



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

RAJA NARENDRALAL KHAN WOMEN'S COLLEGE

RAJA NARENDRALAL KHAN WOMENS COLLEGE GOPE PALACE,
P.O.-VIDYASAGAR UNIVERSITY MIDNAPUR-721102 PASCHIM MEDINIPUR,
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Raja Narendralal Khan Women's College, commonly known as Gope College, is a leading educational institution located in the rural Junglemahal area of Kankabati Gram Panchayat, Paschim Medinipur district, West Bengal. Founded on August 22, 1957, the college has evolved from its modest beginnings to a prominent center for women's education and empowerment. Achieving autonomous status in the 2018-2019 academic session, it became the first women's college in West Bengal to do so, a recognition reaffirmed by Vidyasagar University for a decade.

Historical and Cultural Significance

The college's roots are deeply embedded in the historic Gope Palace, associated with the Narajole Royal Family and funded by Mrs. Anjali Khan, wife of Sri Amarendra Lal Khan. The palace, a notable site of political discourse, hosted prominent figures such as Mahatma Gandhi and Jawaharlal Nehru during the colonial period. The college's heritage, marked by the Gope Palace's designation as a 'Heritage Building' in 2006, enriches its cultural significance.

Development and Growth

From its inception, the college has grown significantly, now serving over 3000 students with a faculty of 166. It offers 42 programs across 28 undergraduate and 14 postgraduate departments. The institution has continually improved its academic standards, infrastructure, and research capabilities. The college has achieved three successive NAAC accreditations, maintaining an 'A' grade and a CGPA of 3.10 in 2011 and 3.16 in 2016. It was also designated a Centre with Potential for Excellence (CPE) by the UGC in 2011 and holds an ISO 21001:2018 certification.

Research and Facilities

With two research centers affiliated with Vidyasagar University, the college engages in significant research, supported by grants from DST-FIST and other bodies. The campus features modern facilities, including ICT-enabled classrooms, state-of-the-art labs, and comprehensive Wi-Fi connectivity. The Career Advancement Centre enhances employability through training and value-added courses.

Recent Achievements

Ranked 64th in the NIRF among top degree colleges in India for 2023, the college has also been selected for the "Study in India" program, highlighting its growing academic influence.

Future Plans

Future plans include expanding course offerings, enhancing research capabilities, and improving infrastructure with green initiatives and enhanced student facilities.

Vision

At Raja Narendralal Khan Women's College, our vision is to empower women and we are dedicated to:

- **Holistic Knowledge:** Providing a comprehensive education that integrates global and indigenous perspectives.
- **Interdisciplinary Connections:** Bridging traditional and modern disciplines to enhance our knowledge base and keep pace with evolving trends.
- **Lifelong Learning:** Fostering value-based, ethical education and promoting self-sustenance.
- **Scholar Empowerment:** Inspiring scholars and researchers to develop and implement their own programs with full administrative support.
- **Academic Freedom:** Upholding the spirit of academic freedom and facilitating dynamic action within our academic community.
- **Nation Building:** Enriching theoretical and practical knowledge to contribute to national development, starting from grassroots levels.

Our vision aligns with our belief, “yatte rupam kalyanatmanam tatte pashyami” guiding us to shape empowered, knowledgeable, and self-reliant women who embody the ideals of the Indian Knowledge System: "Jnan" (knowledge), "Vigyan" (science), and "Jeevan Darshan" (philosophy of life).

Mission

Raja Narendralal Khan Women's College believes in the Upanishad Shloka, “yatte rupam kalyanatmanam tatte pashyami” (translating to “We envision the most auspicious form of womanhood”) and its our mission to empower women through education that integrates practical skills with intellectual growth. We aim to develop and uplift women by fostering knowledge and skills, while promoting the values of equality and national integration. Our objective is to deliver a comprehensive education that combines global and indigenous viewpoints while linking traditional and modern disciplines. We emphasize lifelong learning with a focus on ethical values, self-sustenance, and character building through discipline and rigor. By inspiring scholars and researchers to create and implement their own programs, and supporting academic freedom, we contribute to national development. Our purpose is to enrich theoretical and practical knowledge while cultivating open minds through the three pillars of the Indian Knowledge System: "Jnan" (knowledge), "Vigyan" (science), and "Jeevan Darshan" (philosophy of life).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Women Empowerment: Esteemed as a leading women's educational institution since 1957, with a strong focus on gender sensitization, equity, and women's empowerment.

Participative Management: Employs a decentralized governance structure for inclusive decision-making.

Policy-Driven: Academic processes are guided by well-defined, formal policies. Regularly updates curriculum to include global competencies and emerging trends. Early adopter of the NEP framework for teaching and learning.

Qualified and Experienced Faculty: Boasts 166 faculty members committed to lifelong learning, continuous research, innovative teaching methods, and providing mentoring, remedial, and counseling services.

National Rankings: Ranked 64th in the NIRF 2023 among the top 100 institutions; re-accredited with Grade A by NAAC for the third consecutive time; recognized as a Centre with Potential for Excellence (CPE).

Research Orientation: Houses two well-equipped research centers focusing on Natural and Applied Sciences and Humanities and Social Sciences with about 97 research scholars engaging in interdisciplinary and multidisciplinary research, receiving prestigious grants and promoting a research-driven environment.

e-Governance: Utilizes e-governance for administrative and academic operations.

Provides campus-wide Wi-Fi with 400 Mbps speed.

MOUs: Maintains 38 Memorandums of Understanding (MoUs) and faculty linkages for collaboration.

Employability Enhancement: Offers a curriculum designed to maximize student employability and provides industry-relevant skills through Career Advancement Centre.

Add-on Certificate Programmes: Provides diverse learning opportunities through various add-on, certificate, and skill enhancement programs.

Green Initiatives: Implements alternative energy sources, 11.5 kW Solar Tree and rooftop solar panels in hostels. Utilizes LED lighting and practices wildlife and plant conservation throughout the campus. Smart sensor based lights, wheeling solar power generated electricity to the WBSSEDCL electric grid.

Outreach Programmes: Requires all UG students to participate in social volunteering in seven adopted villages.

Conservation of Traditional Knowledge: Actively involved in preserving traditional knowledge and cultural heritage through the "PARAMPARA" initiative as well as the History and Folk Museum.

Staff and Student Welfare: Supports staff and students with a cooperative society, student council, medical unit with in-house doctor, free psychological counseling, and health check-up camps.

IQAC Activities: Regularly conducts workshops, seminars, and meetings with relevant stakeholders.

Sprawling Campus: Large campus area of more than 46 acres with significant potential for infrastructural development.

Institutional Weakness

Funding Shortfalls: There has been a significant reduction in funding from both government and non-governmental sources, making it difficult to maintain and manage the extensive 2,021,462.38 sq. ft. campus. Adequate research funding is crucial to boost the institution's research output.

Staff Shortages: There is a limited number of full-time teachers, administrative staff, and non-teaching staff,

including lab attendants in the science departments, affecting operational efficiency.

Intellectual Property: There is a need to increase the number of patent applications to enhance intellectual property contributions.

Underutilized Consultancy: Revenue from consultancy and corporate training opportunities has not yet reached its full potential.

Competitive Examination Success: Improvement is needed in the number of students who appear for and succeed in competitive examinations.

Low-Income Student Demographics: Due to many students coming from low-income or Below Poverty Line (BPL) families, the college must maintain a minimal fee structure.

Insufficient Supporting Staff: The number of supporting staff is inadequate relative to the number of departments and students, impacting the smooth execution of academic activities.

Lack of Industry Collaboration: There is a shortage of curricular opportunities for partnerships with industries, limiting practical, hands-on teaching and learning experiences.

Limited Hostel Capacity: The girls' hostel has insufficient capacity to accommodate more students from distant and remote rural areas.

Absence of On-Campus Housing: The college lacks adequate faculty and staff housing facilities within the campus.

Institutional Opportunity

Extension and Consultancy: Strengthen extension and consultancy services by leveraging the specific expertise of staff and departments. Establish an Extension and Consultancy Cell in each department to offer targeted consultancy services, enhance public awareness, and position the institution as a problem-solving hub for societal issues.

Institute's Innovation Cell (IIC): Increase collaboration with industry and government to launch additional projects and incubators through the College's Innovation and Incubation Cell.

Funding Opportunities: Seek funding from non-governmental and philanthropic sources, capitalizing on the college's academic excellence.

Internship and Job Opportunities: Leverage employer interest in skilled and educated students to provide more internships and job opportunities for exceptional graduates.

Cultural Heritage and Traditional Knowledge: Engage with tribal communities in PaschimMedinipur and Jhargram to conserve traditional knowledge through interactive programs and partnerships with community stakeholders.

Local Green Initiatives: Offer educational programs and products related to pisciculture, vermicomposting,

and other green initiatives to local farmers, fishermen, and entrepreneurs, potentially creating an alternative revenue stream.

Add-on Programs and Skill Courses: Expand the range of add-on programs and skill-oriented certificate courses beyond the standard curriculum.

Solar Energy Utilization: Explore opportunities to increase solar energy generation on campus with financial support from relevant authorities.

Research and Publications: Encourage faculty members to secure more research projects and publish their findings to enhance academic contributions.

Support for Slow Learners: Strengthen remedial and tutorial classes, and conduct periodic tests to support slow learners and improve their academic progression at the undergraduate level.

Social Outreach and Responsibility: Expand extension and social outreach programs as part of the institution's social responsibility initiatives.

e-Content Creation: Develop more e-learning content by upgrading existing e-learning tools and resources.

New Education Policy: Utilize opportunities presented by the New Education Policy to implement interdisciplinary and multidisciplinary research and academic activities for both students and faculty.

Institutional Challenge

Funding Challenges: The college faces significant difficulties due to reduced or nonexistent funding from both Central and State Governments, impacting its ability to sustain academic standards.

Geographic and Socioeconomic Disadvantages: Situated in a rural, economically and socially disadvantaged region, the college struggles with limited resources.

Academic Collaborations: The college aims to establish partnerships with renowned institutions and industries to enhance career opportunities for students.

Placement Programs: Regular recruitment drives are planned to provide more job placement opportunities for graduating students.

Conferences and Seminars: The organization of national seminars and research projects is impeded by a lack of financial resources.

Staffing Needs: Despite a favourable teacher-student ratio, the college's current staffing levels are insufficient for managing additional responsibilities and functions.

Technology Adaptation: The college is working to keep pace with rapidly evolving technology and integrate cutting-edge advancements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Raja Narendralal Khan Women's College offers a broad range of programs including 28 undergraduate and 14 postgraduate courses under the Choice Based Credit System (CBCS), which has been in place since 2018. The curriculum is carefully structured to include tutorial sessions, project work, and educational excursions, all tailored to enhance students' learning experiences. The college places significant emphasis on Continuous Internal Evaluation and supports student development through various co-curricular activities. Over the past five years, 53 Add-on Certificate Courses have been introduced to enhance employability. The curriculum effectively incorporates crosscutting themes such as professional ethics, gender sensitivity, human values, and environmental sustainability. The college actively gathers and reviews feedback from students, faculty, alumni, and Parents to refine and improve curriculum delivery and institutional facilities.

The programs address local and regional needs by focusing on areas such as Music, Bengali, RabindraSangeet, and Hindustani Vocal Music, alongside certificate courses that enhance local employability and entrepreneurship. The college integrates social issues like health and cleanliness into its curriculum, aiming to provide practical solutions to community challenges. Additionally, initiatives such as NCC, NSS, and UBA are designed to uplift society.

On a national level, the college offers value-based education with a focus on women, incorporating courses in Philosophy, Sanskrit, History, Bengali, and Music to instil a sense of national pride. It supports interdisciplinary research and aligns curricula with national missions such as Digital India, Make in India, and Green India. The college also provides need-based training through its entrepreneurship development and placement cells.

To foster global competencies, the college attracts international students and participates in curriculum reviews and updates, ensuring its programs meet global standards. Faculty members are actively involved in syllabus development and revision, contributing to ongoing improvements in academic offerings. Feedback from students, faculty, alumni, and parents is systematically used to enhance curriculum and facilities.

Teaching-learning and Evaluation

Raja Narendralal Khan Women's College is deeply committed to enhancing its Teaching-Learning and Evaluation Processes.

Admission and Enrolment: The college offers a transparent and equitable online admission process, adhering to state and university guidelines. Over the past five years, the first-year enrolment rate has averaged 80.07%, with 68.33% from reserved categories.

Students-Teacher Ratio: With a favorable student-teacher ratio of 19.79:1, the college supports a nurturing educational environment. It employs 166 faculty members, ensuring personalized attention for students.

ICT Infrastructure: The college is equipped with advanced ICT resources, including smart classrooms, a Learning Management System (LMS), a language lab, KOHA library management, Inlibnet subscription, projectors, high-speed internet, and modern computers, significantly enhancing the educational experience.

Teaching Methodologies: The college employs experiential, participative, and problem-solving teaching methods. This includes practical classes, projects, field trips, seminars, workshops, and hands-on training. Community engagement and various co-curricular activities further enrich the learning experience.

Faculty Profile: The college's faculty is diverse and highly qualified, with 93% of full-time positions filled according to UGC standards. Of these, 45.18% hold Ph.D. degrees and 98% are NET/SLET qualified. The average teaching experience is 10.37 years, and 152.29% of full-time teachers have been with the institution for the past five years.

Examinations and Grievance Redressal: The college conducts both internal and external exams with a robust assessment system. The "Collosol" online portal supports internal examinations. Results are typically declared within 17.2 days. 0.98% of student grievances pertain to examination and evaluation. Students can address grievances through various channels, including departmental reports, the Grievance Redressal Committee, and the Principal's office.

Outcome Assessment: The IQAC and departments design Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), evaluating attainment through result analysis, departmental meetings, and placement records.

Results and Student Satisfaction: The college achieved a 100% pass rate in the 2023 academic year. Annual Student Satisfaction Surveys are conducted to continually improve student satisfaction and institutional effectiveness.

Research, Innovations and Extension

Raja Narendralal Khan Women's College excels in resource mobilization and fostering an innovation ecosystem. Between 2018 and 2023, the college secured Rs. 366.26 lakhs for 19 research projects from various sources, including one minor UGC project and 15 major projects funded by agencies such as ICMR, DRDO, SERB, DST, and UGC. Additionally, the college was awarded three significant institute projects: DST PG-CURIE, WBDST BOOST, and DST-FIST-II.

Innovation Ecosystem:

1. **Indian Knowledge System (IKS):** The Parampara-Centre for Study of Indian Traditional Knowledge and Culture promotes traditional knowledge and cultural research. It organizes events and workshops in tribal art painting, blending ancient practices with modern academic research.
2. **Incubation Centre:** The college supports innovation through facilities like the Central Instrumentation Facility, Central Computer Laboratories, e-learning Lab, and Language Laboratory.
3. **Intellectual Property Rights (IPR):** The college conducts IPR awareness programs to educate about intellectual property.

Academic Activities:

The college supports doctoral research, publications, and co-curricular activities. Faculty members have published 360 research papers in UGC-CARE/Scopus/Web of Science indexed journals and 155 books and

chapters with ISBN in the past five years.

Seminars and Workshops: Numerous workshops, seminars, and webinars on research methodology, IPR, and entrepreneurship have been hosted over the last five years.

NSS and Community Outreach: The NSS Unit organized 85 extension and outreach programs, including medical and eye check-up camps, adult literacy drives, and other community services.

Awards and Recognitions: The college has received accolades such as the SAP-Covid Institution award, the District Green Champion award by MGNCRE, and recognition as the Best Education Brand in India for 2022 and 2023 by the Economic Times.

Collaborative Activities: The college has established 39 MoUs and linkages with institutions and industries to enhance capacity building, skill development, and career counseling

Infrastructure and Learning Resources

Raja Narendralal Khan Women's College located in the rural Panchayat area of Phulpahari, operates across one campus, each offering a range of facilities and resources.

Main Campus: This campus houses the Science, Bioscience and Arts Departments which includes 20 laboratory-based departments, the Principal's Office, and a central library. It features the Heritage Building, History Museum, Folk Museum and the Biodiversity Park. Additional facilities include an IQAC room, ICC and grievance redressal cell rooms, a central instrumentation facility, seminar hall-Rabindraneeer, career advancement Centre, medicinal garden, vermicompost unit, girls' hostel, alumni association room, NSS room, games and sports room, photocopier center, guest house, staff quarters, parking area, and a security room. The campus also features three central computer facilities, language laboratory, a students' common room, FASSAIcertified canteen, gymnasium etc. Additional amenities include an indoor games facility and yoga room, vehicle stand and parking area.

Classrooms and Laboratories: The College has 104 classrooms, 25 with ICT facilities, and 46 laboratories. IT infrastructure includes high-speed internet (400 Mbps), 375 computers, and various software applications for efficient administration. Security is enhanced with 96 CCTV cameras. Total expenditure for the infrastructure development and augmentation, excluding salary year wise during last five years (From 2018-19 to 2022-23) is **Rs. 98048242** (INR in lakhs).

Central Library: It boasts over 43910 books and 40 journals and magazines, digital cataloguing through KOHA software, and diverse e-resources. Total Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (From 2018-19 to 2022-23) is **Rs. 5210700.65** (INR in lakhs).

Other Facilities: The College features a playground for sports, B.C. Roy Memorial Hall-auditorium. Accessibility is ensured with ramps, disabled-friendly toilets, lifts and Braille signage. Sustainable practices include solar tree, rainwater harvesting, groundwater recharging, and green initiatives like a vermicompost unit and medicinal garden, aligning with the G20 Summit's sustainability goals. Total Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during last five years (From 2018-19 to 2022-23) is **Rs.95082542** (INR in lakhs).

Student Support and Progression

Raja Narendralal Khan Women's College is dedicated to providing comprehensive support for students academically, emotionally, and socially throughout their educational journey.

Scholarship and Freeship: The college ensures timely processing of scholarships and freeships from government and non-government agencies. About 75% of students have benefited from these financial aids between 2018 and 2023. During the Covid-19 pandemic, the college also offered a 30% reduction in total admission fees for all students. The efficient mentorship program further supports students' academic progress.

Capacity Building and Skill Enhancement: Over the last five years, the college has organized more than 59 events focused on capacity building and skill enhancement, aimed at preparing students for competitive exams. MoUs with academic institutions and industries have been established to boost career opportunities. Faculty members play a crucial role in guiding and motivating students in their academic and professional pursuits.

Grievance Redressal: The college has established regulatory committees to address grievances related to ragging and sexual harassment, ensuring a safe and supportive environment for students.

Student Progression and Placement: The college has a strong track record in student progression. In the past five years, 49.76% students have pursued higher education and cleared competitive exams like NET, SET, GATE, and JAM. Additionally, over 2.07% students have secured positions in government and private sectors.

Awards and Achievements: The college encourages student participation in co-curricular and extra-curricular activities, resulting in numerous accolades. Over the past five years, students have earned several gold medals and top ranks, along with 23 state, national, and inter-university awards.

Alumni Contributions: The registered Alumni Association actively supports the college's growth. Alumni contributions include funding for the B. C. Roy Memorial Hall, the Clock Tower, and the Pure Drinking Water System, totaling Rs. 60,25,730.

Overall, Raja Narendralal Khan Women's College is committed to fostering student development through robust support systems, effective mentorship, and active alumni engagement.

Governance, Leadership and Management

Raja Narendralal Khan Women's College, a government-aided institution with autonomy granted by the UGC, seamlessly integrates its Vision and Mission into effective governance and administration. Operating under a decentralized and participative framework, the college enhances its efficiency through well-structured long-term and short-term plans encompassing teaching, research, outreach, social responsibility, and infrastructure development.

Affiliated with Vidyasagar University and governed by the Higher Education Department of West Bengal, the college leverages modern ICT tools to implement its strategies effectively. The leadership, provided by the Principal in consultation with the Governing Body, Academic Council, Finance Committee, and Internal Quality Assurance Cell (IQAC), ensures a robust administrative framework. Administrative duties are managed through various subcommittees under the Teachers' Council and the IQAC, ensuring smooth and efficient

operations.

The college has established comprehensive performance appraisal systems for both teaching and non-teaching staff. These evaluations significantly impact promotions and service confirmations, ensuring that performance standards are consistently met. Staff members also benefit from various government welfare schemes, institutional support, and ample opportunities for professional development.

Financial management at the college is well-structured, with support from the Higher Education Department and contributions from NGOs. Additional funding is sourced from competitive exams and other initiatives. Regular financial audits are conducted to ensure efficient utilization of funds and maintain transparency.

The IQAC plays a pivotal role in maintaining quality standards, conducting audits, and fostering collaborations through 38 MoUs with other institutions and industries. The college participates actively in the National Institutional Ranking Framework (NIRF), demonstrating significant progress with rankings improving from 101-150 in 2021 to 73rd in 2022 and 64th in 2023. Furthermore, the college holds an ISO 21001:2018 certification, underscoring its commitment to delivering high-quality education and governance. This recognition reflects the institution's dedication to continuous improvement and excellence in higher education.

Institutional Values and Best Practices

Raja Narendralal Khan Women's College is dedicated to ensuring gender equity through regular gender audits and proactive measures. The campus includes a secure Girls' Hostel with a capacity for 450 boarders, equipped with security guards and 24x7 CCTV surveillance. The college supports female students with Kanyashree Scholarships and integrates gender-related topics into its curriculum. Regular gender sensitization programs are conducted to enhance awareness and sensitivity among students and staff. Women actively contribute to college administration, with female faculty leading various administrative and academic committees.

The college is committed to sustainability through multiple green initiatives. Solar panels and heaters are installed on hostel rooftops, and LED lights are used campus-wide. Waste management is handled in collaboration with HulaDek, turning biodegradable waste into compost or vermicomposting. Water conservation efforts include rainwater harvesting and groundwater recharging. The campus features a biodiversity park and adheres to a plastic-free policy. Accessibility is prioritized with ramps, lifts, accessible washrooms, wheelchairs, and Braille signage.

Regular environmental and energy audits are conducted, and the college holds an ISO 20001:2018 certification. Environmental activities extend beyond the campus, including tree plantation in adopted villages under the Unnat Bharat Abhiyan (UBA) scheme, cleanliness drives at riverside ghats during Chhat Puja, and supporting elephant corridor maintenance in Junglemahal. Additional initiatives involve sapling distribution by UBA and NSS and field visits for studying solid waste management.

The college fosters an inclusive environment through various events such as Fresher's Welcome, Farewell Ceremonies, and Annual Sports. Commemorative days and programs on constitutional values, rights, duties, and responsibilities further enhance inclusivity.

Best Practices

1. Promotion and Conservation of Local Cultural, Traditional, and Biological Diversity

2. Harnessing Digital Innovation to Streamline Administration, Examinations, Finance, and Student Support Services

Distinctiveness

Empowering Women: Established in 1957, the college aims to uplift women from disadvantaged backgrounds through education, support, and community engagement. It offers diverse academic programs, emphasizes skill development, entrepreneurship, and leadership training, and provides a supportive ecosystem with counseling, mentorship, and a secure environment. The college also promotes student leadership and supports entrepreneurial initiatives, research, and community engagement, including outreach to tribal children and families.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJA NARENDRALAL KHAN WOMEN'S COLLEGE
Address	Raja Narendralal Khan Womens College Gope Palace, P.O.-Vidyasagar University Midnapur-721102 Paschim Medinipur, West Bengal
City	Midnapur
State	West Bengal
Pin	721102
Website	www.rnlkwc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jayasree Laha	091-9434029182	9434029182	-	rnlkcollege@gmail.com
IQAC / CIQA coordinator	Rashmi Mukherjee	091-9732535029	9732535029	-	rashmimukherjee@rnlkwc.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of Establishment, Prior to the Grant of 'Autonomy'	22-08-1957
Date of grant of 'Autonomy' to the College by UGC	11-10-2018

University to which the college is affiliated

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-08-1957	View Document
12B of UGC	22-08-1957	View Document

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

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2017
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	Raja Narendralal Khan Womens College Gope Palace, P.O.-Vidyasagar University Midnapur-721102 Paschim Medinipur, West Bengal	Rural	46	11705.99

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Medical Laboratory Technology Bmlt,	48	Passed 10+2 level in and having 35% marks in aggregate with Biological Science , Physics and Chemistry is eligible. The applicant must passed in Biological Science Physics and Chemistry.	English	55	47
UG	BA,Bengali,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to	Bengali	88	75

			apply Honours Courses. Passed 10+2 level with Bengali.			
UG	BA,English,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with English.	English	123	108
UG	BA,Sanskrit,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Sanskrit.	Bengali,Sanskrit	66	57
UG	BA,Hindi,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate	English,Hindi	33	13

			or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Hindi.			
UG	BA,History,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with History.	English + Bengali	66	57
UG	BA,Political Science,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.	English + Bengali	50	38
UG	BA,Philosophy,	48	An applicant passed H.S	English + Bengali	55	34

			(10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.			
UG	BA,Education,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.	English + Bengali	61	48
UG	BA,Music,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.	English + Bengali	33	19

UG	BSc,Zoology	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Biological Science.	English	66	35
UG	BSc,Botany,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Biological Science.	English	66	45
UG	BSc,Physiology,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is	English	66	49

			eligible to apply Honours Courses. Passed 10+2 level with Biological Science.			
UG	BSc,Mathematics,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Mathematics.	English	77	46
UG	BSc,Computer Science,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Mathematics or Stat.	English	44	37
UG	BSc,Physics,	48	An applicant passed H.S (10+2) level	English	55	20

			with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Physics and Math.			
UG	BSc,Chemistry,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Chemistry and Math.	English	55	27
UG	BSc,Geography,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses.	English	77	67

			Passed 10+2 level with Geography.			
UG	BSc,Economics,	48	Passed 10+2 level with Economics or having 50 % marks in Mathematics in Madhyamik/ equivalent.	English	33	9
UG	BSc,Nutrition,	48	Passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Nutrition and Chemistry.	English	55	35
UG	BSc,Microbiology,	48	Passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Biological Science and	English	55	37

			Chemistry.			
UG	BSc,Bca,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level with Mathematics.	English	44	41
UG	BA,Physical Education,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.	English + Bengali	1	0
UG	BA,Ncc,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply	English + Bengali	1	0

			Honours Courses. Passed 10+2 level.			
UG	BA,Nss,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.	English + Bengali	1	0
UG	BA,Psychology,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is eligible to apply Honours Courses. Passed 10+2 level.	English + Bengali	1	0
UG	BA,Human Rights,	48	An applicant passed H.S (10+2) level with at least 45% marks in aggregate or 50 % marks in the subject or vice versa is	English	1	0

			eligible to apply Honours Courses. Passed 10+2 level.			
UG	BSc,Physical Education And Sports Bpes,	48	Passed 10+2 level . Final selection will be based on physical fitness test conducted by the college. Admission will be on merit basis only.	English	50	48
UG	BVoc,Bvoc Multiskilled Health Worker,	48	Any applicant passed 10+2 level in (2020,2021,2022 and 2023) and having 35 % marks in aggregate with Biological Science (Or Biology). Admission will be on merit basis only.	English	55	22
PG	MA,Bengali,	24	Obtained minimum CGPA 5.5 and above in the relevant honours Subject. Admission will be on merit basis only.	Bengali	55	37

PG	MA,Sanskrit,	24	Obtained minimum CGPA 5.5 and above in the relevant honours Subject. Admission will be on merit basis only.	Sanskrit	39	30
PG	MA,History,	24	Obtained minimum CGPA 5.5 and above in the relevant honours Subject. Admission will be on merit basis only.	English + Bengali	55	28
PG	MA,Educatio n,	24	Obtained minimum CGPA 5.5 and above in the relevant honours Subject. Admission will be on merit basis only.	English + Bengali	55	44
PG	MSc,Zoolog y,	24	Obtained minimum CGPA 6.0 and above in the relevant honours Subject. Admission will be on merit basis only.	English	40	36
PG	MSc,Botany,	24	Obtained	English	33	18

			minimum CGPA 6.0 and above in the relevant honours Subject. Admission will be on merit basis only.			
PG	MSc,Computer Science,	24	Obtained minimum CGPA 6.0 and above in the relevant honours Subject. Admission will be on merit basis only.	English	1	0
PG	MSc,Chemistry,	24	Obtained minimum CGPA 6.0 and above in the relevant honours Subject. Admission will be on merit basis only.	English	22	17
PG	MSc,Geography,	24	Obtained minimum CGPA 6.0 and above in the relevant honours Subject. Admission will be on merit basis only.	English	40	39
PG	MSc,Microbiology,	24	Obtained minimum CGPA 6.0 and above in	English	27	16

			the relevant honours Subject or Biotechnology. Admission will be on merit basis only.			
PG	MA,Music Hindustani Vocal Music,	24	Obtained minimum CGPA 5.5 and above in the relevant honours Subject. Admission will be on merit basis only.	English	10	4
PG	MA,Music Rabindrasange et,	24	Obtained minimum CGPA 5.5 and above in the relevant honours Subject. Admission will be on merit basis only.	English + Bengali	40	40
PG	MSc,Applied Mathematics With Oceanology And Computer Programming ,	24	Obtained minimum CGPA 6.0 and above in the relevant honours Subject. Admission will be on merit basis only.	English	33	21
PG	MSc,Food Science And Nutrition,	24	Obtained minimum CGPA 6.0 and above in	English	65	62

			relevant honours Subject or Physiology. Admission will be on merit basis only.			
PG	MSc, Human Physiology,	24	Obtained minimum CGPA 6.0 and above in all life Science Honours subjects . Admission will be on merit basis only.	English	33	4
Doctoral (Ph.D)	PhD or DPhil ,Research Centre In Natural And Applied Sciences,	24	As per UGC guideline.	English	11	11
Doctoral (Ph.D)	PhD or DPhil ,Research Centre In Humanities And Social Sciences,	24	As per UGC guideline.	English	17	17

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				25				129			
Recruited	0	1	0	1	12	13	0	25	63	66	0	129
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				52
Recruited	25	5	0	30
Yet to Recruit				22
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff						
	Male		Female		Others	Total
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						69
Recruited	31		38		0	69
Yet to Recruit						0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	1	0	9	8	0	32	20	0	70
M.Phil.	0	0	0	0	4	0	5	6	0	15
PG	0	0	0	2	1	0	28	43	0	74
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	7	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	31		10		41

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1014	0	0	0	1014
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	381	0	0	0	381
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	12	0	0	0	12
	Female	16	0	0	0	16
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	1014	0	0	0	1014
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	144	178	157	187
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	78	97	120	144
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	248	230	219	271
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	834	818	911	773
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	5	3	3	7
	Others	0	0	0	0
Total		1309	1326	1410	1382

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Applied Mathematics With Oceanology And Computer Programming	View Document
Bca	View Document
Bengali	View Document
Botany	View Document
Bvoc Multiskilled Health Worker	View Document
Chemistry	View Document
Computer Science	View Document

Economics	View Document
Education	View Document
English	View Document
Food Science And Nutrition	View Document
Geography	View Document
Hindi	View Document
History	View Document
Human Physiology	View Document
Human Rights	View Document
Mathematics	View Document
Medical Laboratory Technology Bmlt	View Document
Microbiology	View Document
Music	View Document
Music Hindustani Vocal Music	View Document
Music Rabindrasangeet	View Document
Ncc	View Document
Nss	View Document
Nutrition	View Document
Philosophy	View Document
Physical Education	View Document
Physical Education And Sports Bpes	View Document
Physics	View Document
Physiology	View Document
Political Science	View Document
Psychology	View Document
Research Centre In Humanities And Social Sciences	View Document
Research Centre In Natural And Applied Sciences	View Document
Sanskrit	View Document
Zoology	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As per the guidelines set forth by the National Education Policy (NEP), Raja Narendralal Khan Women's College (Autonomous) is committed to adopting an interdisciplinary and multidisciplinary approach across all its initiatives. Affiliated to Vidyasagar University, the college has undertaken a phased revision of syllabi for all programs to incorporate Multidisciplinary/Interdisciplinary courses as electives, aligning with NEP directives. These inter-disciplinary curricula afford students the opportunity to select from a diverse array of programs offered by the college, fostering holistic academic development. Implementing a Choice Based Credit System (CBCS) for all courses, the college integrates topics such as professional ethics, environmental studies, gender equality, and socially relevant projects to instill values and environmental consciousness. Moreover, NEP 2020 syllabus structure has been implemented from the academic session of 2023-2024. Emphasizing flexibility, students are encouraged to choose elective courses from other departments and engage in Massive Open Online Courses (MOOCs) through SWAYAM. In line with NEP objectives, the college actively organizes faculty education programs on NAAC, NIRF, and NEP principles. Additionally, it plans to introduce vocational and short-term value-added courses to equip students for diverse career opportunities beyond government employment. To ensure program effectiveness, the college focuses on defining program learning outcomes, course, and unit learning outcomes, emphasizing specific knowledge, skills, attitudes, and values acquisition. Pioneering initiatives include the establishment of Research Centers in Humanities and Social Sciences, as well as Natural and Applied Sciences, fostering interdisciplinary research and collaboration with other Higher Education Institutions (HEIs). The college hosts an annual academic and cultural fest, inviting participation from undergraduate and postgraduate students across various disciplines, addressing pertinent themes consistently. Encouraging interdisciplinary collaboration, it organizes seminars, conferences, and workshops across departments. Moreover, the college publishes</p>
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	<p>various works, including the International Research Journal of Basic and Applied Science (ISSN 2455-6718) and "Anudhyan: An International Journal of Social Science" (ISSN 2455-6319), alongside an Annual Magazine, "Sanhita," and departmental magazines and pamphlets.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Raja Narendralal Khan Women's College (Autonomous), affiliated with Vidyasagar University, is committed to adhering to the protocols and guidelines of the Academic Bank Credit (ABC) system. The college is registered with the National Academic Depository (NAD), a government initiative under the Digital India Programme, aimed at establishing an online repository for all academic awards. Graduating semester students in the academic session of 2020-2021 have been assigned NAD IDs, and the college is currently uploading student mark sheets and degree certificates via the nad.digitallocker.gov.in platform. The integration of the National Academic Bank of Credits (ABC) portal into the NAD platform (https://nad.digitallocker.gov.in) has been completed and is operational from the academic year 2021 onwards. Utilizing a choice-based credit system (CBCS) across all programs, the Academic Council is actively working on a resolution regarding the ABC. Upon approval by higher academic bodies, the college will formally register on the ABC portal. To facilitate this process, the college is establishing a centralized database of student records and has implemented 100% e-administration for student admissions and examinations. Specialized software modules have been acquired for this purpose. This database will digitally store academic credits earned by students from various courses, allowing for seamless credit transfer when students re-enter the program. A robust technical support system will be developed for ABC monitoring. The college's academic approach prioritizes student engagement, employing instructional methods that are constructive, inquiry-based, interactive, collaborative, and integrative. Summative and formative assessments and assignments are utilized to evaluate student learning outcomes.</p>
<p>3. Skill development:</p>	<p>Our college is fully aligned with the vision of the National Education Policy, aiming to provide top-tier education that prepares our nation's workforce to</p>

	<p>excel on the global stage. In accordance with the guidelines outlined by the University Grants Commission (UGC) Choice Based Credit System (CBCS), the college integrates Skill Enhancement Courses (SEC) into each subject's curriculum. Additionally, the Career Advancement Centre offers a diverse array of short-term, non-credit, value-added courses aimed at enhancing employability prospects. To further enrich the educational experience, the college organizes numerous seminars, workshops, and lectures featuring industry experts and scholars. These events are designed to augment the knowledge and skills of all stakeholders, including students, faculty, and staff. The active Placement Cell, known as the "Career Advancement Centre," plays a pivotal role in providing career guidance and facilitating job opportunities for students. Moreover, the college hosts job fairs and conducts various awareness campaigns to familiarize students with employment opportunities in both the government and private sectors. Mentoring is also a key practice at our institution, aimed at empowering students to explore diverse career pathways post-graduation and maximize their educational experience. Through personalized guidance and support, students are equipped with the necessary tools to navigate the transition from academia to the professional world effectively.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college embraces the principles of the Indian Knowledge System to enhance its curriculum and is dedicated to fostering multilingualism and the integration of traditional and modern knowledge systems. Employing a bilingual teaching model, our faculty is proficient in both Bengali and English, ensuring effective communication with students. Notably, our BA Programme offers a diverse range of subject combinations with a focus on Indian languages. Additionally, participants in the BA program have the opportunity to study three modern Indian languages—Hindi, Sanskrit, and Bengali—as discipline courses, promoting linguistic diversity and cultural understanding. For postgraduate studies, Sanskrit and Bengali are also available, further emphasizing our commitment to preserving and promoting Indian languages. The Department of Sanskrit organizes various webinars, workshops, and conferences to underscore the significance of</p>

	<p>Sanskrit, reflecting our dedication to preserving linguistic heritage. Furthermore, our curriculum includes innovative courses such as 'Ethnobotany,' offered by the Department of Botany, which explores the practical applications of natural products and their conservation practices. To foster syncretism and cultural diversity, the college commemorates national, cultural, and social events, while also promoting effective pupil engagement through documentary and film screenings on pertinent issues. As a Participating Institute (PI) in the Unnat Bharat Abhiyan (UBA) program, the college has adopted five villages with the aim of contributing to rural development. Additionally, the NSS has adopted four villages, where activities such as health check-ups, sanitation drives, and plantation campaigns are conducted, with a focus on utilizing the local Bengali language to integrate local culture and traditions. To address community needs, the college has installed indigenous water filtration systems in primary schools, ensuring access to clean drinking water. Moreover, our students actively participate in cultural events at Vidyasagar University, showcasing their talents and receiving recognition. The college's Annual Magazine, "Sanhita," publishes features in English, Bengali, Hindi, and Sanskrit, reflecting the diverse linguistic backgrounds of our students, particularly those from rural areas in the "Jungle Mahal" region. This inclusive approach allows students to express themselves comfortably in their preferred language.</p>
5. Focus on Outcome based education (OBE):	<p>The college upholds the principles of Outcome Based Education (OBE) as a cornerstone for enhancing the quality of teaching-learning processes and cultivating professionalism among our students. Embracing the Learning Outcomes-based Curriculum Framework (LOCF) system, our faculty plays an integral role in its development, offering valuable insights and expertise. In alignment with the objectives outlined in the National Education Policy (NEP), faculty members actively contribute to the conceptualization, restructuring, and enhancement of the Undergraduate Curriculum Framework (UGCF), incorporating multidisciplinary pedagogical approaches through their respective Boards of Studies (BOS). A variety of learning methodologies, including lectures, seminars, tutorials, workshops, practical sessions,</p>

	<p>project-based learning, fieldwork, technology-enabled learning, internships, apprenticeships, and research endeavors, are employed to facilitate holistic development. Our programs are meticulously designed as outcomes-based education (OBE), catering to both regional and global requirements. Each subject's course outcomes are clearly defined in the curriculum and accessible on the college website. Since 2019-20, the institute has implemented outcome-based education, delineating Programme Outcomes (PO), Programme Specific Outcomes (PSO), and course outcomes. These outcomes are structured around cognitive abilities such as Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In addition to domain-specific skills, the learning outcomes emphasize social responsibility, ethics, and entrepreneurial skills, empowering students to actively contribute to the nation's economic, environmental, and social well-being. Furthermore, the Course Objectives (COs) are aligned with the PO-PSO philosophy, ensuring coherence throughout the curriculum. Recognizing that the pursuit of knowledge is a lifelong endeavor, the college aims to foster positive attitudes and qualities that lead to success in life. Empowering students to interpret, analyze, evaluate, and cultivate responsible citizenship are among the key program outcomes, reflecting our commitment to holistic education and societal advancement.</p>
6. Distance education/online education:	<p>During the pandemic, Raja Narendralal Khan Women's College (Autonomous) adeptly transitioned to online pedagogy amidst unprecedented circumstances, leveraging a diverse array of educational technologies. Faculty and students seamlessly connected to organize online classes, lectures, meetings, webinars, and various events through platforms such as Zoom, Google Meet, and Microsoft Teams, ensuring continuity in education despite the challenges posed by the pandemic. In response to the evolving needs brought about by the COVID-19 pandemic, the college has bolstered its technological infrastructure to support online teaching and learning. The entire college campus is now Wi-Fi enabled, with most classrooms equipped with LCD projectors, facilitating uninterrupted online education. As the pandemic unfolded, faculty and students swiftly adapted to the online learning</p>

	<p>environment, capitalizing on the flexibility offered by blended learning approaches. Since 2020, departments have predominantly utilized Microsoft Teams and Google Classroom to disseminate learning materials for a wide range of subjects and courses. Recognizing the importance of faculty preparedness, the college has prioritized training initiatives such as Faculty Development Programs (FDPs), Short Term Training Programs (STTPs), and workshops focused on utilizing MOOCs and other online platforms for effective teaching and learning. Despite the challenges posed by the pandemic, the college remained committed to fostering academic engagement and collaboration. Various programs, meetings, and seminars for students, faculty, and research scholars were organized through online platforms, ensuring continued academic discourse and networking opportunities. To enhance student convenience and engagement, faculty members have employed a range of technological tools, including Google Classroom, Zoom, and Microsoft Teams, utilizing videos as teaching aids, fostering group collaboration and interaction, and facilitating assignments, revisions, and assessments. These institutional efforts underscore the college's commitment to embracing blended learning approaches and ensuring a seamless transition to online education during challenging times.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Raja Narendralal Khan Women’s College established the Electoral Literacy Club (ELC) in 2021 to educate students on democratic rights and electoral processes. Coordinated by Dr. Md Reja Ahammad and Dr. Partha Pratim Roy, the ELC includes an Executive Committee with faculty and student representatives.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the Electoral Literacy Club (ELC) at Raja Narendralal Khan Women's College is functional. The college has appointed coordinating faculty members and student coordinators to oversee the club’s activities. The ELC is managed by two Nodal Officers, Dr. MdRejaAhammad and Dr. ParthaPratim Roy, with an Executive Committee comprising</p>

	<p>faculty and student representatives. The initial committee was nominated by the Principal, with subsequent appointments made by student elections. The ELC conducts awareness programs on democratic rights and voter registration, ensuring broad representation and active participation from the student body. The main objectives of the Electoral Literacy Club (ELC) are to: 1. Assist students aged 18+ in registering to vote. 2. Educate students and local communities about voter registration and the electoral process. 3. Familiarize participants with EVMs and VVPATs, emphasizing their integrity. 4. Encourage informed, confident, and ethical voting. 5. Extend electoral literacy into local communities. 6. Foster leadership skills among students. 7. Promote a culture of active, informed, and ethical voting, ensuring no voter is left behind.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of 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>The Electoral Literacy Club (ELC) at Raja Narendralal Khan Women's College has implemented several innovative programs to promote democratic values and electoral participation. Key initiatives include: 1. Educational Events: The ELC organized a variety of programs such as quizzes, debates, discussions, and seminars on election-related themes. Notable events include a webinar on "Election and Electoral Politics in India: Issues and Challenges" held on January 25, 2022. This virtual event featured experts like Professor Gobinda Naskar from Sidho-Kanho-Birsha University and Dr. Siddhartha Sankar Manna from Gour Banga University, who discussed the role of the Election Commission and the challenges in voting behavior. 2. National Voter's Day Activities: On January 25, 2023, the ELC hosted a discussion session led by Professor Biswanath Nag, Head of the Political Science Department, emphasizing the importance of informed voting. Dr. Md Reja Ahammad, one of the Nodal Officers, encouraged active participation and facilitated an interactive Q&A session. 3. District-Level Engagement: On January 25, 2024, students participated in a district-level program organized by the district collector's office, providing them with hands-on experience in the electoral process. 4. Collaborative Efforts: The ELC, in collaboration with the Political Science department, conducted lectures, debates, and quizzes focused on democratic values and parliamentary procedures. These initiatives</p>

	<p>reflect the ELC's commitment to enhancing electoral awareness and participation among students and the broader community, supporting ethical voting practices, and fostering inclusivity.</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>Raja Narendralal Khan Women's College's Electoral Literacy Club (ELC) has undertaken several socially relevant initiatives to advance democratic values. Key activities include organizing a webinar on "Election and Electoral Politics in India" with experts like Professor Gobinda Naskar and Dr. Siddhartha Sankar Manna to discuss electoral issues and challenges. On National Voter's Day 2023, the ELC held a discussion session led by Professor Biswanath Nag, emphasizing informed voting. Additionally, the ELC facilitated a district-level program in January 2024 for students to engage directly with the electoral process. These efforts promote awareness, education, and active participation in democratic processes.</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>At Raja Narendralal Khan Women's College, the Electoral Literacy Club (ELC) plays a pivotal role in addressing the voter registration needs of students aged 18 and above. Recognizing the importance of democratic participation, the ELC actively identifies eligible students who have not yet registered to vote and assists them in enrolling on the electoral roll. Efforts include practical workshops, seminars, and direct support in the registration process. The club's initiatives, such as voter registration drives and educational programs about the electoral process, are complemented by collaboration with local electoral authorities. The ELC also integrates voter education into its activities, ensuring that students understand their democratic rights and responsibilities. By institutionalizing these mechanisms, the college fosters a culture of informed electoral participation and ensures that no eligible student is left unregistered. This proactive approach helps maintain a high level of civic engagement among the student body. The Raja Narendralal Khan Women's College ELC takes initiative in reviewing and ensuring that all its eligible students get registered as voters.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3048	3345	3401	3005	2988
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1146	1134	1261	807	825
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
154	156	154	151	109
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last

five years:

Response: 166

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
657.75	467.58	411.55	575.27	447.54

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Raja Narendralal Khan Women's College campus has been built in the Gope palace of patriot Narajole Raja who were the sponsor of multitude freedom fight activities. The holy soil of Gope palace is fortunate to have footsteps of who's who of Indian freedom movement like Mahatma Gandhi-ji, Netaji Subhash Chandra Bose, Pandit Jawaharlal Nehru etc. The first chief minister of West Bengal, Bharat Ratna Dr. B. C. Roy gave his blessings saying that "Let all the students of this college become real human". The College has since made this motto as its one important goal. College is trying to impart complete education to its students so that they assimilate the domain knowledge along with sense of social service, discipline, nationalism, and environment sensitive and team spirit through curricular and numerous extra-curricular activities round the year in its vast green and Eco-friendly campus. The enlightened lamp of knowledge and empathy in the heart of students are transforming the society wherever our students and alumni are settled. Curriculum Design and Development is a continuous process. This is achieved in consultation of UGC guidelines, National Education Policy, CBCS framework, affiliating university and autonomous college guidelines taking feedback of all stakeholders like board of studies, students, parents and industry wherever appropriate. Raja N. L. Khan Women's College used to follow the affiliating university, Vidyasagar University curricular framework prior to obtaining autonomous status from academic year 2018-19. Prior to 2017-18 academic session, syllabi were for the annual pattern examination system. From 2017-18 session, choice-based credit system (CBCS) system was adopted by affiliating university as per UGC guidelines and Raja Narendralal Khan Women's College started to follow this semester pattern of CBCS system. Upon conferment of autonomous status, the College formed it's Board of Studies for every under graduate and post graduate courses. The College is presently offering 28 UG courses and 14 PG courses and two schools offering Ph.D in humanities & social sciences and in natural sciences. Different Board of studies made necessary updates in their curriculum as per the feedback from different stakeholders while keeping in mind the contemporary industry needs. The College tried its best to maintain its academic standard by adopting online classes through Microsoft Team and Google Meet platforms and the massive number of classes held in the online mode is the testimony of dedication of teachers and students for excellence. The College resumed the offline examination mode at the earliest to meet the curricular goal. To make the students globally employable, English Communication has been made compulsory for first semester students, and Basic Computer has been made as SEC paper for all third semester students of humanities and social science.

File Description	Document
Upload Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Raja Narendralal Khan Women's College prioritizes employability, entrepreneurship, and skill development through its thoughtfully designed programs and continuously updated syllabi. The college's curriculum is tailored to enhance job readiness, incorporating practical training, internships, and industry-oriented projects. Over the past five years, 53 add-on certificate courses have been introduced to bridge the gap between academic learning and industry needs. These courses are designed to equip students with relevant skills and certifications that improve their employability in various sectors. The college fosters entrepreneurial skills by integrating business and management principles into its programs. Collaborations with industry and the establishment of Innovation and Incubation Centre [IIC] support students in starting their ventures. Workshops, seminars, and mentorship programs are regularly conducted to nurture entrepreneurial aspirations and provide practical insights into running a business. IPR and research methodology are inculcated in the young minds through regular programmes. A core component of the college's approach is its emphasis on skill development. The curriculum includes specialized training in areas like digital literacy, communication skills, and technical expertise, ensuring students are well-prepared for the job market. Additionally, the college has established numerous Memoranda of Understanding (MoUs) with various institutions and industries to offer students practical experience and skill enhancement opportunities. To stay aligned with contemporary requirements, the college continuously revises its course syllabi. Feedback from industry experts, alumni, and academic reviews informs these updates, ensuring that the programs remain relevant and effective. This dynamic approach to curriculum development allows the institution to address emerging trends and demands in the job market, providing students with current and applicable knowledge. Overall, Raja Narendralal Khan Women's College integrates employability, entrepreneurship, and skill development into its academic framework through continuous curriculum enhancement and practical training initiatives. This strategic focus prepares students to thrive in their careers and entrepreneurial ventures.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**Response:** 26.72**1.2.1.1 Number of new courses introduced during the last five years:**

Response: 279

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1044

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment**1.3.1****Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum****Response:**

Raja Narendralal Khan Women's College is dedicated to an inclusive educational philosophy that fosters democratic leadership and core values such as honesty, integrity, personal responsibility, and empathy. The curriculum is designed to embody a transformative vision of education that advances social justice, cultural diversity, and inclusive growth. The College integrates professional ethics across 23 courses, emphasizing ethical standards in all disciplines. To uphold academic integrity, plagiarism checks are mandatory for research projects and publications, and research methodology is compulsory in postgraduate programs, highlighting the importance of rigorous research practices. Professional ethics at the College are maintained through specialist knowledge and skills, with faculty cooperating in educational responsibilities and participating in co-curricular and community service activities. Teachers uphold the code of conduct, respecting students' rights and dignity, and adhere to principles of objectivity, honesty, integrity, and confidentiality. Faculty development and research enhancement programs are regularly conducted to ensure high professional standards.

Gender issues are central to the curriculum, with a mandatory "Gender Equity" course in all undergraduate programs and additional focus in literature, social science, and media studies. Nineteen courses specifically address gender-related issues, supported by various extracurricular activities promoting gender rights. The curriculum also emphasizes human values through 19 courses that focus on principles such as humanism, peace, and harmony. Gender equality is upheld, with equal rights and opportunities for both men and women professionals in decision-making processes. Human values are emphasized through adherence to ethical codes and research ethics, and induction meets are held to promote organizational excellence. Gender Audit is regularly done

Environmental and sustainability education is robust, with 37 courses on ecology and sustainability incorporated into the Choice-Based Credit System (CBCS). Student activities, including ethno-botanical studies, and faculty participation in international sustainability conferences underscore the College's commitment to environmental awareness. The second volume of the student manual, "In Harmony with Life," includes a chapter on sustainable development strategies such as energy and water conservation, waste management, and recycling. Research in the Botany, Zoology, and Microbiology laboratories addresses local economic and social needs, and the Department of Zoology operates a vermicompost unit for biofertilizer production, contributing to campus sustainability. Environmental sustainability is actively pursued through various campus initiatives, including plantation programs, organic agriculture, and the development of a Biodiversity Park. The College organizes events like Swacch Bharat Abhiyan and Van Mahotsav and implements numerous eco-friendly practices such as biostoves, solar panels, LED lighting, and waste management systems. The College has been recognized with the UBA Green Champion certificate for its commitment to environmental sustainability.

Overall, Raja Narendralal Khan Women's College integrates ethical, gender, human values, and environmental sustainability principles into its educational framework, ensuring that students are academically proficient, socially responsible, and environmentally conscious.

File Description	Document
Upload Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 60

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 33.33

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 14

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 42

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.07

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
1382	1410	1326	1309	1480

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1675	1710	1620	1820	1801

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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: 68.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
605	496	507	470	503

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
732	745	708	797	795

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

In this institution the teaching faculties are facilitators rather than a provider of knowledge. Students

enrolled in various disciplines are identified as slow and advanced learners based on their regular weekly/monthly test by the class teachers and tutors. This helps to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners.

Mentoring

Upon admission, the students are assigned *mentors* who collect information about them, their marks in the qualifying exams, their contact address and parent/guardian details. This helps in a first assessment of the of the students' learning levels and their backgrounds.

Induction Programme

An Induction Programme is conducted for all the first year students to educate them about the various resources and facilities available and give them a feel of the college ambience. It helps them to have a smooth transition from school to college and orient them towards the new curriculum, extension activities, library, sports, hostel and other infrastructural facilities.

Computer Literacy

A three-day Computer Literacy Programme helps them pick up some computer basics which are essential in their respective fields of study.

Screening of Students for their Learning Levels

After the students have settled into their regular classes, they are then monitored through-out the first semester by their mentors who maintain a record of their mentees and update them. Based on their performance in the internal (CIA) examinations as well as the end semester examinations (ESE), they are finally categorized into *slow* and *advanced learners*. They are then facilitated to go through many initiatives to enrich themselves according to their knowledge levels. Based upon their performance they may be moved from the slow learners to advanced learners level.

Measures for Advanced Learners

The advanced learners are encouraged to

- opt for extra credit courses to acquire new knowledge and earn additional credits which may help them in their career.
- attend preparatory classes conducted by experienced faculty for competitive examinations such as UGC NET/SET/GATE etc.
- avail training provided by CAC of the College to take civil services examinations, PSC, UPSC etc.
- enroll themselves in online courses offered by NPTEL/SWAYAM/MOOC .
- take part in internship programmes

Measures for Slow Learners

To help slow learners they are

- **Academic and personal counseling** are given to the slow learners by the class teachers, mentors and the counseling cell.
- encouraged to have *peer learning*
- provided opportunities to attend remedial classes arranged by their mentors .
- referred to the students counseling centre
- **Communicative English Programme**is conducted to the new entrants (I year UG students) due to their vernacular medium and rural back ground. This programme is executed and monitored by the Department of English in the beginning of the academic year. All departments have stream based core courses.
- **Bilingual explanation** and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 19.79

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

To facilitate easier grasp of the concepts the student centric methods employed in the college are

- experiential learning involving hands-on training programmes, workshops in current fields of interest apart from the laboratory practicals specified in the syllabus.
- industrial visits, field trips, sky watch programmes, telescope construction programmes to provide real time exposure to application of theoretical concepts and induce the joy of learning.
- participative learning through book reviews, role play, case studies, and communication skills.
- participation in intercollegiate and interdepartmental seminars, conferences, exhibitions and in the editorial boards of departmental/college magazines and newsletters to improve presentation skills.
- participative learning, especially for management students, through guided group discussions, debates, advertisements and quiz programmes, panel discussions to improve interpersonal and managerial skills.
- integration of elective courses to impart knowledge and enhance abilities and skills in areas beyond the curriculum and soft skills to increase employability.
- finding real time solutions to specific problems by having individual projects for all the postgraduates and group projects (under DBT-Star College Scheme) for the undergraduates of science stream.
- interdepartmental projects such as environmental pollution and its impact for students of life sciences, telescope construction, for students of physical sciences, survey of satisfaction levels and performance levels of employees for students of humanities, social work and software solutions for students of mathematical and computer sciences.
- encouragement of participation of all students in any one of the extension activities practiced in our college to develop leadership qualities, organising abilities, decision making, adapting to situations.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Policy Document

Under the Mentorship Programme of the college from session 2021-22 there should be a committee comprising of:

1. Principal as Chairperson
2. Coordinator as well as Joint Coordinator of the programme.
3. Mentor In Charge from each department,

Each department has to allocate mentor for each and every student of that department. That means each

teacher of each department will act as mentor of the students of their respective departments from such semesters.

Departmental mentors are to conduct meetings with their respective mentees twice per semester and send the recommendation to the departmental mentors In Charge in order to execute the resolution of the mentor-mentee meeting. Mentors are to look after the status related to family background, family details, and health issues if any of the student as well as their family members of the students. They are to keep details of their place of residence (permanent) and earning commanding members of their family members.

Mentors in Charge are to send the recommendations to the Coordinator and Jt Coordinator of the programme.

Principal along with the Mentorship Committee will take decision with respect to every academic or financial need of the students along with arrangement of counseling of the mentees if required. The committee will consider

- concession with respect to admission and examination for students seeking financial benefit.

Central Mentorship Committee will decide to

- waive tuition fee
- admission fee
- exam fee
- hostel fee either wholly or partially depends upon case to case basis.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The institution takes utmost care in planning and executing the academic activities of the college. IQAC and the calendar Committee work together in preparing the academic calendar, towards the closure of every academic year, for the forth coming academic year. All the Heads of Departments, COE and Coordinators of various activities are consulted and decide the important dates for the 90 working days of

the odd and even semesters (as per UGC/State Government / affiliated university norms). All the faculty members schedule their teaching plan on the various courses to be handled. Every course is expected to have a detailed plan on the schedule of assignments, Class/Unit test, Quiz and Seminar. HODs should ensure that the teaching plan of the course are strictly adhered.

Hand Book

The institution distributes Hand books to all the students and faculty members, which contains details of the academic and cultural activities month- wise. It covers the details as given below

- Vision and mission of the college.
- Conducting Prayer is an unique practice of Institution.
- Departmental Activities – Association, Guest Lectures, Debates, Competition & Quiz.
- Regular Attendance System.
- Details of Scholarships available to students.

The milestones of the institution are updated every year in the calendar highlighting the new courses introduced, awards and other important events.

Academic Calendar

The academic calendar consists of the details regarding

- The schedule of the continuous formative assessment tests.
- Prescribed minimum 180 Instruction days.
- Day order pattern per week.
- Scheme of Examinations with title of the paper- (choice based credit system).
- Last day for fee remittance for I, II & III UG& PG.
- Commemoration day of Founder.
- Conduct of Orientation and Bridge courses for the first year students.

Department Calendar

The departments prepare their own Academic Calendar by keeping in mind all the curricular, co curricular, extension activities, dates / days are allocated to conduct the programmes in co-ordination with the college academic calendar. It covers

- The dates for speaker forum, Journal club, Association, Field trip, Workshop, Seminar & internship.
- The dates of commencement of model practical/ midterm / model test.

Department timetable is prepared by the respective department, facilitating the teachers to allot sufficient time for the teaching of each course as per the workload allotted by the University.

Teaching Plan

Teaching plan consists of the following components

- Course objectives
- Course outcome
- Teaching methodology
- Plan of the work
- Unit/modules
- Topic to be covered
- Proposed date
- Lecture hours /Practical hours

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 93

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
161	160	160	160	126

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 45.18

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

Response: 75

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 10.37

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 1597

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years**

Response: 152.29

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 166

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

Response: 17.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	19	15	16	27

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document

2.5.2

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

Response: 0.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	40	35	0	22

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3048	3345	3401	2302	1309

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Examination Procedures:

Evaluation of Students performance in examinations is done in two phases, namely Continuous Internal Assessment (CIA) and Semester Examinations (SE). Choice Based Credit System (CBCS) pattern of Examination System is followed and the total credits turn out to be 140 for all UG, 90 for all PG. The performance of a student in each course is evaluated in-terms of grade points and also provided with the equal percentage of marks. For all UG, PG and Ph. D. degree courses, Central Valuation is followed. Question Paper Scrutiny Board is instituted to scrutinize the question papers before the commencement of the examinations. One Fixed Examination Schedule is prepared and it is strictly followed by the College.

The End Semester Examination is conducted by the Office of the Controller of Examinations. The Dy. Controller of Examinations hands over the Question Papers to the Examination Supervisors and after end of the examination, day by day, the Supervisors submit the answer scripts to the COE's office. Panel of Examiners are appointed for valuing the answer scripts and the marks are uploaded. After moderation and verification of marks are over, the results will be announced in the award committee convened by the COE.

Re-evaluation/RTI:

Revaluation/ RTI of the answer script is also permitted and shall be made 15 days after the publication of results.

The Mark Statements issued by the COE office are made more secured and are not easily duplicated. They are issued to the students at the earliest (within ten days) after the publication of results.

Processes Integrating IT:

The COE Office is fully computerized with the Examination Processing Software for the entire work flow. The Examination schedule, Semester examinations, Publications of results, Distribution of certificates, Revaluation results, Conduct of Supplementary examinations are carried out on time. The CIA marks are received through online Student Portal and the SE marks are entered by the HoD to the College Exam Portal.

Online Examinations during covid pandemic period:

As directed by the Government and University, the April 2020 Examinations were conducted for the final year students online through Google Meet links and Microsoft Team. Students in the links were invigilated by staff members and the pdf files of the answer scripts were collected by them.

Continuous Internal Assessment System: Continuous Internal Assessment Tests are conducted twice a semester. The first test is conducted in the middle of the semester. The second test is conducted towards the end of the semester. The average of two tests marks are taken for the test component of CIA (If a student has appeared for one test average may be given by considering zero mark for the other)

The components of CIA are as below:

1. Two tests Mid Semester and Model Examination (Average): 10 Marks

The attendance component of CIA is calculated as below.

% of Attendance	CIA 5
90-100	5
80-89	4
70-79	3
60-69	2
50-59	1

Afterwards the entire CIA marks are transferred to Exam Software. The entire Consultancy service is offered by Infotech Lab., Kolkata.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Outcome Based Education(OBE) is student centric teaching through which the curriculum ,course delivery and assessment are planned with a view to attain the stated objectives and outcomes (goals).Teachers and students are aware of the stated programme and course outcomes of the programme offered by the institution.

- BOS and Academic Council of Raja N. L. Khan Women's College (A) always emphasise on the productivity of the students.
- College focuses on the outcome of the students with nurturing the values of a responsible Indian citizen and these outcomes have been prepared very meticulously through feedback mechanism.

- Instead of mere displaying all outcomes on the website, the mission and objectives of all the departments are exhibited in the Digital flex, Hand book Academic Calendar and through annual report.
- At the Institutional level, teachers induction programmes are conducted to inculcate the mapping of outcomes and attainment of the same.
- At the students level, orientation program, class room discussion, expert lectures and seminars are arranged. All these outcomes are shared with students and also informed to stake holders especially parents to persuade maximum students towards skill oriented and value based courses.
- Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through college prospectus.
- The program outcomes and course outcomes are clearly made known to the students.

Successful alumnae are invited to interact with both the students and teachers at specific events and meetings. They share their experiences as to how the programs and courses offered by the institution is helpful in shaping their career.

- The college also organizes career counseling lectures and capability enhancement programmes to communicate effectively the learning objectives and outcomes.
- Programmes offered by Raja N. L. Khan Women's College (A) is Outcome Based Education (OBE), which is learner centric teaching – learning through which the curriculum, course delivery and assessment are planned with a view to attain the stated objectives and goals (outcomes).

Programme Outcomes:

It is developed, according to the core and objectives based on the mission of the college to mould the graduates.

Programme Specific Outcomes:

It is describing the skills which the graduates can possess after undergoing the programme.

Course Outcomes:

The objectives of each course in all the UG/PG/Research programmes are drafted and presented in the curriculum structure in detail by the Board of Studies of each department in consultation with all the stakeholders and formulate the Programme Specific Objectives and Course Objectives, following the norms of autonomy. The Academic Council carefully exercises its power to implement the POs, PSOs and COs of all the programmes.

Communication Methods:

The curriculum with POs and PSOs are displayed in the college website for reference of all stakeholders. The vision and mission, objectives, formulated POs, PSOs and COs are communicated to the students by the course teachers in the class room hours and through prescribed Hand Book/Calendar

distributed during the opening days of every academic year and through college prospectus during admission. Raja N. L. Khan Women's College (A) adopted OBE in Blooms Taxonomy, moving from knowledge to critical thinking.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 100

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1146

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Raja Narendralal Khan Women's College exemplifies a strong commitment to fostering a vibrant research environment through its continuously updated facilities and well-defined policies. The college operates two distinguished research centers, approved by Vidyasagar University: the Center for Natural and Applied Sciences and the Center for Humanities and Social Sciences. These centers serve as dynamic hubs for scholarly activity, supporting a wide range of research across disciplines.

The institution's research capabilities are reinforced by its 32 faculty members, who are recognized as PhD supervisors, guiding 110 active research scholars. The tangible impact of these efforts is evident, with 16 scholars having earned their doctoral degrees, reflecting the college's effective mentorship and research support system.

The college emphasizes the dissemination of scholarly work through two respected journals: the 'International Research Journal of Basic and Applied Science' and 'Anudhyan: An International Journal of Social Science'. These publications play a crucial role in sharing innovative research findings with the global academic community, further establishing the college's contribution to academic advancement.

Maintaining high ethical standards in research is a priority, with dedicated Animal Ethics and Human Ethics committees ensuring compliance with rigorous guidelines. Faculty members are incentivized through awards for publications in Scopus or Web of Science indexed journals and for securing funded research projects. Seed funding is also provided to support innovative research initiatives, enabling scholars to embark on new and impactful projects.

The college enhances its research infrastructure with subscriptions to Web of Science and utilizes Turnitin plagiarism detection software to ensure the credibility and originality of research outputs. A comprehensive policy on research promotion, available on the institutional website, outlines the strategies and guidelines for fostering a culture of inquiry and academic excellence.

In addition to its research focus, the college engages in Incubation and Innovation Center (IIC) activities under AICTE, promoting entrepreneurial ventures among students, particularly in sectors like food processing. These initiatives contribute to socioeconomic development and enrich the academic experience through practical applications of research.

The Research and Development (R&D) Cell plays a critical role in facilitating interdisciplinary collaboration and aligning research with contemporary challenges and global trends. Supported by high-end research instruments funded by grants like DST FIST-II and DST PG CURIE, the R&D Cell enhances the college's ability to conduct advanced research.

In conclusion, Raja Narendralal Khan Women's College stands as a beacon of research excellence, characterized by its state-of-the-art facilities, well-defined policies, and unwavering commitment to advancing knowledge and innovation. By continuously updating its research infrastructure and fostering a supportive environment for scholarly inquiry, the college meets and exceeds the expectations of a modern educational institution dedicated to academic and research excellence.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 45

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
45	0	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 00

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 366.26

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.11

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 19

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 20.78

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 32

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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

Response:

Raja Narendralal Khan Women's College has meticulously cultivated an ecosystem that fosters innovation, leverages the Indian Knowledge System (IKS), and emphasizes the importance of Intellectual Property Rights (IPR). This thriving environment, designed to support knowledge creation and technology transfer, is evident through a series of dynamic events, workshops, and initiatives.

One of the standout demonstrations was the “Energy Efficient Classroom using IoT,” which showcased

cutting-edge technology to around 50 students. This prototype not only highlighted the integration of Internet of Things (IoT) in enhancing classroom energy efficiency but also served as a practical example of innovation in action. Additionally, a student-led demonstration on “Home Automation” illustrated practical applications of smart technology in everyday life, further enhancing the college’s commitment to technological advancement.

National Entrepreneurship Day was marked by a significant initiative where approximately 75 students received training in food processing techniques. This hands-on training aimed to equip students with practical skills and entrepreneurial insights, reflecting the college’s dedication to bridging academic learning with real-world applications.

A workshop on “Joyfulness through Himalayan Meditation” focused on skill and behavior development, promoting mental well-being through traditional practices. This session underscored the college’s commitment to holistic education by integrating personal development with academic pursuits.

The college also hosted a comprehensive 7-day workshop on Robotics, which saw active participation from 93 students. This workshop provided a robust platform for students to delve into robotics, enhancing their technical skills and fostering interest in this burgeoning field.

A Poster Presentation event where numerous research scholars presented their innovative ideas. This event served as a vibrant forum for sharing new concepts and advancements, emphasizing the college’s role in encouraging academic research and innovation.

The special lecture by Dr. Deepak Vohra on “Handling Nuances of Bureaucracy in Governance” offered valuable insights into the complexities of governance, further enhancing the intellectual discourse within the college. Additionally, workshops in tribal painting, folk dance, and other traditional arts provided students with opportunities to explore and refine their skills in various cultural domains.

The college has also introduced several certificate courses, including those in Folk Dances, Creative Dance, Archaeology, History, Heritage, Museum Studies, Art of Living, and Webpage Designing. These courses reflect a broadening of educational horizons and a commitment to diverse areas of knowledge and skill development.

Collaborating with NIPAM, the college organized a workshop on IPR, reinforcing the significance of intellectual property in today’s knowledge economy. This initiative, coupled with the establishment of an IPR cell and an incubation center, highlights the college’s proactive stance on intellectual property management and support for entrepreneurial ventures. The fact that three faculties have obtained patents underscores the practical outcomes of these efforts, showcasing the successful application of research and innovation.

In summary, Raja Narendralal Khan Women’s College has effectively created a dynamic ecosystem that supports innovation, embraces the Indian Knowledge System, and emphasizes the importance of IPR. Through a range of workshops, demonstrations, and educational initiatives, the college not only advances knowledge and technology but also fosters an environment conducive to academic and professional growth.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 3.44

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 110

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 1.17

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

Response: 194

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document

3.4.4

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

Response: 0.93

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 155

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 8.12

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

3.4.6

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

Response: 21

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

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0.18**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.1	.08	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Over the past five years, the extension activities carried out by various organizations have significantly impacted neighborhood communities, enhancing student awareness of social issues and contributing to holistic development.

The National Service Scheme (NSS) initiatives, including "AzaadikaAmritMahotsav" and the "National Integration Camp," have deeply fostered social consciousness and patriotism among students. These activities have encouraged active community engagement and a strong sense of civic responsibility. Additionally, programs under the Swachh Bharat Abhiyan and dengue awareness campaigns have heightened environmental sensitivity and health awareness. Blood donation camps have promoted altruism and community service, while efforts to promote safe driving and commemorate national days have instilled discipline and responsibility in students. These initiatives have strengthened neighborhood networks and earned recognition through various awards for their impact on social sensitization and student development.

The Unnat Bharat Abhiyan (UBA) activities have also made a significant impact by addressing critical needs in five adopted villages—Bagdubi, Murakata, Kankabati, Nepura, and Lohatikri. Through the construction of roads and the installation of drinking water filter systems in primary schools, UBA has improved infrastructure and access to clean water, directly benefiting local residents. These projects have provided students with profound learning experiences, sensitizing them to rural challenges and fostering a sense of social responsibility. The success of these initiatives has been highlighted with several awards, recognizing their integration of community service with educational development.

The Balaka Alumni Association's activities have similarly made a substantial impact on the community. Medical awareness programs on Thalassemia and PCOS, along with health check-up camps, have raised health awareness in rural areas, addressing critical medical concerns. Celebrating Women's Entrepreneurship Day has empowered local women and promoted gender equality, inspiring students to support female entrepreneurship. Legal awareness programs have educated the community on rights and responsibilities, and the distribution of garments and nutritious food to underprivileged children has improved their quality of life. These activities have sensitized students to societal challenges and reinforced their commitment to community service, earning recognition through various awards for their positive contributions.

The Internal Quality Assurance Cell (IQAC) has made notable strides with initiatives such as the Biodiversity Park, tree plantation, and the creation of a bird feeding zone, which have advanced environmental conservation and sensitization. The "We Care" program has increased literacy and provided holistic support to underprivileged children, creating health awareness in rural areas. E-waste management efforts have underscored the importance of responsible disposal practices. These comprehensive activities have educated students about environmental and social issues and encouraged their active participation in community welfare, receiving awards that highlight their impact on community development and student growth.

Collectively, these extension activities have not only improved community welfare but also significantly contributed to the holistic development of students, making a lasting impact on both the community and the individuals involved.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 85

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	14	3	12	9

File Description	Document
Institutional data in the prescribed format (data template)	View Document
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	View Document

3.7 Collaboration

3.7.1

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: 38

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The college ensures high-quality teaching and learning experiences through careful management of infrastructural resources. Departments and faculty oversee the structured planning and distribution of physical resources. This approach facilitates the provision of various amenities that enhance the teaching and learning environment. The overall ambience and general campus facilities in the College are sufficient to meet the needs of students and staff.

The college has one campus: Gope Palace, spanning 188,524.5 square meters, and Rabindranagar, covering 418.06 square meters. Gope Palace hosts regular courses, while Rabindranagar is solely for NSOU Study centre. The college encompasses approximately 31,209.11 square meters. It features several blocks, including the Administrative Building (Gope Palace) housing the Principal's chamber and main office, as well as the Music and Physical Education Department. Other blocks include Pure Science, Bio-science, Arts for both UG and PG programs, each hosting various departments.

The college is furnished with a meticulously maintained Administrative Building, Classrooms, Laboratories, Smart Classrooms, Library, Seminar Hall, ICT-enabled classrooms, Separate Common Rooms for Girls featuring indoor game facilities, and advanced computing equipment, all geared towards embracing the futuristic Education System.

- Almost all the departments of the college have the classroom facility along with Smart Class room. In total, the college has 25 smart class rooms with the facility of LCD Projector, smart interactive board etc. Additionally, the college has approximately 20 LCD Projectors and 375 computers for the use of students.
- In total the college has about 46 laboratories including pure science, bio-science and geography. All the laboratories are well equipped with modern sophisticated instruments, apparatus and software. The department of English has a Language Laboratory.
- **Dedicated Computer laboratories:** All The departments have their own independent computer facilities as per their academic need. Apart from the departmental computer facility, we have four (4) dedicated computer laboratories in Pure Science Block, Arts block, Bio-Science block and e-learning lab to provide better service to our dedicated students.

- Apart from the central library there are departmental seminar libraries catering to the students and teachers in the Campus.
- The college has a Career Advancement Centre (CAC) for the skill enhancement of the students.
- The college has fully equipped auditorium and a dedicated seminar hall (Rabindraneeer) along with individual seminar rooms of various departments.
- In front of each department, there is a notice board from where students can access their class routine and academic information, also a magazine board where students display their creative writings, and attractive paintings
- Free Wi-Fi facility is available inside the college campus.
- Separate teachers' room for each department.
- In the administrative building the college has a Museum with rare collection and also there are Mathematical Gallery, History Museum, Folk Museum, Gurukul and CD Gallery is established in the different departments.
- The college provides several sports facilities within the campus, including fields for cricket, football and basket ball and indoor games like badminton and carom. Every year college arrange annual sports for all the stake holders to encourage them. We have also a gymnasium for the students and teachers.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 36.97

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
321.30	135.14	111.56	155.81	222.45

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of Raja Narendra Lal Khan Women's College (Autonomous) is named Dr. Sushila Mondal Memorial Central Library. Dr. Sushila Mondal Memorial Central Library is the backbone of all academic activities of Raja Narendra Lal Khan Women's College (Autonomous). It is one of the most advanced and well equipped college Library. The Library is housed in a large three storied building with enough space for the users. It has one of the best collections on subjects like Humanities and literature in the district of Paschim Medinipur.

Our Library is fully automated system through Koha software. There is an open access stack-room for female students and very easy circulation (issue and return of books) system. There are separate reading rooms for students, teachers and research scholars and steady Wi-Fi connectivity inside the library premises. Our Library has more than 43910 books and 40 journal and magazines. We have a rich collection of reference books. Our library passes a great collection of old and rare books on different subjects of arts and humanities. Central Library subscribed E-books from Oxford scholarship online(OUP)and McGraw-Hill Educational E-journals from SAGE. Recently it has subscribed the web of science. These e-resources are available only inside the college premises (via static IP).

N-LIST (National Library and Information Services Infrastructure for scholarly content). Members can access the database by logging in through user's IDs and Passwords. All the faculty members and research scholars, and PG students of the college are the registered user of the database.

Boi-Soisamiti is a Book Lovers club set up by the patronage of the central Library. Students who love books and reading become member of the club. Book talks are organized on regular basis by Boi-Soisamiti. One student and one teacher deliver talks on any book.

File Description	Document
Upload any additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.55

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
24.13	3.01	3.68	3.76	5.00

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure**4.3.1**

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

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

Response:

The institution has a very robust and updated IT facility that is comprehensive and as well as secure.

The college has expanded as well as upgraded its IT infrastructure within the last five years. Some of the facilities provided are as follows:

1. The college campus has a three separate private network from Alien, Tata and Airtel **with speed 400 MBPS.**
2. **LAN facility:** LAN facility is available in administrative building, all the Departments, Central library, Career Advancement Centre (CAC), seminar rooms with total connection 514.
3. **Wi-Fi facility:** The entire College campus and hostel has been brought under Wi-Fi facilities through which all stakeholders are considerably benefitted to cope with the requirement of the day. Wi-Fi facilities are made available free of cost to all concerned and it is very much helpful for advanced level learning for both the teachers and the students.
4. Each academic department has one or more than one smart class room. In total , the college has more than 25 smart class rooms with the facility of LCD projector, smart interactive board etc. additionally, the college has approximately 25 LCD projectors and 408 computer with licensed software like SPSS, MATLAB, ORIGIN, MATHEMATICA, Python, Koha, Turnitin etc.
5. Web of Science: Free
6. Turnitin: Free
7. Mathematical gallery has been set up in the Department of Mathematics. An innovative teaching aid has been initiated. It creates a unique learning experience. A Separate Computer Laboratory has been set up for the students of mathematics Department
8. The computer science department is well equipped with software lab, hardware lab, PG Lab with sufficient computer systems and equipment in the hardware lab.
9. The college set up biometric machines, are used for recording attendance of teaching and non-teaching staff. This ensures the security and reliability of the systems and makes it easy to keep track of attendance.
10. The college website is regularly updated by a website committee.
11. The Central Library of the College is almost fully automated with software Koha
12. The library has a Web-OPAC system making it easy for all stakeholders to access the necessary resources.

The entire college along with hostel is fully covered by CCTV cameras and which is monitored from Principals' office. The record is kept for 30 days for future references. Principal can also view the footage from CCTV cameras from anywhere to maintain discipline and ensure the safety and security of all stakeholders. We have central computer laboratories to support the students at Mathematics lab, bio-science lab, language lab, E-learning.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 8.13

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

Response: 375

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The Institution has a dedicated audio visual centre at the adjacent of banquet hall which is equipped with all types of lecture capturing system (LCS), mixing equipment, editing facility, media studio, and related hardware and software for e-content development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 36.22

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
213.83	137.01	179.66	207.57	189.14

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The college is build up with 46 acres of land which has two well equipped campuses with intellectual faculty, laboratories, play ground, gymnasium and library providing all types of support to the all stake holders like students, teachers, non-teaching, staff quarter members etc.. The college authority regularly maintains and utilizes the existing infrastructures and build new structure when it required to support all stake holders.

Laboratory: The College regularly maintain the common and departmental laboratories regularly behind that we built new extra laboratories, classrooms and other facilities for Zoology, Microbiology, Nutrition, BMLT, MSHW, Physiology, Botany, Physics, Chemistry, Mathematics and Geography to maintain the standard of practical, updating syllabus and space of different department as per student need.

Library: We have an enrich library Central Library-Total area 656 sq mts having 43600 books and 40 journals and magazines. Seminar Library: All the Honours departments and the Department of Physical

Education have a seminar library with a total of 7,821 books. There is budgetary allocation for the purchase of books.

E learning Laboratory- Equipped with 15 computers and other ICT tools and regularly maintain by the computer experts and purchase computer when it needed.

Sports Complex: We regularly maintain the auditorium which is used an indoor game facility like badminton, yoga, etc.,

Computers: There are 375 computers in the four computer laboratories for the use of students only and we purchase/repair when it needed

Class Rooms: For the need of classrooms the authority regularly verifies and build/repair the class rooms. Recently we build different classrooms with other facilities for Bengali, Sanskrit, Education, Zoology, Microbiology, Nutrition, BMLT, MSHW, Physiology, Botany, Physics, Chemistry, Mathematics and Geography to maintain the standard of the class.

NSS: The college has four NSS Units with 400 dedicated volunteers for served different social responsibilities like medical camp, road safety awareness to common people etc.

NCC: We have one NCC unit having active 50 dedicated cadets those who are participating different social activities.

Student Forum: The college has a student forum for the development of college and leadership to community. They also arrange sports and cultural programme, Saraswati Puja etc.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
2511	2755	2780	2484	1346

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 (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Over the last five years, our college has made substantial progress in advancing career counselling and guidance for competitive exams, reflecting its dedication to comprehensive student development and future readiness.

A robust Career Counselling Centre has been established within the college, staffed by skilled

professionals and experienced counsellors who provide tailored support. The centre offers individual counselling sessions, group workshops, career planning, seminars, and coaching. Topics addressed include career exploration, resume writing, interview preparation, and job search strategies.

In response to the increasing demand for flexible support, the college has introduced e-counselling services. This digital approach includes virtual counselling sessions, online career assessment tools, and webinars on diverse career topics. Platforms such as Zoom, Google Meet, and specialized e-counselling portals enable students to receive expert guidance from any location, catering to those who face logistical constraints or prefer online interactions.

Recognizing the importance of competitive exams in shaping career paths, the college has launched focused preparation programs for various competitive exams like civil services, staff selection commission (SSC), NET/SET/GATE, and other entrance tests. These programs include specialized workshops, mock tests, and preparatory classes conducted by experts. The college also hosts guest lectures and interactive sessions with successful professionals, offering students valuable insights and practical advice.

To further enhance its career counselling and exam preparation services, the college has established partnerships with external agencies, coaching centers, and industry professionals. These collaborations provide access to specialized training modules, updated exam patterns, and current industry trends. By leveraging these partnerships, the college ensures that students receive high-quality guidance aligned with industry standards and expectations.

The college actively involves its alumni network in providing mentorship and career guidance. Successful alumni are invited to share their experiences through guest lectures, panel discussions, and mentorship programs. This interaction not only motivates current students but also offers practical advice and networking opportunities, improving their career readiness.

To continuously refine its career counselling and competitive exam preparation services, the college gathers feedback from students and stakeholders through surveys and focus groups. This feedback is analysed to identify areas for improvement and to customize services to better meet student needs. The college's commitment to ongoing enhancement ensures that its career services remain effective and relevant in the evolving job market and competitive exam landscape.

In summary, the college has developed a comprehensive approach to career counselling and competitive exam preparation over the past five years. Through personalized counselling, e-counselling platforms, targeted preparation programs, and alumni engagement, the institution has created a supportive system that empowers students to achieve their career goals and excel in competitive exams.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 49.76

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
721	366	665	534	288

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.07**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	35	17	17	16

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international Level events during the last five years****Response:** 23**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	3	1	2	1

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Student Council Activities and Representation in Institutional Committees

Objective:

The Student Council/Forum at Raja Narendralal Khan Women's College (Autonomous) is dedicated to integrating student feedback on academic, administrative, and extracurricular activities, ensuring alignment with their expectations. Functioning independently, the Council supports academic and administrative functions, promotes student involvement, and serves as a liaison between students and the administration. Additionally, it represents the college in various inter-collegiate, state, national, and international events, providing diverse exposure for students.

Committees and Activities:

1. Saraswati Puja Organization:

The Student Council/Forum organizes the annual Saraswati Puja. Responsibilities include decorating the venue, preparing offerings, hosting guests, and distributing prasad to students, faculty, and staff.

2. Celebration of Key Days:

The Council/Forum manages celebrations for significant days such as Independence Day, Republic Day, Convocation Day, Foundation Day, N.S.S. Day, Rabindra Jayanti, Netaji's Birthday, and Voter's Day. This involves assisting NSS and NCC members with flag hoisting and campus marches, organizing cultural events, handling convocation registrations, guest hospitality, and refreshments. On Voter's Day, the Council organizes awareness events and cultural competitions.

3. Annual Sports Events:

The Council/Forum is involved in organizing the Annual Sports event by preparing the sports ground, assisting with logistics, and contributing to the prize distribution ceremony.

4. Freshers' Welcome and Farewell Ceremonies:

The Council/Forum organizes Freshers' Welcome and Farewell Ceremonies with cultural programs and refreshments, fostering a sense of community.

5. Discipline and Cleanliness:

Members participate in disciplinary committees to uphold student conduct and contribute to campus cleanliness. This includes initiating cleanliness drives, creating awareness posters, and promoting a plastic-free campus.

6. Banadevi Mela:

The Council/Forum is instrumental in organizing the Banadevi Mela, focusing on crowd control and campus security during the event, which attracts numerous visitors from the surrounding areas.

7. Food Festival:

An annual Food Festival organized by the Council/Forum promotes healthy eating. They manage food stalls, create informative displays, and contribute to the event's overall organization.

8. Entrepreneurship Programs:

The Council/Forum supports entrepreneurship initiatives by assisting with student registrations, scheduling, and reporting student interests to college authorities.

9. College Responsibility Hours:

Council/Forum members dedicate one hour daily to academic, administrative, and extracurricular activities, contributing to various institutional functions.

10. Book Talk Events:

Under the Central Library's supervision, the Council/Forum organizes Book Talks, managing event promotion, logistics, and coordination of discussions, including Q&A sessions.

11. Biodiversity Park Maintenance:

Members are responsible for the maintenance of the college's biodiversity park. Tasks include labelling trees with scientific names, creating educational materials, and enhancing the park's appearance through painting and other maintenance activities.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document

5.4 Alumni Engagement**5.4.1**

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 60.18

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
18.9	27.3	6.19	3.89	3.9

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni are crucial to the development and growth of the institution, providing significant support through various forms of engagement. Their active involvement in academic, administrative, and support functions highlights their dedication to the college's ongoing success and progress.

Academic Contributions:

1. Alumni who have gained recognition in their fields often return to the college to deliver guest lectures, conduct workshops, and lead seminars. These engagements offer current students valuable insights into industry trends, practical applications of their studies, and real-world knowledge.
2. The alumni network is actively involved in mentorship programs, providing career advice and guidance to students. By sharing their professional experiences and offering one-on-one mentoring, alumni assist students in navigating their career paths, making informed decisions, and building successful careers.

Infrastructure and Resource Support:

1. Alumni contribute financially to various college initiatives, funding new facilities, upgrading existing infrastructure, and establishing scholarships, endowments, and memorial prizes. These contributions are essential for enhancing the quality of education and improving campus amenities.
2. Beyond financial support, alumni donate resources such as books, laboratory equipment, and technological tools. These donations improve the learning environment and ensure students have access to modern resources and facilities.

Networking and Placement Opportunities:

1. Alumni utilize their professional networks to provide placement opportunities and internships for current students. They help establish connections with potential employers, organize job fairs, and support campus recruitment drives, thereby boosting students' employability and offering valuable industry exposure.
2. Many alumni engage in recruitment drives organized by the college, either representing their organizations or leveraging personal networks. Their participation helps bridge the gap between students and employers, facilitating a smoother transition from academic life to professional employment.

Institutional Development and Governance:

1. Alumni are frequently invited to serve on advisory boards and committees, where they offer their expertise for institutional governance and strategic planning. Their input is crucial in shaping the institution's policies, development strategies, and long-term objectives.
2. The alumni association, known as Balaka, plays a key role in coordinating alumni activities and fostering engagement. Through regular meetings, events, and communication channels such as WhatsApp groups, the association maintains connections with alumni and encourages their participation in various college initiatives.

Through their active participation in academic endeavors, financial and resource contributions, networking and placement efforts, advisory roles, and community involvement, alumni significantly enrich the educational experience, bolster institutional resources, and support the college's mission and growth. Their ongoing engagement demonstrates the enduring impact of the alumni network on the institution's success and evolution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Raja Narendralal Khan Women's College exemplifies its commitment to empowering women and fostering holistic development through its governance and leadership practices. These practices reflect the institution's vision and mission, integrating NEP-2020 principles, promoting sustained growth, decentralization, and active participation in institutional governance. The College's alignment with its guiding philosophy, "yatte rupam kalyantamam tatte pashyami" is evident across various strategic and operational areas.

Alignment with Vision and Mission

The College's governance and leadership are closely aligned with its mission to integrate practical skills with intellectual growth and its vision of providing holistic education. This alignment is visible in several key institutional practices:

1. **NEP-2020 Implementation:** Raja Narendralal Khan Women's College has effectively adopted NEP-2020, reflecting its commitment to holistic and flexible education. The redesign of undergraduate curricula to include interdisciplinary electives and vocational training demonstrates the institution's dedication to integrating global and indigenous perspectives. The incorporation of digital tools and technology further aligns with NEP's emphasis on modernizing education and improving accessibility.
2. **Sustained Institutional Growth:** The College's approach to curriculum development, infrastructure enhancement, and research innovation supports sustained growth. By expanding certificate and value-added courses, integrating skill-based programs, and modernizing facilities, the institution ensures that it remains responsive to evolving educational needs. This growth is supported by regular updates to teaching methods, assessment techniques, and academic resources.
3. **Decentralization and Participatory Governance:** The governance structure at Raja Narendralal Khan Women's College promotes decentralization and participatory management. The biannual meetings of the Governing Body, comprising UGC, state, and university representatives, along with senior faculty and the Principal, ensure inclusive decision-making. The Academic Council, Board of Studies, and various committees (e.g., IQAC, Finance Committee) further decentralize governance, involving diverse stakeholders in shaping academic and administrative policies.
4. **Institutional Perspective Plan:** The College's short-term and long-term perspective plans reflect its vision of nurturing self-reliant, knowledgeable women. The short-term goals include implementing online and objective-type assessments, enhancing vocational training, and fostering research. Long-term

objectives involve sustained infrastructure development, community engagement, and achieving “Zero Waste” status. These plans are supported by continuous faculty professional development and strategic partnerships with industry and academic institutions.

5. **Participatory Practices:** The institution emphasizes active participation from various stakeholders in governance. Regular meetings at undergraduate and postgraduate levels, and the involvement of faculty, staff, and students in committees and decision-making processes, ensure that all voices are heard. This participatory approach supports quality improvement, transparency, and effective implementation of institutional policies.

Conclusion

Raja Narendralal Khan Women’s College demonstrates a strong alignment between its governance and leadership practices and its vision and mission. The effective implementation of NEP-2020 principles, coupled with a focus on sustained growth, decentralization, and inclusive governance, highlights the institution’s commitment to providing a comprehensive and empowering educational experience. Through active participation and strategic planning, the College not only advances its immediate goals but also builds a foundation for long-term success and national contribution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Raja Narendralal Khan Women’s College has strategically implemented its Institutional Perspective Plan across key areas:

A. Teaching-Learning

1. **Curriculum:** Redesigned curricula integrate interdisciplinary approaches and NEP 2020 guidelines.
2. **Digital Resources:** Enhanced library with electronic materials and digital access.
3. **Learning Management Systems:** Implementation of LMS platforms for online learning.
4. **Central Facilities:** Establishment of a Central Instrumentation Facility and Central Computer and Language Laboratory.

5. **Student Mentoring:** Comprehensive mentoring services provided.
6. **Value-Added Courses:** Additional certificate courses beyond the core curriculum.
7. **NEP 2020:** Preparation for effective NEP 2020 implementation.

B. Student Enrichment

1. **Co-Curricular Activities:** Integrated into the academic schedule.
2. **Industry Partnerships:** Collaborations to boost student skills.
3. **Community Service:** Promoting involvement through social organizations.
4. **Publications:** Production of departmental magazines and two peer-reviewed journals.
5. **Research Support:** Workshops, awards for research, and faculty development programs.
6. **Outreach Programs:** Engagement in community service via NSS and alumni associations.

C. Physical and Academic Infrastructure

1. **Facility Expansion:** Renovations and new constructions, including a guest house, rainwater harvesting system, and solar tree.
2. **New Additions:** Installation of lifts, ramps, a student common room, and a cafeteria.
3. **Refurbishment:** Upgrades to heritage and main buildings, offices, classrooms, and laboratories.
4. **Specialized Centers:** Gurukul in Sanskrit and "Parampara: A Centre for the Study of Indian Traditional Knowledge and Culture."
5. **Museums:** Development of College Heritage Museum, History Museum, and Folk Museum of Bengal.

D. Administration

1. **Digital Systems:** Online admissions and use of ERP, LMS, and other digital platforms.
2. **Website:** Interactive and up-to-date college website.
3. **Student Services:** Online systems for fee payments, registration, and results.
4. **Staffing:** Recruitment of temporary staff and security personnel.

E. Institutional Governance

1. **Governance Structure:** Principal oversees functions with the Governing Body, Academic Council, IQAC, and sub-committees.
2. **Committee Operations:** Regular reviews by IQAC and Teacher's Council; independent operations of the Internal Complaints Committee and Student Grievance Redressal Committee.
3. **Specialized Cells:** For anti-ragging, SC, ST, OBC, minority affairs, Disciplinary, and RTI cells.
4. **Departmental Management:** Departmental Heads manage activities, with recruitment by the West Bengal Public Service Commission and adherence to service rules.

Through these initiatives, Raja Narendralal Khan Women's College advances its mission, promoting academic excellence, student development, infrastructure enhancement, and efficient administration.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance-Based Self-Appraisal:

Raja Narendralal Khan Women's College employs a comprehensive self-appraisal system for faculty performance, aligned with UGC guidelines. This system assesses faculty based on:

- Teaching hours
- Knowledge upgradation
- Research and project activities
- Organizational development activities
- Participation in seminars, workshops, and conferences
- Paper presentations and publications
- Research guidance
- Additional responsibilities
- Community development involvement

The appraisal system supports feedback and career progression under the Career Advancement Scheme (CAS), ensuring a structured approach to faculty development.

Welfare Measures:

Career Growth and Development:

1. Research and Training:

- The Research Development Cell promotes research culture.
- Paid leave is granted for Ph.D. completion upon approval.
- Regular FDPs, workshops, and seminars focus on research methodology and advancements.
- Faculty are encouraged to pursue higher studies and short-term courses, including online options like Swayam and MOOCs.
- Financial assistance is provided for FDP registration fees.
- Research Centres are supported by various committees, including the Institutional Human Ethics Committee and the Institutional Animal Ethical Committee.
- The Central Library offers comprehensive research resources, including online journals, anti-plagiarism software, and e-resources.
- Training for NET/WBSET/SLET is offered by in-house faculty and research scholars.

2. Financial Support:

- Research incentives and cash prizes are awarded for publications and government-funded projects.
- Financial incentives for Ph.D. completion and NET/WBSET qualification are processed promptly.
- Provident Fund and cooperative credit facilities provide loans and deposit schemes with competitive rates, including housing loans.

3. Medical Facilities:

- Medical bill reimbursement for faculty and families is provided under the West Bengal Health Scheme.
- Maternity, child care, and paternity leave are granted as per government regulations.
- Emergency medical funds are raised from staff contributions.
- Regular psychological counseling and health check-up camps are organized.
- Free vaccinations were provided during the COVID-19 pandemic.

4. Infrastructure:

- The college features the B.C Roy Memorial Hall for various programs, two FSSAI-approved canteens, and 24x7 internet and Wi-Fi.
- On-campus housing includes quarters and hostels for teaching and non-teaching staff.

- Facilities include a gymnasium, yoga center, sports amenities, ATM, parking, guesthouse, medical unit, and a child day care center.
- Annual excursions and a biodiversity park promote physical and emotional well-being.
- The Chitranjali Campus Film Society organizes regular movie screenings for stakeholders.

These measures collectively create a supportive environment, enhancing both faculty development and overall well-being at the college.

File Description	Document
Upload any additional information	View Document

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: 0.14

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
1	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**Response:** 14.78**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	34	27	23	4

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

6.4 Financial Management and Resource Mobilization**6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:**Institutional Strategies for Fund Mobilization and Resource Utilization**

1. Role of Resource Mobilization: The institution's resource mobilization policy is essential for financial sustainability, supporting academic excellence, research advancement, and societal impact.

2. Fundraising Strategy: The college adopts a multi-faceted approach to fundraising:

- **Alumni Contributions:** Engaging former students for financial support.

- **Philanthropic Foundations:** Securing donations from charitable organizations.
- **Corporate Sponsorships:** Partnering with businesses for funding.
- **Government Grants:** Applying for funds from various government sources.
- **Revenue Generation:** Income from research grants, consultancy, hostel fees, and fee-based programs like Faculty Development Programs (FDPs) and seminars.
- **Sales:** Generating revenue through the sale of fish, organic produce, nursery products, scrap materials, and college uniform accessories.
- **Sustainable Energy:** Implementing solar energy across the campus.

3. Grant Acquisition: During the assessment period (2018-2023), the college secured several grants, including:

- CURIE Grant for Women's PG College from DST Govt. of India
- DST-FIST II
- UGC MRP (Minor) Grant
- Autonomous Grant
- WB-BOOST
- SC/ST/OBC West Bengal Finance Corporation Limited
- Major projects funded by ICMR, SERB, DRDO, WBDST, WBBB

4. Utilization of Funds: Funds are allocated to:

- **Faculty Development:** Enhancing professional skills and training.
- **Infrastructure Improvement:** Upgrading campus facilities.
- **Student Support Services:** Providing assistance and resources for students as well as training support to students for self employment.
- **Research Funding:** Offering research incentives and initial project funding as seed money to initiate research work in the Department by the faculties.
- **Staff and Student Welfare:** Promoting the well-being of faculty and students.
- **Events:** Budgeting for major events such as convocations and orientation programs. Fiscal discipline is maintained with contingency reserves for unexpected expenses.

5. Continuous Improvement: The college fosters continuous improvement by:

- Gathering feedback and suggestions from all stakeholders including parents of the students along with different stakeholders.
- Learning from past experiences.
- Adapting strategies based on feedback.
- Encouraging innovation to explore new revenue streams and optimize resources.

6.4.2

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

Response: 91.94

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
51.43	34.41	0	0.1	6

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

1. Audit Process:

- **Purpose:** Audits review and verify the accuracy of financial documents, ensuring funds are used as intended. The college conducts both external and internal audits, including government audits. External audits are performed by a company nominated by the West Bengal government, while internal audits are conducted by Mr. Rajesh Kumar Singh.

2. Internal Control System:

- **Internal Finance Committee:** The committee oversees financial integrity and includes:
 - **Dr. Jayasree Laha:** Principal
 - **Mr. Goutam Pal:** Finance Officer, Vidyasagar University [till the new UGC Autonomous Guidelines came into effect]
 - **Dr. Biswajit Mondal:** Associate Professor, Dept. of Mathematics, GB Nominee Bursar
 - **Ms. Debjani Mukherjee:** Associate Professor, Dept. of English, Deputy Controller,

Deputy Registrar, GB Nominee

- **Dr. Mrinal Kanti Paira:** Associate Professor, Invitee Member
- **Mr. Ranjit Bakshi:** Officiating Head Clerk, Invitee Member
- **Mr. Krishnakanta Chakraborty:** Officiating Accountant, Invitee Member
- **Internal Checking:** The committee ensures accurate financial reporting and adherence to internal controls.

3. Compliance and Governance:

- **Regulatory Adherence:** The college follows UGC and Government of West Bengal guidelines.
- **Budget Development:** Each unit prepares annual budgets based on priorities and needs, reviewed and approved by governing bodies to align with institutional goals.

4. Procurement and Purchase Management:

- **Purchase Committee:** Manages purchases by soliciting quotations, negotiating with suppliers, and approving orders.
- **Policy and Decentralization:** A purchase policy, including rate charts, is provided to departments for day-to-day purchases, exemplifying decentralization.

5. Financial Reporting and Utilization:

- **Audit Reports:** Audited reports are submitted to the Income Tax Department. The Finance Committee reviews these reports, which are approved by the Governing Body.
- **Financial Statements:** Annual statements detailing salaries, fees, and scholarships are submitted to the Paschim Medinipur District Treasury and audited up to March 31, 2024.
- **Income Returns:** Filed based on audited financial reports.
- **Extramural Grants:** Audited and certified by chartered accountants, with utilization certificates submitted periodically for government schemes.

6. Specialized Accounts and Audits:

- **Cooperative Society and Alumni Accounts:** Annual audits are conducted for the Raja Narendralal Khan Women's College Staff Co-operative Credit Society Ltd and the Balaka Alumni Association, approved by relevant authorities.
- **Auditor General's Review:** Periodic audits are carried out by the Auditor General of Bengal according to state regulations.

7. Financial Management Practices:

- **Record-Keeping:** Accurate and transparent records are maintained with regular inspections by internal accountant.
- **Payments:** Processed via online portal and majorly through NEFT, RTGS and demand drafts (DD).
- **Oversight:** Managed by the Accountant, Finance Committee, Bursar, and Principal, ensuring adherence to best practices for financial management.
- **Deductions:** All Government statutory deductions (e.g. TDS, Ptax, GST, LWF cess, employees contribution to provident Fund etc.) from the employers, suppliers and vendors are deducted and

deposited to the Government successfully.

Flowchart of Financial Management and Audit Mechanism:

1. Financial Planning and Budgeting:

- Units ? Develop Budgets ? Review and Approval by Governing Bodies

2. Fund Allocation and Utilization:

- Finance Committee ? Allocate Funds ? Procurement and Management ? Execution

3. Internal Control and Monitoring:

- Internal Finance Committee ? Inspections and Oversight ? Address Issues

4. Auditing Process:

- **Internal Audit:** By Mr. Rajesh Kumar Singh
- **External Audit:** By government-nominated company
- **Audit Reports:** Reviewed by Finance Committee ? Approved by Governing Body

5. Financial Reporting:

- Statements ? Submitted to District Treasury ? Audited
- Income Returns ? Filed Annually

6. Specialized Accounts Audits:

- Cooperative Society and Alumni ? Annual Audits ? Approval
- Auditor General's Review ? Periodic State Audits

This approach ensures effective financial management, compliance, and transparency within the institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Practice 1: Advancing Quality Culture through Innovative Practices

Research Initiatives

- **Funding and Incentives:** Allocation of seed money, provision of Ph.D. research leave, and cash awards for research publications, projects.
- **Research Centres:** Establishment of two research centres for Natural and Applied Sciences, and Humanities and Social Sciences.
- **Ethical Oversight:** Formation of Institutional Human Ethics Committee and Institutional Animal Ethics Committee.
- **Training and Development:** NET/WBSET/SLET training for faculty and research scholars, and professional development programs.
- **Research Output:** Granting of patents, registration of over 90 Ph.D. scholars, improved research publications in SCI/SCOPUS journals.
- **Publication Incentives:** Incentives for publications and establishment of peer-reviewed journals.
- **Technological Integration:** Procurement of Web of Science, LMS software, anti-plagiarism tools, and other research development resources.
- **Research Development Cell:** Established to advance research culture and ethical standards.

Entrepreneurship Development

- **Entrepreneurship Development:** Encouragement for students to sell hand-made items at college fairs to foster entrepreneurial skills.
- **Career Counseling and Skill Building:** Collaborative programs for career counseling, competitive exams guidance, and hands-on training.
- **Scholarships and Financial Aid:** Scholarships for 95% of admitted students and maintenance of records for placement and higher studies.

Innovative Evaluation Methods

- **Continual Internal Assessment:** Regular monthly assessments to monitor student progress.
- **Feedback Mechanisms:** Automated online feedback system for students, faculty, parents, and alumni.
- **Action Taken on Feedback:** Regular analysis and implementation of feedback outcomes.

Online and Certificate Courses

- **Certificate and Skill-Based Courses:** Introduction of 80 certificate courses, with 52 completed, integration of skill-based courses in the CBCS system.
- **Online Learning and Digital Integration:** Online training sessions for faculties and students, webinars, and virtual seminars.
- **Feedback and Evaluation Mechanisms:** Use of Google Forms and offline feedback forms to gather input on online courses and training.

PRACTICE 2: Implementation of Cutting-Edge Technology in Education

1. Digital and Technological Integration:

- **ICT Facilities:** Six classrooms have been upgraded with ICT facilities, and 21 smart classrooms have been developed to foster interactive learning.
- **Learning Management Systems (LMS):** The introduction of LMS has streamlined online learning, course management, and evaluation.
- **Centralized Resources:** Establishment of a Central Computer and Language Laboratory, along with the development of a Central Instrumentation Facility.

1. Curricular and Technological Advancements:

- **Curriculum Design:** Integration of NEP 2020 has led to the implementation of NEP-based curricula, including the Choice-Based Credit System (CBCS) and mandatory skill-based courses.
- **New Programs:** Introduction of vocational courses and new undergraduate and postgraduate departments has expanded academic offerings.
- **Online Training:** Training sessions for faculty and students on Microsoft Teams, Zoom, and Google Classroom have enhanced digital learning capabilities.

1. Enhanced Teaching and Learning Support:

- **Student-Centric Initiatives:** Implementation of skill development programs, IT-based courses, and value-added courses has supported student growth and learning.
- **Assessment and Evaluation:** Continual internal assessment systems and collaborative programs for career counseling have been introduced to better track and support student progress.
- **Professional Training:** Regular workshops and training sessions on NEP, NAAC, and NIRF requirements have ensured faculty and stakeholder alignment with educational standards.
- **Campus Enhancements:** The college has invested in modernizing facilities with ICT upgrades, creating new laboratories, and improving overall infrastructure to support advanced teaching methods.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning

reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Review Example 1: Integration of NEP 2020 and CBCS System

Context: In alignment with the National Education Policy (NEP) 2020, Raja Narendralal Khan Women's College undertook significant curriculum reforms to enhance the relevance and effectiveness of its academic programs. The Internal Quality Assurance Cell (IQAC) played a pivotal role in overseeing these changes, which involved integrating NEP guidelines and implementing the Choice-Based Credit System (CBCS).

Review Process: The review process began with a comprehensive assessment of existing curricula against the NEP 2020 framework. The IQAC evaluated how the NEP's emphasis on flexibility, skill development, and vocational training could be embedded into the college's academic structure. The IQAC also reviewed the CBCS system, which had been implemented in 2018-2019, to ensure it aligned with NEP objectives.

Implementation:

1. Curriculum Design and Integration:

- The IQAC facilitated the design of NEP-based syllabi for undergraduate programs, focusing on integrating multidisciplinary and skill-based courses. From 2021 to 2023, the curriculum for the first two semesters was revised to incorporate NEP guidelines, ensuring a seamless transition into the new academic framework from the 2023-2024 session.
- The CBCS system was enhanced to include mandatory UG internships and vocational courses, which were added to the curriculum to meet contemporary industry requirements. The introduction of 80 certificate courses, with 52 completed, and skill-based courses (SEC) accounting for 6% of the total credits under CBCS, was a direct result of this review.

2. New Programs and Departments:

- The review led to the establishment of new undergraduate and postgraduate departments, including vocational courses like B.Voc in Multiskilled Health Work and BMLT.

Outcome: The integration of NEP 2020 and CBCS reforms has significantly enhanced the academic rigor and employability of graduates. The mandatory internships and vocational training embedded in the curriculum have equipped students with practical skills and industry exposure, aligning their education with contemporary job market demands.

Review Example 2: Digital and Technological Integration

Context: To improve teaching-learning effectiveness, the IQAC recognized the need to integrate digital and technological advancements into the college's academic processes.

Review Process: The IQAC identified gaps in digital integration and the need for modern learning management systems (LMS) to support online education and administrative efficiency. The review also involved evaluating the effectiveness of current digital resources and their alignment with contemporary educational practices.

Implementation:**1. ICT Facilities Enhancement:**

- The review resulted in the upgrade of 21 classrooms into smart classrooms, equipped with interactive technologies to support dynamic teaching methods.
- The introduction of LMS software facilitated online learning, course management, and evaluation.

2. Centralized Facilities and Support:

- The establishment of a Central Instrumentation Facility and Central Computer and Language Laboratories provided students with access to advanced technological resources and specialized training.

Outcome: The digital and technological enhancements have revolutionized the teaching-learning environment at the College. The integration of smart classrooms and LMS has improved engagement and accessibility for students, while the centralized facilities have supported research and practical training. These reforms have also ensured that the institution remains at the forefront of educational technology, preparing students for a digitally-driven world.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Raja Narendra Lal Khan Women's College (Autonomous) has implemented several measures over the past five years to promote gender equity, creating a supportive and inclusive environment for all students, staff, and faculty.

Curricular Activities

The college integrates gender equity into its curriculum through courses like "Women's Writing and Women's Empowerment" in UG Hons programs. These courses cover significant texts, including Rassundari Devi's *Amar Jibon*, Rokeya Sakhawat Hussain's *Sultana's Dream*, and Mahasweta Devi's *Draupadi*. Additionally, the NSS and Career Advancement Center lead projects and workshops focused on women's empowerment and gender discrimination awareness.

Co-curricular Activities

The college actively organizes seminars and observance days to foster gender equity. Programs such as "Save the Girl Child," "International Women's Day," "Breast Cancer Awareness," and "National Safe Mother's Day" engage students, teaching, and non-teaching staff. The Human Rights Department also raises awareness about individual rights, supporting inclusive practices through various events.

Extra-curricular and Extension Activities

The Entrepreneurial Cell encourages students to enhance their entrepreneurship skills. Competitions and workshops are conducted to uncover and develop students' talents. Training in arts, crafts, and computer literacy is provided, alongside periodic awareness programs on topics such as women's entrepreneurship, job skills, and laws related to domestic violence and harassment. The college celebrates International Women's Day annually and offers programs for economic empowerment and personality development.

Facilities for Women

1. **Safety and Security:** The campus is under 24/7 CCTV surveillance monitored by the Principal. Security guards are stationed at entrances, and a "Gate-Pass" system controls external access. All staff and students are required to wear ID cards for identification.

2. **Counseling:** The college provides regular mental health check-ups and psychological counseling through a mentor-mentee system. Remedial classes are available for slow learners.
3. **“Stree-Shakti Award”:** Annually, the college recognizes a woman from the local community with the “Stree-Shakti Award” during the Annual Convocation. This award honors significant societal contributions and inspires current students.
4. **Internal Compliance Facilities:** The college maintains an active Student-Grievance Redressal Cell and an Anti-Ragging Committee. Contact details for these committees are displayed on noticeboards and the college website, allowing students to lodge complaints or seek help directly from the Principal or designated staff.
5. **Day Care Centre:** A well-equipped Day-Care Centre is available for the babies of female employees, staffed by a trained caregiver to ensure the well-being of the children.

Through these comprehensive measures, Raja N.L. Khan Women’s College strives to foster an equitable and supportive environment, enhancing the educational and professional experiences of its community members.

File Description	Document
Upload any additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment’s for the facilities created under this metric	View Document

7.1.3

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

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

Response:

Effective waste management is crucial for minimizing the environmental and health impacts of waste materials. Raja Narendralal Khan Women's College is committed to sustainable waste management practices, which include managing solid, liquid, biomedical, hazardous, and e-waste. These practices align with the institution's green initiatives and aim to ensure a clean, eco-balanced campus.

****Solid Waste Management****

The college prioritizes the reduction and proper disposal of solid waste. Used and unnecessary papers, including large volumes of old answer scripts, are collected and sent to paper mills for recycling. This process not only keeps the campus free from paper litter but also contributes to resource conservation by reusing paper products. Broken and unused wooden and steel furniture are repurposed into new furniture, thus reducing waste and supporting a circular economy.

To manage general solid waste, the college has strategically placed "Use Me" dustbins throughout the campus. These bins are designed to collect and segregate solid rubbish effectively, ensuring that waste is disposed of in a controlled manner and minimizing litter.

****Liquid Waste Management****

Liquid waste management is handled with a focus on safety and environmental protection. Used water from laboratories and washbasins is directed through an underground drainage system, preventing contamination of surface water. Concentrated acids and chemicals used in laboratories are diluted before disposal, reducing their harmful effects on the environment. Additionally, the Department of Chemistry is equipped with a fume hood designed to safely handle harmful gaseous emissions, ensuring that any potentially dangerous gases are properly contained and ventilated.

****Biomedical Waste Management and Hazardous Chemicals****

The college has formalized partnerships with external organizations through memorandums of understanding (MOUs) for the management of biomedical and hazardous waste. This collaboration ensures that biomedical waste, such as used medical supplies and materials, is disposed of according to strict regulations. Hazardous chemicals are managed in compliance with safety standards to prevent environmental contamination and protect human health. These measures help mitigate the risks associated with biomedical and chemical waste.

****E-Waste Management****

The management of electronic waste (e-waste) is handled through a systematic approach. Disposable and non-disposable e-waste, including batteries, outdated electronic equipment, and old gadgets, is categorized and managed efficiently. The college engages with certified organizations to process e-waste, facilitating the recycling and safe disposal of electronic components. Quotations are issued for annual tenders, allowing the institution to collaborate with efficient e-waste management organizations that ensure proper handling and disposal.

****Conclusion****

Raja Narendralal Khan Women's College's comprehensive waste management strategy reflects its commitment to environmental sustainability and campus cleanliness. By implementing effective practices for solid, liquid, biomedical, hazardous, and e-waste, the college not only maintains a clean and safe environment but also contributes to broader ecological conservation efforts. Through these initiatives, the college fosters a culture of environmental responsibility and enhances its role as a steward of sustainable practices.

File Description	Document
Geo-tagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document

7.1.4**Water conservation facilities available in the Institution:**

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5**Green campus initiatives include**

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Green Campus Initiative of Raja Narendralal Khan Women's College

Raja Narendralal Khan Women's College is dedicated to creating a sustainable and environmentally responsible campus through its Green Campus Initiative, integrating educational resources, sustainable practices, and community outreach.

Biodiversity Park

A flagship initiative, the Biodiversity Park, in collaboration with the West Bengal Biodiversity Board, includes:

- **Butterfly Garden:** Features beds for larval host plants and nectar plants, supporting local butterfly species.
- **Eco-Pond:** Transformed into an eco-pond with indigenous fish, promoting aquatic biodiversity.
- **Wild Habitat Observation Zone:** Includes a staircase leading to a bird-watching spot.

- **Medicinal Plant Garden:** Educates students about medicinal plants and their uses.
- **Tropical Fruit Orchard:** Grows fruit species whose sales fund park maintenance.
- **Interpretation Center:** Features a fish gallery, photographs, and a documentary film on local biodiversity.

Sustainable Practices

1. **Plastic Reduction:** Enforces a “Zero Tolerance to Plastic” policy with signboards around the campus.
2. **Sustainable Gardening:** Bans synthetic fertilizers, using organic alternatives instead.
3. **Water Conservation:** Enforces strict water conservation practices.
4. **Tree Plantation:** Conducts annual tree drives with saplings from the Forest Department.
5. **Campus Cleanliness:** Promotes cleanliness with a “USE ME” policy.
6. **Waste Management:** Manages bio-medical and e-waste through certified agencies. Garbage and scrap paper are handled by municipal carriers; burning is prohibited. Kitchen waste is composted, and old papers are recycled.
7. **Vehicle Emissions:** Observes “No Fuel Run Vehicle Day” every Monday.
8. **Energy Efficiency:** Uses 5-star rated appliances, solar energy, LED lights, and sensor-based lights.
9. **Building Materials:** Uses fly-ash bricks in construction.
10. **Eco-Friendly Practices:** Creates eco-ponds, uses green generators and chimneys, and bio-stoves for reduced pollution.
11. **Sanitary Hygiene:** Implements napkin-vending machines and Automatic Sanitary Napkin Incinerators.
12. **Rainwater Harvesting:** Maintains efficient rainwater harvesting systems.
13. **Laboratory Waste:** Properly dilutes and disposes of laboratory chemicals.

Outreach and Education

The college conducts outreach programs and awareness campaigns, including composting, vermi-composting, and operating a nursery for campus beautification and revenue generation. Greenhouses and vegetable gardens further support sustainability.

These efforts reflect Raja Narendralal Khan Women’s College’s commitment to a green campus that enhances education and promotes environmental sustainability.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in

maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Raja Narendralal Khan Women's College is dedicated to fostering an inclusive and accessible educational environment for all students, including those with disabilities. The college has implemented several key features to ensure a barrier-free experience, enhancing accessibility and comfort for everyone on campus.

Accessible Infrastructure

To support easy mobility, the college has installed lifts in strategic locations throughout the campus. These lifts provide convenient access to various floors, allowing students, faculty, and staff to reach classrooms and administrative areas without difficulty. This feature is crucial for individuals who face mobility challenges, ensuring that they can navigate the campus independently.

In addition to lifts, the college has constructed ramps to facilitate smooth transitions between different levels. These ramps are designed with gentle slopes and sturdy handrails, making it easier for students using wheelchairs or other mobility aids to access classrooms and facilities. The ramps are strategically placed at building entrances and key junctions, ensuring seamless movement across the campus.

Divyangjan-Friendly Facilities

The college prioritizes inclusivity by providing Divyangjan-friendly washrooms. These facilities are equipped with accessible features such as grab bars, wider doorways, and ample space for maneuvering. The design ensures that students with disabilities can use the washrooms comfortably and independently.

Signage and Navigation Aids

Effective signage is a critical component of a barrier-free environment, and the college has implemented a comprehensive system to aid navigation. Tactile paths are installed to guide visually impaired individuals, with raised textures that provide sensory feedback for orientation. Signposts and display boards are strategically placed throughout the campus, featuring clear and concise information.

Braille signage is prominently displayed on key locations such as building entrances, classrooms, and the canteen. This allows visually impaired individuals to easily identify and locate important areas. Additionally, the campus is equipped with lighting that enhances visibility and safety, supporting the navigation of individuals with visual impairments.

Rest and Mobility Support

To accommodate individuals who may require rest during their time on campus, the college has established midway resting places. These areas provide comfortable seating and respite for those who need a break, ensuring that all students can manage their energy levels throughout the day.

The college also provides wheelchairs and walkers to assist students with mobility challenges. These aids are readily available at key locations and can be requested as needed, ensuring that all individuals can move around the campus with ease.

Conclusion

Raja Narendralal Khan Women's College is committed to creating an inclusive and accessible environment for all its members. By incorporating features such as lifts, ramps, Divyangjan-friendly washrooms, and comprehensive signage, the college ensures that every student, regardless of physical abilities, can fully participate in campus life. The provision of resting places and mobility aids further supports this commitment, making the college a model for barrier-free accessibility in education. Through these initiatives, the college demonstrates its dedication to equality, accessibility, and the well-being of all its students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

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

Response:

Promoting Inclusivity and Social Responsibility at Raja Narendralal Khan Women's College

Raja Narendralal Khan Women's College is dedicated to fostering socio-communal harmony and inclusivity through a range of awareness and orientation programs. Celebrated annually on March 1st as Zero Discrimination Day, the college observes the first week of March as "Inclusivity Week." This initiative aims to promote dignity and respect for all individuals, regardless of age, gender, ethnicity, skin color, height, or weight.

Inclusive Environment

The college's commitment to inclusivity is reflected in its curriculum, which incorporates human rights, social values, environmental protection, and ethics. This approach helps instill a comprehensive set of

values aligned with societal, religious, and cultural principles, fostering well-rounded and socially conscious individuals.

The college also exemplifies its social responsibility through the adoption of Muradanga village under the “Village Adoption Scheme.” By addressing issues like water scarcity in underprivileged areas, the college extends its impact beyond the campus, promoting community well-being and social awareness.

Linguistic and Cultural Inclusion

English serves as the common language of communication on campus, creating an inclusive environment for students from diverse linguistic backgrounds. The Language Lab supports students from rural or non-English speaking areas, aiding their transition to campus life. Additionally, the curriculum offers flexibility in language selection, allowing students to study regional and Indian languages such as Bengali and Hindi, which enriches the institution's cultural diversity.

Cultural inclusion is promoted through various activities and events. The college organizes sports days, Teacher’s Day celebrations, welcome and farewell programs, and cultural events to encourage tolerance and harmony. Major commemorative days like Women’s Day, Yoga Day, and Science Day, as well as regional festivals such as Sarad Utsab and Saraswati Puja, are celebrated with enthusiasm. The celebration of World Indigenous Day and workshops focused on preserving tribal art further underscore the college’s dedication to cultural diversity.

Regional and Socio-economic Inclusion

The college engages in regional and socio-economic inclusion through various initiatives. NCC Cadets participate in cleanliness drives under the Swachh Bharat program, while NSS students conduct road safety awareness campaigns. The establishment of the SC/ST/OBC Development Cell addresses the specific needs of students from marginalized communities, providing targeted support and opportunities.

The college also prioritizes environmental sustainability, with students actively participating in tree plantation drives and plastic bans. The Mentorship Programme offers financial assistance to students, contributing to their academic success and overall development. By fostering an inclusive classroom environment and promoting values of diversity and tolerance, the college prepares students to be socially responsible and engaged citizens.

Through these efforts, Raja Narendralal Khan Women’s College demonstrates a strong commitment to inclusivity and social responsibility, creating a vibrant and supportive educational environment that values and celebrates diversity.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Electoral Literacy Club: Sensitizing Students and Faculty to Constitutional Values

Raja Narendralal Khan Women's College, Midnapore, under the leadership of Principal Dr. Jayasree Laha, has embraced its role in promoting democratic values and constitutional responsibilities. The establishment of the Electoral Literacy Club (ELC) aligns with the guidelines of the Election Commission of India and serves as a platform to engage students and faculty in understanding their democratic rights and duties.

Objectives and Structure

The ELC aims to:

1. Assist students aged 18+ in registering to vote and integrating their names into the electoral rolls.
2. Educate the college community and local residents about voter registration, the electoral process, and related matters through practical experience.
3. Familiarize individuals with Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems, highlighting their reliability and the integrity of the electoral process.
4. Empower students and community members to value their vote and exercise their right in a confident and ethical manner.
5. Utilize ELC members to spread electoral literacy within their communities.
6. Develop leadership qualities among students.
7. Promote a culture of electoral participation with the principle that every vote counts and no voter should be left behind.

Leadership and Membership

The ELC is coordinated by Nodal Officers Dr. Md Reja Ahammad (Political Science) and Dr. Partha Pratim Roy (Economics), who also serve as mentors. The Executive Committee, including at least three faculty members and four student representatives from various semesters, is nominated by the Principal in consultation with the Governing Body. The committee is tasked with organizing and overseeing club activities. Regular students of the college are ordinary members of the club.

Activities and Engagement

The ELC conducts various programs to enhance understanding of democratic values. These include quizzes, debates, and seminars on electoral participation and rights. For instance, on January 25, 2022, the club organized a webinar titled "Election and Electoral Politics in India: Issues and Challenges" featuring Professor Gobinda Naskar and Dr. Siddhartha Sankar Manna. The session provided insights into the role of the Election Commission and discussed contemporary challenges in voting behavior.

On National Voter's Day, January 25, 2023, the ELC hosted a discussion led by Prof. Biswanath Nag, emphasizing the importance of informed voting. Dr. Ahammad also discussed electoral concepts, encouraging active participation. This interactive session engaged participants in a Q&A format, further deepening their understanding of electoral processes.

In 2024, students participated in a district-level program organized by the district collector's office, gaining firsthand experience of the local electoral process. The ELC, in collaboration with the Political Science department, also conducted lectures, debates, and quizzes to promote democratic and parliamentary values.

Through these activities, the ELC nurtures a vibrant spirit of democratic engagement and constitutional responsibility among students and faculty. This commitment to civic education and participation ensures that the college community is well-informed and actively involved in upholding the principles of democracy.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices-1

Title of the Practice: Promotion and Conservation of Local Cultural, Traditional, and Biological Diversity

Objectives of the Practice

- 1. Establish a Biodiversity Park:** To protect and showcase local flora and fauna, enhancing environmental awareness.
- 2. Create History and Folk Museums:** To preserve and celebrate regional heritage and traditions.
- 3. Set Up Parampara - Centre for Study of Indian Traditional Knowledge and Culture:** To integrate and promote traditional knowledge systems with modern academia.
- 4. Support Primary Schools and Villages:** To improve infrastructure and provide educational support.
- 5. Raise Awareness on Health, Hygiene, and Conservation Issues:** To foster a culture of health and environmental stewardship.

Context

Implementing these practices involved several challenges:

1. **Environmental Planning:** Establishing the Biodiversity Park required ecological assessments to protect local species and ensure sustainability.
2. **Cultural Preservation:** Creating museums involved sourcing and conserving regional artifacts and engaging the community.
3. **Traditional Knowledge Integration:** Collaborating with experts to integrate traditional practices with modern research while respecting intellectual property.
4. **Community Development:** Supporting local infrastructure and resource limitations required effective planning and engagement.
5. **Awareness and Education:** Raising awareness about health and conservation needed tailored communication strategies.

The Practice

Biodiversity Park:

- **Butterfly Garden:** Created with guidance from the West Bengal Biodiversity Board to support local butterfly species and serve as an educational tool.
- **Eco-Pond:** Transformed into an eco-pond with indigenous fish, enhancing aquatic biodiversity and providing a learning environment.
- **Wild Habitat Observation Zone:** Includes a bird-watching spot to encourage appreciation of local avian species.
- **Medicinal Plant Garden:** Showcases medicinal plants and includes a nursery to educate students.
- **Tropical Fruit Orchard:** Cultivates various fruit species to fund park maintenance, linking environmental sustainability with financial management.
- **Interpretation Center:** Features an indigenous fish gallery and documentary film to promote conservation awareness.
- **Wall Paintings and Composting:** Adorns a wall with eco-friendly messages and processes leaf litter into fertilizer.

History and Folk Museums:

- **History Museum:** Focuses on Midnapore's role in the Indian Freedom Movement with sculptures and rare photographs.
- **Folk Museum:** Showcases Bengali artifacts such as clay items, pottery, and folk art.

Parampara Centre for Study of Indian Traditional Knowledge and Culture:

- **Events and Programs:** Hosts traditional dance programs, classical music evenings, and tribal art workshops, blending traditional practices with modern research.

Community Support and Development:

- **Infrastructure Projects:** Supported local road construction and lighting installation.
- **Educational and Health Programs:** Provided drinking water facilities, organized health camps, and monitored mid-day meals.
- **Entrepreneurship and Empowerment:** Encouraged local entrepreneurship and provided training in pisciculture and organic farming.
- **Practical Education and Community Engagement:** Involved students in mentoring, environmental projects, and community service.

Evidence of Success

- **Biodiversity Park:** Schools and colleges have visited the park, leading to environmental knowledge enrichment. The college received the District Green Champion Award and SAP recognition for conservation efforts.
- **Museums:** Successfully preserved and showcased regional heritage, enriching the curriculum.
- **Parampara Centre:** Hosted events blending traditional and modern practices, such as dance and music performances, and tribal art workshops.
- **Community Development:** Significant contributions to local infrastructure, improved health and educational resources, and empowerment through entrepreneurship.

Problems Encountered and Resources Required

- **Funding Limitations:** Securing adequate funding for preservation and research.
- **Pandemic-Related Issues:** COVID-19 disrupted activities and events.
- **Scheduling Conflicts:** Balancing extracurricular activities with academic schedules.
- **Infrastructure Limitations:** Limited access to resources in a Panchayat area.

Best Practice 2-

Title of the Practice-**Harnessing Digital Innovation to Streamline Administration, Examinations, Finance, and Student Support Services**

Objectives of the Practice

1. **Efficient Service Delivery:** Streamline administrative services via digital platforms to enhance efficiency and convenience.
2. **Environmental Sustainability:** Promote a paperless environment by digitizing functions, contributing to conservation.
3. **Enhanced Communication:** Improve internal communication for quicker responses and service delivery.
4. **Operational Transparency:** Increase transparency through cashless transactions and digital tracking systems.
5. **Cost Reduction:** Lower operational costs related to paper, printing, and manual processes.

Context

Implementing digital practices in the college, located in the panchayat area of Phulpahari, faced unique challenges. Students from underprivileged regions such as Paschim Medinipur, Jhargram, and Purulia

have limited access to technology and digital infrastructure. Key issues included inadequate internet connectivity, limited funds, and low digital literacy among students and staff. Ensuring that technological solutions were user-friendly and accessible was crucial.

The Practice

e-Practices in Administration:

- **Administrative Communications:** Managed via the college website, student portal, WhatsApp, and an electronic notice board.
- **Webmail Facilities:** Provided to faculty and researchers using G-suite.
- **Faculty Information System:** Faculty update profiles via an ERP portal with unique User IDs.
- **Research Support:** Utilizes Turnitin, Inflight, and e-journals for research.
- **Software Licensing:** Includes Microsoft EduCloud's Office 365 and Microsoft Teams.

e-Practices in Finance:

- **Cashless Campus:** Online fee payments via various e-payment gateways.
- **Financial Management:** Tools like WBIFMS, HRMS, e-Billing, and PFMS ensure accurate financial operations and transparent vendor payments.

e-Practices in Examinations:

- **Examination Management:** Internal assessments, attendance, and marks are recorded and managed through the examination portal. Results, grade cards, and marksheets are generated and declared via the portal.

e-Practices in Student Support Services:

- **Admission and Registration:** Managed through a dedicated Admission portal.
- **Certificates:** Issued via the student ERP portal.
- **Student Database:** Handled using AIMS Cloud.
- **Counseling:** Provided online via Google Meet, Zoom, and Microsoft Teams.
- **Scholarship Management:** Managed through central and state government portals.
- **LMS:** Microsoft Teams used for e-learning during the pandemic.
- **Semester Registration and Results:** Handled through the student portal on the college website.

Evidence of Success

- **Administrative Efficiency:** Streamlined processes have improved communication speed and accuracy, reduced paper use, and simplified data collection for reports.
- **Financial Management:** Digital tools have enhanced transparency and efficiency in financial transactions, reducing errors and processing times.
- **Examinations:** The digital examination portal has reduced manual workload, sped up result processing, and improved accuracy in marks management.
- **Student Support:** Online counseling and LMS have maintained educational continuity during the pandemic. The ERP portal and integration with government systems have improved service efficiency and support for students.

Problems Encountered and Resources Required

- **Power Outages:** Disruptions affect online classes and data integrity.
- **Internet Interruptions:** Affect access to digital tools and platforms.
- **Changing Contact Information:** Causes communication gaps and administrative challenges.
- **Limited Access to Devices:** Creates disparities in learning opportunities and engagement.

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:

Empowering Women: The Mission and Achievements of Raja Narendralal Khan Women's College

Raja Narendralal Khan Women's College, established in 1957, has become a leading institution in India dedicated to women's education and empowerment. Starting with a modest number of students, the college has grown into a premier educational center, guided by its motto "DUTY, DEVOTION & DISCIPLINE." The college's mission is to uplift women, especially those from economically and socially disadvantaged backgrounds, through a multifaceted approach encompassing education, support, leadership, entrepreneurship, and community engagement.

Transformative Education: The Core of Empowerment

At the heart of Raja Narendralal Khan Women's College's mission is the belief that education is a powerful tool for transformation. The college offers a broad spectrum of academic programs in arts, sciences, commerce, and vocational fields, catering to the diverse needs and aspirations of women. This diverse curriculum is designed to equip students with the knowledge and critical thinking skills necessary to excel in various aspects of life.

In addition to traditional academics, the college emphasizes skill development, entrepreneurship, and leadership training. Through regular workshops, seminars, and industry interactions, students gain practical skills and exposure to real-world scenarios. This holistic approach ensures that graduates are not only academically proficient but also prepared to apply their knowledge effectively in their careers and personal lives.

Building a Supportive Ecosystem

Raja Narendralal Khan Women's College understands that a supportive environment is essential for nurturing women's potential. To this end, the college has established a comprehensive support system that includes counseling services, mentorship programs, and peer support networks. These resources provide emotional, academic, and career guidance, helping students navigate their educational journeys.

The college prioritizes creating a secure learning environment with 24x7 CCTV surveillance and strict measures to prevent harassment and discrimination. Gender sensitization workshops and awareness campaigns are integral to fostering a culture of inclusivity and respect. These initiatives ensure that all students can pursue their studies in an atmosphere of dignity and safety.

Fostering Leadership and Representation

Empowering women also means enabling them to take on leadership roles and have their voices heard. Raja Narendralal Khan Women's College actively promotes leadership development through student councils, clubs, and forums. These platforms allow students to express their ideas, advocate for their interests, and drive positive change within the college and beyond.

The college ensures that all significant academic and administrative committees include adequate representation from students as well as female faculty and staff. By celebrating the achievements of women leaders and role models, the college provides inspiration and sets benchmarks for future generations. This focus on leadership goes beyond representation, emphasizing the cultivation of skills necessary for effective decision-making and advocacy.

Encouraging Entrepreneurship and Innovation

In response to the needs of the modern workforce, Raja Narendralal Khan Women's College fosters an entrepreneurial mindset among its students. The college offers entrepreneurship development programs and industry collaborations, providing resources, mentorship, and networking opportunities to help women turn innovative ideas into successful ventures.

Research and innovation are also prioritized. By encouraging students to explore new ideas and contribute to knowledge creation, the college aims to drive societal development and economic growth. This approach ensures that women are not just consumers of knowledge but also active contributors to its expansion.

Engaging with Communities for Social Change

The college's commitment to empowerment extends to creating a broader societal impact through community engagement and inclusive development. Raja Narendralal Khan Women's College actively participates in outreach programs and community service initiatives, addressing various social issues and promoting positive change.

One significant initiative involves providing water filters to primary schools in underserved areas, improving access to clean drinking water and enhancing the health and well-being of children. Additionally, the college has supported infrastructure development, such as road establishment in Panchayat regions, improving connectivity and access to essential services in rural communities.

Environmental sustainability is another priority. The college conducts tree plantation drives in schools to promote ecological balance and environmental awareness. It participates in national campaigns like Swachh Bharat Abhiyan, aimed at improving sanitation and cleanliness, and Unnat Bharat Abhiyan, which focuses on rural development through technological and social interventions. The college also collaborates with the Divisional Forest Office of Paschim Medinipur to address human-wildlife conflicts and develop mitigation strategies.

A notable social initiative includes adopting 47 tribal children, providing them with educational support while also training their mothers in embroidery and tailoring. This training helps the mothers achieve economic independence and improve their livelihoods. By engaging in these community support efforts, the college not only benefits marginalized groups but also enriches students' understanding of social realities, fostering a deep sense of solidarity and commitment to societal progress.

Conclusion

Raja Narendralal Khan Women’s College exemplifies a holistic approach to women’s empowerment. Its comprehensive strategies integrate education, support, leadership, entrepreneurship, and community engagement. The college’s impactful efforts over the past 67 years have been recognized by the Indian postal department, which honored the institution with a commemorative postage envelope.

By fostering a nurturing environment and providing ample opportunities for growth, the college plays a crucial role in advancing women’s empowerment. As a catalyst for change, Raja Narendralal Khan Women’s College continues to inspire and lead, shaping the future of countless women and contributing significantly to societal progress.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our college has adopted an innovative idea of forming an Extension Wing named 'WE CARE'. Through this platform, the institute plays a vital role towards the improvement of the socio-economically backward children and women. To fulfill the social responsibility towards the weaker section of the society, this group helps to develop overall personality of the tribal children and women living in the adopted village named Muradanga. Under 'We Care', this institution adopted 45 children and 30 tribal women, and various programmes and efforts have been undertaken for the overall personality development of the children through imparting teaching, cultural activities, sports. Incentives have also been given to the tribal women (mothers of the adopted children) through arts and crafts training etc. to make them socio-economically empowered. The first batch of women trainees have already started working professionally and earning.

The Environmental Studies Program seeks to provide undergraduate students with an understanding of the issues facing our society as we strive to develop paths toward a sustainable environmental future, using perspectives in the social and natural sciences, arts, and the humanities. Conducting Environmental Studies project work is an important part of this goal. The work requirement allows students to get hands-on experience identifying environmental issues, evaluating their impacts, problem-solving for more sustainable solutions, and implementing strategies to improve sustainability outcomes in the long term for environment. Students apply the knowledge they have learned in the classroom during their time at Raja N.L.Khan Women's College (autonomous) to existing problems in their communities, developing real-world skills to address a broad range of environmental issues. By interfacing with communities directly, students expand their knowledge and perspective on what it means to cultivate a rewarding life as citizens of the society.

Concluding Remarks :

Raja Narendralal Khan Women's College, a prominent institution in PaschimMedinipur, West Bengal, epitomizes the transformative potential of higher education. Founded in 1957 in the historic Gope Palace, the college has evolved from a modest educational initiative into a prestigious institution with autonomous status. This recognition by the UGC in 2018-2019, marking it as the first women's college in West Bengal to achieve such distinction, underscores its commitment to academic excellence and progressive educational practices.

The college offers a diverse range of 42 programs across undergraduate and postgraduate levels, supported by a dedicated faculty of 166 members. Its notable achievements include three cycles of NAAC accreditation with an 'A' grade, recognition as a Centre with Potential for Excellence by the UGC, and ranking 64th in the NIRF 2023 among top degree colleges in India. These accolades reflect the institution's unwavering dedication to maintaining high educational standards and fostering a robust research culture. Raja Narendralal Khan Women's College is certified under ISO 21001:2018, highlighting its dedication to maintaining excellence in educational quality and institutional governance.

Raja Narendralal Khan Women's College is distinguished by its holistic approach to women's empowerment. Its strategies encompass not only academic excellence but also leadership development, entrepreneurship, and community engagement. The college's modern infrastructure, including ICT-equipped classrooms, advanced laboratories, and comprehensive health facilities, supports a dynamic learning environment. The Career Advancement Centre further enhances employability by offering value-added courses and job training.

The institution's impact extends beyond academics, evidenced by its recognition from the Indian postal department with a commemorative postage envelope and being named the best education brand by Economic Times for 2022 and 2023. Through its efforts, the college plays a pivotal role in advancing women's empowerment, shaping the future of countless women, and contributing to societal progress. Raja Narendralal Khan Women's College continues to inspire and lead, exemplifying a commitment to education, community service, and the promotion of women's rights.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.3	<p>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</p> <p>3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 11 Answer after DVV Verification: 00</p> <p>Remark : As per clarification received from HEI, and Awards without any financial support not to be included, thus DVV input is recommended.</p>																				
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 360 Answer after DVV Verification: 194</p> <p>Remark : As per revised documents provided, thus DVV input is recommended.</p>																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification:</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>321.9</td> <td>138.2</td> <td>128.8</td> <td>156.8</td> <td>234.78</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>321.30</td> <td>135.14</td> <td>111.56</td> <td>155.81</td> <td>222.45</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, Expenditure for infrastructure development and augmentation, excluding salary to be considered, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	321.9	138.2	128.8	156.8	234.78	2022-23	2021-22	2020-21	2019-20	2018-19	321.30	135.14	111.56	155.81	222.45
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321.30	135.14	111.56	155.81	222.45																	
4.2.2	<p>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</p> <p>4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals</p>																				

year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30.85	8.6	3.69	3.86	5.10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24.13	3.01	3.68	3.76	5.00

Remark : As per clarification received from HEI, and Expenditure for purchase of books / e-books and subscription to journals/e-journals only to be considered, thus 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**

4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
214.1	137.23	181.2	217.31	201.03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
213.83	137.01	179.66	207.57	189.14

Remark : As per clarification received from HEI, and Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary to be considered, thus DVV input is recommended.

2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations