



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RISHI BANKIM CHANDRA COLLEGE

**EAST KANTHALPARA, NAIHATI, NORTH 24 PARGANAS, WEST BENGAL
743165
rbcollege.ac.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1947, the year of Indian Independence, Rishi Bankim Chandra College was founded by a group of educationists and visionaries. The college honors the memory of Rishi Bankim Chandra Chattopadhyay, a resident of Naihati, whose composition of "Bande Mataram" inspired millions during the independence movement. Over the years, the college has grown to become a premier institution dedicated to serving the nation.

The college is situated in the district of North 24 Parganas, West Bengal, India. It is specifically located on the eastern side of Naihati Railway Station, near Rishi Bankim Chandra's ancestral home at Kantalpara, approximately forty kilometers north of Kolkata, positioned on the eastern bank of the Hooghly River. Its strategic location, well-connected by roads and the Kalyani Expressway, and proximity to the railway station, likely contributes to its enduring appeal by reducing students' transportation expenses.

Rishi Bankim Chandra College is a government-aided, multidisciplinary, co-educational institution offering 23 undergraduate and 2 postgraduate programs across various disciplines. Initially starting with intermediate courses in arts, the college has expanded to include undergraduate courses in arts, science, and commerce. It later introduced UGC-recognized postgraduate courses in Zoology and English. Formerly affiliated with the University of Calcutta since its inception, the college has been affiliated with West Bengal State University since 2008 and recognized under Section 2(f) and Section 12(B) of the UGC Act. , the college proudly serves about 3,500 students on average each academic year. Celebrating over 75 years of existence, it marked its Platinum Jubilee throughout 2022-23 with various programs.

Despite facing challenges, Rishi Bankim Chandra College has evolved to meet the changing educational needs of the community. The college effectively utilizes its resources and collaborates with other institutions to host seminars, webinars, workshops, and conferences. It also offers a variety of add-on courses to enhance students' skills and employability. Various MOUs and linkages with other institutions are utilized fully. Accredited by the National Assessment and Accreditation Council (NAAC) with a "B" grade in 2005 and a "B+" grade in 2016, the college is recognized for its commitment to quality and excellence in higher education.

Vision

The following excerpts from the Constitution of Rishi Bankim Chandra College, adopted in 1948, serve as the vision for the college: *"The College shall aim at the physical, moral, social and cultural development of the students and also serve as a center for the diffusion of knowledge and culture in the locality."* From its very inception in 1947, the college had the vision to be a leading institution of higher learning, fostering intellectual growth, social responsibility, and academic excellence while inspiring students to become global citizens and leaders of tomorrow.

Mission

The Mission of Rishi Bankim Chandra College encompasses:

- a. To excel in higher education promoting quality education to meet the evolving needs and challenges of the contemporary world.
- b. To integrate education with national values, promoting cultural enrichment, scientific advancement, and physical well-being.
- c. To instill in students the values of social justice, democracy, tolerance, and human welfare, thereby contributing to the betterment of society.
- d. To ensure equal access to education for all sections of society, particularly the underprivileged.
- e. To evolve as a center for student development, harnessing natural and human resources to meet societal needs and cultivate interdisciplinary knowledge.
- f. To facilitate efficient governance, ensuring transparency and accountability.
- g. To continuously strive for improving academic infrastructure and course delivery based on NAAC recommendations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Established Legacy: Rich history, multidisciplinary coeducational institution.

Convenient Location: The institution's strategic position and connectivity reduce students' transportation costs.

Academic Programs: Diverse undergraduate and postgraduate programs; Add-on and Certificate courses.

Admissions: Transparent, online process aligned with State Government and WBSU policies..

Robust Faculty: 95.03% full-time posts filled, 83.26% with NET/SLET/Ph.D. qualifications, over the past five years.

Teaching Environment: Favourable 29:1 student-teacher ratio; diverse teaching methodologies including experiential, participative, problem-solving learning and ICT usage; timely curriculum delivery.

Examination and Outcomes: Robust internal and external exams, effective grievance redressal; Well-defined POs, PSOs, COs; high 83.2% exam pass rate over the past five years.

Research & Publications: Grants received from agencies like DST&BT, ISRO, DST-SERB and CSIR: quality publications by faculty; organizing and participation in national and international seminars/workshops; Active R&D Cell.

Social Responsibility: Commitment to social responsibility through extensive community engagement and outreach programs, Recognition and awards received.

Collaboration Partnerships: A substantial number of MoUs/linkages/collaborations, regular faculty and student exchange programs.

Campus Facilities: Well-equipped classrooms-laboratories, playground-gymnasium-sports facilities, audio-video studio, seminar hall, open-air stage, daycare center, healthcare unit-canteen-accessible amenities, facilities for disabled individuals;

ICT Infrastructure: Extensive ICT facilities, LMS, language lab, high-speed internet

Library: Extensive collection, NLIST e-library subscription supports academic pursuits.

Student Support: Prioritizes student welfare; support services, financial aid, scholarships, fee concessions benefitting over 74% students in last five years. During the Covid-19 pandemic, admission fee was reduced to only Rs. 1/- as a noble gesture of support.. Active statutory committees for safety and welfare; supportive environment for female students.

Career Development: Counselling, entrepreneurship development, placement cells guiding students.

Student Achievements: Cultural, sports recognition, institution-wide participation.

Alumni: Registered supportive Alumni association.

Leadership and Management Systems: Strong leadership, development via various subcommittees; transparent and participative governance; Computerized student management, in-house website; active IQAC monitoring and evaluation.

Quality Enhancement: A&A Audit; Students' Profile Mapping, 360° Feedback system for staff.

Inclusive values: Integrated gender sensitization, environmental awareness, and religious tolerance in curricula, along with active NCC and NSS units, promote patriotism, community welfare, and holistic development.

Emphasis on sustainability: Rainwater harvesting, solar energy, waste management, green audits, recycling, minimizing ecological footprint.

Institutional Weakness

Limited Autonomy: Limited autonomy in curriculum development, teaching methods, and administrative decisions hinders academic flexibility, quality improvement, and program design.

Language Barriers: A substantial number of students from first-generation backgrounds with poor English skills face barriers in disciplines requiring strong language proficiency, impacting their engagement, participation, and academic performance.

Infrastructure Constraints: Infrastructure constraints, including limited space and inadequate support for differently-abled individuals, affect accommodation and hinder student activities and support services. There are also difficulties in inclusive education due to a lack of skilled manpower to support students from all

societal strata, including those with disabilities.

Outreach Limitations: Difficulty in scaling awareness and outreach programs beyond the immediate community.

Staff Shortages: Shortage of permanent non-teaching staff and technical office personnel impacts efficiency.

Research Constraints: Inadequate logistical facilities and limited research funding constrain research efforts, especially in Humanities departments, affecting faculty and student research endeavours.

Inadequate Support Systems: Support systems, including the alumni network and placement cell, are inadequate, affecting student placement efforts and resource allocation.

Limited Industry Partnerships: Limited industry partnerships restrict opportunities for student involvement in real-world projects and hands-on training. More industry tie-ups are needed.

Funding Issues: Persistent funding problems and lack of UGC grants hinder mission achievement.

Absence of Hostel Facilities: The absence of hostel facilities affects student accommodation options.

Placement Efforts: Efforts to enhance student placement have not significantly increased the placement percentage.

ICT Resources: The existing number of modern ICT tools, such as computers, projectors, smart boards, and other digital resources, needs to be increased to better accommodate the growing needs of the stakeholders.

Institutional Opportunity

Enhanced Faculty Role: Faculty can play a more significant role in curriculum development by participating in advisory boards. Further integration of ICT tools can improve teaching methodologies and learning experiences, and supporting slow learners through remedial classes are key opportunities.

Institutional and Industry Partnerships: Expanding collaborations with other institutions and forming partnerships with industry can bring additional resources, expertise, and opportunities for students and faculty.

Increased Job Opportunities: Expanding industry partnerships can provide greater job opportunities and practical exposure for students.

Skill-Oriented Courses: Introducing more skill-oriented add-on courses and certificate programs can cater to diverse interests, improve employability, and generate revenue.

Advanced Skill Development: Introducing specialized and advanced skill development programs can better prepare students for the competitive job market.

Digital Transformation: Continued investment in digital initiatives can enhance access to scholarly materials and research support, leading to significant digital transformation.

Sustainability Leadership: Sustainability initiatives can position the college as a leader in environmental stewardship.

Community Engagement: Enhancing community engagement through need-based and utility-based courses, and leveraging the alumni network for institutional growth, image building, and placement activities are vital.

Infrastructure Expansion: Strengthening internal quality checks, expanding infrastructure, and developing another campus can address space constraints and enhance the academic ambiance.

New Disciplines and Postgraduate Courses: The college can focus on offering new disciplines such as Education, Geography, and Environmental Studies, and expanding postgraduate courses.

Enriched Academic Experience: Conducting social extension activities, enhancing academic linkages, strengthening the mentoring system, and collaborating with industries for student assistance can enrich the academic experience.

Research Opportunities: Seeking research grants and achieving more research projects and publications are key opportunities.

Innovation Through Research: Creating e-content, executing interdisciplinary research, researching heritage and culture, and introducing new courses aligned with industry trends can drive innovation.

Alumni and Entrepreneurship: Strengthening alumni ties and encouraging entrepreneurship and innovation are critical steps for the college's advancement.

Institutional Challenge

Financial and Infrastructure Constraints: Inadequate financial resources and limited infrastructure impact academic quality, technology investment, and developmental projects.

Affordability vs. Quality: Balancing affordability with quality education amidst rising operational costs affects accessibility and outcomes.

Resource Distribution: Ensuring equitable distribution and efficient utilization of resources across various departments and facilities can be challenging.

Socio-Economic Strain: Strain on resources is aggravated by the high number of first-generation learners and socio-economic challenges in a semi-urban area.

NEP 2020 Implementation: Implementing NEP 2020 presents challenges such as adapting curricula to be multidisciplinary, financial constraints on technology integration, and the unfamiliarity of new assessment methods. Ensuring equitable access for all students is complex, while limited infrastructure and faculty strength make it difficult to offer multiple subject options, hindering NEP's full realization.

Balancing Responsibilities: Balancing research, teaching, and promoting student interest in research while

managing curricular, administrative, and extracurricular duties is challenging for teachers.

Regulatory and Safety Compliance: Managing growing academic and extracurricular demands while adhering to evolving regulatory norms and safety measures can be challenging.

Technological Maintenance: Continuously maintaining and upgrading in-house technological solutions requires consistent investment in skills and resources, which is challenging.

Staffing Issues: Lack of permanent non-teaching staff and technical office personnel impacts administrative efficiency and academic standards.

Declining Admissions: Declining student admissions for certain disciplines and a challenging job market complicate attracting students to undergraduate programs.

Alumni Engagement: Maintaining alumni engagement, securing their support, and establishing collaborative programs are ongoing challenges.

Social Issues: Efforts to address social issues like gender inequality and environmental degradation require continuous dedication and adaptability.

Educational Adaptation: Adapting to the rapidly changing educational landscape and technological advancements requires continuous improvement of programs and services.

Student Engagement: Maintaining high levels of student engagement in various programs and activities requires consistent effort and innovation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated institution under the aegis of West Bengal State University (WBSU), the institution has little scope for curriculum design and development. However, some faculty members are members of advisory boards responsible for curriculum development where they substantially contribute. Besides other teachers actively contribute in meetings organised by WBSU, for curriculum development. Currently the CBCS pattern of examination is pursued.

Upon admission newly admitted students are familiarised with the titbits of the curriculum and the examination patterns in seminar or webinars coined the “Orientation Program”, conducted centrally or by the individual departments. For an effective and timely disposition of the curriculum an academic calendar is initially prepared by the institution and uploaded in the institutional website.

The syllabus is effectively divided into teaching modules. Many disciplines have experimental learning and field work incorporated in their curriculum, which are also conducted regularly. Strict attention is given towards completion of syllabi and the language proficiency of the students.

Many teachers use ICT methodologies for delivery. During the pandemic session most of the online classes were taken in online meeting platforms like Google Meet, Zoom etc. Practical classes were also conducted

online by demonstrating various processes by media.

College level evaluation is done periodically. The methodologies involved are multiple like project works, class assignments, tutorials, oral evaluations etc. Participative learning is encouraged. Seminars and webinars are often organized by various disciplines which help the students a lot.

The curriculum of various disciplines is enriched with issues relevant to professional ethics, gender sensitization, human values, and environmental awareness. To add to the effort several Add-on and Certificate courses are organised by various disciplines and other institutes in collaboration for the 'physical, moral, social and cultural development of the students' in conjunction with the vision and mission of the college

Collaborations with other institutions for exchange of resources, human and materialistic have also been very helpful. Ultimately the efficacy of the entire process and subsequent needs for refinement and reformation is obtained from the reflection produced in the feedback from the students.

Teaching-learning and Evaluation

Rishi Bankim Chandra College demonstrates a strong commitment to improving its Teaching-Learning and Evaluation processes.

Admission (Enrollment)

The College implements a transparent, online admission process in line with the State Government and West Bengal State University policies. Over the past five years, the overall first-year enrollment percentage has been 64.8%, with 52.9% of the reserved category seats being filled.

Students-Teacher Ratio

With a student-teacher ratio of 29:1 (for the last academic year), the College ensures a focused and supportive teaching environment.

Teaching Methodologies

The College promotes experiential, participative, and problem-solving learning through practical classes, projects, dissertations, field trips, seminars, workshops, and certificate courses. Community engagement and co-curricular activities like seminars, debates, and competitions further enrich students' knowledge.

ICT Infrastructure

The College is equipped with extensive ICT resources, including a Learning Management System (LMS), a language lab, KOHA, Inflibnet subscription, projectors, high-speed internet, and updated computers, all aimed at delivering quality education.

Faculty Profile and Strength

The College boasts a diverse faculty pool with a mix of youth and experience. It has filled 95.03% of full-time sanctioned posts according to UGC guidelines. Additionally, 83.26% of full-time faculty members hold

NET/SLET/Ph.D. qualifications.

Internal and External Examinations

Examinations are conducted as per University regulations, with a robust internal assessment system managed by examination committees. Students can address examination-related grievances through departments or the Grievance Redressal Committee, with options for end –semester result reviews.

Creation and Attainment of Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs)

At the start of each session, the Internal Quality Assurance Cell (IQAC), and all departments work together to create POs, PSOs, and COs based on the University's syllabus. If the University makes any changes, these goals are adjusted accordingly. These outcomes are shared with students through orientation programs, college website, and classroom sessions. Their attainment is assessed using various metrics, including results analysis, attainment portals, progression to higher studies, and placement records.

Results

The College consistently maintains a high examination pass percentage of 83.2% over the past five years.

Student Satisfaction Surveys

Annual satisfaction surveys are conducted to gather feedback from enrolled students.

Research, Innovations and Extension

Rishi Bankim Chandra College is a beacon of academic excellence, promoting research, innovation, and community involvement. The college's Research & Development Cell encourages faculty research and publication, with many teachers completing or pursuing Ph.D. degrees. A well-stocked central library and access to national and international journals through NLIST support research activities. The college also provides financial assistance for faculty paper presentations at various seminars and memberships in professional bodies.

Faculty members have secured research grants from agencies like DST&BT (Govt. of West Bengal), ISRO (Govt. of India), DST-SERB, and CSIR (Govt. of India), totalling INR 32.2 lacs during 2018-2023. This funding has significantly enhanced research infrastructure and projects. Faculty have published 93 research papers in peer-reviewed journals and 70 books/book chapters, reflecting the college's commitment to scholarly research.

The college hosts a wide range of events, including national seminars, workshops, and extension lectures on topics such as Intellectual Property Rights (IPR) and other contemporary issues. These events enrich learning and disseminate knowledge beyond the campus.

The college is dedicated to social responsibility and community engagement through extension and outreach programs like blood donation camps, road safety awareness, anti-tobacco campaigns, dengue awareness programs, Swachhta Abhiyan, and visits to old age homes. The National Cadet Corps unit, National Service

Scheme unit, Women Cell, and other departments, clubs, and cells are instrumental in these initiatives.

The college has received praise, honors, and awards from government and non-government organizations for its community service and research involvement. Additionally, a substantial number of Memorandums of Understanding (MoUs)/linkages/collaborations, with various organizations have been established to provide training programs, skill development, and career guidance, fostering the comprehensive growth of both students and teachers. Faculty and student exchange programs with partner institutions offer exposure to global best practices, enhancing academic experiences.

Infrastructure and Learning Resources

Criterion IV of the National Assessment and Accreditation Council (NAAC) focuses on evaluating the infrastructure and learning resources of educational institutions. This criterion assesses the adequacy, functionality, and sustainability of physical facilities, digital resources, and support services crucial for facilitating effective teaching, learning, and research environments.

Physical Infrastructure: The evaluation under this criterion includes the assessment of physical facilities such as classrooms, laboratories, libraries, and sports amenities. It examines aspects such as infrastructure adequacy, maintenance standards accessibility for differently-abled individuals, safety measures, and compliance with regulatory norms. Rishi Bankim Chandra College maintains a healthy infrastructure framework that supports diverse academic and extracurricular activities while adhering to safety and accessibility guidelines.

Library as a Learning Resource: The library is evaluated based on its collection, both in print and electronic formats, relevance to curriculum requirements, accessibility to users and the efficiency of library services. The library of Rishi Bankim Chandra College possesses a comprehensive collection of resources that cater to the academic needs of students and faculty, supplemented by digital initiatives that enhance access to scholarly materials and support research endeavors.

IT Infrastructure and Facilities: Information Technology (IT) infrastructure is scrutinized for its accessibility, integration into teaching-learning processes and effectiveness in administrative operations. Our college maintains a booming IT infrastructure that supports online learning, ICT enabled classrooms, administrative functions, and provides seamless connectivity across campus, ensuring a conducive learning environment for all stakeholders.

Maintenance of Campus Facilities: The criterion also evaluates policies and practices concerning the upkeep and maintenance of campus facilities, including cleanliness, repair services, and adherence to environmental sustainability practices. Our College prioritizes sustainable practices and regularly monitors facilities to uphold high standards of maintenance and environmental stewardship.

In conclusion, Criterion IV evaluates the infrastructure and learning resources of educational institutions, emphasizing their role in fostering a conducive learning environment and supporting academic excellence.

Student Support and Progression

Once admitted in the college, the students are taken care of by providing various facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the

college and assisting them to benefit from the State Govt. and Central Govt. sponsored scholarship schemes. Through various schemes, more than 74% deserving students in the last five years, have been granted support for their education.

The institution publishes its updated prospectus, which highlight the facilities available in the college having information about different committees of the college, college annual calendar, NSS and NCC, library facilities, sports activities scholarship and free ship support system, and career counselling, etc.

The various departments of college arrange for different activities for bringing out the creative talent of students in form of Wall magazines, various types of cultural programmes etc. The various subcommittees of the college hold various types of programmes for uplifting the soft, life, language and ICT skills of the students. The college also provides support for competitive examinations for aspiring students.

The college has well established career counselling, entrepreneurship development and placement cells, for guiding students towards a better career and providing job opportunities through campus interviews with the support of prospective employers visiting this institution for placement of students in service. Important agencies which visited this institution arer JIS College, ICICI bank etc. For the support and care of female students the college has an Internal Complaint Committee which holds regular awareness programmes for the benefit of all students.

The college has a functional Anti-ragging cell as well as Grievance redressal committee to ensure harmonious environment for students and staff of college. The NCC unit of this college is highly functional in its various types of activities, be it patriotic or social development. The students of this college are always keen to participate in different cultural and sports events and win laurels for the Institution. The college has a functional and registered Alumni Association which is very helpful in cooperating with the college administration.

Governance, Leadership and Management

Governance and Leadership:

Rishi Bankim Chandra College follows a transparent and participative governance structure involving various stakeholders. The Governing Body (GB) oversees major decisions, ensuring alignment with the institution's vision and mission. The leadership promotes a culture of inclusiveness, accountability, and ethical governance. Key administrative positions, including the Principal, are filled based on merit and experience, fostering a stable leadership environment.

Strategic Planning and Development:

The college implements a robust strategic planning process, aligning its goals with student and societal needs. Regular reviews ensure the plan remains responsive to changing educational landscapes. The Internal Quality Assurance Cell (IQAC) plays a crucial role, continuously monitoring and evaluating progress towards strategic objectives..

Decentralization and Participative Management:

The institution adopts a decentralized approach, empowering various departments and committees to make decisions and implement initiatives. This participative management style encourages faculty and staff

involvement, leading to improved institutional effectiveness and innovation.

Faculty Empowerment Strategies:

The college is committed to faculty development, offering regular training programs, workshops, and opportunities for research and professional growth. Performance appraisals and feedback mechanisms are in place to ensure continuous improvement and career progression for the faculty. Ongoing professional development programs for faculty and staff have resulted in enhanced teaching quality and academic excellence.

Financial Management and Resource Mobilization:

Financial management at the college is characterized by prudence and transparency. The institution adheres to financial norms and guidelines, ensuring optimal utilization of resources. Regular audits and financial reviews are conducted to maintain accountability. The college actively seeks additional funding through grants, donations, and collaborations to enhance its infrastructure and academic resources.

Internal Quality Assurance System:

The IQAC is instrumental in institutionalizing quality assurance processes. It conducts periodic reviews, facilitates quality audits, and ensures compliance with accreditation standards. The cell also organizes workshops and seminars to promote a quality culture within the institution.

Rishi Bankim Chandra College fosters excellence and continuous improvement through transparent governance, strategic planning, and stakeholder involvement. These practices ensure sustainable development and responsiveness to educational challenges, allowing the college to provide quality education and contribute significantly to society.

Institutional Values and Best Practices

The college **promotes gender equity and empowerment** uncompromisingly in almost all aspects of its operations, from curriculum dissemination to administrative work. Regular awareness programs, both in-house and outreach, sensitize gender equality and combat issues like sexual harassment and domestic violence. Gender audits are conducted regularly, and policies are updated accordingly. The college upholds gender equity and empowerment as fundamental human rights and a necessary foundation for a peaceful, prosperous and sustainable world.

Our commitment to sustainability is reflected in our tireless efforts to maintain a green and clean campus. Regular green audits are conducted to **minimize our ecological footprint and maximize positive impact**. We promote and practice a culture of recycling, reducing waste, and conserving resources. We are tireless in educating and inspiring our students to become environmentally conscious citizens. Our NSS and NCC units undertake effective and regular steps towards maintaining greenery and cleanliness, organize awareness programmes, outreach camps etc.

The college embraces inclusive education, fostering an environment that celebrates diversity, **and promotes civic and constitutional responsibility, and supports holistic development** of students and other stakeholders including the local community. Efforts are undertaken to instil among stakeholders the significance of tolerance

and harmony across cultural, regional, linguistic, communal, socioeconomic, and other diversities.

Two of our **best institutional practices** are: (i) **Students' Profile Mapping** and undertaking bespoke pedagogical actions based on that; and (ii) **The 360o Feedback system for the staff** of the college which act as a constant benchmarking system to enhance efficacy and quality of service. The college has a **fully computerized student management system** ensuring efficiency and transparency in educational administration. We boast of the distinctive fact that, a meticulously crafted bespoke software solution to this effect was **developed and still today continuously maintained entirely in-house** by the college. Subsequently, when college **website** was planned, it was also designed, **developed and maintained by in-house** development team. The Online admission process which has started a few years back has been blended into the software system already in operation. This pioneering initiative has transformed administrative practices and positioned the institution as a trailblazer in educational technology within the region.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RISHI BANKIM CHANDRA COLLEGE
Address	East Kanthalpara, Naihati, North 24 Parganas, West Bengal
City	Naihati
State	West Bengal
Pin	743165
Website	rbccollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Goutam Kumar Ghosh	033-25812099	6291188654	033-25812099	rbccollege.wbsu@gmail.com
IQAC / CIQA coordinator	Saurav Mazumder	033-25818965	7980280869	033-25812099	sauravrbc@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	West Bengal State University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	28-08-1996	View Document
12B of UGC	14-02-1998	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	East Kanthalpara, Naihati, North 24 Parganas, West Bengal	Semi-urban	5.16	6450

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	BA,Bengali,	48	Higher Secondary	Bengali	66	18
UG	BSc,Botany,	48	Higher Secondary	English,Bengali,English + Bengali	33	7
UG	BSc,Chemistry,	48	Higher Secondary	English,Bengali,English + Bengali	39	6
UG	BSc,Computer Application,	48	Higher Secondary	English,English + Bengali	47	47
UG	BA,Computer Application,	48	Higher Secondary	English,Bengali,English + Bengali	1	0
UG	BSc,Economics,	48	Higher Secondary	English + Bengali	13	2
UG	BSc,Electronics,	48	Higher Secondary	English + Bengali	11	0
UG	BA,English,	48	Higher Secondary	English	95	77
UG	BCom,Commerce,	48	Higher Secondary	English + Bengali	154	96
UG	BA,Hindi,	48	Higher Secondary	Hindi	159	95
UG	BA,History,	48	Higher Secondary	English + Bengali	66	29
UG	BA,Journalism And Mass Communication,	48	Higher Secondary	English + Bengali	49	16
UG	BSc,Mathematics,	48	Higher Secondary	English + Bengali	57	16
UG	BSc,Microbiology,	48	Higher Secondary	English + Bengali	55	17

UG	BA,Philosophy,	48	Higher Secondary	English + Telugu	22	2
UG	BSc,Physics,	48	Higher Secondary	English + Bengali	51	6
UG	BA,Political Science,	48	Higher Secondary	English + Bengali	44	31
UG	BA,Sanskrit,	48	Higher Secondary	Bengali,Sanskrit	44	4
UG	BA,Urdu,	48	Higher Secondary	Urdu	74	35
UG	BSc,Zoology ,	48	Higher Secondary	English + Bengali	72	26
UG	BSc,Science,	48	Higher Secondary	English + Bengali	154	104
UG	BA,Arts,	48	Higher Secondary	English + Bengali	1130	1035
UG	BCom,Accountancy,	48	Higher Secondary	English + Bengali	154	47
PG	MA,English,	24	B.A.	English	99	63
PG	MSc,Zoology,	24	B.Sc.	English	93	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				27				76			
Recruited	0	0	0	0	16	11	0	27	38	34	0	72
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				34
Recruited	12	2	0	14
Yet to Recruit				20
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	32	4	0	36
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	0	0	0	0	0	0	0
Ph.D.	0	0	0	16	7	0	17	18	0	58
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	1	3	0	20	13	0	37
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest 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
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1769	2	0	0	1771
	Female	1291	0	0	0	1291
	Others	1	0	0	0	1
PG	Male	37	0	0	0	37
	Female	102	0	0	0	102
	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	224	222	154	225
	Female	124	112	84	116
	Others	0	0	0	0
ST	Male	8	8	5	13
	Female	5	4	2	7
	Others	0	0	0	0
OBC	Male	169	160	117	132
	Female	129	121	91	109
	Others	0	0	0	0
General	Male	551	597	493	640
	Female	404	488	400	494
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1614	1712	1346	1736

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Until the 2022-23 academic session, Rishi Bankim Chandra College could not integrate a multidisciplinary or interdisciplinary approach in line with the National Education Policy (NEP) 2020, as the policy had not yet been implemented in West Bengal colleges. However, under the Choice Based Credit System (CBCS), the college did offer some multidisciplinary and interdisciplinary courses. Students had access to education across three main disciplines: Arts, Science, and Commerce. For instance, Environmental Studies was a compulsory subject, and students could choose their Modern Indian Language from Bengali, English, or Hindi. From the 2023-24 academic session onwards, with the implementation of NEP 2020, the college began following the updated syllabus provided by West Bengal State University, which includes multidisciplinary and interdisciplinary courses. To accommodate this shift, the college prepared thoroughly, modifying class routines and teaching methodologies to support multidisciplinary education. Additionally, the college actively promotes interdisciplinary activities. Various departments collaborate to conduct research and academic events, such as seminars, workshops, hands-on training, and faculty and student exchange programs. These initiatives aim to foster a holistic educational environment that aligns with the principles of NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>With the adoption of NEP 2020 in West Bengal colleges for the academic session 2023-24 and the mandate by West Bengal State University (WBSU) to implement the ABC framework, several proactive steps have been taken by Rishi Bankim Chandra College to ensure compliance and facilitate the process for students. Following the notice from WBSU regarding the incorporation of ABC_id in student mark-sheets and certificates, necessary initiatives have been undertaken by the college. All students, both undergraduate and postgraduate, have been informed about the importance of obtaining and updating their ABC_id. This information has been disseminated through multiple channels, including the college website, social media platforms, and physical notice boards around the campus. The activities related to the ABC_id process have been managed and supervised by Dr. Sarmishtha Dhar,</p>

	<p>who has been appointed as the Nodal Officer. Step-by-step guidance has been provided to ensure that all students complete this requirement efficiently, with assistance from both teaching and non-teaching staff. Efforts have been made to reach out to all existing students, urging them to create and update their ABC_id. All measures have been taken to compile the collected ABC_id data and submit it to Prof. Kaushik Roy, Professor & Head, Dept. of Computer Science, and Chairperson of Digilocker and Academic Bank of Credit at WBSU, within the stipulated timeframe. By aligning with the University's directives and supporting the digital initiative for academic credentials, Rishi Bankim Chandra College aims to fully embrace the efforts of NEP 2020 in this regard.</p>
<p>3. Skill development:</p>	<p>Rishi Bankim Chandra College is dedicated to fostering skill development among students, ensuring they are well-prepared for their future careers. As part of the Choice-Based Credit System (CBCS), Skill Enhancement Courses (SEC) are integral to undergraduate studies across all disciplines—Arts, Science, and Commerce. These courses provide students with essential skills within their chosen fields of study. However, until the NEP 2020 was implemented in the 2023-24 academic session, the college faced challenges in aligning its skill development initiatives with the new policy. With the adoption of NEP 2020, the college has undertaken significant measures to enhance skill development. Under the NEP curriculum, students are required to select Skill Enhancement Courses (SEC) from various subjects as well, ensuring a well-rounded education. Additionally, the college offers a diverse range of Add-On courses designed to cater to various interests and career aspirations. These courses cover subjects such as web designing, programming, language proficiency, journalism, fitness, and more. Students can choose from options like Python programming, communicative English, gender studies, research methodology, and basic Sanskrit grammar. These Add-On courses supplement the core academic curriculum, equipping students with practical skills and knowledge essential for their personal and professional development. To further empower students, the college organizes various skill development activities, including capacity-building</p>

	<p>programs in collaboration with expert organizations. Workshops, field training, hands-on training, industrial trips, and certificate courses are conducted in partnership with various industries and agencies. These initiatives expose students to practical working environments and promote entrepreneurship, generating opportunities beyond the classroom. Students also have access to e-resources on N-List to enhance their learning skills. To promote value education and social outreach, the college has signed MoUs with different social organizations. Environmental awareness programs, in collaboration with Naihati Municipality, educate students on waste management through practical demonstrations. The college also encourages interdisciplinary research activities through seminars, workshops, hands-on training, and faculty-student exchange programs. These initiatives, involving different departments and collaborating organizations, aim to develop well-rounded individuals capable of meeting the demands of an ever-evolving global landscape.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Rishi Bankim Chandra College emphasizes the importance of integrating the Indian Knowledge System into its academic framework. This integration is evident through the teaching of Sanskrit and vernaculars like Bengali as major subjects. The college aims to provide a comprehensive exploration of both ancient and contemporary India, aligning with the nation's future aspirations in education, health, and the environment. By doing so, the college fosters a society deeply rooted in India's civilization and cultural ethos. A key aspect of this approach is the use of bilingual instruction. Courses are offered in both English and Bengali, except for the Language and Literature courses in these languages. This ensures accessibility and inclusivity, allowing students from diverse linguistic backgrounds to engage with the curriculum. Additionally, concepts are explained in Hindi when necessary, further expanding the reach of educational content. To enhance classroom learning, the college provides reading materials in Bengali and Hindi alongside English, facilitating a deeper understanding of the subjects. The college offers five language subjects: Sanskrit, Bengali, Hindi, English, and Urdu. These programs delve into the language, culture, and traditions of India, integrating ancient wisdom with</p>

	<p>modern knowledge. This approach bridges the gap between traditional insights and contemporary understanding, enriching the educational experience and instilling a profound appreciation for India's rich cultural and linguistic heritage. As of now, Rishi Bankim Chandra College has not incorporated any online courses into its teaching methods related to the appropriate integration of the Indian Knowledge System. However, the college intends to provide students with learning options and access to a vast repository of knowledge through various online platforms, complementing their in-class education.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Rishi Bankim Chandra College is dedicated to excellence in education, embracing Outcome-Based Education (OBE) principles to ensure high-quality learning. As a non-autonomous institution under the authority of the West Bengal State University, our faculty members from various departments actively contribute to the University's Board of Studies. Their valuable insights help keep our curricula relevant and responsive to changing educational needs. By incorporating their feedback, we aim to create a dynamic learning environment that prepares students for success in a rapidly evolving world. At the beginning of each academic session, our faculty, along with departmental heads, work diligently to develop learning outcomes aligned with the University-provided syllabi. This collaborative effort ensures that our educational objectives are clear, measurable, and achievable. Any updates from the University are seamlessly integrated, resulting in corresponding adjustments in course outcomes. We keep students informed of these changes through induction programs, empowering them to take charge of their learning journey. Transparency and accountability are core principles of our educational framework. To this end, our college website prominently displays Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes act as guiding beacons, illuminating the educational pathways of our programs and courses. By providing clear information about our educational objectives and expectations, we enable students to make informed decisions and actively engage in their learning experiences. Our learner-centric teaching approach transforms students from passive participants into</p>

	<p>active contributors. Interactive methods, including audio-visual aids, Learning Management Systems (LMS), study tours, and field visits, promote experiential and participative learning. Project-based learning and educational excursions engage students in real-world problem-solving tasks, developing their soft skills and cooperative attitudes. Participation in seminars, group discussions, induction programs, brainstorming sessions, workshops, capacity-building programs, job-oriented certificate and add on courses, and career counseling activities are key tools for assessing learning outcomes. Our teaching departments document the outcomes of all courses under various programs. Each department prepares structured Course Outcomes (COs) and Program-Specific Outcomes (PSOs), outlining the knowledge and skills students are expected to acquire by the end of each course. This ensures students possess the necessary competencies upon completing their undergraduate and postgraduate courses. We assess the realization of program and course objectives from both the teacher's perspective and the students' performance in the End Semester Examination. Following internal examinations, departments hold review meetings to discuss and determine further actions to support students' achievements, particularly focusing on weaker students. Our teaching-learning process emphasizes criteria-based achievement of cognitive, affective, and psychomotor skills, ensuring a comprehensive evaluation of students' overall development.</p>
6. Distance education/online education:	<p>Although the Open and Distance Learning (ODL) mode was not implemented at the college institutionally, as the 2020-2021 session commenced during the lockdown period, the focus shifted to online education. Classes were held via platforms like Google Meet and Zoom, with flexible scheduling to maintain educational continuity. Teachers were encouraged to update their digital teaching skills, and class-specific WhatsApp groups were created for regular updates and guidance. Notifications from the affiliating university about syllabus changes and exams were shared promptly. Both teachers and students participated in online lectures and webinars to enhance academic knowledge. Study materials were distributed in PPT and PDF formats, and some science departments conducted online practical</p>

classes. College-level tests and internal evaluations were conducted online, with smooth online exams for all odd semesters starting February 2021. In the 2022-23 session, the college continued leveraging distance learning and online education to enhance academic experiences. Despite the challenges of the previous year, technology was used to improve learning outcomes and flexibility. The college refined its approach to integrate online and offline methods, catering to the diverse student body. Online orientation programs for the CBCS curriculum were organized to help students adapt. Departments developed tailored methodologies using a mix of online and offline resources. Digital platforms like WhatsApp were used to distribute study materials, ensuring continuous access. Webinars and seminars provided opportunities to explore various topics and interact with experts. Platforms like Google Classroom facilitated resource sharing and discussions, maintaining interactive and engaging learning processes. No provision for distance education course from the College is available as of now, but the college has created facilities for online study materials available to its enrolled students via different digital platforms.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up by Rishi Bankim Chandra College in 2022.
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?	Yes, students' coordinator and coordinating faculty members are appointed by the college. Yes, The Electoral Literacy Club (ELC) is functional and actively engages students in various electoral literacy activities. Yes, the ELC is designed to be representative in character. Principal is the Chairman of the club, with some faculty members acting as faculty coordinators and two students serving as student coordinating representatives. The ELC now is functional with the following office bearers: 1. Tanbir Shahnawaz, Assistant Professor & NSS Programme Officer 2. Parimal Sardar, Assistant Professor & ANO, NCC 2. Priya Nath Barman, Assistant Professor 3. Rabiul Islam Sheikh, Assistant Professor 4. Manas Majumder, Assistant Professor, 7. Pankaj

	<p>Mondal, Non-Teaching Staff 8. Dibyendu Swarnakar, student coordinator 9. Aditya Singh, student</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 Rishi Bankim Chandra College has implemented several innovative programs and initiatives, including: Enrollment Camp: Held on November 18, 2022, to register the names of eligible unenrolled students aged 18 and above from Rishi Bankim Chandra College in the electoral roll. Number of participants: 36. SVEEP Extempore Competition: Jointly organized with the local administration on November 25, 2022, to raise awareness about the importance of voting in a democratic country and the process of electoral registration. Number of participants: 38. Lecture on Voting Procedure Demonstration: Conducted on March 23, 2023. Number of participants: 56.</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>Rishi Bankim Chandra College's Electoral Literacy Club (ELC) has partnered in organizing various awareness programs, including the Celebration of Constitution Day to highlight the significance of constitutional rights for every Indian citizen, and a special lecture on constitutional obligations, fundamental rights, and duties of every Indian citizen.</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>The Electoral Literacy Club (ELC) at Rishi Bankim Chandra College takes initiatives to ensure all eligible students are registered as voters. The college actively tackles the issue of students over 18 not being enrolled. Through the ELC, the college has established proactive measures to facilitate voter registration for eligible students. This includes running awareness campaigns, assisting with the registration process, and working with election authorities to maximize student inclusion in the electoral roll. Our combined efforts strive to empower students with their civic responsibilities and enhance democratic participation.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2938	3752	3269	3235	3133

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 111

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	103	106	99	70

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
269.04507	31.74689	142.239655	140.41898	222.96875

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Effectiveness of curriculum delivery involves sequential listing of topics, subsequent distribution into modules and its allocation, clarity, accuracy and appropriateness of topic presentation, completion of curriculum delivery at a proper frequency with depth and pace and finally a systematic and regular evaluation methodology. The institution ensures that the overall structure is integrated, interdisciplinary and focussed on conceptual ideas. Adequate emphasis is imparted to analytic approach.

After admission, the institution confirms successful curriculum delivery through the following methodologies.

- To familiarize the students with CBCS curriculum, questions and scoring patterns preliminary student induction programs are organized either centrally, by the institution or by the departments. During the pandemics the programs were organised via electronic media.
- A group of faculty members are assigned the task of preparing an Academic Calendar before the onset of an academic calendar year. It is then uploaded in the institutional website for everybody's perusal.
- Following the annual academic calendar departments, in their departmental meetings with the faculty members fix the delivery methodologies. The curriculum is partitioned into modules and distributed.
- The Routine Committee furnishes a centralized routine, based on which, departmental routines are prepared.
- The disciplines conduct classes using both chalk and talk methodology as well as ICT tools. The professional development of the teachers is ensured. Importance is given to class size. The faculty helps the students to find the relevance in learning.
- WhatsApp messenger is frequently and meticulously employed for various communications with the students and for delivery of study materials in both PPT and PDF formats.
- The science departments conduct practical classes. During the pandemics the practical classes were organised, primarily through demonstration in electronic media. Strict attention is given towards completion of syllabi.
- Due care and attention is given to the language proficiency of the students.
- Timely arrangements of parent-teacher meeting and thus parental involvement in the wards' progress is duly considered.
- College level tests are conducted regularly for internal evaluation, which involve class assignments, tutorials, oral examinations, etc. The procedure ensures monitor the assessment of the attainment of PO and PSO.

- Transparency, adequacy and deficits of the evaluation system is assessed and monitored through feedback.
- Learning experiences are enriched through experiential and participative methodologies.
- Seminars and webinars are regularly organised to encourage students and popularise various topics.

The institution takes care to ensure that there is holistic development to satisfy the three **R's** in curriculum development, namely **rigorous, relevance and relationship**, so that students can be adequately adept to face the challenges of globalization, integrate connections with the real world and develop life skills.

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

1.2 Academic Flexibility

1.2.1

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

Response: 26

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	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2

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

Response: 50.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
1917	2092	1252	2182	845

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

With an aim to satiate the vision and mission of the institution, while pledged to the purpose of providing a comprehensive learning experience to the students, Rishi Bankim Chandra College endeavours to adeptly incorporate the crosscutting issues of Professional Ethics, Gender, Human Values and Environmental Sustainability in the existing curriculum and its delivery.

Professional Ethics

Professional Ethics has been a part of the curriculum of various disciplines specially of Commerce and Economics.

Seminars have been organised on Intellectual Property Rights (IPR) and various topics on Ethics to sensitize students and teachers.

In addition Add – on courses supplement the curriculum on ethical values and virtues.

Human Values

Human Values has been the thrust area in the curriculum of Philosophy, Political Science and several other disciplines.

Students actively participate in NCC and NSS activities. Several outreach programs were organised with the purpose of spreading values of helping others and promoting human values of integration and harmony amongst the students. The programs range from celebrating commemorative days, cleanliness initiatives in and around the institution, helping the locals and destitutes in times of need. All these programmes indirectly help students to inculcate values of sharing and helping.

Gender

The college addresses the issue of Gender Equality through its courses.

Gender inclusive core courses are part of the curriculum of various disciplines. These core courses address social construction of gender with special emphasis on gender and violence at work as well as in the family. There are discussions on gender rights and gender-based violence, creating gender sensitization among students and teachers of the college.

Moreover, several programmes on gender sensitization are organized by various departments along with IQAC to inculcate gender inclusive values beyond the horizon of the prescribed curricula.

Add – on courses conducted by the institution also essentially assist in the entire process of gender awareness.

Environment and its Sustainability

Environment and its Sustainability has been specially addressed in the curriculum of Botany, Zoology and Microbiology. The purpose of the courses is to develop a comprehensive understanding of global environmental challenges among the students and help them develop into socially responsible and environmentally conscious human beings.

Several seminars have also been organised by various departments to foster the wisdom of environmental consciousness. Various outreach programs organised by the NCC and NSS wings of the institution also help immensely to promote values of environmental sustainability amongst the students.

Several Add – on courses on the topic essentially facilitate the consciousness generation of the students.

All these activities prove that the institution holistically integrates values of professional ethics, gender equality, human values and environmental sustainability in the curriculum for a complete and all-inclusive learning.

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

1.3.2

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

Response: 48.91

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

Response: 1437

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

Response: 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
Provide Links for any other relevant document to support the claim (if any)	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: 64.76

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
1614	1712	1346	1736	1794

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2533	2533	2533	2533	2533

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 52.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
659	627	453	598	665

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
1140	1140	1140	1140	1140

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 29.38

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college extensively promotes student centric teaching and the learning process.

Several departments regularly arrange academic tours/field visits/Excursion, student seminars, webinars, slogan writing competitions, online poster-making contests, and other co-curricular activities. Many departments also curate wall magazines featuring contributions from their students.

The college offers different Add-On courses aimed at enhancing students' skills and augmenting their knowledge, with some courses providing hands-on learning experience.

MoUs with diverse organizations enhance participative learning by fostering collaborations that bring real-world expertise, resources, and opportunities for enriching students' learning experiences, through various workshops, seminars, special lectures aligned with acquired academic knowledge.

Additional seminars, workshops, Special lectures and skill enhancement initiatives are regularly conducted to promote participative learning experiences.

Nearly all departments maintain departmental libraries to improve students' access to resources with extended lending periods.

The college website provides clear guidelines for implementing the Academic Bank on Credits (ABC) based on the DigiLocker framework for National Education Policy (NEP) implementation.

The NSS, NCC units of the college organize community engagement and extension activities such as Anti-Drug Awareness campaigns, tree-planting drives, and initiatives like "safe drive, save life." The college also commemorates various national and international days of significance, enriching students' understanding of Indian history, legacy and culture.

Seminars addressing gender issues, ethics, and value education are conducted frequently.

A variety of problem-solving methodologies are employed, including regular practical classes, project work, and dissertation courses for undergraduate and postgraduate students. Students are continuously encouraged to interact with the teachers regarding their queries and to clear their doubts. The college emphasizes the integration of ICT-based methods with traditional teaching-learning approaches to enrich student learning experiences. From the time of Covid 19 pandemic, different ICT and software based platforms were extensively used for the teaching-learning process. Initially, very common and easily accessible online platforms like e-mail, Whatsapp, Google Class-room, Google meet were used for daily communication, interaction, conducting interactive classes and resource exchange. The college took initiative in the use of other different types of software and online platforms. This includes using LMS software for uploading examination papers, learning resources, model papers, and curriculum plans. Additionally, there is an MCQ portal available where students can take online examinations and view their results. There are portals to prepare the students for various examinations (Practical Exam Unit) including competitive examinations (**Entry-In-Service Portal**).

The campus also features an audio-video studio and ICT-equipped lecture theatres to enhance students' LRSW (Listening, Reading, Speaking, and Writing) skills.

The college campus is adequately equipped with 11 projectors, 162 computers, 42 printers, and 9 scanners, facilitating ICT-enabled classes. High-speed Ethernet-based internet and WiFi facilities are available, and each department is equipped with desktops and printers. The college subscribes to INFLIBNET and N-List, enhancing access to academic resources.

The college website provides access to reputable online open-source e-learning resources such as the National Digital Library and NPTEL. The library uses KOHA Library Management software for book circulation management and maintains an Online Public Access Catalogue (OPAC) for easy resource access.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.03

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
103	104	106	106	84

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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 NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 83.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	85	86	80	64

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	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**

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

Response:

The college meticulously follows university guidelines for conducting Internal Assessments (IA). The university publishes information regarding center allocation, schedules, and notifications for End-semester (External) Examinations, which are then disseminated and managed by the college.

IA constitutes 25 marks, with 5 marks allocated for attendance and 20 marks for written assessments across all papers (CC/DSC/DSE/GE). Previously, before the introduction of the CBCS system, honours students underwent regular class tests, with assessment criteria determined by their respective departments. General students underwent a centrally administered 100-mark selection test. With the CBCS implementation, IA became integrated into the syllabus, and these marks are now submitted to the university. An internal examination committee oversees the conduction of internal examinations. The committee decides the examination dates, circulates related notifications, and prepares the examination schedule and the invigilation-duty roster for teachers. While assessments for general students are centrally managed, assessments for honours students are conducted by their respective departments. Teachers are assigned invigilation duties according to the roster prepared by the committee to ensure the integrity of the examinations. Additionally, departments conduct internal practical examinations, and the

internal marks are archived and uploaded to the university portal.

University notifications regarding End-semester Examinations, distribution of admit cards, schedules, and center allocations etc., are communicated through college. If the college is selected as an examination center, the College Examination Committee publishes detailed notifications, room plans for students, and prepares the invigilation-duty roster for the teachers.

Examinations for the Postgraduate courses (English and Zoology) are solely conducted by the college. While the college has autonomy over these PG courses, it adheres to the regulations and guidelines established by the concerned departments of the university and endorsed by the Board of Studies (Board of Studies, has university nominees, Principal's nominee and the Head of the Department of English of the College as its statutory members).

Students have various avenues to register grievances related to Internal Assessments and End-Semester Examinations. They can approach their respective departments and faculty members for grievance redressal, which is resolved through departmental deliberations. Additionally, mentoring sessions for undergraduate and postgraduate students provide opportunities to address grievances in a supportive environment. Alternatively, students may submit the hardcopy of the grievance applications to the 'Grievance Drop Box', which is regularly checked and arrangements are made for appropriate redressal by the Grievance Redressal Committee.

The Internal Examination Committee handles grievances and/or appeals concerning internal examinations, especially regarding rescheduling and opportunities for reappearing in the examinations.

For the University examinations, after the results are published students can apply for post publication review of their answer scripts, following the university notifications regarding the same, disseminated by the college.

For PG departments, Students, who do not qualify in the End Semester examination, are given a chance to appear for a Supplementary examination at the end of each semester.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Rishi Bankim Chandra College, Naihati, West Bengal is affiliated to the West Bengal State University and follows the rules laid by the University. The University frames the curriculum and syllabi. Some of the teachers, from different departments of the college are members of the different Board of Studies of the University and they actively participate in the development and continuous improvement of different curricula and syllabi.

With guidance from the Internal Quality Assurance Cell (IQAC), before the commencement of each session, different Heads of departments and teachers work together to create the COs, PSOs and POs based on the University's syllabi. If the University makes any changes, these outcomes are reframed accordingly. Students are informed about these alterations through various methods like orientation programs, classroom sessions, etc. The College organizes Professional Development Programs for teachers regarding development of the outcomes, their mapping , and the process of calculations of the attainment of different outcomes..

Additionally, the college website is regularly updated, clearly showing Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for information of all concerned.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment of Program Outcomes (POs) and Course Outcomes (COs) is crucial for evaluating the effectiveness of educational programs in achieving their intended learning goals. This evaluation process is vital for continuous improvement and enhancement of educational quality.

Program Outcomes and Course Outcomes represent the specific objectives that students are expected to achieve by the time they complete their final semester examinations. Evaluating the attainment levels of these outcomes requires a robust and systematic approach, which can generally be classified into two broad categories: Direct Attainment Evaluation Strategies and Indirect Attainment Evaluation Strategies.

Direct Attainment Evaluation Strategies:

- 1. End-Semester Examination Results:** Detailed analysis of the results from end-semester examinations provides a comprehensive overview of how well students have achieved the established POs and COs. This analysis offers a clear snapshot of the strengths and areas needing improvement within the educational program.
- 2. Internal Examination Results:** Internal examinations throughout the semester also contribute to evaluating the attainment of outcomes. Analyzing these results helps in understanding the progress of students over the course duration and aids in planning interventions for further improvement.

Indirect Attainment Evaluation Strategies:

- 1. Students Performance and Attainment Mapping Software Portal:** A specialized web portal is utilized to map courses to Program Specific Outcomes (PSOs) and assess the performance of final semester students. This portal employs a defined algorithm that calculates an Attainment Score for each student based on their CGPA and faculty-assigned grades. This score offers a robust indication of the overall attainment levels of students across the college.

The formula used for calculating the Attainment Score is:

Attainment Score = 80% of CGPA + 20% of Faculty given grade

This method ensures a comprehensive evaluation that considers both academic achievement and qualitative assessments from faculty members.

Progression to Higher Education: The rate at which students progress to higher education institutions serves as a significant metric for evaluating the successful attainment of program and course objectives. This metric reflects the extent to which students are prepared for further academic challenges beyond their current educational environment.

- 1. Placements Achieved by the Students:** Another important indicator of attainment is the success of students in securing placements upon graduation. High placement rates indicate that students have acquired the necessary skills and competencies as outlined in the educational outcomes, making them desirable candidates for employers.
- 2. Students' Feedback Reports:** The feedback provided by students through annual satisfaction surveys offers valuable insights into their perceptions of the educational objectives and outcomes. This self-evaluation component allows students to express their opinions on how well the program has prepared them for academic and professional endeavors.

In conclusion, the evaluation of PO and CO through both direct and indirect strategies is fundamental for enhancing the quality and relevance of educational programs. By systematically assessing attainment levels using these varied methods, educational institutions can identify areas for improvement and ensure that students are adequately prepared to meet the demands of their chosen fields upon graduation. This continual process of evaluation and adjustment supports the overarching goal of delivering effective and impactful education.

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

2.6.3

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

Response: 83.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
409	1038	735	610	425

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

2022-23	2021-22	2020-21	2019-20	2018-19
703	1042	735	648	739

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.81

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 24.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.72	8.5972	4.50440	0	3.6440

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

R.B.C. College has established a robust ecosystem for innovation and knowledge transfer, primarily through effective dissemination of knowledge and research.

Research Facilities:

R.B.C. College boasts state-of-the-art research facilities that provide students and faculty with the tools necessary for cutting-edge research. These facilities include advanced laboratories equipped with the latest technology, Central Instrumentation facility, Language Laboratory and access to comprehensive digital libraries and databases. The college has an active Research and Development (R&D) Cell constituted as per UGC norms which is instrumental in overseeing research atmosphere in the college. The college offers substantial financial support for attending and presenting research papers at national and international conferences.

Innovation Ecosystem:

Rishi Bankim Chandra College believes in holistic development of students by creating an environment that supports and nurtures creativity, entrepreneurship, and the development of new ideas. This involves organizing science exhibition, seminars & workshops, students' seminar presentation, wall magazine publication, etc.

A number of skill enhancement courses are available in the curriculum which along with add on courses offered by institution nurture the creativity and enhance employability prospects.

R.B.C. College has a dedicated Intellectual Property Rights (IPR) subcommittee under Research Advisory Council (R & D cell) to raise awareness on IPR and assist teachers/researchers in patent filing and IP protection.

Indian Knowledge System:

The Indian Knowledge System is integrated as a part of curriculum of different subjects offered by the institution (Botany, Sanskrit, Hindi, English, Bengali, Philosophy, etc). Besides this, the college also promote the essence of IKS through various add on courses, lectures, cultural events, and celebrations of important days. The ongoing observance of these customs demonstrates the unwavering dedication to protecting and advancing the indigenous tradition.

Knowledge Dissemination:

R.B.C. College emphasizes the dissemination of research through various channels, including: publishing research findings in reputed journals, conference proceedings, encouraging participation in academic forums, etc. The institution supports students' holistic development by giving them chances to improve their theoretical and practical knowledge by hosting national and international conferences, seminars, extension lectures, workshops, and other events.

To reach a wider audience, the college also leverages online platforms for knowledge dissemination by maintaining an active digital presence through its website and social media channels (facebook/ twitter X/ Youtube) and offering opportunities to share research findings and innovations.

Collaborative Initiatives:

R.B.C. College has forged strong partnerships with corporate houses and organizations. These partnerships facilitate internship and placement opportunities for students, special lectures and workshops by industry experts.

The college also collaborates with renowned academic institutions both at district and state levels. These collaborations result in joint research programs and publications, exchange programs for students and faculty, and co-hosting of academic conferences and seminars including others.

Outcome: R.B.C. College's ecosystem for innovation and knowledge transfer is a comprehensive and dynamic system designed to foster research, collaboration, and dissemination of knowledge. Through its distinctive attributes and comprehensive approach to education, Rishi Bankim Chandra College continues to set itself apart as a leader in holistic and sustainable education.

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

3.2.2

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

Response: 91

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	14	08	19	17

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	13	12	07	04

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	12	04	09	17

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	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 Extension Activities

3.4.1

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

Response:

Rishi Bankim Chandra College organizes extension activities in the neighbourhood community that sensitizes students towards community issues, gender disparities, social inequity, etc., and inculcate social values and commitment to society. A brief description of some of the student societies follows:

National Service Scheme (NSS) is a Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports that aims to develop the personality of student volunteers through community services and to make them sensitive and responsible human beings who are aware of the socio-economic realities of India.

Women's Cell (WC) brings about awareness and sensitivity in the students and instil the desire to work for an equitable, safe, and just society for women through various activities such as poster making, photography competitions, debates, and panel discussions with students on International Women's Day.

Electoral Literacy Club (ELC) RBCC is a club that aims at the awareness of students and people from marginalized and underprivileged sections by helping them become aware of electoral procedures. Since its inception, the ELC RBCC has undertaken various workshops that left an indelible mark on the target segments.

Nature Nurture works towards promoting the ethos of preservation and protection of our environment and to instil a feeling of responsibility for a better, greener, and cleaner environment through initiatives like plantation drives, competitions (online and Offline).

National Cadet Corps (NCC) –The Youth wing of the Indian Armed Forces trains young students to live a life of discipline and service to society through various activities including residential training camps. RBCC unit of NCC has been actively participating in various camps/activities and have won many awards.

Besides these societies, each department conducts Seminars, Workshops, Talks, Donation Drives, Academic/Educational tours, Field trips, etc. to sensitize students and most teachers work towards inculcating these values in their classroom teaching and as living examples.

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

3.4.2

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

Response:

Rishi Bankim Chandra College, through the active participation of its students and teachers in various extension and social outreach activities relating to community service, has received several appreciations, recognitions, and awards from different Government organizations, as well as from non-government organizations/ institutions/ agencies. Rishi Bankim Chandra College has been recognized as an eco-sustainable partner by the **Hulladek** in E-Waste Awareness Session in November 2022. The NSS unit of Rishi Bankim Chandra College has also received several appreciations and recognitions for their dedicated extension and social outreach activities while working with the people of under-privileged communities from various renowned collaborating social organizations. In addition, the students of our college, above and beyond their excellent academic performances also engage themselves in various extension programmes at various levels and have received several honours and prizes for their unique performances in several academic as well as extracurricular activities including graffiti/ wall paintings, quizzes, science model competitions, debate competitions, sports and games, yoga, karate, body building, drawing and paintings, seminars, and workshops at the State as well as at the National Levels.

Many of the faculty members of our college have received appreciations and recognitions while delivering motivational presentations in various Seminars and Conferences on topics that can spread awareness on the vital problems of the society both in the national as well as in the international platforms. Besides, some of the faculty members from some departments have also received prestigious international honours, awards and recognitions from reputed organizations and institutions for their outstanding academics and research achievements in the field of science and technology that significantly contributed to the overall improvement of the society.

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

3.4.3

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

Response: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	16	05	09	03

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

3.5 Collaboration

3.5.1

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

Response: 30

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Teaching – learning and ICT – enabled facilities

- The college currently has 41 classrooms for catering to the needs of students across 23 UG courses and 2 PG courses. Some of the rooms are endowed with fixed **32” Sharp TV / Projectors, Integrated Lectern with MIC Sound system, Speaker, Microphone, HDMI Port and USB Port connectivity** for ICT enabled teaching learning practices. Many departments are also endowed with portable projectors which are regularly used for conducting classes in different classrooms.
- The Departments of Physics, Chemistry, Zoology, Botany, Electronics, Computer Applications, Journalism and Mass Communication, Mathematics and Microbiology have their own laboratories with state of the art equipments and elaborate specimen collections.
- The Department of Physics has **1 Mechanical Lab, 1 Electrical & Electronics Lab, 1 Computer Lab, 1 Dark Room (Optical) and a Research Lab.**
- The Department of Chemistry has **1 General Chemistry Laboratory, 1 Organic Chemistry Laboratory, 1 Inorganic Chemistry Laboratory, 1 Physical Chemistry Laboratories.** The Department has some exclusive instruments such as **UV-VIS Spectrophotometer.**
- The Department of Botany has **3 laboratories cum classrooms** in which the students avail the facilities of **Specimen Preparations for Botanical Analyses, experimental works related to Biochemistry, Plant Physiology, Microbiology, Cyto-genetics, etc.** There are also a **Museum, a Herbarium and a Botanic Garden.**
- The Department of Zoology has 1 UG Lab, 1 PG Lab and 1 Museum cum Laboratory. The Department has some exclusive instruments such as PCR Machine and ELISA reader.
- The Department of Electronics has 1 Analog Lab, 1 Digital Lab and 1 Computer Lab
- Apart from all these the College has an exclusive **Students’ co-curricular activities centre** and there is also an **Audio-Video Studio & ICT based Lecture Theatre.**
- The college has a **Learning Management System (LMS) and Language Lab** for all teachers and students.
- The College has 20 KW on grid Solar Plant on rooftop of DJ Building.
- The college has infrastructure of Rain Water Harvesting.
- There is a facility of power back-up in the College.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium,

auditorium etc:

- The institution has a Students' Co-curricular Activities Centre and Gymnasium for physical exercise, yoga and other related activities. Training equipments are also available. Yoga training is also regularly conducted with external trainers.
- Furthermore, the college regularly organizes various academic, cultural and sports activities to mark the various occasions.
- During the pandemic, the departments have also sought to encourage the academic and cultural activities of the students by hosting different programmes online.
- The college also regularly organizes annual sports for students and staff at our own college play-ground measuring around 3.5 acre.
- The departments like Bengali, Botany, English and Zoology regularly host wall magazines featuring the contributions of the students on diverse areas of interest.
- Apart from these, the Students' Union also hosts Freshers' Welcome and other cultural activities which are generally held at the Kamalakant Sabhaghar auditorium.
- There is a Academic calendar of extracurricular activities which the College uses to coordinate different academic and cultural events.
- Keeping health and hygiene as the topmost priority, the college washrooms have been renovated and there is disabled-friendly washroom maintained by housekeeping staff

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

4.1.2

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

Response: 24.76

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
103.3056	2.95383	54.90547	33.18169	5.31042

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

Library is automated using Integrated Library Management System (ILMS)

Name of ILMS software: KOHA

Version: 24.05

Currently the Central Library of Rishi Bankim Chandra College has more than **25,000 books**. Apart from the Central Library, the College Library system consists of 21 Seminar Libraries i.e. Departmental Libraries. The Central Library is situated at the 2nd floor of the Northern Block of the College with an area of 370 sq. mt. Open access system has been maintained in our Library. Apart from the circulation of books, the library also provides a reading room for students and staffs, access to e-learning resources and career guidance corner consisting of preparatory books related to competitive examinations. We have some **rare books** mostly donated by Smt. Rubi Mukherjee in memory of her husband Dr. Tapas Kumar Mukherjee, an ex-teacher of our College (for Bengali Dept.) and RBI, Eastern Region (for Hindi Dept.).

FACILITIES:

- 1 Office Room
- 1 Circulation Center
- 3 Stack Room
- 1 Reading Room cum browsing centre
- 2 ICT Corners

SERVICES

User Awareness Programme: At the beginning of every academic session, awareness programmes for first semester students are organized to get them acquainted with the library collection, rules and regulations and the various services available.

Reading Room service: The library has one Reading Room for students and a separate cubicle for teachers. Students may borrow more than one book at a time against identity card. Both reference books and text books are issued at the Reading Room.

Lending Service / Circulation:

Reference Service

Internet facility through LAN & Wi-fi Display of New Arrivals

Online journals are made available through electronic database.

- **Newspapers and magazines**

Career Guidance Books and magazines : Books and magazines related to different competitive examinations (such as NT/SLET Exam, SSC, PSC, Bank etc.) and current events, news, information, general knowledge etc are available for consultation.

Library Automation: The college authority has taken appropriate steps to computerize the library using KOHA Software.

E-Resources for Students and Teachers

The library is a member of NLIST-INFLIBNET since 2020-21. It offers access to more than 31, 35,000 e- books and over 6,000 e-Journals to students and staff. The library subscribes to Shodhganga, National Digital Library and other repositories of e-resources. It also subscribes to 4 separate journals across different streams.

12 LAN-connected desktops have been installed in the library with Wi-Fi and internet facilities through LAN. These computers are used to access the various library resources to which the College has subscribed.

The Library has the facility of Online Public Access Catalogue (OPAC) through which the database of e-library of Rishi Bankim Chandra College can be accessed.

Online Educational Repositories (OER) for Library: OERs are used by the institution to house, and prepare searchable, textbooks, curricullam, individual learning materials etc. benifitting the students and faculty.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Rishi Bankim Chandra College has computer facilities in all the Departments and the College had achieved an optimum use of existing infrastructural facilities. Rishi Bankim Chandra College uses **Cella/Tally Software** in Accounts Section. . The College has developed an in-house **Admission Software Platform** using HTML, CSS, JAVA SCRIPT, J-QUERY, PHP, MYSQL, LAMP Platform since **2018-19**. Apart from this, the College has also developed an in-house **Accounting Platform (2019-20)**, an **Online Examination Platform (2020-21)**, **I-Card Automated Generation Platform (2021-22)** and **NEP, 2020 Implementation on over existing Admission Software (2022-23)**. The in-built softwares collect, monitor and utilize students' data for their entire tenure in the institution from the submission of application forms to graduation. It manages all related processes of admission, registration, enrollment, submission of fees, application and distribution of scholarships and other financial data management for various schemes of student welfare and assorted academic assignments. Furthermore, the college has almost stopped printing hard copies of notices which are directly uploaded on to the College website. This process ensures perfect communication of all relevant information to all stakeholders with complete transparency while maintaining exact documentation and preventing problems caused by asymmetric dissemination of information.

The College has also introduced **Student Profile Mapping Software** for identify slow learners and advance learners, **Online Feedback Mechanism in the College** for stakeholders like Students, Teachers, Employees and Alumni, **Department MCQ Portal** for Continuous Internal Assessment, **Students' Grievance Portal** and **Documents Storage Software**.

The college regularly procures updated computers and related accessories for the smooth functioning of academic and administrative activities in the college which is evident from a large number of desktops and laptops which are available in the college and the number of such devices has almost doubled during the last 5 years. Such devices are connected with high-speed internet (around 150 mbps). All such devices, accessories, and networks are subjected to regular maintenance, and repairing and maintenance are done as per requirement throughout the year. Most of the available devices also run on the latest Operating Systems.

The library too is been fitting from such updated IT facilities as it attempts to digitize books, enter the

records of books into the KOHA software and provide remote access to teachers and students of the records through digital catalogue via OPAC.

Various departments regularly require the use of computer labs with subject – specific software for teaching-learning purposes which are made possible by the available resources and they also aid in academic research by the faculty members. New software is also installed as and when required in the computer labs. There are 15 ICT enabled classrooms and 26 classrooms with mobile ICT facilities across the campus.

The College has also been using Learning Management System software. There is also a language lab which uses specific language training software for improvement of listening, speaking, reading and writing skills.

The salary of staff and various payments are conducted through **HRMS, IFMS and PFMS**.

There are also **34 CCTV cameras** for the maintenance of safety and security of the campus.

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

4.3.2

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

Response: 25.11

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

Response: 117

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 8.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.72304	4.25533	40.02402	12.40522	9.12907

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 74.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
2702	2735	2563	1983	2109

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 51.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
2449	1656	1503	1511	1246

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: 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 motioning the activities and number of grievances redressed to prove timely redressal of the 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: 46.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
404	432	177	227	265

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

2022-23	2021-22	2020-21	2019-20	2018-19
409	1038	735	610	425

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 25.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	106	49	52	109

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 51

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

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

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 28.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	26	07	23	39

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Naihati Rishi Bankim Chandra College Praktanika Society, also known as Praktanika, is the official alumni association of the college, established on 25th February 2016 with the registration number S/2L/51475 of 2015-2016. The association aims to maintain a strong network among alumni and contribute to the college's development. This report outlines the various activities and financial expenditures undertaken by Praktanika over five fiscal years, from 1st June 2018 to 31st May 2023.

In the year ending 31st March 2019, Praktanika organized several significant events. The Bankim Smriti Seminar held on 26th June 2018 had an expenditure of ₹7,000. An Educational Tour on 19th July 2018 cost ₹11,000. The Annual Reunion, a key event, took place on 17th November 2018 with an expenditure of ₹50,000. Additionally, a special seminar titled “Vande Mataram” along with a prize distribution event on 24th January 2019, incurred an expenditure of ₹21,000. The total expenditure for this fiscal year was ₹89,000.

For the year ending 31st March 2020, Praktanika continued its tradition of organizing events. The Bankim Memorial Scholarship Distribution on 8th April 2019 cost ₹30,000, followed by Kabi Pranam on 9th May 2019 with an expenditure of ₹6,000. Another Bankim Smriti Seminar was conducted on 26th June 2019, costing ₹8,000. The Annual Reunion held on 21st December 2019 had an expenditure of ₹52,000. The “Vande Mataram” seminar and prize distribution on 24th January 2020 incurred a cost of ₹22,000. During the Covid-19 pandemic, Praktanika also organized a food distribution event on 28th May 2020, which cost ₹40,000. The total expenditure for this year was ₹1,58,000.

On 31st March 2021, Praktanika focused on supporting students and the community during the pandemic. They provided internet facilities for financially disadvantaged students to attend online classes, costing ₹50,000. Covid-19 relief efforts from May 2020 to March 2021 amounted to ₹80,000. Additionally, relief activities for the Amphan cyclone on 27th May 2020 cost ₹50,000, and a Blood Donation Camp on 24th February 2021 had an expenditure of ₹12,000. The total expenditure for this year was ₹1,92,000.

For the year ending 31st March 2022, Praktanika organized a Tree Plantation event on 5th June 2021, costing ₹7,000, and a Covid-19 Vaccination drive on 25th September 2021 with an expenditure of ₹3,500. The total expenditure for this year was ₹10,500. On 31st March 2023, Praktanika continued its diverse range of activities. An Environment Excursion & Awareness event on 22nd April 2022 cost ₹8,000, and a Dengue Awareness & Mosquito Net Distribution event on 16th May 2022 incurred an

expenditure of ₹13,500. The Nirmal Ganga Abhiyan on 9th June 2022 cost ₹8,500. Another Bankim Smriti Seminar was held on 28th June 2022 with an expenditure of ₹7,500. The El-Talento event on 2nd January 2023, focusing on LED, light, and sound system only, cost ₹1,20,000. Flower tubs for the college ground were provided on 28th February 2023, costing ₹15,000, and a Blanket Distribution event on 2nd March 2023 had an expenditure of ₹9,000. The total expenditure for this year was ₹1,81,500.

File Description	Document
Upload Additional information	View Document
Provide 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:

Rishi Bankim Chandra College has consistently demonstrated governance and leadership in alignment with its vision and mission. The institution aims to foster holistic student development—physical, moral, social, and cultural—while serving as a key center for knowledge dissemination and cultural enrichment.

NEP Implementation

The College has effectively begun implementing the NEP-2020 curriculum framework by introducing Multi-Disciplinary Add-On Courses and collaborating with its parent University. In the 2023-24 academic year, the first batch transitioned smoothly from the CBCS system to the NEP curriculum. Over the assessment period, the College successfully navigated various educational systems, including the (1+1+1) year system and the CBCS system, before fully adopting the NEP framework. The College has organized a PDP on PO CO and PSO for the teachers in collaboration with Right Brains Technology as a milestone to implement NEP-2020.

Sustained Institutional Growth

Governance alignment with the institution's vision is further illustrated by strategic initiatives and management practices. In 2022-23, the College undertook a significant infrastructure upgrade project overseen by the Teacher-in-Charge. This project involved modernizing key facilities such as the Physics, Chemistry, and Zoology departments, the Central Library, DJ Block, and General Office Works. Enhancements included installing modern electrical fittings, LED lighting, and energy-efficient fans, along with essential repairs and new furnishings. The Meghnad Saha Space Research Lab was also updated to support advanced research, aiming to create state-of-the-art facilities that enhance the learning environment and academic excellence.

Decentralization of Institutional Governance

The College's governance reflects a commitment to decentralization and participative management. The Admission Sub-Committee, led by the Teacher-in-Charge, exemplifies this approach with its diverse membership, including teaching staff, IQAC and Governing Body members, the Bursar, non-teaching staff, and Student Union representatives. This committee manages admissions autonomously, ensuring transparency and efficiency in line with the guidelines from the Higher Education Department of the Government of West Bengal.

Since its inception in 1947, the College has embraced a decentralized management model, effectively

distributing academic and administrative tasks among various committees. Academic departments benefit from this model, with Department Heads and staff collaboratively making decisions on work distribution, class schedules, and examination management. This approach streamlines processes, fosters faculty and staff ownership, and enhances academic quality.

Participation in Institutional Governance

The College's participatory management is evident in its various sub-committees, which handle areas from Admissions to Complaints and Grievances and results preservation. These committees meet regularly, contributing to short-term and long-term plans and managing their specific governance areas.

Institutional Short-Term and Long-Term Perspective Plans

The College develops and updates its short-term and long-term plans regularly. Short-term plans focus on daily operations, while long-term plans extend beyond immediate concerns. Significant long-term projects include those funded by the RUSA 2.0 grant and major infrastructure developments from 2021 to 2023.

Overall, Rishi Bankim Chandra College's governance and leadership practices reflect its vision and mission. The institution's dedication to responsive management, participative governance, and strategic planning underscores its commitment to high-quality education and a thriving academic community. Through these practices, the College effectively navigates challenges, drives growth, and upholds its core values.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Rishi Bankim Chandra College has demonstrated a strong commitment to academic excellence through strategic planning and effective governance. The institution has successfully implemented its institutional perspective plan, focusing on enhancing operations, improving infrastructure, and fostering a conducive learning environment.

Strategy Development and Deployment

From 2018-19 to 2022-23, the college prioritized digital transformation. Adopting e-governance, the institution integrated online platforms for administrative and academic functions. This included using Tally software for financial management, online student admissions, and conducting exams through the West Bengal State University portal. These initiatives streamlined processes, improved transparency, and laid the foundation for further digital advancements.

Planning and Development

Building on the e-governance initiative, the college expanded its online presence in 2019-20. By managing academic calendars and tender notices through the college website and government portals, the institution enhanced transparency and provided equal opportunities to service providers. This strengthened the governance framework and improved information accessibility for all stakeholders.

Administrative Efficiency

The COVID-19 pandemic accelerated the college's digital transformation. In 2020-21, the institution successfully transitioned to online operations, requiring significant technological upgrades and a shift in work culture. The adoption of digital tools like e-salary, e-registration, and virtual communication platforms ensured the continuity of educational activities during challenging times.

Effective Functioning of Institutional Bodies

The college's institutional bodies operate efficiently due to well-defined roles and adherence to policies. The Governing Body, led by the Principal or Teacher-in-Charge, oversees strategic decision-making through regular meetings. Sub-committees handle specific areas like finance, purchase, and academics, ensuring compliance with regulations. This decentralized structure fosters transparency, efficient management, and supports staff development.

Strategic Advancements and Research Excellence

The college prioritized research excellence, particularly in physics and botany. Collaborations with organizations like ISRO and DST-SERB enhanced research capabilities, leading to significant contributions to space research and scientific publications. This focus on research and development underscores the institution's commitment to academic excellence and innovation.

Infrastructure Upgrades

To create a conducive learning environment, the college undertook substantial infrastructure upgrades in 2022-23. Renovations in Physics, Zoology, Chemistry, and Commerce departments, along with a new corridor, improved accessibility and enhanced the overall campus experience.

Operational Effectiveness and Policies

The college's organizational structure, comprising the Governing Body, Coordination Body, and IQAC, ensures effective governance. The implementation of policies, service rules, and administrative procedures reflects a commitment to operational excellence. This framework supports clear communication, decision-making, and accountability, aligned with government regulations.

Appointment and Service Rules

The college adheres to policies set by the University Grants Commission, Department of Higher Education, and WBSU. Appointments are made based on recommendations from relevant authorities, ensuring transparency and merit-based selection.

Conclusion

Rishi Bankim Chandra College's strategic vision and effective implementation have created a thriving educational environment. The college's commitment to excellence is evident in its focus on digital transformation, robust governance, research, infrastructure development, and adherence to policies. These efforts have positioned the institution as a leader in higher education.

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

6.2.2

Institution implements e-governance in its operations

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

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

Rishi Bankim Chandra College prioritizes the well-being, professional development, and satisfaction of its teaching and non-teaching staff. This commitment is reflected in a comprehensive performance appraisal system, effective welfare measures, and various career development opportunities, fostering a supportive and conducive work environment.

Performance Appraisal System

The college has a robust performance appraisal system to evaluate the contributions and achievements of its faculty and staff. Regular assessments focus on teaching effectiveness, research output, administrative duties, and involvement in institutional activities. Feedback from these evaluations identifies areas for improvement and acknowledges exceptional performance, ensuring high standards of education and administration. Teachers' performance appraisal is based on three approaches which are **Career Advancement Scheme (CAS)**, **360° Teachers' Appraisal** and **Teachers' Daily Diary System**.

Effective Welfare Measures

1. For Teaching Staff:

- **Provident Fund (PF):** All permanent teachers are enrolled in the PF, providing financial security post-retirement.
- **Group Life Insurance Corporation (GLIC):** Many teachers opt for this insurance for additional financial protection.
- **West Bengal Health Scheme (WBHS):** A significant number of teachers benefit from comprehensive health coverage through this scheme.
- **Rishi Bankim Chandra College Employees Cooperative Credit Society Limited (RBCCECCSL):** This cooperative society offers loans and financial services, with most teaching staff members participating.

2. For Non-Teaching Staff:

- **Provident Fund (PF) and Employees' Provident Fund (EPF):** These retirement benefits ensure long-term financial stability for both government and college-paid non-teaching staff.
- **Group Life Insurance Corporation (GLIC):** A portion of the non-teaching staff is covered under this insurance.
- **Employees' State Insurance (ESI):** This scheme provides health insurance, covering

medical expenses for the staff.

- **Festival Advance:** The college offers advances during major festivals, such as Durga Puja, to enhance the cultural and social well-being of the non-teaching staff.
- **RBCCECCSL:** This cooperative society also benefits non-teaching staff by providing financial assistance and savings options.

Career Development and Progression

The college is committed to the career development of its staff, offering various opportunities for professional growth:

- **Professional Development Programs (PDP):** Regular workshops, seminars, and conferences are organized to enhance the skills and knowledge of faculty and staff, keeping them updated with the latest developments in their fields.
- **Research and Development (R&D):** The college encourages faculty engagement in research activities, offering support through partnerships with prestigious organizations and access to advanced resources. This boosts academic credentials and contributes to the institution's research output.
- **Mentorship and Guidance:** Senior faculty members mentor newer staff, providing guidance in their academic and professional journeys. This mentorship is essential for personal growth and navigating career paths within academia.
- **Promotional Opportunities:** The performance appraisal system for teachers, based on the Performance-Based Appraisal System (PBAS), is closely linked to the promotion process under the Career Advancement Scheme (CAS). Non-teaching staff are also assessed annually, with stipulated processes followed for their promotion. The Internal Quality Assurance Cell (IQAC) proactively monitors the performance of both teaching and non-teaching staff to maintain quality.

In summary, Rishi Bankim Chandra College's focus on performance appraisal, welfare measures, and career development ensures a thriving and supportive environment for all staff members.

File Description	Document
Upload Additional information	View Document
Provide Link for 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

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	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 / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 53.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	153	23	16	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	40	40	37

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Introduction:

Rishi Bankim Chandra College, a government-aided institution under the Higher Education Department of the Government of West Bengal, primarily relies on state funding for the salaries of its substantive teaching and non-teaching staff. There are a number of Non-Teaching Positions lying vacant due to the absence of the concurrence of the funding authority, and thus, to ensure smooth operations and efficient management, the college had to recruit additional non-teaching staff, who are paid from the college's own funds. This necessary measure, taken out of compulsion has resulted in a financial strain on the institution.

RUSA 2.0 Grant, and its Utilization:

Despite the financial pressure, the college has consistently aimed to develop and implement financial strategies that ensure optimal utilization of resources. One of the significant financial aids received during the assessment period is the RUSA 2.0 grant from the Government of India. These funds have been utilized according to RUSA guidelines, facilitating significant advancements in the college's infrastructure and academic resources. Recognizing the importance of technology in contemporary education, the college has allocated and utilized budgetary resources to enhance its technological infrastructure. This includes the purchase of sophisticated equipment for laboratories, funded through both the college's own resources and the RUSA 2.0 grant. These technological upgrades are vital for providing students with modern educational tools and resources, thereby improving the overall learning experience.

Budgets:

The College regularly prepares Budget to project its expenditure for the financial year concerned. Meticulous planning of projected expenditure, based upon the projected income of the relevant financial year helps the College manage its already strained Financial health, as well as the day to day requirements of the functioning arms of the College. Budgets of the Financial Year 2018-19 and 2019-20 is attached with the SSR. Due to COVID-19 Pandemic, the College was closed during lions share of the financial years 2020-21, 2021-22 and 2022-23, and thus, budgets for the said years could not be prepared.

Financial Audits:

To maintain financial accountability and transparency, Rishi Bankim Chandra College has completed internal audits for the financial years 2018-19 to 2022-23. Currently, statutory audits for the same period are underway. These audits are essential in ensuring that the college adheres to financial regulations and maintains transparency in its financial operations.

Rishi Bankim Chandra College remains committed to its mission of providing quality education while ensuring financial sustainability. The strategic use of funds, both from government grants and internal resources, reflects the college's dedication to developing its infrastructure and enhancing educational facilities. By implementing robust financial strategies and maintaining stringent audit practices, the college strives to optimize resource utilization, meet the evolving educational demands, and serve its academic community effectively.

Conclusion:

The support from government grants, coupled with careful financial planning, has enabled Rishi Bankim Chandra College to address its financial challenges while continuing to grow and develop. This approach ensures that the college can fulfill its academic goals and provide a conducive learning environment for its students and staff.

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

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

Significant Contributions Made by IQAC

- 1. Organizing Regular Meetings for Quality Assurance Initiatives:** The IQAC has been crucial in holding regular meetings to discuss and develop policies to enhance educational quality. These meetings focus on maintaining and improving academic standards and integrating best practices. These initiatives ensure the college adheres to quality benchmarks and continuously strives for academic excellence.
- 2. Data Management for AISHE:** IQAC has coordinated the timely collection and submission of data for the All-India Survey on Higher Education (AISHE). This involves gathering comprehensive information about the institution's infrastructure, faculty, and student demographics, essential for national educational planning and policy-making.
- 3. Feedback Mechanisms:** IQAC established a robust feedback system to gather insights from teachers and students, identifying strengths and areas needing improvement in teaching methodologies, infrastructure, and support services. Analyzing this feedback allows the institution to make informed decisions to enhance the overall educational experience.
- 4. Financial Relief During Covid-19:** To address the financial hardships caused by the Covid-19 pandemic, IQAC recommended reducing the admission fee to Rs. 1/- for the 2020-21 academic session. This recommendation was implemented by the college, easing the financial burden on students and their families.
- 5. Partnerships and Collaborations:** IQAC initiated efforts to establish partnerships with other institutions, resulting in several Memorandums of Understanding (MoUs). These collaborations facilitate academic exchange, research opportunities, and resource sharing, enhancing the prospects for students and faculty.
- 6. Add-on and Certificate Courses:** Based on IQAC's recommendations, the college introduced free add-on and certificate courses across different subjects. These courses provide students with additional skills and qualifications that complement their main courses, offering practical knowledge and competencies.
- 7. Online Learning Support and Continuation of Classes:** To adapt to pandemic challenges, IQAC supported effective online teaching and learning. This included training faculty on online teaching tools and techniques, ensuring a smooth transition to virtual classrooms. IQAC ensured the seamless continuation of online classes through regular feedback, performance assessments, and necessary adjustments to improve online education.
- 8. Collaboration and MoUs:** Facilitated by IQAC, several MoUs and collaboration linkages were established between Rishi Bankim Chandra College and other colleges, institutions, or organizations. These partnerships foster cooperation and exchange, providing opportunities for joint research projects, academic exchanges, and shared resources, enriching the educational experience.
- 9. Seminar Organization:** IQAC organized and collaborated in international and national seminars,

as well as various state-level, local, and departmental events. These activities provide platforms for students and faculty to engage with experts, present research, and stay updated with the latest developments in their fields.

- 10. Faculty Promotions:** IQAC played a key role in facilitating the CAS (Career Advancement Scheme) promotion process for faculty members. By forwarding promotion files to the CAS screening committee and ensuring timely processing, IQAC helped in the successful promotion of faculty members, motivating and recognizing their contributions.
- 11. Student Satisfaction Survey (SSS):** IQAC facilitated the Student Satisfaction Survey (SSS) at Rishi Bankim Chandra College. Conducted through the college website and based on NAAC guidelines, students rated the questions on a scale from 0 to 4. The results were summarized and discussed at an IQAC meeting to consider potential actions for enhancing the student experience.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	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:

Our College has prioritized promotion of gender equity and sensitization across various aspects of campus life. In curricular activities, we have integrated gender perspectives into the syllabi of various courses and the teachers pedagogically inculcate the awareness regarding gender equality, domestic violence, sexual harassment etc. through the dissemination of the gender-focused topics. The college has very active Women's Cell and Internal Complaints Committee (ICC) who are relentless in preaching the motto of gender equity and empowerment not only as fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Gender-sensitization events, seminars, and campaigns are regularly organized. The often-neglected issue of women-health in the society is also encompassed through organizing awareness programmes on topics like menstrual health. A number of academic departments and administrative committees & sub-committees are headed by our lady colleagues which unerringly portray our commitment towards administrative empowerment. In the last academic session (2022-23) Rs. 10,75,000/- is disbursed exclusively to girl students under the Govt. of West Bengal "Kanyashree" scheme. The college has a Day-Care Centre to take care of the infant children of the working lady-staff of the college. The college has completely secluded Girls Common Room with necessary amenities. The college has installed a sanitary napkin vending machine. To ensure complete safety & security for women, the college adequate lighting and security measures. The college is under complete (24 x 7) CCTV surveillance. There are security personnel manning all the entry & exit gates. Nobody except students carrying proper Identity Cards can enter in the college campus.

Rigorous gender audit is undertaken (report attached), but the excerpts would adequately speak for the stand and outcome of the policy pursued by the college last five years regarding gender equity, empowerment and sensitization. The Female-Male Ratio (FMR) for the members of staff and the students for the last five sessions (2018-2023) are on the average indicate the numeric balance, and numbers not always err to reflect practices of reality.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
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
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Inclusive education is not just a program but an ideology embraced by the college to recognize and respect every individual's potential in the teaching and learning process. The college is dedicated to fostering an inclusive environment that celebrates diversity, promotes civic and constitutional responsibility, and supports the holistic development of its students and other stakeholders including the local community members. Relentless efforts are undertaken to instill among stakeholders the significance of tolerance and harmony across cultural, regional, linguistic, communal, socioeconomic, and other diversities.

To materialize the goal, apart from observing the Republic Day and Independence Day with due solemnity, the college organizes seminar & sensitization programmes. It has a vibrant Electoral Literacy Club to sensitize and inculcate the fundamental duties towards the *Motherland*, to grow up as responsible Indian citizens.

Social inclusiveness is observed through commemorations of significant days like Youth Day, International Mother Language Day and International Women's Day. During the Pandemic, the college organized Food Distribution Camp and a COVID19 Vaccination Camp. The NCC and NSS units of the college are untiringly committed towards social cause and organize sensitization/awareness campaigns regularly, like maintaining sustainable environment, conservation of water, banning consumption of tobacco and other outreach camps in the vicinal areas. Blood donation camps are held regularly.

Situational inclusiveness is fostered through outreach programs by the National Service Scheme (NSS), including camps in rural areas. College has signed MOU with local municipality to ensure regular and

effective management of wastes generated. It has also signed MOU with a local NGO to fortify its goal towards greening the campus and inculcating eco-friendly living practices within the staff & students.

Cultural inclusiveness is promoted through the observance of various memorial days and cultural programmes, viz. Birth anniversaries of *Rabindranath Tagore* (9 May), *Kazi Nazrul Islam* (24 May), *Bankim Chandra Chattopadhyay* (26 June), *Munsi Premchand* (31 July) with celebrations of Teachers' Day, *Basant Utsav* etc. Inter-College Annual Fest, *El Talento* and a grand '*Milani Utsav*' to celebrate the Platinum Jubilee of the college which strengthened the bonding between the stakeholders of the college, students of a number of colleges and also the local people.

The college ensures inclusivity for differently-abled students through its ST/SCT/Minority Cell, Equal Opportunity Cell (EOC), addressing their specific needs and providing logistical support, including assistance during examinations. Regular Programmes on the issue of mental health are also undertaken to support the psychologically fragile ones.

Last but never the least, despite financial constraints, the institution supports students from marginalized backgrounds with scholarships, fee-concessions, and awards. For the last five years, over 74% of students got various scholarships from the Government and the Institution. During the COVID-19 pandemic, the college admitted students with token admission fees of Rupee One, reaffirming its commitment to inclusive education even under challenging circumstances. Additionally, the RBC College has a registered Cooperative Credit Society which provides hassle-free loans to faculty and staff in cases of urgent crises situations, supporting their financial stability and work efficacy.

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

Title of the Practice: Student Profile Mapping

Objectives:

To determine the abilities of students in an objective and quantifiable manner and identify the slow and advanced learners so that appropriate support can be provided by the institution.

The Context:

Students often face diverse challenges with respect to their skill attributes: while some may belong to economically backward families and have access to limited resources; some may be intellectually bright or slow irrespective of their economic status; others may have different skills, emotions and behaviour. A systematic assessment of these attributes of the students may help in providing an insight into their strengths and weaknesses. The profile mapping exercise enables the institution to hone the students' strengths and overcome their weaknesses.

The Practice:

- Students need to login with their login ID and password and answer an online questionnaire.
- Scores on 'General Quotient (GQ)' and 'Empowerment Quotient (EQ)' are calculated on the basis of the answers provided. The General Quotient comprises of Academic score, Intelligence score and Knowledge score. The Empowerment Quotient assesses different types of abilities. It also makes a comparison of the particular student in comparison with his/her peer group. Finally, a weighted average of GQ and EQ gives the final score, which represents the capability of the student.

Evidence of success:

- The manual method of psychometry test or profile mapping is too engaging and time consuming, whereas the online mapping is fast, accurate and error-free.
- Marks obtained in class/internal tests are not always reflective of the students' ability; external factors may affect their time spent on studies, understanding of the subject and answer writing skills. However, online mapping appraises their innate capabilities.
- Often, teachers depend on students' class performance or behaviour to gauge their level of knowledge or aptitude. However, this method is suitable only for articulate students. Online mapping is equally effective for shy and introvert students.
- The teachers assert that their assessment about the students matches with the profile mapping results, which confirms to the authenticity of the mapping mechanism.

Problems Encountered and Resources Required:

- The major problem pertains to availability of internet facilities in college. The existing computer infrastructure is inadequate so that online profile mapping takes longer than usual time.
- The students, mostly from poor families have limited access to high-speed data connection.
- Often the students are unable to understand the questions, and so need the guidance of teachers for filling the questionnaire.
- The resources required are competent software developer to implement the entire idea of online profile mapping along with adequate computer infrastructure.

BEST PRACTICE II**Title of the Practice: 360 Degree Appraisal of Teachers**

Objectives

A 360-degree feedback also known as multi-rater feedback is a process through which employer evaluates employees performance from as many sources as possible. The College has developed this anonymous employee performance review process known as "360 degree appraisal system" to monitor the scope, strength and weakness of the teachers for qualitative development.

The Context

The process of completing 360 degree feedback provides rater with greater insight and understanding to formulate their own expectation and achieve the ultimate success.

The Practice

360 degree appraisal has four integral components

- Self-appraisal
- Principal's appraisal
- Students appraisal on teachers
- External Expert's appraisal

Evidence of Success

- The appraisal ultimately led to an overall performance of the teachers. When successfully implemented 360-degree feedback initiates and facilitates a vast positive change among the teachers.
- Work relations improve which leads to increase in productivity among the faculty.
- It enhances efficiency and leads to a highly conducive environment for teaching and research.
- It opens the channels of communication with the learners which ultimately widens the scope of work and allows problems to be addressed and resolved.

Problems Encountered and Resources Required

Initially setting up of the system was a challenge for the institutional Head. Following through with an action plan created from the feedback was initially difficult and critical for HOI.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

BESPOKE SOFTWARE FOR INSTITUTIONAL MANAGEMENT AND WEBSITE DEVELOPED & MAINTAINED EXCLUSIVELY WITH IN-HOUSE EXPERTISE

Ever since its inception, this college receives a substantial bulk of students every academic session. With gradually falling manpower, and increased necessity of record-keeping and record-generation for this bulk of students, the usual academic pursuit has increasingly become intractable to be managed manually. The college gauged this situation almost two decades ago and tried to switch over gradually from manual system to a computerized institutional management system. As the initial part of that endeavour, the college revolutionized its admission process with the implementation of a fully computerized system. This pioneering approach has not only streamlined admissions but also set a benchmark for efficiency and transparency in educational administration. The transformation from the manual system to a fully computerized setup primarily to tackle the admission process began with the **in-house development of software tailored specifically for scrutinizing, validating, and preparing merit lists of applicants**. This comprehensive software solution was conceptualized to manage every aspect of the admission process. By harnessing technology, the in-house software development team enabled a fully transparent system of admission – right from putting application to final selection of a candidate aspiring to take admission to this college.

The College boasts of the distinctive fact that, this meticulously crafted bespoke software solution to this effect was **developed with exclusively in-house expertise** and still today is continuously upgraded to match the needs evolving with time. **The system is maintained entirely in-house** by the college. This has and till today, continues to **save scarce revenue** on the part of the college. The exercise in its entirety, not only empowered the college with greater control and customization capabilities but also demonstrated its commitment to leveraging technology for academic excellence.

Over time the institution's digital footprint expanded, so did its ambitions. With the advent of the college's official website, there arose an opportunity to extend the benefits of automation and accessibility beyond admissions. **The in-house development team undertook the ambitious task of designing, developing, and maintaining the college's website**. This platform became more than just a virtual presence; **it evolved into a dynamic portal for information dissemination, academic updates, and interactive engagement with students, faculty, and stakeholders**. The **integration of the online admission process seamlessly** into the existing software ecosystem marked another milestone in the college's technological journey. Regular updates and enhancements by the in-house software development team ensured that the system remained robust, secure, and aligned with evolving technological standards. This proactive approach not only safeguarded the integrity of admissions procedures but also reinforced the college's reputation for pioneering advancements in educational administration.

Beyond the logistical benefits and saving scarce revenue, the in-house software initiative underscored broader institutional values of self-reliance and innovation. **By nurturing its technological capabilities internally, the college cultivated a culture of creativity and problem-solving among its staff and students**.

The college's journey towards a fully computerized institutional management system **driven by in-house software development**, exemplifies its commitment to excellence, innovation, and self-reliance. Looking ahead, the college remains dedicated to maintaining its leadership in educational technology and administrative innovation which enabled reinforcing its position as a trailblazer in educational technology within the region. The in-house software development model continues to evolve in response to emerging trends such as artificial intelligence, data analytics, and cyber-security. By fostering a culture of self-reliance, collaboration, and continuous improvement, the college continues to shape the future of higher education through strategic use of technology and unwavering dedication to its mission.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

At Rishi Bankim Chandra College, we are committed to ongoing improvement. As part of our strategic plan, we have identified some key areas for growth and have already begun implementing steps to address these, including setting specific goals and allocating budgetary resources.

Expanding Solar Panel Installation: As part of our green initiative, we are installing more solar panels, with a rooftop grid-connected solar photovoltaic power plant being set up in collaboration with the West Bengal Pollution Control Board (WBPCB). The work is currently in progress.

Playground Extension Projects: Initiating extension projects for the RBCC playground with the proposed Rishi Bankim Krira Bhawan. This involves using existing RCC columns for a two-story multipurpose building, modernizing the playground, overhauling the gallery, boundary wall, entry gates, and pathways, and renovating players' changing rooms with modern facilities.

Acquisition of Additional Land: Exploring options for acquiring additional land to address future challenges posed by the NEP.

Increasing Technology Integration: We are focusing on integrating more technology into teaching and administrative processes. This includes leveraging educational technologies to enhance the learning experience and streamline administrative functions.

Introduction of Postgraduate Courses: Exploring the feasibility of introducing postgraduate courses in additional subjects, such as Hindi and Commerce.

Faculty Development: Continuous professional development for our faculty is crucial. We are providing more opportunities for faculty to engage in workshops, conferences, and higher studies to stay updated in their fields.

Student Support Services: We are expanding our range of student support services, including counselling and career guidance, to better address the diverse needs of our student body.

Campus Infrastructure Upgrades: We are enhancing our campus with several key projects: upgrading academic departments and laboratories, including improvements to gas and water pipelines; constructing a light-structure classroom on the rooftop of the main building; modernizing the Students' Amenities Block for better services; and updating the college auditorium with modern facilities.

Aspiring for University Status: Encouraging stakeholders to contemplate the possibility of attaining Deemed University or Green University status in the name of Rishi Bankim Chandra Chattopadhyay in the near future.

Concluding Remarks :

Rishi Bankim Chandra College, with its rich legacy since 1947, stands as a beacon of higher education, fostering intellectual growth, social responsibility, and academic excellence. The fundamental aim of this institution is to impart sound learning to the youth under circumstances congenial to their all-round

development. Encouraging students to strive for excellence in academic pursuits and humanitarian endeavors, the college aims to equip them for suitable livelihood options, contributing to the betterment of their lives, families, and society at large.

Opportunities abound for Rishi Bankim Chandra College to further its mission. Expanding industry partnerships, introducing more skill-oriented courses, and leveraging digital transformation can enhance employability and academic outcomes. Strengthening alumni ties and fostering entrepreneurship are crucial for the institution's advancement. The implementation of the NEP 2020 presents both opportunities and challenges, requiring substantial effort and resources to adapt to the multidisciplinary curriculum and new assessment methods.

The college is committed to addressing its weaknesses and challenges by leveraging its strengths and seizing opportunities for growth and development. The strategic initiatives outlined in our future plan aim to enhance the academic and administrative environment, ensuring a comprehensive and future-ready education for our students. With a focus on continuous improvement, collaboration, and innovation, the college is poised to build on its rich legacy and achieve new milestones in the years to come.

In essence, Rishi Bankim Chandra College remains steadfast in its pursuit of excellence, innovation, and holistic development, ensuring it continues to evolve as a beacon of quality education and societal impact. As we move forward, the college is determined to demonstrate resilience and optimism for the upcoming NAAC Cycle 3 evaluation. This Self Study Report (SSR) reflects our commitment to continuous improvement and readiness to meet future challenges with renewed vigor.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 27 Answer After DVV Verification :26</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1917</td> <td>2161</td> <td>1252</td> <td>2182</td> <td>845</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>1917</td> <td>2092</td> <td>1252</td> <td>2182</td> <td>845</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1917	2161	1252	2182	845	2022-23	2021-22	2020-21	2019-20	2018-19	1917	2092	1252	2182	845
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
1917	2092	1252	2182	845																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1466 Answer after DVV Verification: 1437</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>659</td> <td>627</td> <td>453</td> <td>602</td> <td>673</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>659</td> <td>627</td> <td>453</td> <td>602</td> <td>673</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	659	627	453	602	673	2022-23	2021-22	2020-21	2019-20	2018-19	659	627	453	602	673
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2022-23	2021-22	2020-21	2019-20	2018-19																	
659	627	453	602	673																	

659	627	453	598	665
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2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.704808	11.37074	4.50440	0	3.6440

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.72	8.5972	4.50440	0	3.6440

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	20	19	10	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	13	12	07	04

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

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

Answer before DVV Verification:

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

09	23	08	09	21
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	12	04	09	17

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	26	8	13	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	16	05	09	03

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

Answer before DVV Verification : 57

Answer After DVV Verification :30

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
166.8693 2	2.95383	110.5596 7	71.21993	132.5192 1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
103.3056	2.95383	54.90547	33.18169	5.31042

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

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

Answer before DVV Verification : 162

Answer after DVV Verification: 117

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99.80046	28.59011	28.60334	68.40505	71.91796

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.72304	4.25533	40.02402	12.40522	9.12907

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2702	2735	2563	1983	2110

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2702	2735	2563	1983	2109

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
414	467	183	242	277

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
404	432	177	227	265

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
127	106	49	52	109

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
127	106	49	52	109

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	04	02	03	43

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	29	09	33	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	26	07	23	39

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	95	17	13	12

Answer After DVV Verification :

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

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations