



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**UDAYNARAYANPUR MADHABILATA
MAHAVIDYALAYA**

P.O UDAYNARAYANPUR (JANGALPARA) P.S UDAYNARAYANPUR DIST.

HOWRAH

711226

www.udaynarayanpurmahavidyalaya.org/index.aspx

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Educational institutions provide the platforms for 'Nation Building' and it is said that 'Teachers are the architects of making man'. The development of an institution that has been assigned such social responsibility should not be compromised. Its Strengths and Weaknesses must be regularly judged, assessed and evaluated. Despite various constraints, the college authority of Udaynarayanpur Madhabilata Mahavidyalaya duly prioritizes the assessment process. Hence this Self Study Report (SSR) has been prepared with care.

Institutional 'Vision' and 'Mission' have been designed to emphasize the importance of Teaching-Learning and facilitate all-round development of the youth, accentuating Gender Equity.

Affiliated institutions have limited power of Course-Curriculum formulation. The college emphasizes proper implementation of the curriculum. We are proud of the healthy, collaborative relationship shared by students and teachers. Results of our students are also commendable. Pass percentage of the final year students in the last 5 years was about 80 percent on average.

College authority extends necessary assistance for encouraging research endeavours by the faculty members. Importance is given to faculty exchange and building interactions with other institutions for mutual cooperation and development. Institutional interaction with the community is achieved principally through the N.S.S. unit of the college. During the last five years, a significant amount of infrastructural work in the form of new Classrooms, Laboratories, Student's Common Room, Canteen, Cycle Shed, new Toilets, etc. has been executed. Stocks of books have been raised, LMS has been developed, a computer lab for a section of students was instituted, and faculty members are provided with computers, projectors and virtual classroom to enrich teaching-learning using modern tools.

Students are provided with all kinds of support and facilities for all-round development and progression. The Counselling Cell provides guidance for their higher studies. The institution takes steps to ensure that students avail the benefit of available scholarships.

College authority plays its role with adequate sincerity to ensure academic as well as financial discipline and overall quality enhancement. It also acts to inculcate the spirit of the institutional best practices among the students and staff to make the institution distinctive in some specific, socially-relevant areas.

Vision

Vision Fulfilling the dreams and aspirations of higher education of the youth, especially girls, by inculcating in them the knowledge and skills necessary for further academic progress and for employment.

Mission

1. To provide the students with adequate infrastructural facilities and learning resources, including classrooms, laboratories, toilets, books, equipments, etc, and to promote the gross enrolment ratio (GER) and the teaching-

learning process in the college.

2. To introduce subjects and courses commensurate with the need and demand of the locality, the capacity and infrastructure of the college, and the profile of the students.
3. To provide quality teaching in a friendly and healthy environment.
4. To review the progress through various mechanisms including evaluation of learning outcomes, self-evaluation of the faculty, and collection of feedback from the students and the guardians.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Udaynarayanpur Madhabilata Mahavidyalaya, although a fairly young institution, boasts several strengths.

1. The college is situated over a campus area of more than 5.50 acres of land. The entire campus is surrounded by a boundary wall. There are about 500 trees within the campus. Hence the campus is very green, eco-friendly, and a healthy environment for students, staff, and educators.
2. Most of the students (about 75 per cent), are girl students and they cooperate wholeheartedly in institutional activities to maintain a cordial and healthy academic atmosphere with the teaching and non-teaching staff of the institution. The institution is a flag-bearer of women's education in the area.
3. Institutional students and faculty members regularly undertake various community sensitization, development, and welfare endeavours. Its close engagement with and understanding of the local community is one of its greatest strengths.
4. All the faculty members are well-qualified and most of them are engaged in research work.

Institutional Weakness

As an educational institution located in a rural area, the college has identified some of its weaknesses. Sustained efforts are being made to overcome them.

1. The college is located on the western side of 'Damodar River'. It was flooded at least five times in last ten years. Waterlogging in the college campus causes damage to the college playground, plants, as well as hinders academic activities.
2. There are shortages of faculty members in some departments and it severely hampers the teaching-learning process in the college.
3. There is no approved post of librarian in the college. So students are deprived of proper guidance regarding the usage of library resources.
4. There is a shortage of classrooms, laboratories and such other physical infrastructure as well as a shortage of

books, laboratory equipment, and modern teaching aids.

Institutional Opportunity

1. There is scope for introduction of new courses/programmes, particularly in science subjects.
2. There is scope for introduction of vocational courses for skill development of students at affordable cost.
3. Given adequate space in the campus, there is scope for expansion of building for new classrooms and other rooms/facilities.
4. Since most of the students are from nearby villages and have lived experience of issues in the area, there is further scope for undertaking social projects and need-based community services on a larger scale in the periphery of this rural college.

Institutional Challenge

1. The most important challenge faced by the institution at present is the generation of financial resources for the construction of buildings, purchase of books, equipment, instruments, as well as the hiring of staff for adequate maintenance of existing infrastructure.
2. Creation of teaching and non-teaching posts by the concerned authority and subsequently recruitment to the vacant posts is another important issue for the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Udaynarayanpur Madhabilata Mahavidyalaya, affiliated to the University of Calcutta, West Bengal, offers academic programmes in 14 Subjects. 8 are Honours courses and 6 General courses as per the UG curriculum of the University. Situated in a rural location of Howrah District, the college provides higher education opportunities for young men and women of the area. We are pleased to state that majority of our students are young women.

While the University designs the syllabus, our faculty not only introduce students to the various courses but also impart them in the most innovative possible ways. The Choice Based Credit System (CBCS), implemented from 2018, has enriched the syllabi and provides the students flexibility in choice of subjects.

The following points are worth mentioning:

- Before the commencement of the academic year, the Master Routine and the Annual Academic Calendar are prepared following the University calendar.
- Each department meets at the end of the academic year to discuss course distribution for the next academic session so teachers can prepare teaching plans well in advance.
- The college provides internet facility and modern teaching aids.
- Add on courses, Seminars, webinars, workshops/ e-workshops, group discussions, students' seminars, educational tours, wall-magazines, field trips are organized to enhance learning.
- The syllabi of various subjects address relevant issues such as ethics, gender, humanitarian values, environment and sustainability. Awareness on these issues is further entrenched through project work, wall magazines, seminars, and extension activities.
- All faculty members and students are provided with unique user ID and password for NLIST site.
- All examinations are usually conducted following the academic calendar.
- Slow learners are counselled by subject-teachers.
- The college helps with Government & private scholarships for socio-economically weaker/ Minority/SC/ST/OBC students along with women and other meritorious students

We also obtain feedback from students and teachers on the relevance and suitability of all aspects of the curriculum and the teaching-learning process. The analyses of such feedback help us identify and redress any issues, ultimately enhancing the effectiveness of imparting the curriculum to the students.

Teaching-learning and Evaluation

Every year, the college witnesses the enrolment of a significant number of students from socially weaker sections of society. Its enrolment percentage is quite high at 80.61%. To each of its students, the college provides learning facilities like energy efficient classrooms, well equipped laboratories; library with reading rooms and internet connection, as well as N-LIST memberships for educators. Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. The college makes use of ICT to facilitate teaching-learning processes.

Our average Student – Teacher ratio is 1:34. Our teachers are able to develop healthy one-on-one mentoring relationships both inside and outside the classrooms and successfully take up the challenge to offer help even in comparatively larger classrooms. We have a devoted group of teachers who are in possession of degrees like PhD and many are in the process of completing their Doctoral research.

Programme outcomes and Course outcomes for all programmes offered by the college are stated and displayed on the website and communicated to teachers and students. The various Undergraduate programmes offered aim towards the success of students in Higher Studies, Research, Innovative Thinking, Industrial jobs, Preservation of Local Cultural Heritage and contributions in Nation building and Global thinking. Attainment of programme outcomes, programme specific outcomes, and course outcomes are duly evaluated by the institution. Among several other criteria, it also has a section dedicated to the level of attainment of programme outcomes. The institution also has a Counselling Cell, which helps in resolving students' problems, both academic and otherwise, in order to attain programme outcomes.

The average pass percentage in our College is 79.27%. Most students clear all 6 semesters which the CBCS stipulated time frame of 5 years. A huge majority of our students are first generation learners and we are working continuously to ensure that more students become graduates in the minimum stipulated time.

Research, Innovations and Extension

Udaynarayanpur Madhabilata Mahavidyalaya has strategically fostered an ecosystem for research, innovation and the promotion of the Indian Knowledge System (IKS).

The curriculum emphasizes subjects such as Bengali, Sanskrit, Indian Philosophy, and English translations of Indian language texts. Departments like Music contribute to the rich tapestry of Indian performing arts, while the Physical Education Department imparts traditional knowledge through yoga training. The institution celebrates customs, traditions, and the birth anniversaries of poets and thinkers, providing students with opportunities to immerse themselves in the vibrant Indian culture.

Recognizing the importance of intellectual property rights (IPR), the institution organized a webinar on "Intellectual Property Rights: Issues and Opportunities" on June 12, 2023, featuring Advocate Avantika Sanyal from the Calcutta High Court.

The college, cognizant of the evolving educational landscape, has swiftly embraced technology-based and hybrid learning methods. Udaynarayanpur Madhabilata Mahavidyalaya encourages faculty members to engage in innovative research activities and pursue research degrees. The college has subscribed to the N-LIST and e-ShodhSindhu consortium, granting access to a vast repository of e-books and e-journals, fostering a research-friendly environment. The college has also applied for and received multiple ISBNs and teachers have diligently published books under its aegis.

While an incubation center is in the developmental pipeline, the college actively supports an entrepreneurial ecosystem. Students are motivated to explore diverse talents for professional growth and community benefit. Noteworthy examples include alumni who have established their own art schools (Indranil De), work in media (Arijit Ghosh-Akashvani; Priya Dalui-Rupasi Bangla; Moubani Parui-YouTube Channel), and initiated dance schools (Poumoli Ghorui). The institution also offers value-added courses in GIS and Spoken English to enhance students' professional development.

Additionally, faculty members are encouraged to publish papers, conduct seminars, and apply for research projects, contributing to the overall ethos of knowledge creation and transfer. The students are guided to participate in numerous extension activities and social work through various committees and the NSS for generating awareness on various issues and aiding in community development. Among these, its Youth Parliament activities have been lauded for garnering awareness on suffrage and Constitutional values.

Infrastructure and Learning Resources

Udaynarayanpur Madhabilata Mahavidyalaya has adequate infrastructural facilities necessary for efficient conduct of academic programmes. There are 18 classrooms. 3 classrooms are fully equipped with ICT facilities. Overhead LCD projectors and sound system are present. The institution also provides a virtual classroom facility. A Digital Notice Board has been installed and the college building has been covered with CCTV for 24 hours surveillance. The college offers photocopy facilities for students. Further, the campus has password protected Wi-Fi facility with three Wireless access points. There are 4 well-equipped laboratories for practical learning for the students of the departments of Physics, Chemistry, Geography and Food & Nutrition. There is also a well-furnished mini conference room. The college library is well-stocked with books [total no. of books - 9263]. The library is fully automated and has separate reading rooms for faculty and students. Besides, the library has subscription to N-LIST, enabling the faculty and students of the college to access a huge database of

e-resources. There is a music room where students regularly practise music with several musical instruments like Khol, Pakhawaj, Tabla, Tanpura (Electronic + Acoustic) and Harmonium. The college playground witnesses students regularly practising athletics, Kho-Kho, Volley ball, Kabaddi, Cricket, Football, Badminton etc. The Mini Indoor Games hall is used by the Department of Physical Education for Yoga & gymnastics. The college has a rural location where power exigencies are common. To prevent disruption of classes, the institution has a generator [30 KV] for adequate power back up to run classes efficiently.

Udaynarayanpur Madhabilata Mahavidyalaya is known for its tremendous contribution to the cultural sphere. Every year the Cultural Committee of the college organises an Annual Cultural Competition to engage students in different cultural activities. Students enthusiastically participate in inter-college competitions where they have outstanding performance record.

Regular maintenance and periodic replenishment of infrastructure is of vital importance and our college takes steps for proper maintenance of the same. There are effective mechanisms for the upkeep and necessary upgradation of the existing infrastructure. But paucity of funds afflict the growth of adequate infrastructure to meet the demands of evolving academic developments.

Student Support and Progression

The college is dedicated to providing comprehensive support to its students, ensuring their holistic development and progression. A robust system of student support mechanisms has been established, including a Career Counselling Cell, Grievance Redressal Cell, Internal Complaints Cell, an Alumni association, and various welfare measures. These mechanisms are designed to facilitate students in acquiring experiences and navigating their educational journey successfully.

A cornerstone of our commitment to student welfare is our well-structured guidance and counselling system. The Internal Complaints Cell, along with other statutory committees addressing issues such as Sexual Harassment and other concerns, underscores our dedication to maintaining a safe and inclusive environment. Grievances submitted by students are promptly and effectively addressed.

Recognizing the financial challenges students may face, the college actively supports them through various means. Many students benefit from scholarships provided by the Government of West Bengal, while others receive freeships or fee concessions following a meticulous analysis of individual cases. Additionally, the college undertakes capacity-building and skill enhancement initiatives, offering training in Soft Skills, Communications, and Life Skills such as Yoga.

The institution prioritizes student progression, whether it be advancing to higher studies or entering the workforce. While the focus is primarily on undergraduate education, efforts are consistently made to empower students as active participants in the job market. Faculty members tirelessly work towards enhancing employability skills. Some students have successfully cleared competitive examinations and also undertaken entrepreneurship ventures, a trend the institution hopes will continue to grow.

Emphasizing overall student development, the college hosts numerous cultural events throughout the year. These events serve as a platform to increase cultural competence among students. Such initiatives go beyond academic learning, nurturing a well-rounded and culturally aware student body.

In alignment with the adage of a healthy mind in a healthy body, the college places significant emphasis on

sports activities. Regularly conducted sports events not only provide students with opportunities for physical fitness but also serve as a testament to their competitive spirit. Many students have not only participated in sports and cultural activities at various levels but have also achieved accolades, bringing pride to the institution.

Governance, Leadership and Management

The institution's leadership articulates a clear vision and mission, prominently displayed on the website. The commitment to realizing this vision is evident in every aspect of academic and administrative operations. Guided by principles of participation and transparency, the institution formulates development plans to enhance overall quality. Successful implementation of e-governance in areas such as Administration, Finance, Student Admission, and Examinations reflects a commitment to efficient and modern operational practices.

The college administration, guided by its vision and mission, prioritizes the improvement of students' learning outcomes. Over the past five years, efforts have been consistently made to introduce new courses, create additional teaching and non-teaching positions, and enhance infrastructure to foster a conducive teaching-learning environment. Despite challenges in obtaining necessary approvals, the institution remains committed to its overarching educational goals.

Adapting to national policy changes, the institution has proactively prepared for the National Education Policy (NEP) 2020, organizing seminars and committee meetings for its implementation. Embracing decentralization and participative management, the college exhibits a transparent governance policy, notably seen in the admission process where committees, comprising representatives from various stakeholders, contribute to decision-making.

The college's commitment to holistic student development is evident through cultural events, sports activities, and a well-structured support system. Various committees, including the Internal Complaints Cell, ensure student welfare, while scholarships and skill enhancement initiatives contribute to their overall growth.

The college's financial strategies focus on resource mobilization from government departments, MPLAD funds, local MLA development funds, and community donations. A performance appraisal system for teaching and non-teaching staff is in place, promoting accountability and improvement. The institution's financial discipline is monitored through regular internal and external audits.

The Quality Initiatives of the Internal Quality Assurance Cell (IQAC) showcase the institution's adaptability to contemporary needs. From the introduction of online teaching tools and digital library facilities to facilitating teacher exchange programs and interdisciplinary seminars, the IQAC plays a pivotal role in enhancing the overall educational experience.

The college's commitment to sustainable growth, participative management, and a student-centric approach is reflected in its multifaceted efforts to adapt to changing educational landscapes and provide a holistic learning environment.

Institutional Values and Best Practices

Udaynarayanpur Madhabilata Mahavidyalaya is a co-educational institution committed to gender equity and sensitization. The Counselling Cell and Gender Sensitization Cell actively address gender-related issues

through awareness programmes, counselling sessions, and cultural events. An orientation class at the start of each academic session informs students about gender issues, rights, available facilities, and contact details for support.

The institution conducts various awareness programs, including talks by eminent scholars, focusing on empowerment and gender sensitivity. Cultural events, such as plays and rallies, celebrate International Women's Day and highlight women's contributions to society. Collaborative efforts with Sarodacharan School and local NGOs have enhanced community engagement.

The institution places a strong emphasis on women's safety, with CCTV cameras, separate common rooms, attached bathrooms, and napkin vending machines. To combat gender stereotypes, the college actively engages in self-defence training, organizing karate workshops and participating in events like Women in Science on Science Day.

Recognizing the diverse religious and cultural backgrounds of its stakeholders, the college accommodates holidays for various festivals, including Durga Puja, Diwali, Eid, Christmas, and local celebrations like Saraswati Puja and Basant Utsav. The institution promotes an inclusive environment for members of all communities.

The college contributes to community awareness on issues like safe driving, banning single-use plastic, and health concerns. During the COVID-19 pandemic, the college served as an isolation center, and faculty generously donated to PM and CM funds. Students engaged in social media campaigns to raise awareness.

The institution actively celebrates national days, linguistic diversity, and pays tribute to figures like Netaji Subhash Chandra Bose, Swami Vivekananda, Rabindranath Tagore, and Iswar Chandra Vidyasagar. Additionally, the college organizes rallies to promote awareness on diseases like dengue and thalassemia.

The college's best practices include a comprehensive relief and rescue plan for rural disaster management, especially floods, leveraging student involvement. Another best practice, "We Shall Overcome," focuses on gender sensitization, self-defense training, and community involvement, fostering a sense of empowerment among female students.

Udaynarayanpur Madhabilata Mahavidyalaya is dedicated to fostering an inclusive, safe, and empowering environment, integrating gender sensitization, community engagement, and disaster management into its core practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	UDAYNARAYANPUR MADHABILATA MAHAVIDYALAYA
Address	P.O Udaynarayanpur (Jangalpara) P.S Udaynarayanpur Dist. Howrah
City	UDAYNARAYANPUR
State	West Bengal
Pin	711226
Website	www.udaynarayanpurmahavidyalaya.org/index.aspx

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arabinda Ghosh	03214-291061	9434543278	-	principalumm@gmail.com
IQAC / CIQA coordinator	Sreemoyee Banerjee	-	9477038718	-	sreemoyee18@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	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-09-2012	View Document
12B of UGC	20-09-2012	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	P.O Udaynarayanpur (Jangalpara) P.S Udaynarayanpur Dist. Howrah	Rural	5.55	1621.14

2.2 ACADEMIC INFORMATION**Details of Programmes Offered by the College (Give Data for Current Academic year)**

Programme Level	Name of Programme/Co	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students
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	Course		En			Admitted
UG	BA,Bengali, Core	48	XII	Bengali	136	70
UG	BA,Philosophy, Core	48	XII	English,Bengali	50	12
UG	BA,English, Core	48	XII	English	61	55
UG	BA,Sanskrit, Core	48	XII	English,Bengali, Sanskrit	73	12
UG	BSc,Geography, Core	48	XII	English,Bengali	18	8
UG	BA,Geography, Core	48	XII	English,Bengali	20	17
UG	BA,Education, Core	48	XII	English,Bengali	37	34
UG	BSc,Mathematics, Core	48	XII	English,Bengali	31	10
UG	BSc,B Sc Multi Disciplinary Courses,Mathematics Geography Physics Chemistry Food and Nutrition Physical Education	36	XII	English,Bengali	37	5
UG	BA,B A Multi Disciplinary Courses,Beng Eng Sank Phil Geo Musc PolSc PhyEd Edu FNT Hist	36	XII	English,Bengali	550	382
UG	BA,History, Core	48	XII	English,Bengali	77	44

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				0				17			
Recruited	0	0	0	0	0	0	0	0	11	6	0	17
Yet to Recruit	0				0				0			
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				11
Recruited	7	3	0	10
Yet to Recruit				1
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				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	0	0	0	11	6	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	Others	Total
	2	2	0	4

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	174	0	0	0	174
	Female	475	0	0	0	475
	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	58	56	80	87
	Female	117	128	190	186
	Others	0	0	0	0
ST	Male	2	2	1	1
	Female	2	3	3	0
	Others	0	0	0	0
OBC	Male	36	40	50	57
	Female	122	133	126	132
	Others	0	0	0	0
General	Male	221	251	262	287
	Female	831	808	912	906
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1389	1421	1624	1656

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The affiliating University has introduced curriculum and Credit Framework (CCF) 2022 under NEP from 2023-24 academic session. Since UdaynarayanpurMadhabilataMahavidyalaya is
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	<p>affiliated under University of Calcutta, CCF 2022 has been introduced in this college also from the current session. Under this framework there is a course, entitled 'Multidisciplinary Course (MDC)' of three years duration along with four-year 'Honours Course'. In the MDC there is scope for exit after 1 year and 2 years. 'Academic Committee' and 'Admission Committee' of this college have prepared 33 different combinations of three subjects with subjects selected from 'Humanities', 'Science' and 'Home Science' disciplines. In this selection process, University guidelines are followed to allow opportunities and choice of MDC to the students. College authority and faculty members are well prepared to provide this option under NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>The University of Calcutta has decided to introduce ABC for the students from the current session. A training programme has already been organised by the University on 6th October, 2023 with delegates from the affiliating colleges. Two representatives from this college attended the training. From this well-organised programme it is learnt that there are portals like 'Digilocker Portal', 'ABC Portal' and 'NAD Portal'. Students could sign in to these portals and an ABC Id could be created by selecting their institution. There will be an ABC account which acts as a credit repository. It is expected that a guideline will be issued by the university shortly. As soon as it is received, the college authority will begin the process of creating ABC Id for each student accordingly.</p>
3. Skill development:	<p>In the framework of 'Choice Based Credit System' (CBCS), as introduced from 2018, of University of Calcutta, there are 'Skill Enhancement Courses (SEC) in every programme. It helps all students to develop their skills in various fields of study. Besides the above, 'Spoken English Course' is being taught in the institution since 2018. It enhances students' skills in communicative English and works towards their personality development and job preparedness. Under the CCF 2022, MDC has compulsory 'internship' course. It would be necessary to aid in skill development of the students. These courses will be selected with a view to prepare for jobs as is envisaged in the NEP.</p>
4. Appropriate integration of Indian Knowledge	<p>IKS is embedded in the course structure of the</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>institution. Medium of instruction is mostly the local language. In most of the subjects that are taught in the college, except 'English', teachers deliver their lectures in 'Bengali' as both teachers and students could freely interact in the mother tongue. The syllabus of some subjects, like Philosophy, Sanskrit, Bengali, Music, and History, are rich in topics on Indian culture and heritage. Students practise 'Yoga' as part of their syllabus in 'Physical Education' subject. Celebrations of customs, traditions and festivals, such as 'BasantoUtsav' and 'RakhiBandhan', that reflect vibrant Indian culture are organised in the college. Commemoration of the Birth Anniversaries of Indian poets and thinkers are also organised in the college to make the students aware of Indian traditions and culture. As part of the preparedness of NEP, the institution will henceforth emphasize and encourage such activities which incorporate IKS in teaching-learning processes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>NEP 2020 suggests that education in HEIs should lead to outcomes. College authority also believes that learners should achieve adequate knowledge in all subjects and also the communicative skills to express clearly what they learn. Course outcomes and programme outcomes should have bearing upon the ability of the learners to stand on their own feet, capacity to earn, and ability to learn skills for employability. CCF 2022 ushers in the opportunity to have positive outcomes of education. Our focus is to provide scopes of 'internship courses' to train students in necessary skills for employability and choose such combinations under MDC which they could utilise in future life. Four-year Honours course also opens up the opportunity of research activities by the students. The college authority shall try to upgrade its laboratories and library for facilitating research works.</p>
<p>6. Distance education/online education:</p>	<p>For affiliating institutions there is scope for 'Online Education'. During lockdown the institution adopted various online methods to take classes. Teachers used online platforms like Google Meet, Zoom, Cisco Webex, Microsoft Team Meeting, etc. And several online tools like Mentimeter, Testmoz, Quizz, Google Classroom, Google Form, etc. Some teachers have their own websites for academic instruction. Moreover, 'Spoken English Course' was conducted through online modes in 2020-21 & 2021-22.</p>

	Institution's library has subscription to N-LIST (a project being jointly executed by e-Shodhsindhu consortium, INFLIBNET Centre, IWDSETAICTE consortium and IIT, Delhi) membership. So, the faculty members and students can access a huge repository of e-resources like e-books and e-journals, etc. They can also download scholarly articles for their use.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an ELC has been set up in the college.
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?	Students coordinator and co-ordinating faculty member have been appointed. It is functional and represented by both male and female students.
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.	ELC of the college played an active role in the organisation of the programmes related to SVEEP (Systematic Voter's Education and Electoral Participation) activities held in the college twice, once on 26.11.2021 and then again on 01.12.2022 with the help of Block Development Office, Udaynaranpur, Howrah.
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.	In 2018-19, the college authority had taken an awareness-generating initiative for the eligible voters of the college about the VVPAT machine through which an electorate can receive feedback on voter's choice.
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.	55-60 students above 18 years of age are yet to be enrolled in the voter's list. Campaigns are being held to encourage these students to enrol their names for the same.

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
1656	1624	1421	1389	1134
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: 48

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
48	48	48	47	31

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
54.04248	25.14447	29.40591	75.38483	235.56977

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:

The curriculum design and development action plans for various departments are prepared by The University of Calcutta to which the college is affiliated.

Effective implementation of the curriculum is ensured by the institution through the following steps:

- The Annual Academic Calendar is prepared according to the University calendar prior to the commencement of the academic year, specifying admission schedule, date of commencement of classes, evaluation schedules, publication of results etc, and it is published in the college prospectus.
- Meetings are held in each department to discuss the course distribution prior to the commencement of a new academic session. In such meetings, the syllabus is distributed among the faculty members by the Head of the department. Every department prepares a teaching plan, allotting term-wise topics to be taught. Each teacher distributes the allotted syllabus into some modules as part of the teaching plan. The syllabus of each subject for the academic session is provided to the students in the classroom and it is also uploaded in the college website.
- Theory and Practical classes are held according to the Time-Table which is prepared prior to the commencement of the academic year by the Routine Committee and it is uploaded in the college website and also displayed on students' and educators' Notice Board.
- The college provides internet facility and modern teaching aids like LCD projectors, Virtual classroom run by Admitek Genius software to facilitate innovative teaching-learning and keep the students engaged.
- Experiential learning, participative learning, and problem-solving methods are used for effective curriculum delivery.
- Seminars, webinars, workshops/ e-workshops, group discussions, students' seminars, educational tours, wall-magazines, field trips are also organised for effective implementation of curriculum.
- Within the classroom, faculty members strive to help the students find relevance in learning through a holistic approach that integrates theoretical knowledge with real-life examples and experiences.
- The college has subscribed to the N-LIST, a college component of e-ShodhSindhu consortium with access to 6000+ journals, 199500+ eBooks under N-LIST and 600000 eBooks through NDL. All faculty members and students have been provided with unique user IDs and passwords for accessing NLIST site that offers e-Books and e-Journals in full text form.
- All examinations are conducted according to the academic calendar or as per the University examination schedule. The internal evaluation process is smoothly executed semester-wise under the supervision of the Academic Sub-committee. Besides, different co-curricular activities are

effectively completed according to the Academic Calendar under the supervision of the Cultural Committee, the department of Music, and Physical Education.

- The college encourages faculty members to attend orientation and refresher courses, workshops, and to present papers in seminars conducted by the affiliating and other Universities for acquiring necessary skills for effective delivery of the curriculum.

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: 2

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

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: 6.33

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
33	76	249	46	53

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:

The college is affiliated to the University of Calcutta and hence has to follow the syllabus/curriculum as laid down by the parent university. However, in each subject, wherever possible, classroom teaching integrates major social issues like gender, professional ethics, human values, environmental issues etc. in various ways within the parameters of the syllabus. The college offers six Honours courses, one General course and one Compulsory subject which address Gender, Human Values, and Environment and Sustainability issues in their respective syllabi.

The inculcation of Human Values and Ethics is emphasized in teaching-learning as the institution upholds such values as the cornerstone of education. The *Nṛsiṅg Purāṇa* and *Upaniṣads* are essential ancient Indian treatises on ethics taught by the Department of Sanskrit. The department also teaches papers such as Self-management in *The Gita*; the structure of society and social values. The Department of Philosophy, The Department of Political Science, as well as The Department of Education have several modules on teaching various aspects of Human Rights. The Departments of Sanskrit, English and Bengali have entire papers dedicated to Women's Writing, inspiring critical classroom discussions on gender issues such as women's education, women's rights, normative gender roles and the ways in which they have shaped the society we inhabit. Texts imparting knowledge on environmental issues are also significant inclusions within the syllabi of these literature departments. Narratives like *Abhijñānaśākuntalam*; *Manumatsyakathā* of *Atapatha Brāhmaṇa*; and *Aranyer Adhikar* variously inculcate awareness on human excesses against the environment and how to redress them. The syllabus of the Department of Philosophy lays great emphasis on studying human-environment interaction. Classical and modern Indian thoughts on the environment including the study of Upanishadic and Post-Upanishadic knowledge systems; Tagore's understanding of the environment; Indian critiques of Deep Ecology; as well as concepts developed in the Global North such as Ecofeminism are studied to comprehend the multiple facets of human-nature interaction as well as our myriad duties towards environmental conservation. The syllabus of the Department of Geography has multiple papers dedicated to environment and sustainability issues including diverse focus areas such as waste management, hazard management, environmental concerns in coastal planning, and the significance of established legal

frameworks for environmental protection. Apart from discipline-specific topics, the university mandates an Ability Enhancement Compulsory Course (AECC-2) in Environmental Studies for all students of the second semester where they gain knowledge of basic environmental issues such as Biodiversity and Conservation, Environmental Pollution, Natural Resources, Human Communities and the Environment and Environment Policies and Practices. The Value-added Course on Spoken English organised by the college also trains students in professional ethics and necessary soft skills.

Apart from this, various departments, the IQAC, and the Gender sensitization cell of the college organize seminars, lectures, and cultural programmes to inculcate and reinforce concepts of Professional Ethics, Gender, Human Values, Environment and Sustainability among the students throughout the year on a regular basis. The college promotes, encourages, and organizes seminars, workshops and webinars on the aforesaid topics on a regular basis to enable critical thinking on these issues among students.

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: 28.44

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

Response: 471

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.93

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
456	654	547	567	535

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
891	891	891	891	891

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 41.29

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
200	190	160	134	150

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
404	404	404	404	404

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: 34.5

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 provides adequate learning facilities like energy efficient classrooms, well equipped laboratories, library with reading rooms and internet connection to make learning enjoyable and effective. Experiential learning is pervasively promoted through methods such as:

- Summing-up of class-lectures by students
- Completing assignments/ projects [Department of Geography, English, Education and Political Science etc.]
- Undertaking field-survey and project-work [Department of Geography, Environment etc.]
- Analysis of experiments after practical classes [Department of Geography, Sciences etc.]
- Discussing and analysing a video clip/theatrical performance after watching it [Social sciences and Humanities]
- Evaluating films shown for the purpose of classroom teaching or promotion of awareness [Humanities departments]

Participative learning is achieved by encouraging students to participate in:

- Inter College Youth Parliament debate
- Inter college Quiz Competitions
- Seminars and Webinars
- Various Cultural programmes such as Fresher's Welcome, Celebration of Teachers' day, Saraswati Puja, Annual Social Programme, Basanta Utsav, Rabindra Jayanti, organisation of Blood Donation Camp etc.
- Sports activities and competitions
- Extension activities such as NSS
- Preparing Charts/ posters
- Publication of departmental wall magazines and annual college magazine.
- In-classroom talks presented by students on topics relevant to the curriculum.

Problem-solving learning is achieved in the following ways:

- Inviting students to solve a problem which involves critical thinking [Departments of Geography, Philosophy (Logic), Science].
- Classroom brainstorming on different topics raised by the students (All departments).
- Student seminars where socially/academically relevant questions/problems are posed and responded to by students.
- Problems assigned as homework for students.

Apart from this, our institutional future plan includes the introduction of student-centric methods such as Mentoring system or Teacher-Ward Tutorial system for enhancing learning experiences in our college.

Teachers use ICT enabled tools:

- There are three smart classrooms and a virtual classroom in the institution used by the teachers to impart lessons regularly.
- Teachers make use of tools such as Powerpoint presentations, educational videos, movies, and theatrical performances to augment their teaching and enhance student engagement in the

classroom.

- Most teachers are registered with N-List and use its vast repository of online resources for effective teaching.
- Teachers also use, especially during the time of pandemic and now on vacation if needed, various virtual platforms like Google Meet, Zoom etc. or tools like Google classrooms for effective teaching and learning process.

File Description	Document
Upload 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: 96.94

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
48	48	48	48	37

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

2.4.2

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

Response: 42.34

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
21	20	20	19	14

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

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 University of Calcutta introduced the 3 year B.A./ B.Sc. /B.Mus. (Honours and General) course of studies under CBCS consisting of six semesters since the 2018-2019 academic session. In this system the evaluation is both internal and external, the former conducted by the college and the latter by the affiliating University i.e. the University of Calcutta.
- The college strictly adheres to the University's prescribed rules regarding holding of internal assessments.
- Short answer type questions are preferred in Internal Assessment to eliminate subjectivity of evaluation. Also utmost care is taken to avoid leniency.
- Evaluated scripts are shown to students to make them aware of their lapses. Teacher-examiners discuss the errors and justify the score in the class to ensure that the students find the evaluation unbiased and transparent. Students are thus given scope to be satisfied that their answer scripts have been properly evaluated and they can interact with the teachers in case they have any point of disagreement.
- The parents are informed if the performance of a student is very poor.
- If there is any tabulation related error in the assessment, corrections are duly made by the examiners and the corrected marks are officially posted against the name of the concerned student.
- As regards external examination, the students appear in examination at a venue other than their home college. After the publication of results the students can apply for review/FSI of their scripts if they are not satisfied with the award given. The college issues notices within the campus and on the college website regarding the dateline for review, and processes the applications, offline or online as asked by the university, within the date fixed by the controller of Examinations.
- If a student is not satisfied even with the second evaluation, they may also apply for photocopy/ies of scripts by applying under RTI Act for which provision has been created in the

University Examination Regulations. In case there is discontent among large number of students with the result of a particular paper in a particular part, they may apply to the Principal. The Principal, with the help of concerned departments, compares their performance at the University level with that at the college level examination to assess if there is any merit in their grievance. If it is established that the students have made a legitimate complaint, the Principal writes to the University for proper reassessment of all the answer scripts of the paper to ensure that the students get justice in respect of evaluation.

- The standard practice for student grievance redressal regarding registration, results or any other area where collaboration with the university is required, is for students to apply to the Principal through the convenor of the Grievance Redressal Cell (through both online and offline mode), who then forwards their queries to the university. Regular communication between the college and the university is established until student grievances are redressed. This process has been followed successfully over the years.

File Description	Document
Upload 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:

Programme outcomes and Course outcomes for all programmes offered by the college are stated and displayed on the website as well as the college prospectus and communicated to teachers and students. The various Undergraduate programmes offered aim towards the success of students in Higher Studies, Research, Innovative Thinking, Industrial jobs, Preservation of Local Cultural Heritage and contributions in Nation building and Global thinking.

UG programmes in Humanities enrich students' outlook towards Cultural heritage, understanding of Literatures, Music, History, Politics, Religious devotion and ethical qualities. It also equips the students to adapt to changes and innovations in the above fields. The institution has persevered in its endeavour to fulfil the above responsibility with the help of its dedicated and experienced faculty members. Although most Science programmes offered by the institution have not yet developed into Honours courses, yet these programmes aim to train the students in scientific skill both in theory and practice.

Mechanism of Communication of POs and COs:

The college has clearly formulated learning outcomes of the programmes and courses. These are discussed and decided in meetings of the Institutional Academic Sub-Committee attended by the Heads of all departments.

The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students:

- Hard copies of syllabi provided by the University of Calcutta and learning outcomes are available in the departments and in the library for ready reference of the teachers and students.
- Soft copies of curricula and learning outcomes are uploaded in the college website for reference.
- The importance of learning outcomes are communicated to all teachers by respective Heads of departments in departmental meetings.
- The students are also made aware of the same in the classroom as well as through orientation programmes organised by the college.

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:

Attainment of programme outcomes, programme specific outcomes and course outcomes are duly evaluated by the institution.

One of the method that our college follows while doing so is the assessment of the teaching-learning based on the student feedback system. Feedback is obtained from 1st year, 2nd year, and 3rd year students of the college. The feedback forms are to be duly filled up by the students providing inputs on teaching-learning drawbacks, limitations, constraints and also merits of the department, its faculty members, etc.

Our college has a grievance Redressal Cell, where the students can also place their problems at any point of time while studying.

Parent-teacher meetings are organised by individual departments. This is another system through which the institution keeps a record of a programme outcome achievement.

Publication of Merit list, percentage of attendance maintained and Result meets organised by the Academic Sub-Committee of the college before publication of merit list etc. are regular practises in our institution through which attainment of programme outcomes are measured and checked. Students of various learning abilities are identified and accordingly outcome attainment target is set by introducing improvement measures. Organising class-tests and quizzes, seminars, webinars, workshops, etc are a part of the improvement scheme. Further, in order to achieve programme outcomes, some departments of the college hold interviews to assess quality of students enrolled.

Among several other criteria, it also has a section dedicated to the level of attainment of programme outcomes.

The institution also has a Counselling Cell, which helps in resolving students' problems, both academic and otherwise, in order to attain programme outcomes. On successful completion of the final year of study, there is a reward system through which students are encouraged to achieve excellence in their respective fields.

2.6.3

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

Response: 79.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	287	264	287	200

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
421	393	282	302	290

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Upload database of all 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: 0

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

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

File Description

Institutional data in the prescribed format

Document

[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:

Udaynarayanpur Madhabilata Mahavidyalaya has strategically fostered an ecosystem for research, innovation and the promotion of the Indian Knowledge System (IKS).

With a significant portion of students hailing from Bengali Medium Schools, the institution ensures a holistic learning experience by delivering lectures in the vernacular (Bengali), supplemented by English (except in the English Department). The curriculum emphasizes subjects such as Bengali, Sanskrit, Indian Philosophy, and English translations of Indian language texts. Departments like Music contribute to the rich tapestry of Indian performing arts, while the Physical Education Department imparts traditional knowledge through yoga training. The institution celebrates customs, traditions, and the birth anniversaries of poets and thinkers, providing students with opportunities to immerse themselves in the vibrant Indian culture.

Recognizing the importance of intellectual property rights (IPR), the institution organized a webinar on "Intellectual Property Rights: Issues and Opportunities" on June 12, 2023, featuring Advocate Avantika

Sanyal from the Calcutta High Court. This event reflects the institution's commitment to creating awareness about IPR and it plans to create an IPR cell in future.

The college, cognizant of the evolving educational landscape, has swiftly embraced technology-based and hybrid learning methods. Udaynarayanpur Madhabilata Mahavidyalaya encourages faculty members to engage in innovative research activities and pursue research degrees. The college has subscribed to the N-LIST and e-ShodhSindhu consortium, granting access to a vast repository of e-books and e-journals, fostering a research-friendly environment. The college has also applied for and received multiple ISBNs and teachers have diligently published books under its aegis.

Details of books published using College ISBN:

- *Gendered Interrogations: Narratives of Students from Rural Howrah* edited by Rimjhim Bhattacharjee, Sreemoyee Banerjee, and Snehasree Saha. [ISBN: 978-81-954644-3-2].
- *Nutrigram* edited by Snehasree Saha [ISBN: 978-81-954644-0-1].
- *Sangeet Sadhana: Tattva o Prayog* by Nargis Nasir [ISBN: 978-81-954644-2-5].

While an incubation center is in the developmental pipeline, the college actively supports an entrepreneurial ecosystem. Through various cultural programmes and activities, students with diverse skill sets are identified and motivated to hone their talents for professional growth and community benefit. Noteworthy examples include alumni who have established their own art schools (Indranil De), work in media (Arijit Ghosh-Akashvani; Priya Dalui -Rupasi Bangla; Moubani Parui-YouTube Channel), and initiated dance schools (Poumoli Ghorui). The institution also offers value-added courses in GIS and Spoken English to enhance students' professional development. A major initiative towards encouraging students to pursue writing professionally was the inclusion of their narratives in the aforementioned book with ISBN, *Gendered Interrogations: Narratives of Students from Rural Howrah*. Further, alumni who have displayed admirable entrepreneurial skills are routinely invited by the institution to motivate current students.

Additionally, faculty members are encouraged to publish papers, conduct seminars, and apply for research projects, contributing to the overall ethos of knowledge creation and transfer. The students are guided to participate in numerous extension activities and social work through various committees and the NSS. The institution's dedication to fostering innovation and the Indian Knowledge System is evident in its multifaceted approach, creating a dynamic and enriching educational environment.

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: 38**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
11	03	15	03	06

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: 0.29****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
01	03	01	03	06

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

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: 0.29

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
01	02	04	04	03

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

3.4 Extension Activities**3.4.1**

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

Response:

The students' engagement in extension activities has led to profound impacts, fostering their understanding of diverse social issues while nurturing their holistic development. Among these initiatives, the 'Swachh Bharat Abhiyan' stands out as a noteworthy endeavor conducted on July 2, 2018, encompassing Jangalpara village and Udaynarayanpur General Hospital. This initiative instilled a profound sense of societal responsibility within the students, eliciting immense joy in contributing to the community's welfare.

Furthermore, special camps were organized from March 13 to March 19, 2019, at Kurchi Binod Bati Village, each spanning an intensive seven days. During these immersive camps, students actively participated in tree plantation drives, extended pre-primary education, and spearheaded cleanliness initiatives. This consistent engagement throughout the year cultivated an acute awareness of the complex societal challenges, coupled with a resolute commitment to proactively address them. Additionally, a

Dengue Awareness program was conducted on March 3, 2019, involving 150 students from the NSS unit.

In the academic session 2019-2020, two extension activities engaged a total of 143 students. The first activity was an online awareness program about Covid-19, while the second involved various online activities related to Covid-19 issues, such as 'Mask Mascot,' 'Call a Pal,' and 'Lockdown Lenses.'

During the 2020-21 session, a survey on socio-economic imbalances among migrant workers in Udaynarayanpur block during the Covid-19 situation revealed the challenges faced by unorganized migrant workers who didn't receive adequate government support. This survey actively involved 02 teachers and 30 students.

In 2021-22, the NSS unit organized a special camp with participation from 01 teacher and 50 students. The activities focused on childcare and education, book distribution, tree plantation, temple cleaning, and household surveys conducted from March 25 to March 31, 2022, in the surroundings of Kurchi Village.

In the subsequent academic year of 2022-23, four activities were conducted: an awareness rally on safe driving and road safety, tree plantation drives, plastic band awareness, and a diet and health survey. A total of 39 teachers actively participated in these activities, alongside 306 students. The NSS unit of Udaynarayanpur Madhabilata Mahavidyalaya organized three activities within the college premises, while the diet and health survey, jointly conducted by NSS and the Food and Nutrition department, focused specifically on the college campus."

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:

Participation in a Youth Parliament serves as a valuable extension activity for any institution, offering students a unique platform to hone essential life skills and cultivate civic engagement. This simulated parliamentary setting provides a hands-on experience in governance, allowing students to understand and raise awareness on the intricacies of democratic processes, parliamentary procedures, and public speaking. Engaging in a Youth Parliament encourages critical thinking, enhances communication skills, and fosters a deeper understanding of political structures and policy formulation. It empowers students to articulate their opinions, develop persuasive arguments, and collaborate with peers in a structured, respectful manner. Youth Parliament serves as a dynamic platform that goes beyond conventional academic learning, offering students a practical experience in democratic governance, leadership, and effective communication – skills that are invaluable in both their personal and professional lives.

The Youth Parliament activity is undertaken by the college every year for garnering awareness on Indian Constitutional Values. Students undertake this activity in college as well as in a competition organised by the Department of Parliamentary Affairs, Govt. of West Bengal. The college has been lauded for this awareness generation activity almost every year. In the 2018-2019 session, it was accorded second position with Sourav Denre winning the title of 'Best Parliamentarian.' The college team attained the second position again in 2021-2022 session while our student Tushar Dowary won the position of 'Best Marshal' in the 2022-2023 session.

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: 11

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
04	01	01	02	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

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: 02

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

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:

Udaynarayanpur Madhabilata Mahavidyalaya recognises teaching-learning processes as the cornerstone of an educational institution. The institution has eighteen spacious classrooms. Teaching practice combines traditional chalk and lecture methods with digital modes. Three classrooms are fully equipped with ICT facilities. Overhead LCD projectors and sound system are present. Besides the above, the institution also provides a virtual classroom facility provided by Admitek Genius software. There are four well-equipped laboratories for practical learning for the students of the departments of Physics, Chemistry, Geography and Food & Nutrition. The college library is well-stocked with books [total no. of books – 9263 (purchased) + 128 (donated volumes)]. The library has separate reading rooms for faculty and students. The college has a rural location where power exigencies are common. To prevent disruption of classes, the institution has a generator [30 KV] for adequate power back up to run classes efficiently.

Although a small rural college, it is known for its tremendous contribution to the cultural sphere. Every year the Cultural Committee of the college organises an Annual Cultural Competition to engage students in different cultural activities. Besides, College Foundation Day, Rabindra Jayanti, Basanta Utsav etc. are celebrated under the supervision of the Cultural Committee and the department of Music. Students with potential are groomed for quiz, debate etc. by the teachers of the college. Students enthusiastically participate in inter-college competitions where they have outstanding performance record.

The department of Music was established in 2010. Its aim has been to promote music as well as cultural activities as an integral part of academia. There is a music room where students regularly practise music with several musical instruments like Khol, Pakhawaj, Tabla, Tanpura (Electronic + Acoustic) and Harmonium.

The Institution has a Physical Education Department which was established in 2011 to promote sports & games activities among the students. There is a playground (Size 100 x 55 Square Meter) in the college premise, where students regularly practise athletics, Kho-Kho, Volley ball, Kabaddi, Cricket, Football, Badminton etc. Participation in Yoga & Gymnastics is also encouraged among the students. There is a Mini Indoor Games hall (Size: 30 x 21.5 Square Feet) the Department of Physical Education uses for Yoga & gymnastics. The college had organized District Level Inter-College Sports & Games Championship, 2018-2019 under the Education Directorate, Department of Higher Education, Govt. of West Bengal during the period 28th to 31st January, 2019.

The facilities provided by the institution to enhance teaching-learning processes can be seen at a glance from the table below:

Serial No.	Facility	Units
1.	Classroom	18
2.	Laboratory	4
3.	Smart Classroom	3(Room no. 12,9,4)
4.	Virtual Classroom	1 (Room no. 15)
5.	Computer Laboratory	1
6.	Computer	27
7.	Printer	10
8.	Xerox/Photocopy Machine	2
9.	Reading Room	2
10	Library	1
11.	Teachers' room	2
12.	Mini Indoor Games hall	1
13.	Playground	1
14.	Generator	1
15	Meeting Room	1
16.	IQAC Room	1
17	NSS Room	1
18	Students' Union Hall	1
19	Students' Common Room	2

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: 32.25

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
14.02063	10.04175	19.9995	47.64323	43.5855

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:

The college has an enriched and furnished library. It was started along with the establishment of the college. Earlier, the library provided services mostly through a manual system. However, keeping in mind the present day requirements, we have started the process of automation using Integral Library Management System (ILMS). In the year of 2020, open source software named KOHA (version: 18.11.10.000) has been installed. It is fully automated with services of 24/7 access and 24 x 7 x 365 OPAC search. The library is now automated and provides open access to the faculty, staff and students through in house OPAC system and we are progressing towards fuller automation with services of 24/7 access and 24 x 7 x 365 OPAC search.

An ILMS usually comprises a relational database, software to interact with that database, and two graphical user interfaces (one for patrons, one for staff). ILMS is an automated package of library services that contains several functions. These functions usually include circulation, acquisitions and cataloguing etc. At first, customized Library Management software developed by ADNI had been installed in the year of 2016 (Version: 09.00.4035). Then our library upgraded to install new open source software. In the year of 2020, open source software named KOHA was installed. It is a full featured Integrated Library Management Software. As KOHA is open source software and Linux based, the college library has chosen it for the purpose of ILMS. It is fully automated, 24/7 access and 24 x 7 x 365 OPAC search. It is a customized version, customized by BIA (Bengal Library Association) and version is 18.11.10.000. KOHA integrated various library functionalities.

Besides, the library has subscription to N-LIST (a project being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi) membership. So, the faculty and students of the college can access a huge database of e-resources like e-books and e- journals

etc. and download scholarly articles required by them.

There are several books available for referencing and lending [total no. of books = 9263 (purchased) + 128 donated volumes]. In the last academic year (2022-2023) Rs. 205537/- was spent to buy books. Every student is given two cards – “Students’ Lending Card” and “Students’ Reference Card” (‘Lending Card’ is meant for borrowing books for home use while ‘Reference Card’ is for issuing books for ‘Library Reading Room’ use only). The library has separate reading rooms for faculty and students.

Average footfall of the faculty and students per day in the library during the last Academic Year (2022 - 2023) is 33.

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:

The college is internet-facility-enabled and has updated its IT infrastructure with time and need. The institution has maintained computerization of accounts and administrative works for several years. After the First Cycle of NAAC visit, the college placed stronger emphasis upon augmentation of IT infrastructure for the benefit of every academic and administrative sector. The number of computers has gradually been increased. Computers are interconnected with LAN and stable internet connectivity is available. There are three smart class rooms with LCD overhead projector and sound system. There is also a virtual classroom run on advanced software namely Admitek Genius software. A Digital Notice Board has been installed and the college building has been covered with CCTV for 24 hours surveillance since the academic year 2017 – 18. Number of printers has now been increased to 10. At present, the college houses two Xerox (photocopy) machines – one in the Office and the other in the library to provide photocopy facility at a subsidized rate for the students. The library is now fully automated, run on open source software named KOHA (version: 18.11.10.000) and provides open access to the faculty, staff and students through in-house OPAC system.

The installation of Wi-Fi facilities started in this institution in the academic year 2017-18. At first, the available bandwidth for internet connection was 10 MBPS. In 2019 -2020 it was upgraded to 25MBPS

and finally this facility is now available with 120 MBPS speed. Now the campus has password protected Wi-Fi facility with three Wireless access points.

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: 82.8

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

Response: 20

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: 5.31

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
5.77033	3.67563	2.03835	5.39086	5.38293

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: 62.31

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
1465	873	1421	423	319

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 13.55

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
74	175	360	189	181

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: B. 3 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
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

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: 11.29

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
22	53	34	32	10

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
300	287	264	287	200

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: 0.25

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
2	0	1	0	0

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

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: 1

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
1	0	0	0	0

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

5.3.2

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

Response: 3

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
4	2	2	5	2

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 institution has taken the initiative to establish an Alumni Association. It has been established as of 22nd August 2023. The Alumni Association is composed of students of different batches who have passed out of the institution after successful completion of their respective courses. It is governed by a seven-member Executive Committee including the President, Vice-President, Secretary, Assistant Secretary, Cashier, and two other members. At present, there are fifty-two members in this Association.

The major objective behind constituting a registered Alumni Association is to contribute significantly to the development of the institution through financial and/or other support services. A reunion of alumni as well as other ex-students of the college has been planned for extension of membership of the Alumni Association. The alumni shall also discuss various matters, issues, and problems related to the higher educational endeavours of current students and the overall teaching-learning process of the college, which will be conducive to further progress and development of the institution. Success stories of alumni shall also be a key contribution of the Alumni Association. Their achievements shall be shared with current students, thereby opening up a portal of inspiring conversation to ensure sustained professional development of pass-out students of Udaynarayanpur Madhabilata Mahavidyalaya. There has already been a practice of inviting ex-students to talk to present ones about the different opportunities offered by a college degree. This practice shall be formalised through the Alumni Association. Since this association is still in a nascent stage, the arena of financial contribution from the alumni remains to be explored in the future. The institution is confident that the association will serve as a rich human resource pool that will come to its aid in several ventures.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Decisions and activities of the college authority are truly reflective of the institution's vision and mission. Improvement of students' learning outcome has been given utmost priority. Hence in the last five years college authority has continuously endeavoured to introduce new courses/subjects, create additional posts of teaching and non-teaching staff, construct new classrooms, toilets, common rooms, etc. and create such other facilities which are considered to be essential to improve the teaching-learning process. However, such efforts did not always yield expected results as we often failed to get necessary sanctions and approvals. Our Vision & Mission provide the overall outlook of the institution towards education.

It is imperative that it should be able to adjust to any change in policy matters at the national level. In accordance with this, our institution is trying its best to prepare for the NEP, 2020 since its adoption in 2022. An online seminar was organised in 2020 on the NEP. Our academic sub-committee and IQAC organised meetings during the academic session 2022-23 for proper implementation of NEP in our institution. Discussions were held regarding the introduction of 'Multi Disciplinary Courses', 'Skill-based Education', 'Value Education', 'Project Works', and 'Integration of Indian Knowledge System', for our students.

The decentralisation and participative management as envisioned in the institutional mission is clearly visible in its governance policy. An illustrative example is the process of admission of new students to the undergraduate course. In the 1st step, the Principal advises the Teachers' Council (a statutory body of the teaching staff) to form an admission committee with representation from all subjects/ departments, non-teaching staff, and students' representatives with the Principal as chairman. Subsequently, the admission committee takes up all issues, such as selection of subject combination for Honours and General programmes/ courses, cut off marks and other conditions for admission on the basis of guidelines of UGC, State Government and affiliating University. Recommendations in this regard, if there are any, are then placed before the governing body (GB) of the college for approval and finalisation. After specific rules and procedures for admission are finalised in the GB, details of admission programme, classification and division of duties/tasks among the staff are prepared by the admission committee. In this process, admission committee takes the help of prospectus committee for the preparation of college prospectus and website committee for uploading of necessary rules, guidelines, notifications, etc. in the college website. The prospectus committee and the website committee are composed of the members of teaching and non-teaching staff. Hence the process ensures a wide range of participative management.

We believe that growth is a continuous process and it should be sustainable. So, college authority always tries to use its limited resources for sustained institutional growth and prepares its short term and long

term perspective plan. We know, there are demand for new courses and skill-based education as well as need. But we never take up such projects which we cannot successfully implement and sustainable in future.

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:

In a rurally-located higher educational institution there should be cycle stand, students' common rooms and functioning canteen. All these facilities are now available in the institution.

Plans are realized on step-by-step basis. One example of executing such plans is the construction of 'College Canteen' and 'Boys Common Room'. While urgency was noted and relevant plans formulated, the task couldn't be actualized due to other priorities and fund shortage. Finally, in 2018, a resolution was adopted in the governing body meeting for a proposal to the higher education department of the state government. Necessary plan & estimates were prepared and vetted for submission to the government. Continuous efforts were made for persuasion in the concerned department. A sum of Rs. 35 lakh was finally sanctioned in 2018-19. Although the sanctioned amount was less than the vetted amount, the construction was taken up through provision of additional fund from internal sources and it was completed in 2021. A well-designed strategy helped us meet our target effectively.

Ours is a government - aided affiliated college. Hence its functioning is mainly based on rules and guidelines of the state government and affiliating university. In terms of First Statutes, 1979 of Calcutta University and now in line with The West Bengal Universities and Colleges (Administration & Regulation) ACT, 2017 the administrative responsibilities lie upon the Governing Body (GB). It is constituted and formed as per norms of the government with nominees of the state government, affiliating university, representatives of teachers, non-teaching staff, students and Principal as the ex-officio Secretary.

The powers and functions of the governing body are specifically mentioned in government rules and university statutes. It can form a Finance Committee, Purchase Committee, Academic Committee and such other committees as it may consider necessary for smooth and transparent functioning of the institution. Such committees / bodies are formed with the members from within and outside GB members.

Besides GB, there is Teachers' Council (TC) to supervise overall management, particularly academic matters, of the college. It is formed as per rules of the university. TC mainly advises the Principal regarding matters related to admission of students, academic issues like syllabus, routine of classes, conduct of examinations, evaluation, etc. There are many sub-committees within the TC for maintaining discipline in the campus, counselling of students in different aspects of life including career opportunities, gender sensitization, etc.

With the distribution of responsibilities among different committees and bodies it is possible to get suggestions and recommendations for modifications and development in various areas and fields of activities. It also helps to effectively implement the policies adopted.

With regard to appointment of new teaching and non-teaching staff, college authority has no right to recruit new staff. The Governing Body appoints new teaching and non-teaching staff only after getting permission and approval from state government and government designated authority, such as College Service Commission.

Regarding service rules of the staff, both teaching and non-teaching, college authority follows state government and university rules and procedures.

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

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:

There is a well-designed and fully operational performance appraisal system for both teaching and non-teaching staff of the college. Reports on the respective performances of all the staff are collected annually, except during the pandemic period when the reports of 2019-20 and 2020-21 academic sessions were collected simultaneously.

For the teaching staff, information is collected for each academic session on issues like number of days attended, number of leaves taken, number of classes taken, method and mode of online classes taken, use of modern teaching aids and technology including internet connected technology, percentage of allotted syllabus covered, research works & publications, association with extra-curricular activity, development works of the institution, etc. They are also asked to give opinions on the existing infrastructure of the institution and for future development.

Performance appraisal reports of non-teaching staff are being taken since the 2018-19 session. They are asked to provide information on their allotted duties, additional duties performed, if any, percentage of allotted assignments performed, nature of complaint, if any, against their duties, etc. They are asked to provide information on their associations with extra-curricular activities of the institution and social works and also to give opinions regarding the institution's existing infrastructural facilities and possibilities of future development.

Individual performance appraisal reports are carefully studied and analysed by the Principal. He prepares separate reports for teaching and non-teaching staff for each session. The reports are then placed in IQAC meetings for discussion and recommendations, if necessary, to the college Governing Body for taking policy decisions.

On the basis of inputs received from the teaching and non-teaching staff, several steps have been taken for qualitative improvement in some key areas.

- (a) College authority had arranged for training on use of ICT facilities for preparing study materials and official work through WEBEL, in 2017-18;
- (b) In order to make the campus a plastic free zone, awareness campaign was undertaken through posters, sign boards and installation of dustbins in 2018-19;
- (c) Online feedback system from students was introduced from 2020-21.

Thus an effective performance appraisal system in the institution has facilitated smooth functioning of its academic and administrative process.

- i) There is an Employees Credit Cooperative Society for the teaching and non- teaching staff of the college. It provides loans and advances to the staff members up to Rs. 8 lakh on easier terms and conditions.
- ii) Teaching and non-teaching staff of the college are being included in 'Swasthya Sathi Scheme' and 'West Bengal Health Scheme' of state government. They provide cashless/ reimbursement medical treatment facility for the staff and their family members in designated hospitals.
- iii) Financial assistance up to Rs. 10,000/ from college fund are provided to the staff for emergencies.

Our institution provides adequate opportunities for career advancement and progression of faculty members. They are allowed to attend and/or to present papers in seminars & conferences. They are released with duty leaves for attending various faculty induction programmes and they are issued no objection certificates for research activities in other institutions/universities.

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: 6.31

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
4	7	3	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

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: 7.35

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
2	10	5	1	2

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
10	10	10	10	10

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

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:

Mobilisation of resources is key for maintaining the operational functions, introduction and installation of urgent equipments, instruments and study materials; and creation of physical infrastructural facilities, like classrooms, laboratories, vehicle shed, etc. for urgent needs and overall development of the institution.

Collection of tuition and other fees from the learners is constrained due to several factors :

- i) tuition fees for different courses/programmes have been fixed by the government. College authority has no power to modify it;
- ii) 50% of collection of tuition fees is to be mandatorily deposited to the government account; and
- iii) most of the students of the college are from weaker and underprivileged families with rural background. Thus revenue generation through fees collection is not feasible or justifiable.

Given huge demand for funds for various kinds of needs, college authorities have to look for alternative ways and means of resource mobilisation.

Under XII Plan, funds under some heads had been received from UGC. But since October, 2017 we have not received any fund from this source. Hence, at present we mainly concentrate on mobilisation of resources from government's higher education department, MPLAD fund, MLA development fund of the locality and donations from local persons.

Since resources are limited and urgent needs are wide and varied, every effort is taken to see that available resources are optimally utilised. Utilisation certificates for UGC grants and government grants are submitted in time with the help of engineer and chartered accountant, wherever needed. Similarly, regular checks are made through bursar, purchase committee and finance committee for internal funds. Financial audits are regularly conducted both internally and externally to ascertain institutional financial

discipline. Internal audits are conducted by the institutional internal audit committee which comprises Principal, Bursar, a Government nominee in the finance committee and Accountant. Internal audit committee sits at least once in a financial year to check and verify financial transactions of the year. Principal emphasis is on funds received from external sources, particularly from UGC and higher education department of the state government and the expenditures thereof. However, expenditures incurred on some major heads, like construction of building, purchase of books and laboratory instruments, purchase of furniture made out of college funds are also scrutinised and verified through internal audits. Funds spent from imprest cash are also checked with details of vouchers, bills, cash book and ledger book entries.

External audits are conducted by government-appointed auditors. The audits for 2017-18 and 2018 - 19 were conducted simultaneously in January, 2020 as we received the designated auditors from DPI, Government of West Bengal only in 2019. Again audits for 2019-20 and 2020-21 could be completed in March, 2022. The audit reports of 2017-18 and 2018-19 suggested that the college authorities should undertake physical verification of all the Fixed Assets at least once in a year and maintain Fixed Assets Register. This comment was discussed in the governing body meeting on 14.02.2020 and proper maintenance of the Asset / Stock register of the college was thereby implemented.

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:

In order to enhance the quality of the institution in all spheres, various quality assurance strategies have been initiated by the IQAC of the institution--

1. Regular monitoring and review of the Teaching Learning process is done. There are interactions with all the Departments to ascertain the degree of attainment of the POs and COs. With the introduction of the CBCS Courses from 2018, there were active engagements with faculty members in order to ensure proper implementation of the new Course Structure.

2. The college has introduced its own youtube channel, where all the webinars and online programmes were uploaded at the time of pandemic. It had been extremely effective in continuing teaching-learning during that period.

2. The facility of overhead projectors in different classrooms has been enabled to upgrade the classes through audio-visual methods.
3. The library committee introduced Digital library facilities with INFLIBNET- N-LIST subscription and library automation through 'KOHA'.
4. Team IQAC always encourages the faculty members to brainstorm newer ways to make the teaching learning process more student-friendly. Some of our teachers have their own websites or youtube channels too.
5. Teachers have continued to use different ICT tools to take examinations even after the pandemic period.
6. All the faculty members are encouraged to participate in Orientation, Refresher Courses, Workshops and Seminars related to the teacher-learning process and research. This is done with the intention of renewing skills of the teaching faculty. The IQAC encourages teachers to undertake research projects, pursue PhD and publish research papers. IQAC organizes workshops to train teaching and non-teaching staff in developing their skills in classroom pedagogy, online library facility, administration etc. in regular interval. IQAC also organised webinar on Research Methodology to aspire budding researchers.
7. The Research Committee acquired ISBN in 2022. Some of our teachers and the Gender Sensitization Cell already published books by using them.
8. Encouragement is given to teachers to attend workshops relating to NAAC.
9. Regular and effective online feedback system with quick grievance redressal mechanism has been introduced.
10. Certificate courses and Add-on courses have been introduced. This helps the students to explore muldi-disciplinary arenas of learning.
12. Review of teaching-learning-outcome is also carried out by collecting online feedback from students regarding curriculum delivery and implementation.
13. Parent-Teacher meetings of each semester are held once in an academic session, where IQAC analyse each student's potentialities and draw-backs.
14. The IQAC has made initiatives towards infrastructural development like constructing classrooms and laboratories, upgrading library facilities etc.
15. The IQAC encourages departments to organize seminars on themes relevant to the educational needs and futuristic growth of the students. The IQAC suggests innovative pedagogical methodologies like projects, field trips, student seminars, workshops.
16. The IQAC has done a MoU with our neighbouring college, PKHNM. We have started doing collaborative events.

17. Team IQAC always emphasizes on the holistic education ambience. In view of this, IQAC promotes curriculum-oriented teaching blended with music and aesthetics. The spirit of athletics, yoga and meditation put dynamism to the said practice.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution is co-educational in nature. To address the issues of gender equity and sensitization, the counseling cell and gender sensitization cell are actively working towards spreading awareness, providing counseling and support to the students. In the beginning of every academic session, the college arranges an orientation class for all newly enrolled students. In this orientation class, members of the counseling cell and gender sensitization cell address the students in an open discussion forum. The discussion includes providing information regarding gender issues, rights of each student, facilities available for female students, contact details of committee members and how to reach them if needed. Besides this, a scheduled time is provided to students for counseling and discussion.

In terms of awareness generation programmes, a talk was organized by Dr. Aparna Bandhyopadhyay, Associate Professor of Gender Studies, Diamond Harbour Womens' University in 2017. The institution has also organised lectures in digital as well as in-person mode by Dr. Afrosa, Professor, Surendranath College, on empowerment for women and gender sensitivity. A lecture by Dr. Debojyoti Bhattercharya was conducted on transgender issues and rights. The gender sensitization cell organized a cultural event in collaboration with Sarodacharan school in Udaynarayanpur to celebrate International Women's Day. As part of the programme, a small play was developed with the help of the cultural club. The play portrayed women's contributions to the society via recitation, song, and dance recitals. 20 students took part in the play. A rally with posters and slogans was conducted from the college premises to the school premise. Around 100 students, faculty members, and college staff took part in the procession. The play was enacted in the school to an audience of around 200 school children and educators. The gender sensitization cell and the cultural club also directed a small play on women's journey in Bengali society in the realm of education. The play was performed in an inter-college competition conducted by Surendranath College, Kolkata. The cell has organized a programme titled 'Ami Nari'. The narratives of gendered experiences of students in the college and beyond shared in this programme has been published as a book (with ISBN) titled *Gendered Interrogations - Narrative of Students from Rural Howrah*. Further, the cell has collaborated with Ashadeep foundation, an eminent local NGO, on a programme named 'Udaynarayanpur Gatha-Mahilader Katha.' The programme offered a people's history of women's contributions to the development of Udaynarayanpur and involved narratives from local women, college staff, and our students. Karate workshops for developing self-defence skills among female students have also been organized by the institution.

As part of the drive to equality, the college also commemorated women in science on Science Day. The college is conscious about developing infrastructure to ensure safety for women. The college has CCTV cameras installed throughout the campus. It also has a separate common room for female students

along with attached bathroom facility with a napkin vending machine.

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
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:

Festivals and Holidays

The stakeholders of the institution belong to diverse communities and religions. The institution provides an inclusive environment all. The scheduled holidays for Durga puja, Diwali, Bhai Dooj, Eid-ul-fitr, Eid-ul-adha, Guru Purnima, Christmas are notified on time and applicable to all members of the institution. Besides national and state holidays, two local holidays are also provided for local festivals as students eagerly wait to participate in the village celebration. The college also accommodates student-organized Saraswati Puja, Basant Utsav, and Rakhi Purnima. Further, the college provides facilities for rearrangement of duty schedules during the month of Ramadan for people keeping fast.

Commemorative Days

The institution celebrates Independence Day, Republic Day, Birthday of Netaji Subhash Chandra Bose, Birth Anniversary of Swami Vivekananda, Birthday of Rabindranath Tagore, and Iswar Chandra Vidyasagar. During Independence Day and Republic Day flag is hoisted by faculty and students. The days are celebrated with cultural programmes. The college also celebrates the International Mother Language Day to commemorate the sacrifice and contributions of martyrs to protect one's own language and to celebrate linguistic and cultural diversity.

Community Awareness

The college actively participates in community awareness on issues like safe driving for safe life, Banning of single use plastic, and so on. The college has also conducted a rally around the locality to generate awareness on diseases such as dengue and thalassemia.

Contribution during the COVID-19 Pandemic

During the pandemic, the college was used as an isolation centre for local people. The college faculty also generously donated to the PM fund and CM fund to help the country fight against the deadly virus.

Our students also worked to generate awareness about COVID-19 through social media campaigns by using a masked display picture and caption to create awareness on social distancing and use of mask for prevention of COVID transmission.

Yoga Day Celebration and Seminar

The college via its physical education department is actively promoting Yoga for students. The department has regularly organized yoga sessions and have conducted a seminar on ‘Yoga demonstrations for wellness during Covid pandemic’.

Code of Conduct

The college publishes its Code of Conduct on the website and in college prospectus.

Seminar/ Wall Magazine on Human Rights, Ethics, and Constitutional values

A wall magazine on Human Rights and Literature was published on 23.12.2022 by the Department of English.

A wall magazine on Ethics was published by the Department of Philosophy on 20.05.2022.

The Department of Political Science organised a One-day State-level Seminar on ‘Problems and Prospects of Coalition Politics in Contemporary India’ on 24 September 2018. A departmental Students’ Seminar on the theme ‘Constitutional Awareness in India’ with special thrust on ‘Youth Parliament Programme’ was conducted on 21 December 2022 .

The Department of Philosophy arranged a conference for students and faculty on the topic of Morality as discussed in Indian and Western Ethics. A webinar named ‘In Search of a Balm to the Ethical Crisis of 21st century: Revisiting the Moral Teachings of Lord Buddha’ was organized on 23rd June, 2021.

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

2022-2023

Best Practice 1

Title of The Practice: Relief and Rescue Work for Rural Disaster Management

Objective of The Practice: The main objective of the practice is to prepare a team of people to support relief work and emergency disaster management during flood situations.

The Context: Udaynarayanpur is a small village on the bank of river, Damoder. The river very often overflows and creates flood situations in many villages during rainy seasons. This area is part of a flood plain. The adjoining villages and the college campus were affected by flood in past years. The college had initiated relief works in those years as well. The college has decided to build up a team to help in such disasters if needed.

The Practice: For disaster management, the college has initiated conversations with Block development office and the disaster management officer was appointed to train students on preparedness for flood relief programme and management. The NSS unit has identified 26 students having a background of NCC & NSS to take part in the programme. The students will keep a close watch on declaration and forecast by weather news on rain volume and flood alert. Based on the weather alert they will notify the college and household near the riverbank. They will also circulate contact numbers for emergencies. If a flood situation arises, the team will provide dry food and necessary items to the affected population as and when the relief material will be available to them. If needed they will also help to transport any sick person to the local hospital.

Evidence of Success: The college has experience of working in relief work during flood situations. The recent initiative with Block Development office and Local hospital has made a logical improvement towards contributing to the local society.

Problem Encountered and Resource Required: To provide sufficient relief aid the college will require large amounts of funds and first-aid supply. Further in case of emergency training on the usage of lifeguards in water will be beneficial.

Best Practice**2022-2023****Best Practice 2****Title of the Practice:** We Shall Overcome (Gender Sensitization and Awareness Activities)**Objective of the Practice:** The practice aims to bolster awareness regarding gender-related issues and build confidence in female students within a female-majority rural institution.

The Context: Udaynarayanpur Madhabilata Mahavidyalaya was named after Madhabilata Devi, the revered matriarch of the Udaynarayanpur zamindari family, who was known for her ceaseless patronage of education—specifically women’s education—in villages. Her profound understanding of the needs of her locality reveals itself to us even today. Nearly seventy-five per cent of our students are young women. They live in or around Udaynarayanpur and often tell us that they would never have been allowed to pursue higher education had this college not existed. Awareness on gender issues and the problems faced by women in their pursuit of education are negligible in the area and many students meekly accept age-old gender stereotypes that lead to early marriage and abrupt disruptions in their educational journey. In this light, the need for a sustained gender sensitization programme was observed as urgent and essential.

The Practice: The institution has a cell dedicated to gender sensitization and awareness. It conducts several programmes throughout the year to raise awareness on gender issues in the community as well as to enable female students to overcome the various hurdles that come in the way of their education, career, and holistic development.

This year, the focus was on self-defence training and community involvement in garnering gender sensitization. A cultural programme titled ‘Udaynarayanpur Gatha, Mahilader Katha’ was organized in collaboration with Ashadeep Foundation, a local NGO. Women members of Ashadeep shared with our students the rich history of women’s contributions to the growth and development of Udaynarayanpur. They also encouraged our students to act as Youth Leaders for the development of their village. This programme aimed to involve the local community and local women so that gender sensitization does not remain limited within the college walls.

A student survey for female students was held within the campus to understand the accessibility and gaps of educational and extra-curricular facilities offered by the college.

Student narratives on several gender issues have also been published in the form of an edited e-book titled *Gendered Interrogations: Narratives of Students from Rural Howrah* (ISBN: 978-81-954644-3-2).

Further, Karate workshops were organized twice in the academic session. These workshops were conducted by Sensei Dhananjay Paul of the Karate Association of India. Through these recurring self-defence workshops for students, the institution foregrounds its dedication to promote both physical fitness and self-confidence, especially among female students.

Evidence of Success: We received 12 student narratives for the edited volume. All programmes and workshops were met with enthusiastic participation from students.

Problems encountered and Resources required: More funding and infrastructure development is required to hold sensitization programmes and develop publications in a sustained manner and to employ full-time self-defence trainers for students.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Udaynarayanpur Madhabilata Mahavidyalaya is distinctive in its approach to gender development. The principal motive of its foundation, its activities, and policies are all directed to improve the Gender Development Index (GDI) and Gender Empowerment Measure (GEM) of society. The main aim was to build an institution to make higher education accessible to all, with special focus on the education of female members of the community. Since its inception, the institution has been committed towards fulfilment of its goal. The enrolment ratio of female students has always been about three-fourth of the new enrolment in each academic year and their results are remarkable. The percentage of female students scoring first class is also at par with male counterparts. The higher percentage of female students is also visible in terms of career progression. Female students are a considerable portion of the students who opt for higher education after undergraduate studies. It reflects institutional ability to attract and nurture new enrolment of female students.

Along with the theoretical part of the syllabus, the college attempts to encourage students to be advocates of the subject they are learning. Students' seminars and wall magazines are both significant and innovative methods to understand students' ability to convey their learning to an audience. Nearly every department has published more than one wall magazine in last five-year duration. Student seminars by majority of the departments have honed students' ability to present power-point presentations and use ICT tools and also to debate and explain the subject without reluctance. The enthusiastic participation of female students and their inputs in such endeavours is an important indicator of empowerment of female students and soft skill development for enhancing overall employability of women during the tenure of their undergraduate programme.

Games and Sports are given special attention for attainment of physical health and pursuit of careers in

sports. The college emphasizes sports record as special eligibility during admission. Female students often avail the facility. The college has a separate building, large field and trained female faculty for guidance of the students in the field of sports. The records show female students stand out in sports and yoga.

Extra-curricular activities and community service are important pillars of the institution. The college organizes various activities around the year. Annual cultural competitions, remembrance of national figures, commemorative days of national importance are celebrated in which female students participate enthusiastically. Participation and ranking in many competitions by female students reinforce the institution's ability to provide an enriching environment for female participation and equal representation.

The institution has an active cell for gender sensitization to ensure general awareness of and sensitivity towards women's rights. Female students have participated in the seminars, workshops, debates, extension activities and community engagement to be the voice for many unheard. The activities of the cell are not limited to the college campus. Rallies and programmes were carried out and participation in inter-college competitions and performance in other local institutions have been encouraged as part of extension programmes.

The NSS unit provides further opportunities to reach out to the local community. The unit is led by female faculty and an encouraging number of female students enrol each year. They actively keep the campus green and act as young change makers in the community to spread the message of cleanliness, hygiene, health awareness, plastic free society, road safety issues, and other relevant social concerns.

The building of leadership is both to be seen and learnt. Thus, the college is strict in ensuring that female faculty get enough representation in college administration. The governing body, IQAC, academic sub-committee and all other important bodies are equally represented by women faculty members. This encourages female students also to take up leadership roles and actively participate in committees when called forth to do so.

As an initiative to make students aware of democratic processes each year, the state organizes a Youth Parliament competition. Female students always participate in and have also won prizes for their participation. This helps in leadership and confidence building among female members of the society and helps create knowledgeable citizens.

Beyond the curricular, extra-curricular and qualitative approaches, the college takes initiatives to keep the campus safe. The college has CCTV cameras, security guard, common room and separate bathroom and rest-room facilities with napkin vending machine in the campus. Various committees like counselling cell, anti-ragging cell, gender sensitization cell, and internal complaints cell keep a close watch to ensure safety and freedom in the college space. The college has also recently published a book containing student narratives regarding their own gendered experiences in college and larger society.

The college administration provides complete assistance to ensure that each female student receives all the scholarships available for them. The college has procedures in place to assist each student to apply for scholarships.

Sustained efforts and inclusive environment have made such impact that students have approached faculty members for intervening in and hindering early age marriage. The college administration has assured support and counselling to reach all and provide them time and opportunities for higher education.

The college aims to achieve its goals to provide skill building and vocational courses for women empowerment. The college has already arranged for a course in Spoken English. Soon it hopes to organize more training programmes which could aid in generating income and assuring financial security after completion of their course.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The College authority is eager to introduce some new subjects and courses to offer more opportunities and choices to the students of the locality. Prayers have been submitted to the concerned authority for the introduction of Music (Honours) and Zoology (General). The aforementioned applications have been submitted since 2022. Unfortunately, repeated prayers have yet to yield any result.

Again, the institution suffers from shortage of teaching staff in some subjects, particularly in 'Mathematics', 'Physics', 'Education', 'Geography' and 'Food & Nutrition' as well as a 'Librarian'. It also suffers from shortage of non-teaching staff, like 'data manager', 'library clerk' and 'laboratory attendants'. Prayers for creation of such posts have been submitted more than once since 2018. However, such posts have not yet been created. Hence serious problems are being faced by the institution to maintain proper teacher-student ratio and for provision of services to the students and the staff. Teacher-student ratio is a crucial component of the national institutional accreditation process. Unfortunately, despite repeated attempts by the institution to address the issue, poor teacher-student ratio owing to non-creation of posts still deprives the institution of any score/rank in NIRF ranking.

Lastly prayers for funds for infrastructural development in the form of new classrooms, new books for library, equipment for laboratories, furniture etc., have been submitted in June-July, 2023 and positive response is awaited in this regard.

Concluding Remarks :

A lot of effort has been put to prepare the SSR for assessment. All the members of teaching and non-teaching staff have been working tirelessly since last one year to finalise this voluminous report. In spite of lock down during pandemic every effort has been made to prepare for the assessment and accreditation. Although it has been hampered due to closure and restrictions in the institution itself, university and departmental offices our staff has tried their best to collect various kinds of data and keep records of them. In spite of all the good works college authority regrets for any hopeful in report, if there is any.

Since the date of last accreditation by NAAC in August, 2016, care has been taken to act and follow the recommendations and report of the 'Peer Team' of NAAC as far as practicable and feasible. New classrooms have been added, laboratories have been set up, library has been upgraded, full time teachers to the vacant posts of assistant professors have been recruited, new posts of assistant professors are created, new courses have been introduced and a registered 'Alumni Association' has been formed.

In the coming days college authority will give due weightage to the recommendations of the assessing body to fulfill its dreams as laid down in its vision and mission. It will necessarily act to implement NEP, 2020 for preparing its students for the sake of themselves as well as for the nation.

As an affiliating institution it has to depend upon several external agencies for formulation of its policies, executing its decisions and also for mobilisation of financial resources. Thus it could deliver its responsibility to the society if necessary assistance and cooperation from the concerned authorities are extended to it.

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 :</p> <p>Answer After DVV Verification :2</p> <p>Remark : DVV has made the changes as ;per shared report by HEI .</p>																																								
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</p> <p>Answer before DVV Verification : 473</p> <p>Answer after DVV Verification: 471</p> <p>Remark : Dvv has made the changes according to the document .</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>735</td><td>754</td><td>718</td><td>714</td><td>670</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>456</td><td>654</td><td>547</td><td>567</td><td>535</td></tr></table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>891</td><td>891</td><td>891</td><td>891</td><td>891</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>891</td><td>891</td><td>891</td><td>891</td><td>891</td></tr></table> <p>Remark : DVV has made the changes as per shared report by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	735	754	718	714	670	2022-23	2021-22	2020-21	2019-20	2018-19	456	654	547	567	535	2022-23	2021-22	2020-21	2019-20	2018-19	891	891	891	891	891	2022-23	2021-22	2020-21	2019-20	2018-19	891	891	891	891	891
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891	891	891	891	891																																					

2.1.2

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

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
236	254	199	182	174

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
200	190	160	134	150

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
404	404	404	404	404

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
404	404	404	404	404

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

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
03	04	04	08	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	04	04	03

Remark : DVV has not considered ISSN number .

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: B. 3 of the above

Remark : DVV has selected B. 3 of the above according to the 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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
22	55	35	32	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	53	34	32	10

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
300	287	264	287	200

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	287	264	287	200

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

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
6	2	2	7	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	5	2

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

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations