



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**INDAS MAHAVIDYALAYA**

VILLAGE- KHOSBAG, P.O.- INDAS, DIST.- BANKURA  
722205

[www.indasmahavidyalaya.in](http://www.indasmahavidyalaya.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

In order to provide the rural students of Indas Block in Bankura district with access to higher education, Indas Mahavidyalaya was founded in 2006.

The college commenced its journey with the courses: B.A.(Pass), B.Sc.(Pass), B.A.(Hons), and B.Sc.(Hons) in a part of school building of Indus High School in 2006. The college shifted to a spacious area at Khosbag, Indas with the infrastructure spread over about 5 acres. The college is affiliated to the Bankura University and recognized by the UGC under Sections 2(f) and 12(b) of the UGC Act. in the year 2018.

Our college provides 14 (fourteen) Honors Courses for B.A. and B.Sc. in U.G. level and two University approved Certificate Courses. The institution is dedicated to offering a comprehensive education to create people with moral character, emotional and mental balance, physical capability, social awareness, and involvement in cultural activities so they can become upstanding members of society. The 42 number of regular teaching faculty, including the Principal, has helped to create a good academic environment. The institution consists of 02 contractual non-teaching staff members and 06 permanent non-teaching staff members.

Indas Mahavidyalaya has worked valiantly to produce a long and distinguished line of graduates in every sphere of endeavour. It offers many students from various socioeconomic, cultural, racial, and linguistic origins, as well as from underrepresented groups like the S.C., S.T., and O.B.C., the chance to pursue higher education. By providing quality education to rural residents, the impoverished, and members of the backward classes, the institution also aspires to empower the underprivileged segment of society. It also offers skill-based education. Through the Upanishadic teachings and aspirations of current Indian intellectuals,

the potential for growing human resources within the community is encouraged within the confines of university-prescribed courses.

### **Vision**

**Enlighten Society through holistic education while Pursuing Excellence in Higher Education**

### **Mission**

- **Providing conducive learning environment for the students.**
- **Improving overall academic performance of students.**
- **Instilling discipline as a value among students.**
- **Developing students as competent and capable human resources.**
- **Fulfilling commitments of rendering service to the society in order to make it get rid of caste, religion and other forms of discrimination.**

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

### Institutional Strength

1. Being the only institution within a 20 km radius, situated in a rural, underdeveloped area with a high concentration of underdeveloped populations, and having a geographic location that allows it to serve and empower the marginalized.
2. Facilities for infrastructure expansion.
3. Faculty and staff who are really dedicated.
4. Reliable academic outcomes.
5. Ingenious community outreach and engagement initiatives.
6. A solid system of mentorship and counseling.
7. MOUs with different organizations.
8. A range of skill-based initiatives.
9. Concession and a scholarship help desk to lower dropout rates.

### Institutional Weakness

1. Considering the age of the college, infrastructure needs to be strengthened.
2. Lack of diverse faculty and students from other regions.
3. Less financial support and assistance from funding organizations.
4. More involvement and contributions from alumni are necessary.
5. Less faculty research activity.
6. A lackluster showing in the NET/SET and competitive tests.
7. We need to engage in more cross-institutional collaboration, interdisciplinary research, etc., as well as with prestigious institutions, businesses, etc.
8. Being the college location in remote place, the communication is poor for both students and teachers.
9. There aren't enough options for students to consult with faculty and get placed on campus.

### Opportunity

### Institutional Opportunity

1. Possibility to make the surrounding villages as model of academic excellence.
2. Launching additional skill-based job oriented programmes.
3. Possibility for the proper implementation of Curriculum and Credit Framework for Undergraduate Programme.
4. The scope of supported environmental and agricultural research.
5. Bringing first-generation learners into the mainstream of education.

6. Strengthening e-content resources as a component of virtual learning in the curriculum.
7. Increasing field trips, industrial visits and study tours for students.

### **Institutional Challenge**

1. The majority of pupils come from rural areas and has average to below-average learning ability.
2. The national standards are difficult to achieve.
3. Getting fund from Govt. and Non Govt. organizations.
4. Finding jobs for students in a constrained setting.
5. Early marriage and dropping out for a variety of reasons.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college adheres to the policies, procedures, and curriculum approved by Bankura University as a result of the college's affiliation with the university. The college adheres to Bankura University's regulations and uses the CBCS semester system for Undergraduate Programme (UG) and from this current academic year (2023-24) the college has introduced NEP system on "Curriculum and Credit Framework for Undergraduate Programme (CCFUGP)". The college offers professional and value-added Certificate courses in addition to the undergraduate B.A. and B.Sc. General and Honours Courses. The college follows a curriculum that incorporates the topics of numerous undergraduate programmes' respective courses that include cross-cutting issues related to gender, the environment and sustainability, human values, and professional ethics. This is in line with the college's primary objective and vision. The Academic Committee creates the annual academic calendar in accordance with the University's academic calendar, which is then posted online. The Academic Committee, Examination Committee, Routine Committee, and IQAC oversee the efficient and well-coordinated delivery of the curriculum throughout the Academic term. To provide students with a wide range of co-curricular developments, including gender sensitization, awareness of environmental issues, forming moral and ethical values, better career options, community orientation, and respect for fundamental human values and human rights, the college involves its staff and students, NSS members in a number of co-curricular activities, commemorative day celebrations, extension and outreach programmes, etc.

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

In its online admissions procedure, the college upholds transparency. Applications are accepted online, and the college website contains all pertinent information. A newspaper announcement is also made for widespread distribution. The entire process, from the release of the merit lists online to acceptance, is open to the public and transparent. Students from SC, ST, and OBC groups are admitted in accordance with state reservation guidelines. At the start of the academic year, the students' induction programme is organized. Student mentorship is offered, mentors offer academic guidance, and the scholarship help desk handles financial challenges. The college combines traditional instruction with online learning. Effectively used in the

epidemic were online classes through college own LMS. Official YouTube channel, WhatsApp groups, Facebook page, and e-library have all been utilized. The facility has been created for students to access e-books and materials. The campus is fully connected to WIFI and LAN, and all the classes have ICT facilities. Lesson plans are created by teachers taking into account the course's learning outcomes. On the college website, you can see all of the course outlines and learning outcomes. Staff and students can access the e-resources listed under the N-List of NMEICT. Wi-Fi, LAN, and high-speed internet connectivity are all available on the college campus.

The current academic year, 2023–2024, has a student-teacher ratio of 34:1. The college conducts internal evaluations of student performance in accordance with university standards. For slow learners, tutorial classes are held; for advanced learners, different seminars, invited lectures are arranged beyond the curriculum. In the end semester university examination, our students performed well.

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

Indas Mahavidyalaya provides vibrant platforms to impart holistic education to students. With an aim to create a green campus, the college has introduced various eco-friendly practices such as complete ban on use of plastic; students are also proactively engaged in sustainable waste management initiatives. Student Driven Research has always been considered the key factor of any college and Indas Mahavidyalaya has been in its continuous process for research-based assistance to students and faculty. Field visits are also organized in a bid to enhance experimental and participatory learning. To mention, many faculty have achieved PhD degree for respective subjects and many of them are pursuing to achieve the same. In order to ensure holistic well-being of students and promote fitness and wellness of students and their family members, regular basis Counseling Workshops are organized. Such workshops have elicited positive responses from students and their family members thereby strengthening the college's resolve to organize many workshops in future. To foster a close connection between the institution and the neighbourhood, the college coordinates a multitude of extension and outreach programmes in the nearby communities through the NSS. Food, sanitizer and masks were procured and distributed during the pandemic, and neighbourhood kids were included in a variety of college-sponsored events. During the Pandemic, preparation and distribution of sanitizer and masks were done; involvement of neighbourhood children in various activities of the college is done.

### **Infrastructure and Learning Resources**

The college has standard infrastructure facilities. Apart from spacious and well ventilated class rooms, there is a smart classroom, sufficient number of laboratories, computing facilities, a large playground and a library. The academic building has 19 class rooms (including a virtual classroom), each of which has the seating capacity from 25 to 290. The classrooms are well equipped to offer teaching-learning facilities to both B.A. and B. Sc. Honours and Programme Courses.

There are 6 (Six) laboratories for science departments. Each laboratory is equipped with required resources. There is a virtual classroom with ICT facility providing seating capacity for 60 students. Each department has the facility conducting smart classes with the help of required aids. The college also provides free internet (Wi-Fi) connection for students and teachers. Most of the departments like Computer science, Mathematics, Chemistry and Environmental Science are equipped with computers. The college also provides a desktop in the Library Study Room for students to access e-library and browsing facilities. The College has its own sports ground which is regularly utilized for outdoor games and sports as well as other cultural and community

programmes. The college has a beautifully decorated garden space. There is a fitness centre. There is adequate facility for several indoor games. The college also has a dedicated space for the purpose of yoga. The college library has been improving with more books and 8453 books are in the library at present. The books are accessible both for students and teachers. For e-learning, the college has also subscribed to online journals, e-books (N-LIST). From the COVID pandemic, college has upgraded its web facilities to cope with the online mode of learning. Seminars/Webinars are organized regularly in Physical or online mode. Students are offered a wide range of supplementary learning contents. The website committee of our college frequently updates the official website of college. There is a high-speed internet connection in library. Searching e-database from INFLIBNET are also available. There are separate Common Rooms and washrooms for male and female students. The college has the facility of water purifiers for students.

### **Student Support and Progression**

The college takes various student-centric approaches. The institution performs the primary duty to serve best of its abilities for the students. It has a transparent online admission policy within the mandate of its affiliating University. The students are entitled to all the scholarships and freeships offered by the Government to the student. The college provides its students with a productive environment aimed at holistic education and nurturing the academic as well as extracurricular talents of the students.

The College extends its assistance to students through its dynamic grievance redressal mechanism that is ensured by the Anti-Ragging Committee, and the Grievance Redressal Committee. Exposure to rich cultural diversity in the form of competitions and celebrations creates space for students to extend their horizons.

Students participate in various co-curricular, cultural and sports activities organized by the institution and by other institutions, which ensure their holistic development. They actively participate in activities organized by the NSS Unit and the college authority. The college also facilitates students' representation and engagement in extra-curricular activities through a formal student council/union. The college has applied for registration of the Alumni Association which will facilitate several welfare activities and programmes.

Awareness regarding soft skill and health, including sessions on yoga, are organized on a regular basis to prepare the healthy young minds. The College constantly provides encouragement for the development of sports and cultural skills of the students. The College Annual Athletic Meet is organized every year with a lot of enthusiasm.

Number of students pass out from the College each year and several among them pursue higher studies in different Universities in the state and outside. The students' professional growth is also ensured by the institution as some of them appear for competitive examinations and enter banking and private sectors. The Placement Cell works hard to guide the students in various career opportunities. Courses on communicative English and personality development prove immensely effective to enhance their employability quotient.

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

For the college's general development, the Governing Body oversees the execution of all academic programmes and activities. Decentralization efforts are being made through the Academic Committee, Finance Committee, Purchase Committee, Teacher's Council, IQAC, Heads of Departments, NSS, units, and numerous committees and cells composed of Teaching Faculties, Non-Teaching Staff, and as Members in order to ensure effective administration and efficient implementation of the academic activities. Several committees have student representatives. The college has a mechanism for delegating authority and providing operational autonomy. Committees and cells are formed with members who are apt/specialized for taking charge of specific events or activities. Program Conveners/co-coordinators and the members are authorized to plan and organize academic programmes and events.

Regular meetings of the Academic Committees, IQAC Other Committees, etc., a feedback mechanism (regular feedback from Stakeholders - Alumnae Members, Staff, and Students), and departmental reports by heads of departments are used to monitor and assess institutional activities. Through regular meetings and reviews of these activities, the IQAC, working in conjunction with the Academic Committee, guarantees efficient planning and implementation of academic activities.

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

The two Best Practices of Indas Mahavidyalaya namely, Integrated Learning Environment and Promotion of Human Values and Ethics, clearly uphold the inclusionary practices of the institution. The effort of the college to combine traditional teaching –learning techniques with digital learning ( digital literary, online classes ) has been remarkable and helped immensely during the pandemic. Additional skill based courses received tremendous response from the student community. Motivational counselling sessions go a long way in building a strong foundation in the youth. The workshops , periodic lectures and mental Health programmes are innovative practices that received enthusiastic and positive response from the student community. Gender sensitization programmes helps in creating awareness amongst students about diverse genders , their coexistence and co habiting an environment of mutual trust, friendship and respect.

Cultural, Linguistic, communal and socio-cultural diversities among students are taken care of through proper guidelines and programmes that teach and promote the ideals of harmony and tolerance.

Significant days like birth anniversaries of luminaries and legends, religious festivals and cultural occasions observed without fail.

The college educates its students about their fundamental rights and duties through various programmes organised by NSS and other departments.

A disabled friendly atmosphere with ramps make things convenient for students & staff with special needs.

The college has a sprawling green campus with several trees, flowers and medicinal plants that are strictly under vigilance. Matters of cleanliness, disposal and recycling of waste are well looked after by committees assigned with the task. The benefit of being situated in a rural area helps to keeps the campus more or less pollution free. Energy Audit, Environmental Audit and Green Audit done in compliance with the rules and regulations.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDAS MAHAVIDYALAYA
Address	Village- Khosbag, P.O.- Indas, Dist.- Bankura
City	Indas
State	West Bengal
Pin	722205
Website	<a href="http://www.indasmahavidyalaya.in">www.indasmahavidyalaya.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajib Bag	9002-299249	9002299249	-	indasmahavidyalaya@gmail.com
IQAC / CIQA coordinator	Madhu Sudan Chakraborty	-	8967936328	-	e_madhusc@rediffmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	



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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-02-2018	<a href="#">View Document</a>
12B of UGC	19-02-2018	<a href="#">View Document</a>

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Village- Khosbag, P.O.- Indas, Dist.- Bankura	Rural	4.52	0.425

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali, UG Programme as Major	48	Pass mark in aggregate + Bengali as an elective subject with pass mark in H.S or equivalent examination	Bengali	370	336
UG	BA,English, UG Programme as Major	48	Pass mark in aggregate + Bengali as an elective subject with pass mark in H.S or equivalent examination	English	100	45
UG	BA,History, UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	Bengali,English + Bengali	170	80
UG	BA,Sanskrit, UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	Sanskrit	100	20
UG	BA,Political Science,UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	English + Bengali	100	14
UG	BA,Philosophy,UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	English + Bengali	170	49

UG	BSc,Mathematics,UG Programme as Major	48	UG	Pass mark in aggregate + Math as an elective subject with pass mark in H.S or equivalent examination	English,English + Bengali	19	4
UG	BSc,Physics,UG Programme as Major	48	UG	Pass mark in aggregate + Physics as an elective subject with pass mark in H.S or equivalent examination	English + Bengali	15	2
UG	BSc,Chemistry,UG Programme as Major	48	UG	Pass mark in aggregate + Chemistry as an elective subject with pass mark in H.S or equivalent examination	English + Bengali	15	3
UG	BSc,Computer Science,UG Programme as Major	48	UG	Pass mark in aggregate in H.S or equivalent examination + Mathematics as an elective subject with pass mark in H.S or equivalent examination	English + Bengali	15	2
UG	BSc,Environmental Science,UG Programme as Major	48	UG	Pass mark in aggregate in H.S or equivalent examination	English + Bengali	15	8

UG	BSc,Botany, UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	English + Bengali	15	10
UG	BSc,Zoology ,UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	English + Bengali	15	14
UG	BA,Physical Education And Sports,UG Programme as Major	48	Pass mark in aggregate in H.S or equivalent examination	English + Bengali	100	49

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				20			
Recruited	1	0	0	1	2	0	0	2	13	5	0	18
Yet to Recruit	0				0				2			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				6
Recruited	5	1	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	4	3	0	10
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	7	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		2	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	504	0	0	0	504
	Female	731	0	0	0	731
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	72	121	71	102
	Female	75	89	70	108
	Others	0	0	0	0
ST	Male	3	3	0	3
	Female	4	1	1	4
	Others	0	0	0	0
OBC	Male	65	79	81	55
	Female	103	89	113	136
	Others	0	0	0	0
General	Male	134	135	226	161
	Female	153	211	276	239
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>609</b>	<b>728</b>	<b>838</b>	<b>808</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Our college has always strived for a multidisciplinary approach in its academic through CBCS as well as co-curricular activities. Students are encouraged to undergo student projects in Multidisciplinary/ Interdisciplinary area like Environmental Studies. Apart from that for the introduction of NEP from current academic session ( A.Y. 2023-24), students have to study mandatorily one multidisciplinary course in every semester.
2. Academic bank of credits (ABC):	As we are an affiliated college under Bankura University and the University has already implemented ABC system. For this purpose our college has nominated one Co-ordinator in favour of



	University to make the ABC process smoothly.
3. Skill development:	The Institution has several MoUs with Industry to impart skill-oriented value added courses beyond course curriculum. In addition, college conduct professional value added certificate course on “English Communication and Personality Development”. The students also developed their skills through “Skill Enhancement Course (SEC)” which exits our UG course curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and a clear sense of India’s future aspirations about education, health and environment. We are presently carrying out our teaching-learning system in Bengali and English. Sanskrit, the mother of North Indian languages and a repository of ancient Indian knowledge and wisdom, is offered as a subject in the Honours and General courses at the undergraduate level.
5. Focus on Outcome based education (OBE):	The affiliated university has designed the UG course curriculum which is focused on outcomes in OBE system. First Course Outcome (CO) of each course is designed keeping in mind the PO . The Programme Outcome (PO) and Course Outcome(CO) are available in our website and also in prominent places in the departments. Teachers are well oriented with OBE by attending several seminars and discussions.
6. Distance education/online education:	Institute has successfully imparted all its courses’ content delivery in online mode using social media to communicate with the students, online classes using Google meet, LMS, e-library, etc. during the Pandemic (COVID-19) and also conducted online examinations successfully.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Literacy drives and seminars about the fundamentals of the electoral mechanism and related issues are conducted under the ELC convenor of the college. Its functionality is monitored roughly on a yearly basis and the competent authority.

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>From time to time some induction programmes and seminar talks are arranged at the institutional level as well as in the local community for the literacy of fresh electors which receive considerable response from the stakeholders. Such campaigns are organized under the mentorship of ELC , with the help of NSS volunteers, both in campus and the vicinity. Such drives come under the direct purview of the local administration and the Block Development authority who put adequate stress and focus on enrollment and proper sensitization of all the relevant issues that go with the process across all the disadvantaged groups of the society.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>In the awareness drives which are conducted in the college and also the neighbouring community, enormous voluntary response and involvement is noted from the students where they put up unique contents through posters, banners, leaflets etc. for distribution among and education of the masses. These initiatives become fruitful because of the efforts put in the Block administration, the college authority and the college alumni whose resourcefulness helps considerably in creating awareness among the under-exposed populace towards the ethical and democratic values underlying the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Most of the college students who are eligible for registration in the electoral roll get themselves enrolled in the same and to achieve this, the initiatives taken by the institution has an effective contribution.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1440	1526	1534	1515	1619

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

### 2 Teachers

#### 2.1

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

Response: 44

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	43	42	41

### 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
72.05	46.94	13.87	32.52	40.97

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Since our college is not an autonomous college and the institution is under the affiliation of Bankura University, so we do not have our own curriculum. The college has to follow the particular curriculum offered by the affiliating university.

As per requirement of the institute the different departments prepare their own lecture plan, activity calendars and internal assessment methodologies to execute the above said curriculum.

The institution follows a carefully thought out and documented method to guarantee the delivery of the programme. For the purpose of supporting the teaching-learning process, i.e. for efficient curriculum delivery as set forth by the affiliating institution, the College has Principal and a adequate number of government-approved permanent teachers.

Meetings with all of the teaching faculties are organized at the beginning of each new academic session under the auspices of the Teachers' Council, together with meetings with all HODs, in order to develop detailed plans for the efficient delivery of the curriculum. In these sessions, the college academic calendar is prepared in accordance with the Bankura University academic calendar. Accordingly, each department prepares its own teaching schedule. The university notification related to the modifications of syllabus is discussed, and any changes to the rules are recorded. The Teachers' Council keeps track of the entire procedure, which is kept under the Principal's control. IQAC keeps an eye on the whole thing.

The aims outlined in the academic calendar are pursued by the routine Committee. The comprehension level of the students is evaluated on a regular basis in class, and input from the students and parents are also taken into account. In this manner, special lectures and remedial/tutorial classes are prepared.

Both classic chalk and talk and more contemporary teaching and learning techniques are used by every faculty to deliver the curriculum. They are experts in their respective academic subjects. For PowerPoint presentations, LCD projectors are available in every department. In addition to these, all departments feature smart classrooms that may be utilized by the instructors to guarantee efficient information transfer to the pupils. The WIFI connectivity is available through out the campus. Group discussions and student seminars are also scheduled.

The college has utilized official Facebook pages, WhatsApp groups and official Facebook pages to connect with staff and students throughout the current epidemic, while LMS, Google Meet, and official YouTube channels have been employed as teaching resources. Additionally, a Learning Management System(LMS), e-books, NDL, NLIST access for students have all been used successfully in the delivery

of curriculum.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response: 5**

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

### 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: 7.86**

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
495	105	0	0	0

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### Response:

In order to grasp current concerns both domestically and internationally, Indas Mahavidyalaya, associated with Bankura University, incorporate cross-cutting issues pertinent to gender, environment and sustainability, human values, and professional ethics. Respect for the values and traditions, as well as a sense of community, are encouraged. These are the components of the art of cohabitation that promotes a positive sense of community. The curriculum at the college includes many undergraduate and postgraduate programmes' course themes on gender issues, environmental ethics, and human values.

#### Gender Issues:

- The following topics about gender issues are covered in university curricula. For example, in English literature, Sem-V, C - 12, philosophy, Sem-VI, GE - 2, political science, semester 1, C1 - A), a special paper on women's writing is taught in classes to raise awareness of women's rights, patriarchal oppression, etc. among the female students.
- Through extracurricular activities, the college works tirelessly to instill cultural, moral, and social values. International Women's Day is enthusiastically observed to inspire pride in and happiness about being a woman in each student. Cultural events and poster contests featuring female students' representations of power are planned. The pupils also take part in programmes that promote gender equality. Additionally, lectures on Pandit Iswar Chandra Vidyasagar and Raja Ram Mohan Roy and their contributions to the advancement of women are held.

#### Environmental Ethics:

- Environmental Studies courses are available at the College in accordance with university curriculum. The College regularly hosts programmes to raise awareness of environmental protection.
- The college offers a beautiful, green campus. To demonstrate to students the benefits of these initiatives in environmental management, they are required to tour these facilities.
- To raise awareness of environmental issues, the College performs green audits engaging students and projects in environmental research on various environmental aspects of the campus.
- Important holidays and awareness campaigns are held as extracurricular activities on days like World Environment Day, Water Conservation Day etc.

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

**1.3.2**

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

**Response:** 23.26

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

Response: 335

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

**1.4 Feedback System****1.4.1**

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

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 71.03

##### 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
609	728	838	808	810

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

2022-23	2021-22	2020-21	2019-20	2018-19
999	999	1134	1114	1094

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 67.96

##### 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
304	327	298	362	334

### 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
444	444	509	501	493

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 34.29

## 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:**

**Response:**

The college has been working for the application of various student-centric techniques with the tried-and-tested conventional ways while also taking into account the changing requirements and outlook of the relevant demographic sections and the most recent pedagogical principles of contemporary education. The teaching-learning process is made more dynamic, experiential, and participatory from the students' point of view by teachers-cum-instructors in addition to the chalk and talk approaches.

The field work, study tours, field surveys, excursions, practical lessons and lab work that various departments regularly conduct in order to carry out the motto "Learning through Experience" usually make the students' experiences of self-learning more immersive. Term papers and projects are utilised as assessment tools, but they also strongly encourage students to expand their horizons and study more. Students benefit greatly from the usage of the zoological museum, herbarium, and medicinal plant garden as well as other hands-on learning opportunities. Students have gained practical expertise with computer and internet functionality thanks to computer labs and literacy programmes. In addition to experiential learning, other student-centric participatory events are done regularly across departments to engage students, such as the publication of wall magazine and college magazines, mock teaching, students' seminars, debate, quizzes, and essay competitions.

Despite its limited resources, the institution has made a priority of utilizing contemporary ICT tools to improve the caliber of educational interactions from the start. However, during the Covid-19 pandemic era, when the entire teaching-learning process switched to the virtual mode, the usage of ICT saw a tremendous increase. The use of ICT has continued in the post-pandemic age as a technique to supplement and complement conventional teaching approaches. One smart classroom, one portable projector, and a number of computers are available to the institution's different departments for a variety of uses. During the pandemic, the virtual LMS platform, which is available through the college website, was primarily used to support the teaching-learning process.

Through this platform, the students received the greatest amount of assistance possible in the form of study materials, regularly scheduled virtual classrooms, assignments, and customised examinations and assessments. WhatsApp groups that serve as all-purpose student support mechanisms offer further assistance. Classes, webinars, lectures, seminars, and other events are frequently held using online meeting platforms like Google Meet and Zoom. Through the use of ICT, departments and teachers have developed their own effective strategies for increasing engagement and improving experiences. In order to best meet the needs of the students in the present situation, the institution has demonstrated its leadership in the administration of learning by doing through the integration of online and offline tools and methodologies.

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

**2.4 Teacher Profile and Quality****2.4.1**

**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 95.45**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
44	44	44	44	44

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

**2.4.2**

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

**Response:** 58.1**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
26	25	25	24	22

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

#### Response

The Bankura University's course structure is followed in the matter of the assessment pattern, which includes both internal and external evaluation. Since the implementation of CBCS in the academic session 2017–18, this pattern has been followed. Internal evaluations are carried out by the relevant departments in accordance with university statutes, the Principal's instructions, and IQAC directives.

According to the academic calendar, the internal assessments are carried out for two to three terms in accordance with the philosophy of Continuous and Comprehensive Evaluation.

The departments take the required steps to inform the students well in advance about the curriculum and exam format. In line with this, the college website is used to publish and distribute the exam timetable, with the general notice board ensuring all-day accessibility. The tests are taken in offline, online, or blended manner. Departmental teachers assign the papers and create the scripts. The numerous papers cater to the pupils' various learning capacities. Additionally, projects, assignments, and class presentations are particularly helpful at encouraging students to engage in active learning and pursue independent study. Class attendance, performance, and involvement in academic and cultural activities are all given appropriate consideration. The marks earned in each test phase as well as other important aspects are taken into account when calculating the final assessment results. Online tests are specifically administered via the LMS on the college website as needed. The CBT-style time-bound MCQ examinations and assignment-based evaluations have been widely employed, especially during the pandemic, in a very user-friendly manner. Most assessments are conducted in blended mode in the post-pandemic era. The evaluation process for the science fields combines internal assessment, lab-based practical evaluation, and external examination. 20% of the total scores are set aside for internal

assessment.

The likelihood of complaints must also be considered when dealing with bulk examinations. In these situations, they are advised to file complaints with the relevant departments, who will then attempt to settle the matter on their own, if possible, otherwise by referring it to the Principal and the IQAC, as the situation may warrant. To ensure an appropriate and timely reaction to the complaints, the entire mechanism operates in perfect harmony at various levels. Through mock exams and audio-visual training concerning the online exam process during the epidemic, the students are prepared for the exam process.

The college's whole administrative structure, starting with the departments, functions in perfect synchronization to preserve proper transparency and ensure prompt grievance redressal.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The Outcome Oriented Instructional System is the central tenet of the contemporary educational paradigm. It seems to be a natural progression in the dynamic realms of academia and pedagogy. The Programmes and their underlying Courses are designed to accommodate the levels and learning styles of the intended learners. The goals of the programmes are clearly understood by both students and teachers from the outset, which invariably fosters a more knowledgeable and empowered learning community. However, unless the implementation is carefully planned and relentlessly pursued, no such wonderful programme would produce the desired results. Because of this, it is crucial to evaluate and gauge the degree of achievement once the courses are up and running.

Without monitoring student progress towards acquiring the knowledge and skills outlined in the statement of programme and course outcomes and applying the necessary corrective measures while maintaining adequate transparency, the entire practise is pointless.

The institution has embraced this practise for the courses delivered under its auspices in accordance with these most recent advancements. All programmes taught at the institution must adhere to the syllabi, which are offered by the affiliating university and follow the CBCS pattern, as well as the evaluation pattern. The institution, the IQAC, and the several departments are responsible for meticulously formulating, curating, and compiling the Outcomes for all the Programmes (i.e., BA Hons, BA Programme, BSc Hons, and BSc Programme) and the constituent Courses with regard to the complete syllabi. The fundamentals of the discipline, as well as the necessary skills and abilities based on practicality and applicability, are the foundations upon which the POs and the COs are built.

The institution's website posts the PO and CO statements for each department across all streams. This makes it possible for prospective students and applicants to visualise the set of skills and goals that they would like to focus on. Additionally, this practise enables lecturers to design their courses in a more systematic and accurate manner. By using the unique technique of using a computer-generated mechanism to measure the level of attainment for course outcomes, the institution has set up a trailblazing example in terms of the evaluation and measurement of course attainment. The selected committee members are responsible for creating the thorough report sheet in this respect at the conclusion of each semester following the publication of results from the university's end. By applying 60% weight to the grades provided in the internal assessment and 40% to the grades received in the end-of-semester exam, the course's achievement is determined. Each student's degree of course attainment is calculated and measured for every course they take during the whole programme.

The procedure enables the HEI to assess and track its yearly development in order to guarantee sectoral competitiveness while maintaining appropriate openness.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

**Response :**

By fostering a comprehensive atmosphere both inside and outside of the classrooms, educators help students develop the fundamental principles of responsible citizenship and ethical values throughout their academic careers. The college takes every effort to establish a conducive setting where students can practice teamwork, professional ethics, love of nature, and empathy for all creatures, among others.

A teaching plan created at the departmental level and an academic calendar created centrally based on university policies ensure that lectures and courses are focused on meeting course objectives and that the curriculum is finished on time. To track the development of the teaching-learning process, departmental meetings are held on a regular basis. Based on the students' performance in class tests, group discussions, student seminars, and internal assessments, direct techniques are used to evaluate the learning outcomes of the students.

The delivery of the curriculum and the availability of the necessary facilities for the students are also prioritised by the feedback mechanism and the grievance redressal system, and issues or complaints (if any) are addressed at IQAC and Academic Committee meetings

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

**2.6.3**

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

**Response:** 63.27

**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
145	314	208	145	70

**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
319	336	245	269	225

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

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.64



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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

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

### 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:**

**Response:**

A lively incubation ecosystem exists in the institute with the objectives to transform innovative ideas into knowledge and mapping of knowled leads to productivity. Moderately equipped library, different science laboratories and last but not the least dedicated faculties are the major stakeholders of the incubation ecosystem of the institute.

To make the incubation ecosystem healthier, four cells/committees have been functioning closely as follows:

1. R&D cell

- It motivates departments to carry out more R&D activities
- It timely screens departmental seminar/webinar proposals and refers to IQAC
- It regularly keeps track with the R&D outputs

## 2. Institute – Industry Interaction committee

- It has been trying to keep the Institute in regular touch with Industries and successfully made some MoU (s) with Industry for collaborative innovation.

## 3. ICT committee

- It has been successfully streaming all webinar activities, besides working to upgrade the in-campus IT facilities regularly

## 4. IQAC

- It has been co-coordinating the activities of the aforesaid three cells/committees for a close tie-up

However, it is true that some constraints have restricted the ideal functioning of the incubation ecosystem of the Institute as follows:

1. It is a new set up college (Particularly enlisted under 2f and 12B in 2018)
2. Only UG courses are available in this Institute and as per local needs it is more focused on Arts and Humanities disciplines
3. The scope of innovations mostly rests with the teaching community
4. The infrastructural facilities (including electricity and road connectivity) as well as resources (including external funding) are too limited for some reason beyond the control of college authority

In spite of the stated constraints the Institute have bagged some achievements in incubatory activities as follows:

1. Some patents have been filed and published successfully
2. Theoretical articles have been published in considerable number in UGC listed journals and books by reputed publishers
3. PhD scholars engaged with the Bengali department have been adding new values to the knowledgebase of Arts and Humanities

As ICT has become a key component of the innovation ecosystem, a webinar focusing on the proper use of ICT in teaching-learning and allied areas has been conducted. In addition the Institute is planning to constitute the IPR Cell in near future

The Institute fully observes the traditional Indian values and already successfully conducted several events on Yoga and related topics.

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

**3.2.2**

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

**Response: 22**

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	10	0	0

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

**3.3 Research Publications and Awards****3.3.1**

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

**Response: 0.86**

**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
2	15	9	4	8

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

### 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:** 0.59

**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
4	4	5	10	3

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

## 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:**

Indas Mahavidyalaya has been conducting extension activities in its rural neighbourhood intensively, in order to support socio-economic uplifting of various sections/segments of the dwellers. In this connection, two functional components have been made operational:

1. NSS Units (for supporting various extension activities)
2. Departments/Committees/Cells/Clubs (for organizing specific events targeting particular social-group)

Since their formations in 2009 two units of NSS, Unit-I and Unit-II, are involved with the dwellers of the surrounding areas by performing various activities, including field works for pathway/shoreline repairing, tree plantation, destroying larvae of mosquitoes and restoring the dying ponds by re-digging. NSS Unit-I and NSS Unit-II have been serving the respective adopted villages, Khosbag and Mirzapur, in particular.

On the other hand, besides different academic departments, the following committees/cells/clubs have been organizing seminars, workshops and awareness programs in the aforesaid villages in association with the NSS Unit concerned:

1. Green Club & Campus Beautification Committee
2. Fight against Superstition Club
3. Differently Abled Persons' Assistance Cell
4. Jal Shakti Aviyan Cell
5. Yoga and Meditation Committee

Some events thus conducted successfully are:

1. Awareness programs targeting:
  - Fight against de-plantation
  - Dengue Prevention
  - Gender sensitization
  - ICT enable Computer Skills
  - Differently Abled Citizens' Rights
  - Save Water, Save Life
2. Seminar with emphasis on growing scientific temper and making superstition free India
3. Workshop focused on Yoga for elderly people
4. Covid' 19 Relief Operations

Indas-I Gram Panchayat and Indas-II Gram Panchayat have provided the necessary support in this regard under the respective MoUs signed in Mid'2018.

It was needless to say that during the period March'2020 - October'2021 the extension activities could not be carried out smoothly in view of the underlying the Covid'19 pandemic and combat protocols issued by the central/state/local Government from time to time. However, whenever the ground situation and law permitted, the administration, teaching and non-teaching staffs as well as NSS volunteers of Indas Mahavidyalya spontaneously participated in the relief work, such as purchasing and distributing protein-rich food articles, among the Covid'19 affected dwellers. In addition in order to help the Government in handling Covid'19 pandemic all employees of the college donated their one-day remuneration to the W.B. State Emergency Relief Fund through the college

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

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

The Indas Mahavidyalaya received Recognition and Awarded (securing second position) from Government of West Bengal as best performing institution in implementation of " KANYASHREE PRAKALPA" in Bankura District in 2019-2020.

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

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

**Response:** 19

**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
2	9	0	5	3

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

### 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:** 4

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

a) Teaching-learning:- An appropriate routine is followed to conduct the teaching-learning process for the students of both B.A. and B. Sc. ( Honours and Programme) Courses. There are 21 number of Substantive Teachers and 21 number of State Aided College Teachers for conducting the teaching-learning process smoothly. The college has 6 number of non-teaching staffs. The college has a central academic routine and arrangements for tutorial classes, remedial classes, library-reading facilities etc.. Departments publish wall magazines and online magazines at frequent interval. Special importance given on drama, quiz, drawing, Instant speech and essay competitions etc.. The college has shown its efficiencies on conducting software-based online classes after the closure of educational institutions due to COVID-19.

Classrooms: The college has adequate teaching-learning resources. The academic building has 19 class rooms (including virtual classroom), each of which has the seating capacity – ranging from 25 to 290. The classrooms are well equipped with teaching aids like chairs, tables, benches, blackboards etc..

Laboratories: There are 6 (Six) laboratories for Physics, Chemistry, Botany, Zoology, Computer science and Environmental science. Each laboratory is equipped well with necessary chemicals, samples and instruments.

Computing equipment: Besides computers and projectors; a college portal also exists using LAN (Local Area Network). Barcode machine of library plays a significant role, and Library Management Software and OPAC are also used as important software in library.

b) ICT Facilities:-There is a smart classroom (Virtual classroom) with ICT facility providing minimum seating capacity for 84 students. Classes, seminars and departmental cultural programmes are regularly arranged there. Each department conducts ICT enabled classes regularly through power point presentation.

Cultural Activities: The college conducts different cultural activities on regular basis, Cultural programmes are arranged on the Independence Day, Teachers' Day, International Women's Day, National Sports Day, Basanta Utsav, International Mother Language Day, Netaji Jayanti, birth and death anniversaries of Rabindranath Tagore, birth day of Raja Rammohan Roy and other eminent personalities.

Even in COVID-19 pandemic period above mentioned cultural activities were also celebrated by different departments on virtual mode like Google-Meet and You Tube.

Sports activities: Annual sports is conducted in every year. Students also take part in Districts sports Meet and State Kho-kho Meet. National Sports Day is also celebrated in college.

Gymnasium: A gym is also provided by the college. There are equipments like Multi Gym (7 Station), Dumbbells, Barbel plate, Exercise cycle, Manual Treadmill, Bench press board, twister and iron ball etc. Students and teachers use the gym for their physical fitness.

Yoga centre: Yoga classes are held for the students with the help of trainers. International Yoga Day is celebrated in every year. In 2022, Department of Physical Education and Department of Philosophy had jointly organized a national level seminar on international Yoga Day which was financially sponsored by Indian Council of Philosophical Research.

Games (indoor and outdoor): Indoor games like carrom etc and outdoor games like hand ball, badminton, volleyball, football, kabaddi take place in different times of the year and students get involved in these games.

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

#### 4.1.2

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

**Response:** 41.05

**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
39.1	16.1	5.2	7.8	16.5

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

Library is automated using Integrated Library Management System (ILMS): The Central Library of Indas Mahavidyalaya is fully automated with the Library Management Software (Local made part of ERP). This version was installed in the year 2019. Since then, the accession and cataloguing of the Library Books have been done through this software. Besides this software, the library has the facility of Barcoding machine. Issue and return of the books of the students is done using Barcode system. The students can even check the availability of Books in the Library through Online Public Access Catalogue (OPAC).

The college library has been improving with a greater number of books. The college purchases books time to time as per the funds sanctioned by the government. There are 8507 number of books in the library. There is a library teacher to conduct the activity of library which helps both the students and the teachers. The Library preserved previous years' question papers which is found to be very udeful for the students for their practice.

Subscription to e-resources and Journal: Now-a-days e-library is very effective way for reaching to maximum number of students and the college has taken necessary steps to carry out the same. The college has also subscribed online journals and e-books (N-LIST) for students and teachers. Students also get the opportunity to access online study materials from the Directory to Open Access Journal and online Reservoir Thesis (Sodhganga) whose links have been given on college website.

For purchasing of books Rs. 3000.00, Rs. 705061.00 and 5405.00 were spent respectively in the academic years of 2018-19, 2021-22, 2022-23 respectively. For journal subscription (N-LIST) Rs. 5900.00 was spent in the year 2022 as well as in 2023.

#### **Library optimally used by Faculty and Students:**

Year	Library open (Days)	Total Users (Teachers & Students)	Average per day	Total Students & Teachers	Percentage per day usage
2019-20	27	209	$209/27 = 7.74$	1559	0.50%
2020-21	Library closed due to pandemic				
2021-22	91	1896	$1896/91 = 20.84$	1569	1.33%
2022-23	167	2845	$2845/167 = 17.04$	1482	1.15%

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

**IT facilities:** In recent times, ICT classes facilitates the teaching-learning process for evaluation of students' progress and they are very much attracted towards such classes. The college has its specific IT infrastructure. There is one computer for students' usage in Reading room. Computer, scanner, printer facility is provided in student, s Reading Room. In virtual class room teachers can conduct their classes through power-point presentations. Wi-Fi facilities for teachers and students as well as office staffs has also been provided.

The website committee of our college, updates the official website of our college on regular basis.. The institute uses different softwares like LMS (for Library); CAMS, HRMS and E-pension portal (for College office); Turbo C/C++, Java, Linux and Python (for Department of Computer Science); Dev C++ and Turbo C/C++ (for Department of Mathematics). For better Teaching-Learning process, each department conducts ICT enabled classes through power point presentation with the help of laptop and projector. Maintenance and upgradation of all softwares are made on regular basis.

During COVID-19 pandemic situation, College Website was used for conducting classes in audio-visual mode and for uploading and downloading study materials, question papers, answer scripts for internal examinations as well as practical examinations. Many webinars have been organized using online platforms like Google Meet as well as YouTube. Different departments conducted various cultural activities through online platform like You Tube and Google Meet in pandemic period.

**Bandwidth for internet connection:**

The college is having with the LAN, Wi-Fi facilities with the speed 80 mbps (Students' usage) and 65 mbps (teachers and office usage). There is a high-speed internet connection in library which is found to be very useful. Facilities for searching e-database from INFLIBNET (N-LIST) are also available. Wi-Fi facilities for teachers, students, and office staff has also been provided,

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

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

**Response:** 1440

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

Response: 1

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

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 4.68

**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
3.03	1.44	0.51	3.18	1.5

  

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 56.79

**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
1348	1433	589	792	173

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

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

### 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:** 13.16

**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
343	337	0	325	0

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

### 5.1.4

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

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

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



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

## 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:** 9.07

**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
27	28	16	5	4

**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
145	314	208	145	70

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.53

**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
1	1	0	1	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 0

**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
0	0	0	0	0

**File Description****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:** 6.4

**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
9	8	4	6	5

**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 has an Alumni Association registered under the Societies of Registration Act. 1860.

Details of the Alumni Association's support provided for the college's expansion and academic progress over the last five years are as follows:

1. Submitting comments on curriculum, instruction, research, and extension efforts.
2. Participation of Alumni in the extension activities.
3. Recommendation for introducing new skill-oriented courses.
4. The encouragement of students to take part in outreach initiatives and community service in order to develop their leadership skills, which in turn aid in national integration and development.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The College continues to support and develop a prestigious community of human resources that can realize the vision of the country. Our pupils maintain cultural integration between their own cultural propensity and our country's cultural practices. The institution is steadfastly committed to fostering interpersonal relationships among its members and to instill logical inclusion among the students for understanding contextual difficulties and getting solutions. Finally, the college sincerely concentrates on bringing out each individual's unique potential in order to support their overall development as autonomous civilians.

#### Vision

Enlighten Society through holistic education.

#### Mission

Persuade Excellence in Higher Education.

#### Objectives

The institution intense to

- provide conducive academic atmosphere.
- improve overall students' academic performances.
- inculcate moral value among students.
- develop competent manpower among students.
- render service to society.

#### NEP

The curriculum according to New Education Policy (NEP 2020) has been adopted and implemented under the guidelines of Bankura University. Existing 1st Semester has been going on as per the same guide lines.

#### Governing Body/Administrator and Various Sub-committees

The Governing Bod is often responsible for formulating policies, strategies, and plans. The Principal submits different proposals to the Governing Body for discussion and any necessary approval after consulting with the Heads of Department of various Departments and various committees established by the Governing Body and Teacher's Council of the College.

## **IQAC**

The meeting is run by IQAC, which also decides on the actions to be done for academic advancement and related activities. Whenever it is necessary, the resolutions are sent to G.B./Administrator for implementation.

### **Institutional Practices such as decentralization and participation in the institutional governance**

The Principal serves as the institution's academic and administrative leader. However, attempts are being made to decentralize the management through the Head of Department(s) and several committees taking representatives from Teaching and Non-Teaching Staffs who are qualified or specialized to oversee particular activities or events. The conveners/co-coordinators and the members are allowed to organize academic events and programmes. Through regular meetings and evaluation of these activities, the IQAC assures efficient planning and execution of academic activities.

The Governing Body, the highest policy-making body offers general direction, supervision, and a planned framework taking into account the advice and ideas of the various subcommittees. The suggestions from the Teachers Council and its subcommittees regarding academic issues are affirmatively acknowledged by the college administration.

The statutory Bodies of the college are-

- The Governing Body.
- The Teachers Council.
- Finance Sub-Committee.
- Purchase Sub-Committee.
- Building Sub-Committee.

Several academic and administrative tasks are monitored and facilitated by various collegestatutory or non-statutory committees that demonstrate the decentralization of power. The committees are:

- Admission Committee
- Anti-Ragging Committee
- Grievance Redressal Cell and Prevention of Sexual Harassment
- Committee for Internal Quality Assurance Cell

- Research Sub-committee
- Routine Sub-committee
- Student Council
- Cultural Sub-committee
- Sports Sub-committee
- Canteen Sub-committee
- Service book committee
- Students Aid fund committee
- Library Committee

### Major strategies for decentralization and participative management

- Regular meeting with the HODs
- Regular meetings with TC Committee, IQAC and others
- Feedback collection and analysis for stakeholders
- Principal meets all stakeholders including students weekly and visits departments on regular basis.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

- The college functions under the prescribed guidelines of the regulations as laid down by the affiliating University and guideline issued from time to time by the Department of Higher Education, Government of West Bengal.
- Governing Body (GB) of the college, consisting the membership of the Principal as its ex-officio Secretary as well as the DDO, draws the basic administrative outlines to implement the recommendations as prescribed by the IQAC and different committees from time to time.

#### Countering Pandemic:

- Online curricular and extra-curricular classes.
- Online different Sub-committees meeting as when needed giving prior intimation over concerned Whats App Group.

- Mentoring process was run sincerely by the concerned faculty as well as the Principal over online mode through Monthly Progress Report.
- Relevant Webinars were organized to boost up the mental health of students and staffs.
- NSS volunteers are worth mentioning as they extend their hands on various kinds of social work during the pandemic situation. They have campaigned door to door, distributed grocery items, medicines, sanitizers, masks to the dwellers. All the staffs have donated a certain percentage from their salary for this dweller's welfare mission

### **Recruitment and Promotional Policies**

Through the West Bengal College Service Commission, teachers are appointed. Their promotion is determined by their API score and service history. The State-Aided College Teachers (SACT) are appointed by the Governing Body after being interviewed by the Expert Committees. The state government grants their SACT status. The Governing Body appoints non-teaching employees in a transparent manner through an expert committee. The state government then confirms and authorizes salary fixation. They have a one-year probationary term.

### **Administrative Procedure:**

- Principal is the head of overall administration. The regular interaction of the principal with the Teacher Council Secretary (TCS), Coordinator of IQAC, HODs, conveners of the UGC committees and other seniors in charge of key areas is sustained.
- There are several sub-committees like Finance, Purchase Sub-committee etc. which helps the Principal in proper execution of the decision.
- Academic, Routine and Examination sub-committees help the Principal in governing the entire academic system smoothly.
- The newly appointed Guest librarian finds scope to place his opinion to the Principal and IQAC coordinators for the development of Central Library of the college.
- The official personals i.e. Accountant, Cashier are always remain in touch with the Principal whenever required.
- All the academic and administrative progresses are recorded.
- Measures and modifications are taken immediately by the IQAC.

### **Strategic Plan**

The institution has a strategy plan in place to help it develop in a systematic, well-thought out and phased manner.

- Application for grants from government and non government sources.
- Extension of available area through expansion to accommodate more classrooms, laboratories, staffrooms etc.
- Improvement of the scope and profile of the teaching-learning experience through greater use of ICT and other innovative means.
- Introduction of new subjects at the undergraduate level.
- Application for more substantive posts from the state government.
- Improvement of Online Admission Process and Digitization of Student Record.



<b>File Description</b>	<b>Document</b>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

**6.2.2**

*Institution implements e-governance in its operations*

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

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

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

**6.3 Faculty Empowerment Strategies****6.3.1**

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

**Response:**

The institution offers several name worthy schemes to its teaching and non-teaching staff to boost their work culture, efficiency and support. These includes:

- Provisions of various leaves like Earned Leave, Medical Leave for all staffs and Maternity Leave, Child Care Leave for married female staffs.
- Granting interest free loan in need against Provident Fund as per Govt. rules.
- Provision of Pension Scheme for permanent staffs as per Govt. rules.
- Promotional benefit for staffs as per Govt. rules.
- Leave encashment for staffs as per Govt. rules.
- Bonus for casual non-teaching employees.
- Provision for leave for Permanent teaching faculty for attending Faculty Induction Programme, Refresher Course, Short-term Course.
- Financial supports provided by the college to the casual non-teaching staff by providing bonus every year before the puja.
- Gymnasium facility, car parking facility for staffs.
- Well-decorated Canteen for students and staffs.

### Performance Appraisal System:

- Monthly Progress Reports are filled in regularly by the faculty members who include their attendance, number of leaves, number of classes taken and topics covered in the syllabus. These Monthly Progress Reports are periodically reviewed by the Principal.
- Departmental level meetings and department wise meetings with the Principal are held whenever required to regulate discharge of allocated duties and responsibilities of Faculty members.
- Career Advancement Scheme (CAS) for the teachers who become eligible for the promotion of different stages has been implemented following the guidelines laid down by UGC and Higher Education Department, Govt. of West Bengal.
- Non-teaching staff members are time to time called by the Principal to ensure streamlining of operations.
- Service Book and Leave sub-committees meet on regular basis and also special meet is organized to consider individual special case.

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

### 6.3.2

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

**Response:** 0

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

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

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

### 6.3.3

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

**Response:** 15.83

**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
6	8	17	4	3

**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
6	6	6	6	6

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

The institutional structure is responsible for ensuring that the financial resources are used effectively and efficiently. . Financial resources are allocated in accordance with predetermined guidelines and procedures. The college ensures that its financial management is transparent.

#### **Resource Mobilization Strategies**

- Conduction of internal and external audits on the institution's revenue and expenses on a regular basis.
- Consistent meetings with heads and the bursar for fund disbursement .
- Scheduling of meetings with the HODs and librarian as needed.
- Internal fund management by the Principal and Bursar.
- Maintenance of the departmental stock registers and carry out internal audits.
- Computerized system of fee, arrears, and salary collection.

#### **Mobilization & Utilization Procedure**

The term "mobilization of funds" refers to the process of raising money and properly using it. All substantial projects and plans requiring a college fund are received by the Finance Committee or Governing Body, and after receiving the permission of the college's higher authority, the project is carried out.

The primary source of money for the college fund is fees that are collected from students. The mechanisms for using or spending the college fund come in two flavors: the daily recurrent expenditure and the non-recurring expenditure. The college periodically receives subsidies for the construction of classrooms, etc. from the Department of Higher Education, Government of West Bengal. Additional funding for the college's development comes from MLAs, MPs Lad.

A sizeable portion of the money that has collected in the college fund is used for the benefit of the students to develop sports facilities, provide cultural activities, and other things. Students who are

genuinely struggling financially are also granted financial aid. One of the components of the college fund's ongoing expenses is the daily cost of attendance. However, the non-recurring element of the college money is used to pay for the expansion of long-term facilities like the library and laboratory amenities, the purchase of equipment, furniture, and electrical products, etc.

### **Institution conducts internal and external financial audits regularly**

The audit is carried out by auditors designated by the West Bengali government. The Purchase committee, the Finance committee, and the Bursar automatically conduct a non-formal audit even though there is no procedure for internal auditing. Every year, external auditors chosen by the West Bengal government of Higher Education to perform an audit. Following the end of the audit process, the necessary actions are taken to fix any errors, inaccuracies, or inadequately followed procedures that were discovered by the auditors. The auditor's recommendations are encouraged to enhance accounting and financial operations. The audit reports are also placed before the Governing Body for necessary analysis.

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

## **6.5 Internal Quality Assurance System**

### **6.5.1**

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

#### **Response:**

IQAC has been ensuring the quality of the teaching and learning process as well as other developmental initiatives. Meetings to discuss policies and actions are held frequently to maintain the review process.

The IQACs made a concerted effort to inspire teachers to continuously adopt their teaching strategies and abilities to the demands of the modern world. The adoption of e-teaching, e-learning, and evaluation processes, such as LMS, DSPACE, and others, improves the students' ability to manage their knowledge in a pandemic situation. Despite its rural location, the institution has upgraded its infrastructure and given support and training to the teachers so they can become more technologically savvy and use these tools to teach students.

The following actions have been taken by IQAC as:

- The college has introduced two new certificate courses named as Computer Fundamental and Applications and Communicative English and Personality development from AY 2022-23.
- To improve the quality of teaching, the IQAC strongly encourages the extensive use of ICT resources.

- In order to continue the academic process during the lockdown caused by the COVID-19 pandemic, the IQAC arranged various online activities such as webinars, workshops, etc.
- College has install facial Bio-metric system for the attendance of the staffs.

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities.**

- The teaching and learning processes of the institution are continuously reviewed by IQAC. IQAC maintains the following measures to review of teaching learning activities
- At the beginning of each semester faculty members make the lecture plan for the subject in which they are assigned.
- Under the supervision of IQAC, operational structure, methodology, and learning outcomes are monitored on a regular basis to assess and examine the quality of teaching and learning processes and to maintain and enhance educational standards. In addition, IQAC offers ideas for creating an appropriate infrastructure, fresh approaches to utilizing contemporary teaching tools, and suggestions for the launch of new courses.
- Implementing active involvement of ICT in the teaching learning process, internal assessment and home assignment, doing Field Works, planning numerous seminars and conferences at the state, national, and international levels, utilizing e-learning resources on the college website, maintaining a high percentage of students through tracking attendance are just a few of the strategies.
- The IQAC also encourages faculty members to participate in short-term courses, OPs/FIPs, conferences, workshops, and seminars held by the UGC-HRDC and other academic staff institutions to advance their professional capabilities.
- After considering ideas and Action Taken Reports as well as the recommendations from statutory and non-statutory subcommittees, the GB awards the necessary approvals, resolves issues, and provides instructions for the academic and administrative quality assurance of the college.

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

## 6.5.2

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

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

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

File Description	Document
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Gender Sensitization involves creating awareness about gender issues and working towards generating a supportive environment for gender justice. This is crucial for men and women to work together with security and dignity. Keeping these in mind, the college has taken several initiatives to sensitize the students, teaching and non-teaching staff over the past few years. Apart from gender sensitization, the college ensures safety and security throughout the year. This is achieved with CCTV and fulltime security guard. Counseling plays an important role in the overall growth of students as well as the college. So, the Institute has adopted different methods to counsel the students.

#### **Facilities and provisions for the safety and well-being of girl students**

- Safely rules are strictly followed and there are security personnel who safeguard the entire campus. As a result, the girl students feel secure under the supervisors.
- CCTV's have been installed at the entrance of the college gate, office, corridors of different floors of the college to ensure the safety and security of students and staff.
- ID cards are issued to the students to prevent the entry of outsiders. (photo needed)
- There are separate washrooms, common room facilities for female students. A sanitary napkin vending machine has been installed in the Girl's Common room in order to respect the privacy of female students.
- Separate washroom facilities are also available for female teaching and non teaching staff of the college. (photo needed)
- Self-defence Martial Art training programs for students are organised regularly.
- A Mentor Mentee system where each teacher is allotted a few number of students to take care of their problems and difficulties, both academic and personal is in execution all through the year. (file attached)
- The Academic curricula of the UG course in various disciplines like General and Honours Programme (Bengali,English,History,Sanskrit,Philosophy and Political Science) include topics on Gender.
- The College organizes seminars on 'International Women's Day' in which faculty members and guests like the local BDO and Police personnel deliver speeches to create awareness amongst both boys and girls on issues in this regard. (photo needed)

#### **Strict monitoring of gender equity**

- The college has its own Internal Complaint Committee, Women's Cell and Students' Grievance



Redressal Cell that take care of various issues and grievances related to gender equity and women's rights. Students are made aware of the functions of such cells so that they can approach them in times of need.

- In addition to these, the college has a duly constituted Anti-Ragging Committee and Disciplinary Committee to ensure safety and protect the interests of students.
- Online and offline mode of compliant registration for girls students is available for any violation of women's rights. The link is provided on the website.
- The Bratachari team plans cultural events to inspire the female students about civic duty, social responsibility, and a spiritual idealistic life. It also helps them discover their latent abilities so they never feel excluded from society. The girl pupils receive instruction in the five bratas of Knowledge, Labour, Truth, Unity, and Joy.

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

### 7.1.2

#### The Institution has facilities and initiatives for

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

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

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

### 7.1.3

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

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

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

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

#### **7.1.4**

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

**Response:**

**Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity**

College is situated in a remote village of Bankura district in West Bengal with resident communities belonging to diverse cultural, religious and social backgrounds. The College values inclusionary practices at multiple levels, including its admission policy, by means of which students of different religious, social backgrounds and cultures are admitted to the college.

- There is a special quota for OBC-A students and financial support from the Government of West Bengal is available for eligible students of OBC-A Category.
- The different Government scholarships that students of this College avail of encourage inclusion and accommodation of diversity.
- The different government facilities aimed at helping students of backward classes, namely SC and ST are well executed and applied all through.
- The College offers language courses of diverse types: Bengali, English, Sanskrit. Several

commemorative days like Swami Vivekananda's birthday, Netaji's birthday, Rabindra Jayanti, Baishe Shraban, Ishwarchandra's birthday are celebrated with equal enthusiasm by students, teachers, non-teaching staff and members of the Alumni Association, who are present on each of these occasions not only for pleasure, but to generate the feeling of companionship and social harmony.

- Students, teachers, staff and members of the Alumni Association jointly celebrate several cultural and religious festivals like the Saraswati Puja, Yoga Day, International Mother Language Day, Teachers' Day, Freshers' Welcome, College Fest and Annual Sports.
- The ICC of the College engages with sexual diversities through gender sensitization and awareness programmes.
- During the COVID-19 pandemic situation in the academic session 2020-21, some of the above-mentioned programmes were observed online and the rest were celebrated with restricted number of participants in the college premises, as per the Guidelines issued by the State Government related to the pandemic situation.

### **Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens**

#### **Response:**

The College addresses various social and environmental issues and faculties of every department involve to make the students aware and educate in this regard. To properly sensitize the learners and supplement their knowledge about gender equality, human rights, environmental issues, there are specific committees such as the Woman Cell, ICC, NSS Unit. Different workshops, seminars, webinars, special lectures, exhibitions are arranged regularly for inculcating desirable value system among learners. Cleanliness programmes are undertaken by the students to clean the college buildings and the entire campus periodically.

World Environment Day, World Water Day and awareness programmes for the need to conserve and protect Nature are observed with utmost sincerity by the students aided by the other staff, both teaching and non teaching, both inside and outside the campus. During the pandemic period students of the college participated in relief work and distributed food packets, medicines and other items of basic need to the village people. Focus on gender sensitivity is one of the important curricula of different departments like Philosophy, Political Science and English. Women Cell promotes gender equality through different programmes.

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

## **7.2 Best Practices**

**7.2.1**

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

**Response:**

**Institutional Best Practice -1****Title of the Practice- Integrated Learning Environment****The objective of the best practice**

Reaching out to as many first-generation students as possible is important because majority of the student population lives in rural areas and is economically underprivileged. Keeping these things in mind, our top priority is to offer low-cost alternatives for higher education, skill-based training, and assistance with job placement. Additionally, it aims to provide students with the technological know-how needed to handle contemporary teaching methods.

**Context**

The traditional teaching method has been improved with the aid of digital platforms in this pandemic situation, and skill-based courses have been strengthened. The college is committed to serving the new generation of youths in the surrounding areas, which was built on the land of local villagers.

**The Practice**

Our college is situated in a rural, underdeveloped area where a sizable number of the population relies on agriculture, a sizable portion of the populace comes from economically disadvantaged and weaker areas of society. Taking these things into account, our main goal and challenge is to give our students the chance to pursue higher education at the lowest possible cost, to give them skill-based training, and to also upgrade them by teaching them soft skills and fundamental computer handling proficiency.

To reach pupils even in isolated rural locations during the epidemic, the traditional teaching-learning method has been improved and combined with digital platforms. With the goal of providing quality education that will ultimately benefit the students and reducing dropouts that occur for a variety of economical and social reasons, social platforms are utilised to engage with the students.

Beginning with the separation of students according to their learning style and aptitude, mentor groups are formed. Mentors provide ongoing psychological counselling as well.

The college has successfully employed the Learning Management System to provide e-study materials, virtual classrooms, and online exams in addition to traditional and regular classroom teaching methods.

For information exchange and to communicate with the students, the official Facebook page and WhatsApp groups have been used successfully.

For live Google Meet lessons, the official YouTube channel are used as useful teaching resources.

The college makes an effort to combine traditional teaching-learning techniques with digital learning. Additionally, skill-based training computer training, soft skill, value education, value added professional courses and mushroom cultivation are provided outside of class hours to help students build their entrepreneurship abilities and prepare them for the workforce.

### **Evidence of Success**

In this Pandemic situation, communication and goodwill of the institution have considerably contributed to widespread recognition through this integrated learning environment. For the goal of receiving regular information on their classes and other academic matters, students have been allowed to maintain direct contact with their specific lecturers.

### **Problems Encountered and Resources Required**

The increased digital learning was unavailable to all students who lived in far-off villages where internet facility is not available. A mechanism for monitoring each pupil must be carefully maintained.

### **Institutional Best Practice -2**

#### **Title of the Practice- Promotion of Human Values and Ethics**

#### **The objective of the best practice**

Indas Mahavidyalaya, a leading institute with a noble vision and mission is disciplined and systematic in meeting the demands of its academic curriculum. It also fosters a healthy environment for the promotion of human values and ethics that ensure a genuine flourish of values amongst students.

The practice takes into account two main objectives of the institution:

- 1) To take care of a students' well being and
- 2) To look into her/his holistic development as a human being

The aim is to instill in the student a sense of confidence and faith so that she/he may confront any obstacle or hardship in life, both social and domestic. Motivational counseling sessions assist students in dealing with emotional and mental health concerns and improving their sense of self. This has a significant impact on their thinking, education, career, and life choices.

#### **Context**

College students' teenage years cause a variety of physical and mental changes in them. These changes make dealing with personal and social difficulties challenging for them. Spiritual drive, discussions of ethics and human values, and Vedanta all help to build a firm foundation in youth. Several pupils were caught in a position of acute mental distress and poverty during the COVID -19 epidemics in 2020.

#### **The Practice**

1. Recognizing a student's emotional requirements

2. Instilling in them a feeling of moral and ethical values.
3. Arranging sessions and classes for the students so that they receive lessons and guidance in the above lines. It is also a platform where they can interact and seek knowledge according to their individual needs.

The departments has been initiating and organizing course lectures and workshops, invited talks on values and ethics, which aid in the development of aware and awakened minds (students). The syllabus of subjects taught in the college like Philosophy , Political Science, English, Bengali, History has incorporated topics which allows the teachers to deliver talks on values, ethics, humanity and morality from their unique and individual perceptions.

The most unique aspect of this practice has been the MOU between Indas Mahavidyalaya and Samsor Ramkrishna Mission by which the reverend marks of the institute address sessions to share their learning's of the Vedanta, their life experiences , their noble thoughts, on life, values and ethics.

### **Evidence of Success**

The periodical lectures have received an overwhelming response with a packed hall and positive feedback. The inspirational talks of the monks have been a huge success and students have eagerly participated in various programs held in Ramkrishna Mission, Samsor.

### **Problems Encountered and Resources Required**

Rural colleges are always challenged by issues of conveyance. In a variety of ways, a lack of sufficient transportation facilities creates unequal opportunities for pupils. Despite their best efforts, the poorly connected highways cannot transport the whole student population to college. All cannot make it to these various programs, either online or offline, due to lack of proper conveyance and a poor network system.

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

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

#### **Response:**

The Indas Mahavidyalaya is situated in a rural, underdeveloped area. Local farmers donated the land, and local teachers and farmers raised money to build the college with the hope that their children would have access to affordable higher education close to their homes. Due to its geographic location, where a sizable portion of the student body comes from economically disadvantaged and weaker sections, our

institution stands out because we have upgraded ourselves in accordance with the times and combined traditional teaching-learning methods with digital learning. Our main goal is to give our students the opportunity to pursue higher education at the lowest possible cost. During the pandemic, the official Facebook page and WhatsApp groups have served as efficient means of information sharing and student communication. For live Google Meet classes, the official YouTube channel and G-suite accounts are both used as useful teaching resources. With class notes and routine assessments, the learning management system is used effectively. Students from all departments can access the institutional repository, the digital library with e-books using INFLIBNET with a login.

To ensure a lower dropout rate, scholarships have been made available from both public and private sources. The mentor group's counselling of both students and frequently parents helps to guarantee that students complete their higher education goals before leaving the college.

To equip them with a variety of skills for self-reliance and entrepreneurship development as well as to prepare them for the workforce, skill-based training in python programming, soft skill development, basic computer training and mushroom cultivation is conducted outside of class hours.

In addition to regularly holding plantation programmes, camps cleaning program and water conservation program, the college also organises outreach programmes that involve the local underprivileged youth and involve them in the college's cultural events and athletic competitions. It also launched an initiative to educate rural women about the importance of eating a balanced diet at an affordable price

Therefore, our college is trying to develop a holistic learning environment by fusing traditional teaching-learning methods with ICT so that students not only become proficient in their particular subject but also grow into skillful persons, compassionate, responsible and devoted citizens of this country.

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

## 5. CONCLUSION

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### **Additional Information :**

Indas Mahavidyalaya is applying for first cycle in NAAC and the all teaching and non teaching staff members are not expertise or accustomed with this new process of evaluation system. The college started preparation for NAAC accreditation since December 2021 after joining the Principal in March, 2021. The college employees became trained and developed themselves by our state and district level NAAC mentors. Within two years the college has made commendable advancements and developments in all areas of the academic and administrative infrastructure. Every single classroom and laboratory has been updated with modern equipment, the library has been updated and automated, the seminar hall has been modernized, the campus has been made cleaner and greener, collaborations with several organizations and colleges have been established, various skill-based courses have been introduced, but most importantly, the availability of 41 full-time, government-appointed teachers has significantly improved teaching-learning, extension, and outreach.

### **Concluding Remarks :**

Our college strives to achieve an all-round academic growth for its students, 60% of whom are female and almost 40% of whom come from underprivileged socioeconomic groups. The college is also aware that despite its ongoing efforts, it still has areas for improvement and that there are many shortcomings that need to be addressed before our institution can meet its goals.

The ongoing COVID-19 epidemic posed a problem because students were not allowed to be physically present in the classrooms, and important facilities like the library were shut down throughout the academic year 2020–21, which ran until November 2021.

We invested all of our resources and focused all of our efforts towards adapting to the new environment by providing access to quality education in an online setting. The locals have developed a positive opinion of the college and provide it their moral support



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>438</td> <td>105</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>495</td> <td>105</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	438	105	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	495	105	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
438	105	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
495	105	0	0	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 337            Answer after DVV Verification: 335</p> <p>Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.2	<p><b>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</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>322</td> <td>382</td> <td>336</td> <td>408</td> <td>382</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>327</td> <td>298</td> <td>362</td> <td>334</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	322	382	336	408	382	2022-23	2021-22	2020-21	2019-20	2018-19	304	327	298	362	334
2022-23	2021-22	2020-21	2019-20	2018-19																	
322	382	336	408	382																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
304	327	298	362	334																	

**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
444	444	509	501	493

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
444	444	509	501	493

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	10	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	10	0	0

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

**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
25.6	19.7	7.2	17.9	18.3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.03	1.44	0.51	3.18	1.5

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	28	16	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	28	16	5	4

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
144	315	208	105	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145	314	208	145	70

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>16</td> <td>4</td> <td>10</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>8</td> <td>4</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18	16	4	10	14	2022-23	2021-22	2020-21	2019-20	2018-19	9	8	4	6	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	16	4	10	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	8	4	6	5																	

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1137 986 1249"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1440</td> <td>1527</td> <td>1534</td> <td>1515</td> <td>1619</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1328 986 1440"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1440</td> <td>1526</td> <td>1534</td> <td>1515</td> <td>1619</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1440	1527	1534	1515	1619	2022-23	2021-22	2020-21	2019-20	2018-19	1440	1526	1534	1515	1619
2022-23	2021-22	2020-21	2019-20	2018-19																	
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1440	1526	1534	1515	1619																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1599 986 1711"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72.05</td> <td>46.94</td> <td>13.87</td> <td>32.27</td> <td>40.97</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1789 986 1901"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72.05</td> <td>46.94</td> <td>13.87</td> <td>32.52</td> <td>40.97</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	72.05	46.94	13.87	32.27	40.97	2022-23	2021-22	2020-21	2019-20	2018-19	72.05	46.94	13.87	32.52	40.97
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