Dr. Pradipta Sengupta has a wide experience of presenting papers and chairing sessions in the international platforms: 5 times in the USA; twice in Serbia (Belgrade) and once in Japan. During the

assessment period the college permitted 57 teachers to participate in Orientation Programmes, Refresher Course, Short Term Course and similar courses for Faculty development. There are as many as six successful research supervisors from this college.

Innovations: As a unique innovative exercise The PG (English) Department arranges a research orientation for their PG students, teaching them how to write research term papers. This apart, teachers who have participated in RC, OP and other FDPs are encouraged to share their newly acquired knowledge with other faculty members of the college.

Extension: The Extension Activities of the college carried out by mainly by NSS, NCC & the alumni, some in collaboration with NGOS like Red Cross Blood Donation Camp & Health check-up camp. Research extension activities are carried out mainly through MoUs through other colleges and conducting different academic conferences of regional,national and international levels. Besides, the college has an effective MoU with **Mohit Ray Center for Studies and Research (MRCSR),** and arranges two conferences every year to promote budding scholars and researchers.

Infrastructure and Learning Resources

Due to several factors like the retirement of the former Principal (Dr. Sukriti Ghosal), the two years of lock-down induced by the pandemic, the joining and quitting of a new principal who stayed for 28 months, and the assumption of charge by the present Teacher-in-charge, it is an indisputable fact that the college has been passing through problems of leadership. And yet, the college has adopted the following infrastructural developments since the last visit:

- Equipping large classrooms with microphones
- Separate computer labs for all science departments including Geography and Economics.
- The College Library is equipped with a large number of books and journals with Open access facility supported with 100 Mbps Internet.
- Apart from the existing gymnasium, a yoga center is established
- Addition of new spacious wardrobes in the Principal's chamber
- Introduction of an expensive and gorgeous chandelier light
- Addition of Students' Cheap Store opposite the Xerox Center
- Addition of numerous saplings and plants
- Renovation of English Department, English Seminar Library and departmental Toilet
- Introduction of Aqua Guard at the Department of English
- Renovations of Staff Toilets for teachers and non-teaching staff.
- Full AC facility to IQAC room
- Also the college NSS owns an amplifier cum sound box used for cultural presentation before small gathering.
- New Boards for displaying departmental Wall Magazines.
- Curtains for different departments
- Introduction of Integrated Library Management System (ILMS) is an automated package of library services
- Allocation of Rs 50,000/ for every department every year
- As per the recommendation of the previous NAAC peer team, renovation of old hostels and college canteen have been initiated.

Student Support and Progression

This college caters to the satisfaction of students in every possible way. The College has succeeded in bringing a huge number of students under the coverage of various types of scholarships & stipends–Kanyashree, SC, ST, Minority, Jindal, SVMCM, among others. Applications are sought every year from indigent students for full-free and half-free studentship, depending on the financial straits of the students concerned. The college has arranged for a free cycle stand and scooty stand for students. To cater to the huge number of students there are two canteens exclusively for students. The college has introduced a Students' Cheap Store from where they can buy copies, pens, and other articles related to their daily needs. . The gym and the Yoga center have attracted a large number of students. Besides, during the exams the students are allowed to keep their borrowed books even after the date of return, and can return them only after the completion of their exams. Every year the college arranges a free eye-checking camp for students. Sanitary napkin dispensing machine is also available for use. There is a pick and drop facility for female faculty members working late at night in college campus. There is a 24×7 psychological counselling cell also. Women Empowerment Cell is also active in the college.

 In absence of a Students' Union due to the instruction of the West Bengal Government, Students' Unit has been formed. The students of the unit keep a liaison with the teachers and administration so as to carry out different activities and cultural programmes in the college. The college has increased its budgetary allocation to students for conducting programmes like the Saraswati Puja, the Annual Cultural Programme "Jagriti", etc. The students may lodge their grievances, if any to the Grievance Redressal Cell, while aspirants for jobs may take help from the Career Counseling Cell. Besides, the college invites different companies and organizations occasionaly to sensitize our students in different sensitization programmes and career related programmes.

Governance, Leadership and Management

In keeping with its well-defined vision, the college tries to translate it into concrete action in terms of charting out the bench-markers for success. For an overall development of the college along term perspective plan and strategic plan have been prepared. The following steps may testify to the smooth functioning of leadership, management and governance.

- A democratically elected Governing Body which holds occasional meeting and thrashes out the issues and problems of college
- Intimation to GB members done through e-mail
- GB Resolutions dished out through email.
- Online admission
- Sitting Arrangement of students posted on the website the day before different examinations
- Decentralization of administration through constitution of committees and ratification of these committees in the Governing Body
- Manual of committees prepared outlining the composition, tenure, function and jurisdiction of each committee.
- Maximum freedom given to the committees to make and implement decisions
- Democratic selection of Bursar
- Time Table of service prepared and hosted on the College Website to ensure accountability in rendering service to the students.
- Team spirit encouraged among the staff.
- Gradually switching over to e-governance initiated
- Salary through COSA software

- Paperless office introduced; leave application sent through e-mail;
- Preparation of Academic Audit, Green Audit, and Gender Audit
- Regular auditing of UGC, the State Govt., University, RUSA grants
- Rotational Headship as per seniority
- Sweet and amicable liaison between teaching and non-teaching staff.

Institutional Values and Best Practices

Inculcation of positive values among the students is the *summmum bonum* of our academic pursuit. The college aims at implementing the 3H formulas of Swami Vivekananda: the combination of Head, Heart and Hand. Accordingly, the college arranges academic programmes which stimulate and provoke one's original thinking, value-based programmes which aim at enlargement of one's heart and Emotional Intelligence (EQ), as well as Spiritual Intelligence (SQ), and technical programmes and workshops which teach practical skills to our learners. In this context one should take note of the five Graduate attributes of this college:

1. Gender Equality,
2. Communal Harmony,
3. Dignity of Labor,
4. Social Accountability,
5. Scientific Temper.

Best Practice: 1

Stall Competition among all the Departments : During the Annual Social function of the college, popularly known as "Jagriti" the college has initiated a healthy practice of Stall presentation of each department. Each department participates in a competition among themselves in this stall exhibition and presentation. The departments usually dwell on a burning or current issue like "pandemic", "politics of war", "global warming", "terrorism", crisis of drinking water", "communal harmony", "human rights", etc. Student volunteers of the department concerned are required to offer their demonstration before the external experts, chosen from the affiliating university and neighbouring colleges, and satisfy the queries of the experts. Prizes are given the next day. This practice has been running with great success for more than 15 years in this college, and has elicited warm responses from the students of local schools, colleges and the university.

Best Practice: 2

Promotion of Research

Promotion of research is the second best practice of the college. Teachers are encouraged to present and publish research papers, and to apply for research supervisors. Six teachers have been acting as Research Supervisors. The college peer-reviewed research journal JAST has brought out 5 issues, and the publication of the 6th issue is in progress. One non-teaching staff of this college(Dr. Krishnendu Roy) has been awarded his PhD degree from Burdwan University. The research output of the faculty members of this college is enviable and stupendous.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M.U.C.WOMEN'S COLLEGE BURDWAN
Address	M.U.C. Womens College B.C. Road, Rajbati
City	Burdwan
State	West Bengal
Pin	713104
Website	www.mucwcburdwan.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Mallika Chakraborty	0342-2533168	9434062597	-	mucwcburdwan@gmail.com
Associate Professor	Pradipta Sengupta	-	8617695141	-	pradiptasg.eng@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Burdwan	[View Document](#)
West Bengal	University of Burdwan	No File Found

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-05-2016	[View Document](#)
12B of UGC	31-05-2016	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	M.U.C. Womens College B.C. Road, Rajbati	Urban	5.18	8810

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,	48	Higher Secondary	Bengali	388	201
UG	BA,English,	48	Higher Secondary	English	208	140
UG	BA,Sanskrit,	48	Higher Secondary	Bengali,Sanskrit	298	96
UG	BA,History,	48	Higher Secondary	English,Bengali	298	152
UG	BA,Political Science,	48	Higher Secondary	English,Bengali	269	135
UG	BA,Geography,	48	Higher Secondary	English,Bengali	89	63
UG	BA,Economics,	48	Higher Secondary	English	99	3
UG	BA,Philosophy,	48	Higher Secondary	English,Bengali	289	152
UG	BSc,Mathematics,	48	Higher Secondary	English	124	39
UG	BSc,Physics,	48	Higher Secondary	English	69	24
UG	BSc,Chemistry,	48	Higher Secondary	English	79	44
UG	BSc,Zoology,	48	Higher Secondary	English	69	67
UG	BSc,Botany,	48	Higher Secondary	English	69	49
UG	BSc,Nutrition,	48	Higher Secondary	English	40	31
UG	BSc,Microbiology,	48	Higher Secondary	English	49	40
UG	BSc,Computer Science,	48	Higher Secondary	English	31	21

UG	BA,Education,	36	Higher Secondary	Bengali	130	88
UG	BA,Physical Education,	36	Higher Secondary	Bengali	60	42
UG	BA,Mass Communication And Journalism,	36	Higher Secondary	English,Bengali	20	12
UG	BSc,Statistics,	36	Higher Secondary	English	25	0
PG	MA,English Pg,	24	Higher Secondary	English	42	34

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				23				48			
Recruited	0	0	0	0	11	12	0	23	25	17	0	42
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				35
Recruited	19	4	0	23
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	16	18	0	34
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	12	11	0	19	12	0	54
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	0	0	0	10	12	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1025	0	0	1	1026
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	32	0	0	0	32
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	189	241	227	205
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	50	50	59	40
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	259	263	245	215
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	528	701	782	613
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1026	1255	1313	1073

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	With its avowed mission of imparting a holistic education among all its learners, M.U.C. Women's College Burdwan has promoted an interdisciplinary approach to studies. Usually students take up one course for their undergraduate studies or Postgraduate studies in English. But while pursuing their course of studies with a discipline, they are encouraged to take specific academic discourse (both within the syllabus and outside that) from multiple approaches/perspectives and, thus, to develop a synchronized coordinated viewpoint which would help them in conflating and contexualizing their studies with the contemporary society, combining theory with precept. For example, all students of UG

have to compulsorily study a paper on Environmental Studies. Similarly, the students of PG(English) have to undertake a Social Outreach Project. Both in the UG and English PG syllabi there are interdisciplinary components taking up cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum . Special lectures and programmes are also arranged catering to some other important areas like fashion, popular culture, music, films, current affairs and politics, media culture, inter-textual analysis, etc. To accomplish this teachers from other departments, for example- Mass Communication, Bengali, Philosophy, History, Political Science, Science faculty, et al. are invited to take classes on those areas. Even teachers from other institutes, media persons, and persons engaged with NGO, Psychiatry, Film Studies, Gender Studies, etc. also are invited to give lectures and to conduct workshops round the year. The institution offers flexible and innovative curricula that includes credit-based courses (in the CBCS model), and projects in the areas of community engagement and service, environmental education, and value-based education towards the attainment of a holistic and multidisciplinary education. Many subjects have environmental education as a part of the syllabus. Environmental Studies is a Compulsory subject for all students of the college. Community engagement and service are instilled in the students through NSS and NCC. Landscaping, gardening and environmental awareness projects are taken up both by the students and teachers. Gender Sensitization programmes, Women Empowerment programmes, legal awareness programmes, nutritional awareness programmes, environment and sustainable development awareness programmes, etc are also conducted regularly by the college to ensure interdisciplinary approach to formal education offered by the institution. Computer courses, language courses, skill enhancement courses, etc. are conducted regularly. Add on courses on communication, grooming, leadership, personality development, value based education, research ethics, training on computer courses and application, Research Methodology, IPR, Photography, and other interdisciplinary subjects are organized on a regular basis. The college tries to look after the mental wellness of both the students and teachers through

	yoga programmes and other art of living programmes which are interdisciplinary in approach. For women empowerment, lessons on culinary art, aesthetic DIY, interior decoration, etc. are also given in synchronization with the core learning subjects. Furthermore, the college has signed MoU with a few institutions to promote augmentation of knowledge and reinforcement of interdisciplinarity. Finally, in the recent NEP syllabus, every student has to compulsorily take up one paper on Interdisciplinary Course.
2. Academic bank of credits (ABC):	The Academic Bank Credit (ABC) is maintained by the college in terms of its adherence to the old CBCS syllabus and the recent NEP syllabus, both of which aim at acquiring certain credit points for each paper. The syllabi of both CBCS and NEP clearly map out the credits to be assigned to each paper. The allotment of lecture hours in the syllabi is also made conspicuous in the syllabi themselves. The classes allotted in the Routine are also done accordingly in consonance with the Credits assigned to each paper. The mark sheet given to the students after each semester by the University of Burdwan, to which the college is affiliated, provides the number of credits attained by the students. The marking system is based on the grading system, as directed in the CBCS model which allows the institution to lodge and maintain the integrity of the credits, the authenticity and confidentiality of student credits, easy credit transfer through digital mode, and faster credit recognition. The college is affiliated to The University of Burdwan which has registered under the ABC, and follows the ABC model.
3. Skill development:	With its intrinsic mission of imparting an interdisciplinary approach to learning for a holistic development of the learners, the college takes particular care for the development of a wide array of skills among our learners. As per the CBCS curricula framed by the UGC and followed diligently by the college, all Honours students have to complete two papers of Skill Enhancement Course (SEC), that are related to their Honours subject, and in every Programme Course a student has to complete four papers of SEC, related to their 1st subject (of the two subjects that they have opted for). Each SEC paper has two credits each. These SEC papers aim at skill enhancement in the respective fields of the students.

	This apart, the newly introduced NEP curriculum has also introduced certain SEC courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has taken proper steps to integrate and conflate an awareness of indigenous Indian Knowledge system and the modern use of technology through online courses and the use of smart classroom teaching devices. Sanskrit and Bengali are taught in the college, and the institution offers both Honours and Pass degrees in these subjects. Most of the subjects in both the Arts and Science streams are taught in the bi-lingual mode in the class -- that is, both Bengali and English, and examination question papers are set in both languages. Students submit answer papers and project papers in both languages. All seminars and webinars, except those in particular language subjects like English, Bengali, Hindi, or Sanskrit, are conducted in the bi-lingual mode. The subjects taught in bi-lingual mode are -- History, Political Science, Philosophy, Economics, Education, Physical Education, Mathematics, Botany, Zoology, Environmental Science, Nutrition, Computer Science, etc. Indian culture is promoted in all the cultural programmes and functions of the college. Yoga is taught regularly by the Dept. of Physical Education in our college, and training sessions are also conducted in the college. To adduce an example of the introduction of Indian Knowledge system, we may say that students of English Honours in the CBCS pattern had Indian Classical Literature in CC1 which included Kalidasa's Abhijnana Shakuntalam, Sudraka's Mricchakatika, Vyasa's The Mahabharata (Book-II), etc.
5. Focus on Outcome based education (OBE):	The very syllabi of CBCS and NEP focus on Outcome Based Education (OBE), and have clearly charted out the outcomes on the syllabi. The CO, PO, and PSO-s of all the courses and programmes of the college have been uploaded on the college website, and are communicated to the students at the beginning of the First Semester. The prospects of each course are communicated to the students by the teachers of respective departments, through mentoring activities and also by the Career Counselling Cell in its various programmes throughout the year. The courses follow the CBCS pattern, and have skill-oriented components, which help the students in developing employability skills. Each Honours course student has to complete two

	Skill Enhancement Course (SEC) papers, and each Programme/ General degree Course student has to complete four SEC papers in order to obtain Graduation degree from the University through the college.
6. Distance education/online education:	There is no such course at present in the college. But during and after Covid pandemic situation, the college has gone through on line education system and after the reopening of college campus, blended mode of 'teaching learning evaluation system' has also been taken care of as per situational demand and requirement. However, it is an unofficial practice of many teachers to take extra classes through online mode, for the completion of teaching assignments when they cannot complete them in their classes because of their involvement in different committees. In addition to this, many teachers provide e-study materials to students in their respective whats app groups, and this also testifies to a form of online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No, the college has not set up any Electoral Literacy Club (ELC) because the entire election process is conducted under the aegis of the Chief Election Officer of a district or the District Magistrate. In fact, the college neither has any freedom to set up a separate ELC, nor has the Higher Education Department of West Bengal sent any instruction to the college to take any initiative in this regard. Furthermore, since there is no students' union as per the stipulations of the Government of West Bengal, there was no necessity for the establishment of ELC.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Since there is no ELC, this issue cannot be addressed.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The Government of West Bengal has temporarily suspended the existence of Students' Unions in different colleges for the last few years. Thus there is neither any Students' Union nor any election of students' union for the last few years. Hence this

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	question becomes inapplicable to a college like ours at this moment.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Since the Government of West Bengal has temporarily eliminated the existence of students' unions in different colleges, such drives and campaigns become unnecessary.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Given the fact that there is neither any Students' Union, nor any election for it, such mechanisms have not been developed.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2510	2626	2146	2674	2792

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

2 Teachers

2.1

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

Response: 115

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	102	105	108	82

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
160.773	85.72	142.23	261.564	237.13

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

For an effective implementation of curriculum, the institution makes a rigorous and proper planning well ahead of the commencement of the academic year. The institution resorts to the following measures for an effective delivery of curriculum:

- Preparation of Academic Calendar
- Publication of Prospectus
- Preparation of Time-Table
- Maintaining Unique Attendance Register
- Preparation of Modules
- Syllabus completion Monitoring
- Introduction of Outcome Based Education

The Academic Calendar is prepared meticulously and clearly enumerates the number

mentions the number of working days, and teaching days, the list of holidays, the tentative dates of Internal Assessments for each semester, and also the tentative date of commencement of class and also of university examinations. The Prospectus of the college (also available on the college website) clearly mentions the course structure, subjects to be offered, distribution of marks, credits to be earned, and other relevant information for UG Honours, and UG General Courses related to Curriculum. The Time Table of each department is prepared by the HOD with consultation of other teachers. The Time Table takes into account the number of classes commensurate with the Credits in each paper, and clearly mentions theoretical classes, practical classes, and tutorial classes, while it also leaves space for Library work. Attendance Register for the teachers has been prepared so as to make daily record of all academic activities of the faculty in terms of classes allotted, classes taken, extra work done, leave enjoyed, holidays enjoyed, teaching days, etc. It ensures a transparency in the delivery of curriculum through the classes allotted to and classes taken by any faculty member. Preparation of modules is done by all the faculty members concerned, depending on the portion of assignment allotted to a faculty member. It conduces to a smooth execution of a huge chunk of syllabus in bits and parts, and also helps in time management. This college can boast of the fact that almost 95% syllabus is completed within the stipulated time. However, if any teacher fails to complete his/her assignment within the stipulated time, he/she is free to take extra classes, online classes. Students are required to submit a syllabus completion report. To make it more objective and transparent, the matter of syllabus completion has been included in the student appraisal format to get student feedback on individual teacher regarding effective teaching of

the assigned component of the syllabus.

With the introduction of CBCS, the college has switched to Outcome Based Education. For this

purpose PO, PSO, and CO have been worked out by the departments. These have been hosted on website, and outcome measurement method has been finalized. For a better implementation of curriculum the college has also adopted the following steps:

- Arranging special classes for academically weak students
- Arranging special lectures by invited teachers
- Inviting a faculty member of related subjects to provide overviews on chosen topics
- Providing ample study materials on topics taught
- Encouraging students for Library Work so as to supplement classroom teaching

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

1.2 Academic Flexibility

1.2.1

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

Response: 10

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 2.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	163	0	0	20

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Holistic development of every student is the avowed mission and *raison d'etre* of this college. The college tries to adhere to Swami Vivekananda's concept of the combination of the 3 Hs: Head, Heart and Hand. The college aims at our students' success at the academic and social level. The college tries to check that a student should not only develop ample subject knowledge but also acquire general awareness about cross-cutting issues, so that she may keep herself abreast of the current issues and problems rocking and racking our society and our civilization. To materialize this emphasis has been laid on interdisciplinary sensitization programmes. Significantly, the recent NEP curriculum has laid enormous importance on Interdisciplinary Courses. The institution regularly tries to integrate these cross-cutting social issues to the curriculum by periodically organizing seminars/ workshops having bearing on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. The role of the Women Study Centre of the college is significant in that it arranges a wide array of programmes throughout the year to sensitize the learners to the question of Gender Equality. In our time of Climate Change and Environmental Disaster, the issue of Environment and Sustainability is of telling import. So in every session the Science departments in general and the Geography department in particular adopt programmes to create awareness about Environment and Sustainability. No personal development is possible without nurturing of human values. The college hence arranges programmes which aim at and cater to the Communal Harmony, Dignity of Labour and Concern for the Otherwise Able are the three best Human Values that the institution tries to inculcate in the minds of the learners. Scientific Temper which consists in rational, critical approach to life so as to liberate the mind from obscurantism and superstition is another Human Value promoted on regular basis in the institution. The college also takes care to address the five Graduate Attributes of the college

1. Gender Equality,
2. Communal Harmony,
3. Dignity of Labor,
4. Social Accountability,
5. Scientific Temper.

It is in these different ways that the college integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.

1.3.2

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

Response: 11.59

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

Response: 291

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 58.44

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1255	1313	1073	1337	1396

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

2022-23	2021-22	2020-21	2019-20	2018-19
2248	2248	2198	2198	2015

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
527	522	457	580	517

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

2022-23	2021-22	2020-21	2019-20	2018-19
1015	1015	992	992	806

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.1

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

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:

Learning through direct experience is done in the following ways.

- Practical Classes: Students of Physics, Chemistry, Mathematics, Computer Science, Microbiology and Nutrition conduct experiments to acquire first-hand knowledge of their respective subjects.
- Excursions undertaken by students of Geography, Zoology, and Botany
- Visits to ICDS and Old age Home by students of Microbiology
- Visits to small industries by students of Microbiology
- Visits to National Library and Indian Museum, Kolkata by students of English
- Visit to museum by students of History
- Survey conducted by PG students of English as part of their "Social Outreach Programme"
- Besides, the movie versions and drama versions of literary texts shown to the students in classes give them a chance to experience the literary world vicariously through aesthetic performance.

Participative Learning:

- Institutional E-learning through college E-Study resource and Library
- Intra and Inter-Classroom Debates
- Stall Competitions
- Class-Presentations
- Presenting papers in seminars
- Participation in Quiz competition
- Regular participation in Youth Parliament Competition.
- Participation in the cultural programmes and observance of special days
- NSS and NCC activities
- Activities of the Alumni of this college (Chirayata)
- Students-oriented seminars.
- Evaluating films shown for the purpose of classroom teaching or promotion of awareness (Social Science departments and the departments of English & Bengali)
- Publication of departmental Wall Magazine by every department

The college also resorts to problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process. 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. Most of the teachers use Smart Classrooms, and also impart study materials to students through their respective Whats app Groups.

Other problem solving methodologies are embedded within the very tradition classroom teaching lectures in which teachers moot a problem or raise a debate to stimulate the original thinking capacity of their students, and force them, as it were, towards brainstorming to sort out their desired solutions.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	102	105	108	82

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document]()

2.4.2

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

Response: 76.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	77	73	71	69

File Description	Document
Institution data in the prescribed format	[View Document]()

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has a transparent and objective mechanism regarding both internal assessment and external university examinations, and does not on principle resort to any clandestine malpractice. At the very outset, a candidate becomes aware of the tentative month of the first semester examination from the College Prospectus. The tentative date of internal assessment is spelled out well ahead of it, and notification regarding it is done in the Notice Book , Notice Board, as well as in soft copies. Usually in the CBCS pattern Internal Assessments for C1 and C2 are held at the end of the 8th week and 16th week after the commencement of the course, respectively. The same notice is dished out in the students' whats app groups, and the students are informed about the mode and method of examination in terms of marks distribution. The departments usually resort to diverse mode of exams like written exams, assignments, viva-voce, etc. After the internal exams and the evaluation of the scripts, the same scripts are shown to students on a given notified date, so that they made identify their errors and rectify them in future exams.

As regards external assessment conducted by the university, the university announces the date of exams, the programme of exams and the centers or venues of exams on the university website.

The publication of results is also available online.

The grievance of any student regarding examination and evaluation matters is redressed following the university rules for Review and Scrutiny of scripts. Till date there has not been any

major complaint regarding under-marking, over-marking or perfunctory assessment. To make the process transparent the date is notified, and the notification is posted on the website. This checking of evaluated scripts by the students is time-bound and efficient since the process is completed roughly within two weeks, but positively before the filling up of form for university examination. If any student is not satisfied with her results, she can seek justice by going for a Review. A candidate can also claim the photocopied version of her checked script by applying for it through proper channel to the university. If the results of a large number of students of a particular batch of this college are awfully and unexpectedly bad, they may appeal to the Controller of Examinations through a written letter signed by all the students of the same batch. The Head of the Department concerned and the Principal/Teacher-in-charge of the college forward the same letter with request for consideration. Thus the college takes an active initiative into redressing the grievances of students regarding their evaluative process.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Since the introduction of CBCS syllabus, all teaching learning methods are geared towards the achievements of certain outcomes, identified mainly as Programme Outcomes (POs), Course Outcomes (COs), and Programme Specific Outcomes (PSOs) . The POs, COs and PSOs are clearly spelled out at the beginning of every programme and course, so that both the teachers as well as the learners become aware of their destination prior to their journey. Suffice it to say, the nature, content and number of the outcomes varies from one course to another course. However, the outcomes are prepared in such a way that as to make it feasible and possible for teachers and learners to attain them within the stipulated time. In fact, both the hitherto prevailing CBCS syllabus and the newly introduce NEP syllabus hinge on an Outcome Based Education(OBE). Thus, prior to the introduction of a programme and a Course, the outcomes are conspicuously mentioned and the same syllabus posted on the university website . The college also uploads the POs, and COs of each subject from time to time on the college website. Besides, the college ensures the circulation of POs, COs and PSOs through the following ways:

- Copy of PO.PSO & CO has been kept in the Library for consultation
- Semester specific PO.PSO & CO has also been made available at college photocopying centre so that the interested learners can collect a copy of it when they join a course at the beginning of a Semester
- The same has also been sent to all faculty members by e-mail
- The mentors have been asked to share them with the mentees

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In order to ensure the attainment of POs, COs, and PSOs the college since its last assessment period has resorted to the   Bloom's Taxonomy of Outcome Measurement for effective switching over to Outcome Based Education. According to Bloom's Model, this has been mapped in terms of following six verbs of action, indicating progressively deeper levels of performance:

Remember>Understand>Apply>Analyze>Evaluate>Create.

At the first stage Course Outcomes are identified using action verbs like Apply, Implement, Utilize, Develop, Analyze, Detect and then these are co-related to PSOs which are discipline–specific and to POs which are discipline nonspecific. After the completion of syllabus each department usually arranges a departmental meeting in which the faculty members thrash out the attainment of POs and COs, and the issues confronted, if any, for the attainment of the outcomes. The faculty members assess the degree of

progress based on degree of correlation between CO & PSO/ PO, to get a clear picture of the level of knowledge acquired at the end of the final Semester/ Programme. Finally, a correlation is established between COs and POs and COs and PSOs on the scale of 0 to 3, 0 being no correlation, 1 being the low correlation, 2 being medium correlation and 3 being high correlation.

IQAC in its meetings during the semesters and at the end of the semesters discuss with all

stake holders 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. 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 administration.
- 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.

2.6.3

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

Response: 95.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
746	1120	1089	991	841

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
899	1123	1092	992	884

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.33

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 59.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.45	15	15	15	11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college, despite its constraints of being a constituent college of Burdwan University, has developed an indigenous ecosystem for innovations, and Indian Knowledge System (IKS) in the following ways:

- Observance of festivals and special days like Republic Day, Saraswati Puja, Dol Utsab (the festival of colours), 25th Baisakh (The Birthday of Rabindranath Tagore), birthdays of other great Indians, Independence Day, Raksha Bandhan Teachers' Day, etc. which bear the hallmark of Indian culture and Indianness.
- The Library preserves some rare collections of Indian literature, including Bengali, Sanskrit and Indian English Literatures. For example, the college library has rare authentic collections of the *Ramayana* and the *Mahabharata*.
- The Library has a rich collection of Sanskrit scriptures and books on Sanskrit Poetics.
- The Library contains a separate room for preserving historical books and biographies. For

example, in our library can may find the rare critical journals on Dalit Literature.

- The nurturing of Indian Knowledge System (IKS) is particularly done through certain courses with the CBCS syllabus. For example the CC1 of English Hons is on Classical Indian literature which includes texts like the *Mahabharata* (Book-2), Kalidasa's *Abhijnan Shakuntalam*, Sudraka's *Mricchakatika*, Banabhatta's *Kadambari*, etc. Similarly at the UG level such Indian critical concepts like Bharata's *Rasa* theory and Anandabardhana's *Dhvani* theory are taught.
- Indian Knowledge System (IKS) is further cultivated by inviting experts on areas germane to Indian literature, criticism and cultur , and by inviting faculty members of Sanskrit and Philosophy from within the college to offer an overview on these areas.

Being a constituent college, this college does not have an Incubation center in the true sense of the term. Nevertheless, the college has constituted a governing cell for promotion of research. Teachers who have earned appreciable distinction as researchers are members of the body which acts as an Incubation Centre to promote and initiate the following actions:

- To advise and assist the faculty to apply for Major/Minor Research Projects and other Fellowships
- To motivate the faculty to publish research articles on regular basis
- To identify emerging areas of research
- To publish the College multidisciplinary peer-reviewed journal, *JAST*
- To ensure that books and equipments procured for a particular research can be further utilized by other researchers
- To preserve & make accessible fruits of research

The cell is visibly active as evident from the following:

- Five issues of the peer-reviewed Research journal *JAST* published
- Taken initiative to update teacher profile and post it on institutional website
- www.mucwcburdwan.org in order to open avenue for collaborative research
- Taken decision for adhering to the principle of research-ethics in publication
- Recommended to the Management introduction of Research-incentive scheme
- The college also encourages its faculties to ensure their IPR, and technology transfer
- Moved the college authority in approaching the University with proposal for recognition of research supervisors. **At present there are six successful research supervisors from this college: Dr. Sisir Kumar Garai (Physics); Dr. Pradipta Sengupta (English); Dr. Ahin Punya Mitra (Philosophy); Dr. Anupama Chowdhury (English); Dr. Kazi Mojur Ali (Nutrition); and Dr. Nayan Roy (Zoology).**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	17	03	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	36	24	11	07

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

Response: 0.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	11	12	05

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The college has a consistent practice of conducting and continuing extension activities in the neighbouring community. One of the vision statements of the college is 'Complementation and Integration of Institution and Society'. So the institution persistently promotes institution-community network for holistic development of its learners. In order to integrate it into the curriculum, Social outreach factor has been included in the PG Term Paper. The objective of extension activity is twofold: strengthening the link between the institution and society which supports and sustains it broadening the perception level of the learners – or what is known as "psycho-social evolution" –through social exposure and participation. In our institution extension activities are carried out by 2 N.S.S. units and NCC (under 5 Bengal battalion for girls)

Chirayata, college alumni association, in collaboration with NGOs like Red Cross.

Some of the major activities include:

- Blood Donation Camp
- Health Check-up Camp awareness drive & carrier test
- Breast Cancer Awareness Programme
- Yoga & Meditation on World Yoga Day
- Campaign against Drug, Tobacco & Alcohol addiction

- Campaign against use of Plastic
- Vittiya Saksharta Abhiyan (VISAKA) – programme on cash less transaction
- Swachh Bharat Abhiyan
- Awareness Rally on Road Safety,
- AIDS Prevention, Population Control
- Legal awareness regarding Domestic Violence & Human Rights
- Special Programme for the Disabled and the Aged on World Disabled Day

Among other extension activities the following may be noted:

- Dry Food and new dresses, mask & sanitizer distribution to COVID affected needy people from Balir Bagan Slum (Adopted slum MUCWC NSS UNIT II).Date: 7/10/2021.
- AIDS Day celebration - Awareness Programme (Online) on World AIDS Day. Date: Wednesday, 1st December, 2021. Time: 12.00 -2.00 PM
- International Human Rights Day: A Student's Awareness Program on 10/12/2021 Time: 10.30 AM – 12.00PM
- A free Eye- Check Up Camp for students of M.U.C. Women's College and an Awareness talk by Dr Sourav Ghosh. Date: 14/12/2021; Time:1 PM - 4.30 PM
- Awareness Programme on blood donation and AIDS "Share Blood, Save a Life" (Seminar) Date: 31/3/2022; Time: 2 PM – 3.30 PM.

- Free Blood Donation Camp on 2nd April, 2022, Saturday from 10.30 AM
- Celebration of World Health Day on 7th April, 2022. Time: from 9.30 AM
- Celebration of World Bicycle Day - Bicycle rally and awareness campaign by NSS volunteers on 03/06/2022
- Online Celebration of "World Environment Day" on 05/06/2022(Sunday)
- International Yoga Day Celebration on 20/6/2021 and on 21/06/2022

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

In the Pre-Covid phase major extension activity of the college, carried out by the college Alumni Chirayata was weekly visit to the District Correctional Home with a noble mission of socio-cultural rehabilitation of the female inmates so as to bring them back to the mainstream.

This had elicited warm appreciation and left so positive an impact that the college has been asked by the authority concerned to perform the program twice every week. This, we believe, is an unofficial form of recognition.

This apart, the college has achieved the following award and recognitions in recent years:

- The Indian Red Cross Society, Burdwan felicitated 11 student volunteers of NSS during 2019-2020.
- During 2018-2019 one NSS volunteer received NSS State Award from the Government of West Bengal

File Description	Document
Provide Link for Additional information	[View Document]()

3.4.3

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

Response: 56

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	13	06	00	00

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document]()
Institutional data in the prescribed format	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

3.5 Collaboration

3.5.1

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

Response: 09

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Most of the Humanities departments in the college have four separate classrooms meant for 1st, 2nd, 3rd and 4th year students. Different departments share some of the big halls with microphones for the generalClasses having more than 100 students. Each Science department has departmental class theatres and Labs for practical classes. The Chemistry department has a separate building housing practical Labs for Organic, Inorganic, and Physical Chemistry. The burners in Chemistry labs are centrally fed with LPG fuel from an LPG fuel store in an annexed room. Physics, Computer Science, Mathematics, Geography, Economics, and Nutrition departments have separate computer labs to cater to the need of the computer-based practical components on the syllabus. For each of these departments the number of students is commensurate with the number of computers in the department. For the smooth functioning of the department, departmental computers with internet connectivity have been provided to all the sixteen teaching departments of the college besides the Physical Education department. There are also three Computer Labs and twelve smart classrooms equipped with Short Throw Projectors, Eyeris sensor and projection board. There are ten LED projectors with facility for direct projection from pen drives.Besides, students and faculty members have access to one Language Lab run on advanced software and one Virtual classroom for creating e-resources. The College Auditorium is equipped with large scale image and video projection system with a ceiling mount projector and laptop and laser pointer. The college has also created infrastructure for steady power supply through two rented green generators (60 KV & 30KV) to ensure uninterrupted teaching learning activity. The reprographic centre is mostly used by the students and the teachers for the purpose of photocopying study material required for day-to-day classroom teaching. The college also has three canteens, two for students and one for staff, two cycle stands and one car stand.

Established in 2005, the Physical Education department of the college plays the key role in promoting games and sports activities among students, who have an easy access to a playground (size 70x35 square meters)within the premises. Of the indoor games, students prefer Badminton, Table tennis, Carrom, Chess, Yoga and Gymnastics. There is one hall (size 30X20 square feet) in the Physical Education department used as Yoga Centre and to gain gymnastic skills. The Physical Education department has also a Gymnasium furnished with necessary gadgets for regular practice by students. The college has an Auditorium with in-built sound system used for all cultural activities by the students and staff. For cultural activities the college also owns such musical instruments as harmonium, drums, cymbals, etc. Besides, the college NSS owns an amplifier cum sound box used for cultural presentation before small gathering. There are also many boards for displaying departmental Wall Magazines. Theadequacy of

physical facilities for games and sports and cultural activities have helped many of our students to earn distinction at inter-college competitions (district, state and national levels) in sports and cultural fields.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 23.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
29.27	19.31264	50.40508	63.89	49.56

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

An Integrated Library Management System (ILMS) is an automated package of library services that contains several functions. It is a full featured Integrated Library Management Software. As Koha is open-source software and Linux based, the College Library has chosen it for the purpose of Integrated Library

Management System. Koha integrated various library functionalities.

For the purpose of circulation, the college library has adopted the process of barcoding the books. As regards Authorities, the Library is following Anglo American Cataloguing Rules 2 (AACR2R) for cataloguing and DDC 22nd edition for classification of books .Purchasing and ordering of serial subscription is done through suppliers maintaining the procedure. Acquisition is recorded in an accession register manually. The meta-data entry of books is recorded in the MARC21 (Machine Readable Catalogue) datafield and can be viewed as ISBD (International Standard Bibliographic description) format. Open Public Access Catalogue facility is available to the users within the library premises.

Adequate subscriptions to e-resources and journals are made by the college Library. For example, students, researchers and faculty members of the college have access to e-resources through N-LIST (National Library and Information Services Infrastructure for Scholarly Content). And the library is regularly used by the faculty and students, especially for the open access of e-resources in the College Library.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

In the Session 2023-24, further emphasis has been put upon the enhancement of use of ICT in every academic and administrative sector of the college. Of 110computers available in the college, 20 of them in three Labs have recently been updated. Departments with no computers or PCs have provided with at least one individual desktop/ PC. Computer-student ratio in the campus has thereby increased to 1:29.The Computer labs are equipped with state-of-the-art technology and the Library has good number of computers with stable internet connectivity. Each lab is equipped with uninterrupted power backup either via 800Va digital inverter or green gen set LAN facility available in computer lab and accounts department. Desktopsin the Computer Labs and Accounts department are interconnected with WLAN LAN facility. Other computers in college campus are interconnected with WLAN. For discontinuation of government subsidy coupled with problems like poor connectivity and irregular service, the college switched from BSNL broadband connections under NME project to a high-speed, sophisticated and resilient campus network infrastructure based on Fast Ethernet and WiFi Wireless LAN technologies.

Previously our Institute's internet that uses advanced fibre optic cables gives a wealth of information via connectivity of 2 Mbps to the entire campus including the hostel blocks. But in the academic session 2021-22 College authority make an agreement with Jio Digital life (speed 100 Mbps). The entire campus has password protected Wi-Fi facility with more than 26 wireless access points. The network infrastructure is managed with enforcement of high security measures, spam and virus filtering.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 22.82

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

Response: 110

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.76	2.56	12.89	28.09	15.44

File Description	Document
Institutional data in the prescribed format	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 45.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1191	1141	938	1232	1242

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 0.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	91	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 27.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
292	315	275	238	187

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

2022-23	2021-22	2020-21	2019-20	2018-19
746	1120	1089	991	841

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	01	01	07	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	01	01	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The college can boast of a proactive Alumni known as "Chirayata", founded in 2003. The members of Chirayata usually meet on every Saturday in a separate room allotted to them, to engage themselves in different academic and altruistic activities throughout the year. Some of the common activities of Chirayata include organizing sensitization programmes for students and teachers, organizing health check-up camps, attending all the major cultural programmes of the college, extending financial support to the college, felicitation of senior citizens, to name only a few. Some of the specific activities conducted by Chirayata during 2020-2023 are as follows:

- Online Celebration of forest week (July 2020)
- Felicitation to Dr. Sukriti Ghosal on Teachers' Day for his "Siksha Ratna Award"
- Celebration of bicentenary of Iswarchandra Vidyasagar (Celebrated on 20/9/20)
- Celebration of International Women's Day through Google-meet(on 08/3/21)
- Celebration of International Yoga Day (on 21/6/21)
- Celebration of College Foundation Day (on 28/7/21 and 28/7/22)
- Raksha Bandhan Celebration for Children's Home for Girls (on 12/8/22)
- Celebration of 150th Birth Anniversary of Rishi Aurobindo (on 15/8/22)
- Seminar on "System of National Education and the Value of Earth"(on 14/9/22)
- Organizing Health Check-up Camp (on 19/10/22;o.of college beneficiaries-110)
- Celebration of Senior Citizen Day (on 06/11/22; 11 senior teachers felicitated)
- Children's Day celebrated at Children's Home for Girls at Bamchandaipur (on17/11/22)
- Observation of World Water Day(22/3/23)
- Celebration of Tagore's birthday (09/5/23) & Kazi Nazrul Islam's birthday (26/5/23)

During the pre-covid phase the Alumni left its distinctive positive signature by visiting the District Correctional Home once every week. This venture was warmly accepted and appreciated by the Government who requested the Chirayata to visit the Correctional Home twice a week.

Besides, like the previous years, the Alumni has contributed Rupees Ten Thousand (Rs10,000/) on 18-08-2020; Rupees Six Thousand(Rs. 6,000/) on 23-02-2021; Rupees Ten Thousand (Rs. 10,000/) on 02-08-2021; and Rupees Six Thousand(Rs. 6,000/) on 22-02-202 to the college. All these speak volumes for the Alumni's active supporting presence for the overall development and progress of the college.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college possesses a well-articulated vision, and all the actions taken by the college are focused on translating that vision into reality. Broadly speaking, the college governance implements their policies in the following ways:

- The old Committees are reshuffled and reconstructed in such a way as to reflect the vision of the college
- Prior to assumption of responsibility, the Manual of committees outlining the composition, tenure, function and jurisdiction of each committee, is prepared and distributed among the members concerned.
- So far as policy making is concerned, the GB functions in a democratic way, and allows maximum freedom to the stakeholders concerned.
- Instead of monopolization of power, the college believes in decentralization of administration through constitution of committees.
- The entire blue prints of the jobs at hand are done, and the Time Table of service prepared and hosted on the College Website to ensure accountability in rendering service to the students.
- Initiated Online system admission
- In addition to applying through hard copies, Leave application is sent through e-mail
- GB members are intimated in all the three modes: through hard copies(whenever possible); through soft copies via mail and over the telephone.
- To offset unfortunate dropout of students owing to financial straits, the institution has resorted to students' concession on genuine grounds.

Participation in the institutional governance is ensured in the following ways:.

- Representation from all categories of stakeholders to the GB
- Co-opting the experienced to involve them in decision-making process
- Inducting Non-teaching staff into different committees constituted by Teachers' Council
- Inviting experienced faculty to IQAC for sharing their views on academic development
- Rotational Headship.

Perspective Plan: The perspective plan of the college dwells on the following aspects:

- A second campus for the college
- Introducing IGNOU in the college
- Introduction of MPhil and PhD Courses

- Introduction of greater number of PG courses
- Full digitalization- making the office paperless
- Signing MOU with foreign institutions & Library
- Getting patent for resource generation
- Introduction of Online exams system
- Attaining Autonomous status
- Ensuring employability all learners through Skill Development
- Setting up Instrumentation Centre
- Merging disciplines to bring in interdisciplinary courses
- Building up a network of alumni
- Setting up Indoor Sports Complex
- Publication of Online Journal
- Blogs for each department
- Using at least 50% of alternative energy on the campus
- Creating provision for Elevator for the Physically Challenged
- Braille for the Visually impaired learners
- Opening Bank window for providing education loan to admitted students
- Roof gardening to control temperature of the top floor
- Digitalization of all reference books
- Designing interactive Website
- Computer Literacy for all office staff

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college has been gradually inching towards an effective deployment of its perspective plan in terms of both the short term plans and the long term plans. A cursory glance at some of the strategies adopted by the college will attest to the effective and efficient functioning of institutional bodies:

- Identifying benchmarks & analyzing feedback (IQAC)
- Framing policy for & conducting evaluation of student performance (Result Committee)
- Adopting policy for conducting admission (Admission Committee)
- Preparation of time table (Routine Committee)

- Determining standard & publishing college Journal *JAST* (Research Committee)
- Setting standard, selecting articles, proof reading (Magazine Committee)
- Devising Add-on Courses and sometimes outsourcing expertise to run them successfully
- Identifying brand, specifications/configurations of articles (Purchase Committee)
- Identifying issues of Social relevance and arranging sensitization programmes (Seminar Committee)
- Finalizing policy about maintenance, upgradation, licensing and phasing out of the computer & electronic gadgets (ICT Committee)
- Outlining annual action-plan and scheduling awareness programmes (NSS advisory committee)
- Planning, scheduling, formulating Gender sensitization programmes (Women Study Centre)

The administrative structure of the college is organically conceived with the Principal mediating with the different stakeholders of the college as the administrative nucleus. All the decisions taken in the highest body, the GB, are implemented through the Principal, the ex-officio Secretary to the GB, with the help of other integral statutory and non-statutory bodies of the college. A Manual for the different committees stipulates the Composition, Tenure, Objective, Function, and their whereabouts. The GB keeps track of the decisions taken by the statutory bodies, while those taken by the non-statutory bodies are reported and analyzed by the Principal. It is imperative for the college staff to abide by The West Bengal College Teachers (Security of Service) Act 1975, the relevant part of which is also recorded in the Statutes of Burdwan University. Further communications for compliance are made through GOs of the State Government.

Thus, broadly speaking, neither the GB nor the Principal can take a single step arbitrarily, inasmuch as the college has to function through a set of well-defined rules stipulated in the Government Service Rules, Government Orders, and the Statutes of Burdwan University. For example the decision taken by a certain committee has to be ratified by the GB, and if the matter involves financial transaction, the same has to be approved of by the Finance Committee. Thus there is an intrinsic liaison between the committees and the governance, both of which work at tandem towards the implementation of a decision.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Appraisal System: The college has a regular practice of appraisal of its staff in terms of the Feedback processes. While the students offer a feedback on the syllabus and syllabus completion report, the guardians also provide their feedback on different aspects on the college. During their exit point from the college the students are supposed to provide a comprehensive feedback on teaching, administration, library, infrastructure and the non-teaching staff of this college. These feedbacks are analysed and discussed critically and objectively for further improvement.

Welfare Measures: The college has introduced a host of welfare measures for its staff as well as students, and the following may bear testimony to them:

- Festival Advance: The College arranges *ex gratia* and festival advance to willing staff before puja vacation, and such advance is to be repaid in 10 installments
- Loan Facility: the College Cooperative Credit Society provides loan to the willing members.
- Special Medical Leave is given to a temporary staff on fixed pay when the case is genuine.
- Daily Wage workers have been elevated to Fixed consolidated Pay workers
- Teachers can take printouts of research papers/ articles and other official documents related to their service.
- When the sole earning member of family dies in harness, the college makes provision for ad hoc appointment of one member on compassionate ground
- Unlike in many colleges, it is the college which bears the entire expenses of the experts who come to the college for CAS promotion of teachers.
- Yearly increment of Casual staff
- Compensatory Casual Leave for teachers who render service to college on their Preparatory Days at the instruction of the authority
- Apart from final withdrawal at the time of retirement, Staff members can get both refundable and nonrefundable loans from Provident Fund deposits with the help of the institution.
- During the Pandemic the college organized a free Covid Vaccination Camp for all students
- Half-free and Full-free salary for genuinely needy students
- Bringing the maximum number of students under different scholarship schemes and helping them in every possible way to avail themselves of these scholarships
- Timely promotion of teachers
- Releasing teachers for attending Refresher Course, Orientation Programme, Short Term Course and Faculty Development Programmes for their promotion

- Unlike many peer-reviewed journals, the college does not charge any fees for publication of research paper in the peer-reviewed college journal *JAST*.

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

6.3.3

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

Response: 11.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	18	11	7	10

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Broadly speaking, there is no mechanism to generate resource in this college situated in the pristine lap of an agricultural district, other than the fees of the students. For more than a decade 50% of the fund generated from the students' fees is deposited to the West Bengal Government. Thus the college is virtually crippled with fund-crunch to meet its expenses. However, the college explores the funds available from the UGC and other government wings. For example, the college has utilized the RUSA-fund earlier, but the UGC did not release any grants after that. We nevertheless try to utilize the maximum funds and resources in a rational and economic way through adopting some of the following measures:

- Minimizing luxury, and not spending on anything other than utilitarian purpose. In this connection, we wish to mention that the Principal's chamber is still without AC. Lack of funds has compelled us to curtail our luxurious wishes.
- Use of LED lights to minimize cost of electricity
- Use of such water taps which ensure the non-wastage of drinking water
- Switching more to e-files rather than physical paper files.
- Timely submission of Utilization Certificates for funds utilized.
- Checking of all construction related bills by a qualified engineer
- Checking of Bills above Rs 20,000/- by the members of the Finance Committee
- Checking of all bills by the Bursar before payment
- Interdepartmental sharing of equipment and borrowing books of interdisciplinary coverage
- Holding different classes in the same hall at different slots of time
- Use of departmental labs by researchers of other departments
- Strengthening labs with additional spareable computers for University Practical exams
- Upgrading computers rather than discarding them as junk

The following are the institutional strategies for resource mobilization:

- Tapping in UGC allocation under various schemes – MRP, Seminar, Scheme & Development Grants
- Availing of various development schemes of the State Government
- Collecting rent from users of college buildings
- Claiming HRA from the State Government for College Quarters occupied by TS & NTS
- Accepting donations from alumni and other well-wishers
- Sale of Admission Form/Collection of Registration fee
- Sale of journals and auction of scrap items
- Collecting hiring charge for holding external examination in the college
- Collection of fees from Add-on courses
- Bringing greater number of students under the purview of stipends/scholarships granted by Government & Private agencies
- Transferring amount lying idle in non-interest accruing A/C to interest accruing A/C or schemes
- Creating scope for collecting monthly rent from roadside space

As regards the Audits, the college has completed the external audits for 2018-2019 and 2019-2020 sessions. The college has applied to the government for external audits for the subsequent periods, namely 2020-2021, 2021-2022, and 2022-2023 sessions, but has not been able to complete the process. However, the college has not been sitting idle doing nothing, and has already started the process of internal audits for these three sessions for which they are due.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

This college has an active IQAC. The IQAC convenes meetings from time to time with its members, and thrash out vital decisions related to the overall improvement of the college. Apart from setting the bench markers, the IQAC also focuses on the priorities of the college. The college has institutionalized the following quality initiatives of IQAC:

- Hostel visit at regular intervals
- Preparation of Modules
- Syllabus completion Report
- Introduction of Add-on Courses and Certificate Courses
- Annual reports of all the committees
- CAS Promotion files to be sent to the DPI
- Special drives for Promotion of research

- Drive for publication of College Newsletter
- Updating of College Website
- CCTVs to be installed at major points
- Preparation of COs, POs and PSOs
- Mentor –Mentee arrangement
- Regularization of feedback
- Study Tours/Excursions reports to be submitted
- Arrangement of Motivational lectures for students.

To adduce a specific example we may refer to the following initiative of the IQAC.

Implementation of ICT tool:

The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility. Periodically IQAC has trained teachers and non- teaching staff to use ICT by arranging different workshop i.e. Google Apps, Video conference, use of e-mail, handling ICT instrument etc. The educational use of social media has also been utilized to establish communication with the students and peers. The IQAC led efforts alternative sources of energy- solar power. Automation of admission, financial, examination, upgradation of Wifi and LAN facilities.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college has initiated a process of Gender Audit to promote gender equity on the one hand and to ensure safety and protection of our female students on the other. The college has taken special care for the safety, protection, dignity and security of students in the following ways:

- Safety of girls: 24 hour CCTV surveillance is maintained in the college.
- Visitor register, Restricted Entry are maintained
- Girls' hostels- female wardens and supervisors.
- Mandatory for all the students to get their out-passes and leave forms duly signed by the wardens and supervisors.
- Hostel mess is available within the hostel.
- Waiting room for parents
- The central gym is situated in the college building.
- Sanitary napkin dispensing machine are also available for use.
- Grievance Redressal Cell: There is a pick and drop facility for female faculty members working late at night in college campus.
- There is a 24×7 psychological counselling cell also.
- Women Empowerment Cell is also active in the college.
- A Common Room with an attached Wash Room is the primary facility required for the girl students to meet to their personal needs. Besides the common room for the girls, there are separate wash rooms for male and female staff.
- Awareness programs and workshops on gender sensitization are regularly organized in the campus.
- The institution has different committees such as Anti –Ragging Committee, Students Grievance Committee and Discipline Committee

Besides, equity of gender in terms of eliminating all forms of gender discrimination in this college is promoted in the following ways:

- Male teachers teaching female students
- Male teachers teaching topics related to Feminism and women empowerment
- Male teachers and experts presenting seminar talks on issues related to female studies: for example, **Dr.Pradipta Sengupta, Associate Professor of English, delivered an invited talk as**

a Resource person on "Women Studies in India in the Postcolonial Scenario" for the project "Knjizenstvo" at Belgrade University, Belgrade, Serbia on June 3, 2019.

- Male teachers publishing research papers on problems of women: for example **Dr. Pradipta Sengupta has published a research paper entitled "Major Trends in Dalit Women's Autobiographies in India" in the online international journal "KNJIZENSTVO"(http:// www.knjizenstvo.rs/en/journal/2021)(COBISS.SR.ID 189322508/UDC 82 ISSN 2217-7809). Dr. Kazi Monjur Ali has published his research article entitled "Gender Preferences in the Distribution of Food among 6 - 24 Months Children in an Urban Community of Kolkata" in the journal Acta Scientific Nutritional Health(Vol 2, Issue 8, August 2018).**
- Male teacher on the editorial board of a journal on women studies and gender: for example, **Dr. Pradipta Sengupta is on the Editorial Board of the online journal "Knjizenstvo: Literature, Gender, and Culture" http:// www.knjizenstvo.rs/en/journal), published from Belgrade University.**
- Female teachers teaching problems and issues of men and patriarchy
- Male mentors mentoring female students
- A male teacher Dr.Hiranya Lahiri(Economics) takes classes of Women Studies at Burdwan University
- Male audience listening to a speech by a female speaker and/or vice-versa

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

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

Response:

The college is dedicated to ensure an inclusive environment which accommodates and assimilates its stakeholders from a secular perspective. That is to say, our college cuts across the invisible barriers of caste, creed, religion, race and even nationality. Here is a college where students and teachers belonging to all kinds of caste, creed and religion work together in a family-like environment of amicable homeliness and harmony. Even a few students of Bangladesh come to our college every year to receive education in our family. A couple of years back a student from Kenya, Anna Victor Aba studied Economics Honours in this college. Aim of the institution is to maintain overall harmony and holistic development of the students. For this, it maintains a democratic and

secular approach towards all staff and students. Here, at MUCWC, students and staff across cultures, languages, religion and socio-economic status cohabit in a friendly way. We celebrate the arrival of various seasons together and the religious festivals like Sarodatsav, Eid, basantotsav, and Christmas. Rakshabandhan was arranged outside college campus for promoting fraternity and social integrity. The teaching, non teaching staff, students, along with the college authority arrange for communal outreach programmes like distribution of clothes, food, cakes, etc. on those days. We organize events to celebrate not only the mother language day but also, English, Hindi, Urdu, Nepali, and santhali languages because at M.U.C Women's College we have ST students, teachers, and also many from the Nepali communities. Recently we celebrated the Janjatiya Gaurav Divas. As for language departments, we organize

interdisciplinary events. Along with chanting of Sanskrit Mantras at the inauguration of different programmes we chant from the Bible and the Holy Quran as well as other exemplary texts that talk about humanism. To bridge the socio-economic gap we arrange for different

 scholarships for the students.

Broadly speaking the college promotes tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic classes in the following ways:

- Arranging lectures on cultural and communal harmony and national integration
- Observing special days which promote sense of national integration like the birthday of Netaji Subhas Chandra Bose, the Republic Day, the Independence Day, and so on.
- Observing cultural programmes which foster the spirit of cultural and communal bonhomie like Saraswati Puja, Dol Utsav, Tagore's Birthday, Raksha Bandhan, Teachers' Day, the Annual Fest Jagriti, etc.
- Sweet distribution and exchange of greetings among staff after Bijoya Dashami which is followed by the Durga Pujas.

Sensitization of students and employees to the constitutional obligations is done in the following ways:

- Constitutional Rights: awareness programme and seminar related to Independence day and Republic day
- Sensitization programs on women's rights (International Women's Day)
- Nutritional rights: National nutrition week celebration
- Celebration of Human rights day (NSS)
- Covid vaccination programme: Health rights
- Post Covid 19 pandemic programme on health awareness and precautionary measures: Health rights
- Student Credit Card Scheme- Socio economic equality drives
- Awareness about aged person's right (Film Bela Seshe)
- Awareness of mental health (Seminar – Uttoron)
- Awareness of labour rights (May day celebration)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1:

Title of the Practice: Stall Competition among all the Departments

Objectives of the Practice: We believe that knowledge should not be pigeonholed into a corner; on the contrary, the more we share our knowledge , the more does it thrive. In the previous(3rd cycle) NAAC assessment we had initiated a practice of "Knowledge Sharing". But this time, apart from that objective, we wanted to hone two other objectives among our learners: keeping them abreast of the burning problems and issues racking this civilization in recent times, and to generate a kind of smartness among our students.

The Context: During the Annual Social Fest known as "Jagriti" the students are involved in a host of cultural and academic competitions like singing, dance, debates, quiz, Rangoli, Handwriting, Recitation(in Bengali, English and Sanskrit), etc. To add a new academic dimension to it, we conceived of the idea of arranging stall competition among all the departments in the college ground.

The Practice: There is a budgetary allocation of fund to be distributed among all the Honours Departments, as well as the NSS and the NCC. During Jagriti each department is provided with a stall of equal space. Before the actual fest students discuss the thrust area to be projected in the stall with their teachers, and usually select a topic of social relevance like "Terrorism", "Politics of War", "Demonetization", "Sustainable Development", "Human Rights", "Debates on Article 370", etc. The students study on that area, prepare charts, models, plans, diagrams on it, and decorate their respective stalls. A few students train themselves for demonstration on the topic to the visitors in common. Three external experts, usually one from Science, one from Arts and one from Commerce, are selected from neighbouring university or colleges. On the day of competition these judges visit every stall, ask questions to the students, and award marks to the department. On the final day of the fest, the results are announced, and prizes given to the first, second, and third winners.

Evidence of Success: The stall competition has elicited a warm appreciation and reception from the visitors from neighbourhood and the affiliating university. MUC Women's College has earned a good reputation for itself among its vicinity for arranging such a wonderful competition without any disturbance or generating any envy among our departments. The students also participate in this healthy academic practice with great gusto.

Problems encountered and resources required: One common problem encountered by all the departments is financial crunch. The amount allocated by the college to each department is too meager an amount to set up and decorate a stall in a presentable manner. To redress this problem, the departmental colleagues contribute the remaining amount of money required for the purpose. Another challenge is to equip the students for a smart, precise and well-organized demonstration before the judges, as also before the common visitors within a short span of time.

Notes(Optional):

Best Practice-2:

Title of the Practice: Promotion of Research

Objectives of the Practice: Research, we believe should be the animating vital spirit of any academic institution catering to higher studies. Any academic institution becomes crippled, as it were, without research. That is why this college has always had a research-friendly ambience and tried to promote research among its faculty members, and students.

The Context: Frankly speaking, the first impetus for research was initiated by the UGC when research

activities were given weightage in the promotion and augmentation of API score of a faculty member. Thanks to this decision of the UGC, our college has institutionalized research as a *sine qua non* for our academic existence, and has encouraged research among our faculty members and research sensibility among our students. In its meetings organized by the Teachers' Council and the IQAC research is continually encouraged. For example, the idea of having a Peer-Reviewed Research journal of this college— materialized as *JAST*— was first mooted in an IQAC meeting years back.

The Practice: Teachers are encouraged periodically to publish at least two research papers per year, and also to contribute research articles to *JAST*. The college also organizes seminars and conferences which address and dwell on latest researches on the subject domains. Finally, the PG Department of this college arranges a programme on the whereabouts and technical knowhow of research, and guides students how to write research papers.

Evidence of Success: A cursory glance at the research papers published by some of these faculty members can speak volumes for it. The total citations of Dr.PritamChatterjee(Department of Botany) is 1281, and his Google-Scholar H-Index is 16. Dr.Somnath Roy (Department of Chemistry) was the proud recipient of Young Scientist – Fast Track Project, DST-SERB, New Delhi, Govt. of India, 2014; and was awarded postdoctoral fellowship by Instituto Superior Técnico, Portugal.His total number of citations is 1258, and Google Scholar H-Index is 29 Two teachers , Dr. Gautam Bhattam Bhattacharya and Dr.Kazi Monjur Ali have patents.Dr.SubhenduChakrabarty was the proud recipient of Post-doctoral fellowship from Texas Tech University Health Science Center, Texas, USA in 2019. Goggle Scholar Citations of Dr.Kazi Monjor Ali is 1334, and H-Index Number is 23. Dr.Sisir Kumar Garai was among the 100 TOP Scientists(2011), & included in International Biography Centre (IBC), Cambridge, and in MARCONI'S WHO'S WHO (2012) (AMERICA).His Google scholar citations number is 700 & H-Index is 16. Dr.PradiptaSengupta figures in the "Select Bibliography of JohnUpdike: 2009-2015" prepared by the Updike critic, Prof.James A. Schiff, from the University of Cincinnati. Six teachers are research supervisors. The college has successfully published 5 issues of its research journal JAST, and the sixth issue will be published shortly. Dr. Krishnendu Roy, a non-teaching staff of this college, was awarded his Ph.D degree from Burdwan University in 2015.

Problems encountered and resources required: Only a few handful teachers are engaged in serious research. It becomes difficult to motivate all the teachers to write research papers. Furthermore, the college does not have sufficient fund to provide money to all research aspirants for presenting papers in national/international conferences.

Notes(Optional):

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Unlike many institutions crippled by continual political disturbances, this college is tellingly free from political turmoil. Even when there used to be a Students' Union(which has temporarily ceased functioning due to Government stipulations), this college has always had a sweet and amicable rapport with its prime stakeholder, the students. In keeping with one of its mottos, " *s? vidy? y? vimuktaye* (meaning "Education is that which liberates"), the college aims at our students' liberation from dependence, from superstition, from irrationality, and from prejudice, such that they become enlightened citizens whose intellectual intelligence(IQ) combines with emotional Intelligence(EQ) and Spiritual Intelligence(SQ). The college also aims that the students should be liberated from the invisible barriers of caste, creed, class, race, ethnicity, nationalism and so on . This gets materialized in the distinctive feature of this college— the idea of nurturing and fostering communal harmony within and outside the college. The college, first and foremost, offers a platform to them who, despite the dominating frowns of patriarchy and their unforgiving socioeconomic reality, dare to dream big with wings of aspiration and ambition, empowered by proper education. Committed to liberate learning and the learners as well, from the bias of caste, creed, gender, religion and economic status, M.U.C. Women's college strives to emerge as one of the leading academic institutions in the region where knowledge and skill complement each other and competence leads to confidence among the learners, the primary beneficiaries.

India being a multicultural, multilingual and multi-religious land, fostering the idea of communal harmony is of great import in the Indian context. This college respects this spirit of secularism which accommodates, tolerates and assimilates all religious and cultural beliefs with equal consideration. While most other institutions practice the spirit of communal harmony and national integration within the college, we felt an impetus for fostering the spewing the same among the community and society in which this college is located.

The college promotes the idea of communal harmony coupled with national integration through a host of positive efforts. We observe special days like the birthday of Netaji Subhas Chandra Bose, the Republic Day, Saraswati Puja, Dol Utsab, birthday of RabindranathTagore, Kazi Nazrul Islam, Iswarchandra Vidyasagar, Raja Rammohan Roy, Sri Aurobindo, among others, Eid, Teachers'Day, Bijoya Dashami, Deepavali, etc. with great gusto. Furthermore, the teaching, non teaching staff, students, along with the college authority arrange for communal outreach programmes on two special days— (a.) The DolUtsav(the festival of colours, popularly known in India as Holi) ; and (b.) the Rakshabandhan—to foster the message of communal harmony and universal fraternity. During the Dol Utsav our college team plays with the common people of this locality with colours, and also distribute sweets among them. On the occasion of Rakhsbandhan our students reach out to the people in the local community, and tie colourful Rakhis on their hands, and also offer packets of sweets to them as a token of affection and fraternity.

The idea of communal harmony is also nurtured by holding conferences on communal harmony.

This is a college where students, teachers and non-teaching staff of all classes, races, tribes and religious beliefs work harmonious and amicably as one family. To give an example, the Department of English has faculty members from Hindu, Muslim and Christian communities, and have been working together with peace, fraternity, amicability and bonhomie. There has not been a single dispute in this college occasioned by communal disparity. Far from discrimination and disparity, our college endorses the idea of coordination and unity. Each stakeholder maintains his religious and cultural ethos, and respects that of the other. Broadly speaking, our college subscribes to what Swami Vivekananda has suggested: "The Christian is not to become a Hindu or a Buddhist, nor a Hindu or a Buddhist to become a Christian. But each must assimilate the spirit of the others and yet preserve his individuality and grow according to his own law of growth".

In this college all the students, including students belonging to non-Hindu communities, celebrate the Saraswati Puja with equal religious and festive fervor. What is tellingly important about the observance of Saraswati Puja in this college is that the entire programme is arranged by the students. The students arrange for the pandal, embellish it with flowers, light and Rangoli, decorate the image, perform the puja rituals, distribute *Prasad* among all, and arrange for a colourful exhibition with paintings and quotations. The students also arrange for a sumptuous treat for the entire college and invite the teachers to join them. This is a college where all the stakeholders cut across caste, creed and religion, and exchange greetings to each other during Bijoya Dashami which follows the Durga Pujas.

Committed to liberate from the barriers of caste, creed, gender, religion and economic status, M.U.C. Women's college strives to emerge as one of the leading academic institutions in the region where knowledge and skill complement each other and competence leads to confidence among the learners, the primary beneficiaries. In keeping with the second motto of the college, "*Vidy? dad?ti vinayam*"(meaning "Education confers humility"), our college discourages all forms of arrogance, rudeness, violence and pride in our students.This is also manifested in the same spirit of communal harmony, chumminess, and bonhomie between each and every stake holder, the teachers and the students, the teachers and the non-teaching staff, the students and the non-teaching staff, and so forth.

Finally, the spirit of cultural and communal harmony— which precipitates the sense of Indianness and national integration— is encouraged within the curriculum in terms of teaching certain topics like Indian history, Indian philosophy, Indian literature, Indian English literature, Ancient Sanskrit literature, Indian Yoga, Indian Poetics, etc. Each of these butresses and reinforces communal harmony by consolidating the spirit of Indianness, and keeps all the stakeholders of this college immune from fissiparous tendencies. Thus, Maharajadhiraj Uday Chand Women's College has virtually turned out to be a rich emissary of knowledge on the one hand, and a embodiment of cultural, religious and communal harmony on the other.

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

5. CONCLUSION

Additional Information :

Significantly, M.U.C.Women's College happens to be the only women's college in entire Purba Burdwan district. Committed to the holistic development of our learners, the college has been the cynosure of neighbouring districts and even far places from where students come to our college, and receive their education. We also believe in what Swami Vivekananda called "man making and character building education". Thus apart from enriching our students in their subject domain, our college aims at inculcation of positive values and training our students skills of self-reliance and women empowerment, so that they may turn out to be good and responsible citizens of India in the future.

Concluding Remarks :

Finally, we may dwell on the significance of the logo and motto of this college. The logo with a budding lotus in one's hand symbolizes the act of offering something blissful, unique, sweet and serene as a lotus, through the act of knowledge. Like the beautiful serenity of a lotus, education effloresces into beautiful human beings. The budding lotus of today are supposed to be the bloomed ones of tomorrow, in the same way as the students of today will bloom into wonderful citizens of tomorrow. The first motto in the logo—" *s? vidy? y? vimuktaye*"— means "Education is that which liberates", and accordingly we aim at our students' liberation from dependence, from superstition, from irrationality and from prejudice, such that they become enlightened citizens whose intellectual intelligence (IQ) may cohere with emotional intelligence (EQ) and spiritual intelligence (SQ), and whose actions in future may usher this society and this country into a more glorious horizon. The second motto— "*Vidy? dad?ti vinayam*"— means "Education confers humility", and our college discourages all forms of arrogance, rudeness and pride in our students, and ensures that our students be gentle, courteous and sober human beings in such a way as to carry the hallmark of these mottos in their practical lives.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :10 Remark : DVV has considered the supporting document and made changes accordingly.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
554	531	460	607	580

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
527	522	457	580	517

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1015	1015	992	992	806

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1015	1015	992	992	806

Remark : DVV has considered the supporting document and made changes accordingly

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	41	33	17	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	36	24	11	07

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	17	17	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	11	12	05

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44.29552	19.31264	50.40508	128.22534	110.61855

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29.27	19.31264	50.40508	63.89	49.56

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
114.286	64.995	77.887	118.889	125.552

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.76	2.56	12.89	28.09	15.44

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	25	23	21	08

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as no certificate has been provided.

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

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

Answer before DVV Verification:

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

| 21 | 03 | 01 | 15 | 06 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	01	01	07	04

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	11	02	03	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	01	01	04

   Remark : DVV has considered the supporting document and made changes accordingly and has taken event happening in the same month as 1.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1255	1313	1073	1337	1396

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2510	2626	2146	2674	2792

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

Answer before DVV Verification : 116
Answer after DVV Verification : 115