



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**PANDIT RAGHUNATH MURMU SMRITI
MAHAVIDYALAYA**

**VILL-BARAGARI, PO-JAMBONI, PS-SARENGA, DIST-BANKURA
722150**

www.prmsmahavidyalaya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pandit Raghunath Smriti Mahavidyalaya, a distinguished educational institution affiliated with Bankura University, was originally established in 1986 by the Government of West Bengal. Named after the renowned Santali scholar Pandit Raghunath Murmu, who invented the Alchiki Script for the Santali Language, the college has upheld his legacy of education for over three decades. Situated in the rustic countryside near Baragari village, the institution serves socially and economically disadvantaged students, particularly those from Scheduled Castes and Scheduled Tribes.

Since 2017-18, the college has been affiliated with Bankura University, having previously been under the University of Burdwan. It holds recognition under sections 2F and 12B of the UGC Act and achieved a B+ accreditation by NAAC in 2017 during its second cycle. The college campus boasts extensive infrastructure with academic and administrative buildings, dedicated to fostering quality education and holistic student development.

The faculty and staff prioritize teaching-learning excellence, supported by numerous academic collaborations and support services. Initiatives like RUSA (Rashtriya Uchchar Shiksha Abhiyan) have significantly contributed to the institution's modernization and development. Introduction of contemporary subjects such as Geo-informatics and Forestry has broadened educational horizons in the region, establishing Pandit Raghunath Smriti Mahavidyalaya as a beacon of higher education in Jungle-Mahal.

At PRMS Mahavidyalaya, the educational philosophy centres on collaborative learning, individual intellectual growth, and embracing diverse perspectives. These principles are seen as essential for preparing graduates to thrive in an increasingly interconnected and dynamic world. The undergraduate and post-graduate program is designed to cultivate critical thinking, effective communication skills, and a broad knowledge base, which are viewed as foundational for personal fulfilment, professional achievement, and active engagement in society. PRMS Mahavidyalaya emphasizes lifelong learning both inside and outside the classroom, recognizing that this approach equips the pupils with the adaptability and skills needed for success across a wide range of careers.

With a commitment to resilience, relevance, and reform, the institute continues to illuminate the path of higher education for socio-economically underprivileged communities, promising a bright future driven by dedicated faculty and staff aligned with its vision and spirit.

Vision

The vision of PRMS Mahavidyalaya is rooted in transforming its institution into a Centre of Excellence in higher education, contributing significantly to the inclusive development of the country by nurturing quality human resources. Here are the key elements of its vision and mission:

1. Holistic Development and Values:

The college aims to foster the holistic development of its students, shaping them into dependable, honest, and committed individuals with a strong value system. It seeks to build young citizens who can contribute

effectively to cultural, socio-economic, and environmentally sustainable development at individual, community, and national levels.

2. Empowerment and Inclusivity:

PRMS Mahavidyalaya is committed to educating not only its enrolled students but also their families, aiming to empower rural communities, including women, and make them independent and successful citizens. This inclusive approach is designed to uplift backward communities in the local region through holistic education.

3. Democratic and Secular Environment:

The institution strives to create a democratic, secular, cultured, and intellectual environment where students from all backgrounds—regardless of caste, creed, or religion—can freely exchange ideas. This environment encourages students to develop into responsible individuals and effective team members.

4. Educational Goals:

Transforming youth, especially from disadvantaged communities, through holistic education towards creating an enlightened and egalitarian society.

Imparting value-based education to instill moral values, perseverance, and a quest for true knowledge and success in life among students.

Cultivating social and environmental awareness to produce intellectually stimulated, technologically trained, and empathetic citizens who are deeply committed to their responsibilities towards society and the environment.

In essence, PRMS Mahavidyalaya's vision encompasses not only academic excellence but also social responsibility, ethical values, and holistic development, aiming to prepare students to be leaders and contributors to a sustainable and inclusive society.

Mission

The mission of Pandit Raghunath Smriti Mahavidyalaya is focused on several key objectives:

1. Horizontal expansion of education in Jungal-Mahal: To spread education widely across the backward region of Jungal-Mahal in West Bengal, ensuring access to quality education for all.
2. Equipping students to face global challenges: Empowering students with relevant knowledge and competence in their respective subjects, preparing them to tackle global challenges effectively.
3. Promoting innovations in teaching-learning, research, and extension activities: Encouraging innovative approaches in education that contribute to teaching methods, research endeavours, and extension activities, aligned with national development goals.
4. Creating awareness on human rights, democratic participation, values, scientific temper, and environmental awareness: Educating students and the community about fundamental rights, democratic principles, ethical values, scientific thinking, and environmental consciousness.
5. Promoting women's education, especially for SC/ST and backward communities: Focusing on promoting education among women, particularly from marginalized communities such as SC/ST and backward classes.
6. Establishing campus-community linkages: Strengthening connections between the college and the surrounding

community to foster mutual benefit and support.

7. Optimum utilization of existing facilities: Ensuring efficient and effective use of available resources and facilities to maximize their impact on education and development.

8. Promoting participation of all stakeholders in college development: Encouraging active involvement and collaboration of all stakeholders, including students, faculty, staff, alumni, and the local community, in the growth and enhancement of the college.

9. Inculcating value-based and moral education: Emphasizing the importance of values and moral principles in education, aiming to cultivate responsible and ethical individuals.

These mission objectives underscore Pandit Raghunath Smriti Mahavidyalaya's commitment to educational expansion, empowerment, innovation, community engagement, and holistic development of its stakeholders, contributing to societal progress and individual growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

This institute, situated in Bankura district, dominated by the backward indigenous community, is the primary higher educational establishment in the rural rugged area of Jungal-mahal caters to serve and empower the marginalized many first-generation learners. It provides a various range of academic options, including several Honours and General courses and four PG programs. This is the only institute in West Bengal which offers four years Forestry Honours. This college also offers PG in Geo-informatics.

With 58 teachers, of whom several Ph.D. holders, the faculties are committed to quality assurance and evaluation by the IQAC and Principal. The institute employs a robust continuous internal evaluation followed by university examinations. Departments actively monitor students, arrange remedial classes and maintain extensive record-keeping.

The college is equipped with enviable infrastructure facilities and a state- of- the- art library with OPAC. The campus boast with wi-fi connectivity, computer facilities, smart class room, seminar hall water purification systems, fire extinguishers, compost pit, cycle-stand and solar light. There are separate toilets for male and female students and staffs.

Active NSS units, Career Counselling Cell contribute to students' holistic development. The institution fosters a harmonious teaching-learning and administrative environment through coordinated efforts. It produces consistent academic output through excellent results in the university examinations.

Transparency in operations and monetary transactions are reflective of good administration and governance, enabled through up-to-date financial audits and RUSA Funding utilization. Use of CAMS ensures institutional good practices.

Welfare schemes for students like Scholarships, Student Credit Card Scheme, Gymnasium and Karate facilities are fully functional. The college stands out for its promotion of sports and yoga for both boys and girls. In the big playground boys' and girls' football teams practice for inter college or state level championships.

The institute embraces various best practices by fostering a supportive environment for girls' education, challenging stereotypes and advocating for gender equality promoting inclusivity the idea of women empowerment. PRMS Mahavidyalaya focuses on safeguarding and enhancing green areas within forests, ensuring their utilization aligns with environmental preservation, maintains biodiversity, and sustains the natural equilibrium symbolizing a pledge towards a greener future ushering new life with environmental sustainability.

Institutional Weakness

There is a lack of diverse faculty and an extreme shortage of non-teaching staff in the institution. However need based faculties and casual workers are engaged on a day-to-day basis to tackle this shortfall. A considerable investment from our own resources is necessary to address this problem. Unfortunately, this practice has a major impact on developmental activities due to lack of other financial resources. Adequate and timely funding from the different government agencies would significantly rectify this problem.

There is absence of a modern canteen. However, the institution is currently having a canteen which could be used more effectively.

After lot of effort we are able to registered alumni association. Hope, in the coming years many initiatives will be taken by our registered alumni association. This will engage more alumni participation and contribution which will facilitate more career counselling opportunities.

There is lack of communication via railway. Nearby rail station is around 45 kilometers.

The number student in Science subject is very meagre. The mindset of students in this area regarding studying science and use of modern technology needs improvement.

There is less research opportunities for the faculties

There is a need to undertake more collaborative activities, interdisciplinary research within the institute as well as other institutes of distinction, industry etc. through functional Memorandum of Understanding (MoU).

Lack of placement opportunities for students of this region within the campus due to the language barrier and communication.

No hostel for girl's or boys'.

There is no well-equipped auditorium.

Institutional Opportunity

The College is located by the side of State High way (SH-9) and have good communication, far from the crowded area and within the greener environment, congenial and ideal place for teaching- learning.

There are immense opportunities for students of Forestry and Geo-informatics (PG) course to enhance their skill and future placements.

There is ample opportunity to serve and empower the marginalized backward communities of rural Bengal.

There is plenty of prospect to provide quality education to the socially and economically backward first generation learners students of this rugged area.

Student and faculty exchanges through functional MoU between colleges give the scope of enriching the curricular activities although the geographical distance remains a constraint.

Use of ERP in more useful and effective way can seamlessly optimize the teaching learning process.

Strengthening e-content resources as a part of virtual learning in the curriculum will give students more exposure.

More Field Visits, Industrial Visits and Study tours for students will enhance hands-on experience.

The incorporation and enhancement of modern teaching aids such as a "Language Lab" and "Smart Classrooms" can attract a greater number of students to classrooms.

There is a possibility to introduce non-conventional subjects at the undergraduate level, potential to introduce

more post-graduate programs in selected disciplines, and relevant certificate/ add-on courses in Karate and others.

The institute's green campus, complete with a lush playground has opportunity to organize state/university level competition. New badminton and volleyball courts in the making could prove beneficial.

Betterment of the canteen with more and improved facility for students and staff would benefit all stakeholders.

Many alumni are well-established in their personal fields and can contribute immensely in various forms to the overall development of the institution. Hope, in the coming years many initiatives will be taken by our registered alumni association.

Encouraging faculty members to participate in Faculty Development Programs (FDPs), Orientation Programme (OP) or other refresher courses (RC) would enhance their skills to meet the challenges of new education policy (NEP).

Introducing new club concepts, such as green club, could inspire students to engage in participative learning experiences and environment awareness programmes..

Institutional Challenge

1. As most of the students are from SC/ST/OBC communities are 1st generation learners, it is our challenge to prepare them to face the competition. A major portion of students are rural with average or sub-average learning abilities.
2. To provide quality education and meet the global standards to the marginal students is our big difficulty with a limited number of faculties and staff members.
3. It is a big concern to obtain funds for various developmental and infrastructural needs.
4. Getting placements for students in this rural and less advanced area is a professional hazard.
5. Some Departments are suffering from student insufficiency due to early marriage and dropouts.

6. Increasing the attendance of students and class performance involvement is a deep worry for the institute.
7. Last but not the least, the opening and sustaining the demand of several Post graduate and undergraduate courses in Science are also our great challenge which will show the institution in a good light in the Higher Education sector for the local people.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As the college is affiliated to Bankura University, the college follows the regulations, guidelines and curriculum adopted by the University.

The college follows CBCS in the semester system as per the guidelines of Bankura University.

Apart from the undergraduate B.A and B.Sc. General and Honours Courses, the college also offers 4 year Honours in Forestry, PG in Bengali, Santali, Geography and Geo-informatics. It also offers different add-on courses.

In concurrence with its main mission and vision, the college follows a curriculum wherein several undergraduate programs incorporate the topics of their respective courses that cover cross-cutting issues relevant to Gender, Environment and Sustainability, Human values and Professional ethics.

The Academic Calendar of the year is prepared by the Academic Committee in compliance with the academic schedule of the University and is uploaded on the website.

Throughout the Academic session, the Academic Committee, Examination Committee, Routine Committee and IQAC ensure effective and coordinated curriculum delivery.

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes, etc. to enrich students with variety of developments - Gender sensitization, environmental awareness, shaping moral and ethical values, better career options and community orientation along with respect for basic human values and human rights.

The syllabuses of all courses are prepared by the university. Almost College has no role in this respect, but teachers participate and put their suggestion in the workshop convened by the University for this Purpose. During Implementation of curriculum, all the departments prepare teaching plan and developed unitization of syllabus and prepare assignments and details of term test/unit test. This plan is communicated to the students by all the departments at the beginning of session. Internals are taken accordingly and the result is forwarded to the authority and IQAC as well. According to the necessity remedial and tutorial classes are held.

There is a system of CBCS for PG courses and examination pattern is semester. To groom the students as responsible, sensible, disciplined citizen and to develop civic sense, value based education are inculcated amongst the students through the different subjects and community service.

Teaching-learning and Evaluation

There is Admission Committee approved by the Governing Body to conduct the admission process. The procedure is published in the college official website (www.prmsmahavidyalaya.org presently <https://prmsmahavidyalaya.ac.in>). All students are admitted through single window online mode. Applications are invited online and all information is displayed on the college website for wide circulation. Student mentoring and counselling related to academic issues by mentors and financial facilitate are dealt with by the scholarship or WBSCC help desk. The college conducts internal assessments to assess student performance as per university guidelines. Tutorial Classes are conducted for slow learners; additional academic inputs are provided for advanced learners. The college has amalgamated conventional teaching with e-learning/online teaching. As far as the teaching methodologies are concerned, most of the departments use ICT based teaching learning, smart class room, projector etc. Big halls allotted to general classes are equipped with sound system. Latest books and journal are purchased from the grant of UGC and state Government and from college fund as per demand of the department. Reading facility for students and staff are available in the departmental library in a limited manner, but the department with PG course has full-fledged departmental library. Model question papers are prepared by the concerned department and available in the library.

There are 17 whole time teachers, 41 Govt. approved State Aided College Teacher (SACTs). The syllabi and learning outcomes of all programmes of study are available on the college website. College engaged required number of qualified need based teachers whose remuneration is borne by the college fund.

Students are encouraged to participate in the UGC sponsored seminar organised by the different departments. Every department regularly arrange departmental student seminar for the holistic development. Departments publish wall magazine to foster the writing skill. Faculty members are encouraged to participate in the staff development programme. Success rate of UG students are average and success rate in PG course is very good and consistent in the last five years. The institute takes feedback from students and staff members for the quality sustenance and overall development of the college

Research, Innovations and Extension

PRMS Mahavidyalaya is committed to creating a well-rounded educational environment with a strong emphasis on sustainability, research, community engagement, and student wellness. Here's a summary of the key initiatives and strengths highlighted in your text:

1. **Environmental Sustainability:** The college has implemented eco-friendly practices such as a complete ban on plastic and initiatives for sustainable waste management. These efforts contribute to creating a green campus.
2. **Research Focus:** Emphasis on student-driven research and faculty achievements in obtaining PhD degrees underscores the college's commitment to academic excellence and research-based learning.
3. **Experiential Learning:** Field visits are organized to enhance experimental and participatory learning, providing students with practical exposure outside the classroom.
4. **Student Wellness:** Regular counselling workshops are organized to support the holistic well-being of students and their families, promoting fitness and wellness.
5. **Community Engagement:** The college actively engages with the local community through extension and outreach programs coordinated by the NSS. Activities during the pandemic, such as distributing food, sanitizers, masks, and involving neighbourhood children in college events, demonstrate a strong community-oriented approach.
6. **Memorandum of Understanding:** Signing functional MoUs (Memoranda of Understanding) for collaboration activities between 2018 and 2023 shows PRMS Mahavidyalaya's proactive approach to fostering holistic development. These collaborations likely cover a wide range of areas, benefiting students, teachers, and the community alike. It reflects the college's commitment to enhancing educational quality, research opportunities,

community engagement, and overall growth.

Overall, PRMS Mahavidyalaya appears dedicated to fostering a comprehensive educational experience that integrates academic rigor with environmental responsibility, research opportunities, student welfare, and community involvement.

Infrastructure and Learning Resources

PRMS Mahavidyalaya boasts a comprehensive campus infrastructure and a wide array of facilities and resources aimed at optimum enrichment of its stakeholders:

1. **Campus Infrastructure:** The campus spans significant amount of land and includes academic and administrative buildings, a sports ground, Multi Gym, open stage, college canteen with separate facilities for students, staffs and guests, conference hall, central library, common rooms for both boys and girls.
2. **Academic Setup:** The college operates with seventeen departments, offering postgraduate studies in Bengali and a certificate course in Yoga. There are thirty operative classrooms with twelve more yet to be utilized. Additionally, the college features well-equipped laboratories, fourteen ICT enabled classrooms, one smart classroom, and one seminar hall.
3. **Facilities and Amenities:** Separate rooms are designated for IQAC (Internal Quality Assurance Cell), NSS (National Service Scheme), and career counselling. Essential amenities include CCTV cameras, adequate drinking water, toilet facilities, and a sanitary pad vending machine.
4. **Rain Water Harvesting:** At PRMSM a rain water harvesting system is made. The runoff from the terrace of the college building is channelized into a recharge well. The runoff from the unpaved area is intercepted at a collection trench. From here the runoff eventually drains into an open well, which facilitates groundwater recharge.
5. **Events and Cultural Activities:** Annual Sports Meet and various cultural programs are organized to foster student engagement and community spirit.
6. **Library Resources:** The college's Central Library houses a substantial collection of over 21,000 books, including both textbooks and reference materials. It utilizes Koha LMS for library management, with Web OPAC. The library subscribes to printed journals and is a member of NLIST project.
7. **IT Resources:** The college extensively utilizes IT resources for administrative tasks, document processing, academic software, internet access, and communication. This includes a well-equipped library with academic software, subscribed e-resources, and audio-visual facilities in virtual classrooms.
8. **Collaborations:** PRMS Mahavidyalaya has established MoUs with academic, social, cultural, government, and industrial organizations for various collaborative purposes, enhancing its educational and community outreach efforts.

All these are geared towards providing a conducive environment for holistic development, research opportunities, and community engagement.

Student Support and Progression

PRMS Mahavidyalaya stands out not only for its academic offerings but also for its holistic approach to student development and welfare. Here are the key highlights that showcase its commitment to students and overall excellence:

1. Financial Support and Scholarships:

- The institution ensures that 71% of its student body benefits from scholarships provided by both central and

state governments, as well as internal schemes. These scholarships cover crucial academic expenses such as books and tuition, enhancing accessibility to educational resources.

2. Extracurricular Activities and Physical Fitness:

- Beyond academics, the college emphasizes extracurricular activities including sports, social service initiatives, and cultural events. These activities promote physical fitness, community engagement, and teamwork among students.

3. Soft Skills and Career Readiness:

- Seminars and add-on courses focused on soft skills, language, and communication are conducted regularly to prepare students for professional success. The institution also provides enhanced learning resources, a multi-gym, and yoga facilities to support overall well-being.

4. Counselling Services:

- Dedicated counselling services address both academic and personal needs of students, ensuring they receive comprehensive support throughout their educational journey.

5. Safe Environment and Zero-Tolerance Policy:

- The Anti-Ragging Committee upholds a zero-tolerance policy, ensuring a safe environment on campus. This commitment has resulted in incident-free years, reflecting the institution's focus on student safety and well-being.

6. Academic Excellence:

- PRMS Mahavidyalaya boasts impressive academic results, surpassing both neighboring colleges and university averages. High passing rates in various programs (88% in B.A., 93% in B.Sc.) underscore its dedication to academic excellence.

7. Student Council and Community Engagement:

- Despite student elections being closed, the Student Council remains active in organizing events, addressing concerns, and presenting innovative ideas to the administration. This active engagement strengthens community bonds within the college.

Through these initiatives, PRMS Mahavidyalaya demonstrates a strong commitment to nurturing well-rounded graduates who are not only academically proficient but also equipped with essential life skills, leadership qualities, and a sense of community responsibility. This student-centric approach prepares them effectively for future challenges and success in their chosen fields.

Governance, Leadership and Management

The governance structure of PRMS Mahavidyalaya is comprehensive and meticulously designed to align with its vision and mission. Here's an overview of how various committees and bodies function to ensure efficient

management and operational excellence:

1. Governance Body: The institution is governed by a non-governmental Governing Body at its apex, which adheres to policies set by the Higher Education Department and UGC.

2. Principal and Coordinators: The Principal oversees both administrative and academic affairs, implementing policies and decisions with the support of IQAC Coordinator.

3. Committees Overview:

- Academic Committees: Responsible for overseeing academic affairs such as Academic Affairs, Routine, and Research Wing. They monitor syllabus completion and curriculum implementation and research activities.

- Students' Sections and Support Committees: Manage admissions, anti-ragging initiatives, grievances, career counselling, examinations, and feedback mechanisms to enhance student-administration interaction.

- Financial and Building Committees: Make critical decisions regarding financial matters and infrastructure development.

- NSS: Focus on holistic student development, fostering social responsibility through extracurricular activities.

4. Special Initiatives and Collaborations:

- The institution offers value-added courses and collaborates through Memorandums of Understanding (MOUs) with other institutes and organizations.

- Regular conferences, infrastructure proposals, health camps, and research activities (like aquaculture research) underscore institutional initiatives and community engagement.

5. Performance Evaluation and Welfare:

- Teacher and non-teacher performance evaluations incorporate student feedback and departmental assessments.

- Welfare measures include health benefits, professional development opportunities, and recreational facilities for staff and students alike.

6. Compliance and Quality Assurance:

- Financial audits ensure transparency and compliance with governmental regulations.

- Institutional funds are allocated towards academic and infrastructural needs, with regular internal and external audits.

7. Sustainability and Accreditation:

- Commitment to sustainability is reflected in activities like tree plantations and through feedback analysis.

- AQAR submissions aid in NAAC accreditation underscores the institution's commitment to quality education.

Through these decentralized committees and active participation across various domains, PRMS Mahavidyalaya demonstrates its dedication to holistic education, institutional growth, and fostering a conducive learning environment for its stakeholders.

Institutional Values and Best Practices

PRMS Mahavidyalaya exemplifies a strong commitment to ethical values and social responsibilities across various dimensions:

1. Gender Equity and Women's Empowerment:

- The college actively promotes gender equity through Gender Audits, the formation of relevant committees, and awareness programs. Facilities specifically for women are installed on campus, fostering a supportive environment. Notably, the percentage of female students has consistently exceeded that of male students from 2018-19 to 2022-23, highlighting the institution's efforts towards inclusivity and empowerment.

2. Environmental Responsibility:

- The college demonstrates proactive environmental responsibility through several initiatives:
- Utilization of solar energy and energy-efficient equipment reduces carbon footprint.
- Environmental promotional activities, including those conducted by NSS Units and the Department of Forestry, extend the college's impact beyond its campus boundaries.
- A Green Audit has been completed to assess and further enhance the college's environmentally friendly practices.

3. Cultural Diversity and Social Obligations:

- PRMS Mahavidyalaya sensitizes students to cultural diversities and social responsibilities through various activities:
- Observance of commemorative days and organization of events that encourage participation irrespective of gender, caste, or religion.
- Students have received accolades and recognitions at prestigious events such as the WB Youth Parliament Competition, National Integration Camps, and State Level Integration Camps, showcasing their involvement and success in promoting social harmony and understanding.

4. Best Practices :

- Best Practice 1 : Promoting Female education for empowering women to ensure overall socio-economic and cultural upliftment.

- Best Practice 2 : Native Species Seed Ball Preparation and Dispersal.

Through these initiatives, PRMS Mahavidyalaya not only fosters academic excellence but also cultivates a socially responsible and environmentally sustainable campus community. These efforts reflect its dedication to nurturing well-rounded individuals who are prepared to contribute positively to society and the environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANDIT RAGHUNATH MURMU SMRITI MAHAVIDYALAYA
Address	VILL-BARAGARI, PO-JAMBONI, PS-SARENGA, DIST-BANKURA
City	Bankura
State	West Bengal
Pin	722150
Website	www.prmsmahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Neelangshu Ghosh	03243-9434352426	9475939165	91-	prmsmahavidyalaya@yahoo.co.in
IQAC / CIQA coordinator	Anirban Ash	03243-8926164982	8926164982	91-	anirbanash99@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	Bankura University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-01-1992	View Document
12B of UGC	02-01-1992	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	VILL-BARAGARI, PO-JAMBONI, PS-SARENGA, DIST-BANKURA	Rural	9.5	7200

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, UG HONOURS	36	Qualified in HS or equivalent	Bengali	91	80
UG	BA,Bengali, UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Bengali	600	532
UG	BA,English, UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	English	100	55
UG	BA,English, UG HONOURS	36	Qualified in HS or equivalent	English	91	71
UG	BA,Sanskrit, UG HONOURS	36	Qualified in HS or equivalent	Sanskrit	36	27
UG	BA,Sanskrit, UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Sanskrit	100	66
UG	BA,Santali, UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Santali	150	74
UG	BA,Santali, UG HONOURS	36	Qualified in HS or equivalent	Santali	72	47
UG	BA,History, UG HONOURS	36	Qualified in HS or equivalent	Bengali	80	67
UG	BA,History, UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Bengali	250	206
UG	BA,Philosophy	36	Qualified in	Bengali	60	49

	hy,UG HONOURS		HS or equivalent			
UG	BA,Philosophy,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Bengali	250	218
UG	BA,Political Science,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Bengali	100	69
UG	BA,Political Science,UG HONOURS	36	Qualified in HS or equivalent	Bengali	36	32
UG	BA,Physical Education,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Bengali	87	56
UG	BSc,Mathematics,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	English	32	3
UG	BSc,Mathematics,UG HONOURS	36	Qualified in HS or equivalent	English	20	9
UG	BA,Economics,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	Bengali	22	0
UG	BSc,Physics,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	English + Bengali	25	1
UG	BSc,Chemistry,UG PASS OR PROGRAMME	36	Qualified in HS or equivalent	English + Bengali	25	6
UG	BSc,Geography,HONOURS	36	Qualified in HS or equivalent	English + Bengali	38	31
UG	BSc,Geography	36	Qualified in	English +	65	10

	hy,UG PASS OR PROGR AMME		HS or equivalent	Bengali		
UG	BSc,Computer Science,UG HONOURS	36	Qualified in HS or equivalent	English	24	6
UG	BSc,Forestry, UG HONOURS	36	Qualified in HS or equivalent	English + Bengali	25	9
PG	MA,Bengali, PG	24	Qualified in Graduation	Bengali	25	24
PG	MA,Santali,P G	24	Qualified in Graduation	Santali	25	23
PG	MSc,Geogra phy,PG	24	Qualified in Graduation	English	25	18
PG	MSc,Geo Inf ormatics,PG	24	Qualified in Graduation	English	25	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				16			
Recruited	1	0	0	1	2	1	0	3	10	2	0	12
Yet to Recruit	0				0				4			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	8	1	0	9
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				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.	1	0	0	0	0	0	3	2	0	6
M.Phil.	0	0	0	0	1	0	1	0	0	2
PG	0	0	0	2	0	0	6	0	0	8
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	2	0	0	0	0	0	0	0	0	2
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	4	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	29	6	0	35
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		0	
	0		0	
	2		2	

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	805	0	0	0	805
	Female	710	0	0	0	710
	Others	0	0	0	0	0
PG	Male	40	0	0	0	40
	Female	47	0	0	0	47
	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	210	203	178	175
	Female	152	175	104	117
	Others	0	0	0	0
ST	Male	158	156	131	99
	Female	125	103	86	104
	Others	0	0	0	0
OBC	Male	204	246	201	179
	Female	210	188	141	188
	Others	0	0	0	0
General	Male	273	280	322	288
	Female	270	311	304	320
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1602	1662	1467	1470

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Pandit Raghunath Murmu Smriti Mahavidyalaya, affiliated to the Bankura University, offers a comprehensive and flexible academic environment. Here's a summary of what it provides:</p> <p>1. Curriculum and Courses: The college follows the CBCS (Choice Based Credit System) syllabus, providing academic flexibility with an interdisciplinary approach. It offers Core Courses, Discipline Specific Electives, Generic Electives, Skill Enhancement Courses, and Ability Enhancement Compulsory Courses at the undergraduate level. This allows students to balance theoretical and vocational learning.</p> <p>2. Programs Offered: There are several undergraduate and post-graduate programs available, each offering various</p>
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	<p>course combinations to suit students' preferences and abilities. 3. Postgraduate Programs: The PG program also incorporates interdisciplinary elements, allowing students to explore diverse fields of study. 4. Extension Activities: The institution organizes extension activities focusing on social issues, promoting value education through NSS units. Projects in community engagement aim at holistic student development. 5. NEP (National Education Policy): With the introduction of NEP, which is going to be implemented on and from 2023-24 session, the curriculum emphasizes multidisciplinary education to foster critical thinking, adaptability, problem-solving skills, and ethical understanding among students. Environmental Studies, for instance, integrates multiple disciplines, enhancing research opportunities and pragmatic attitudes. Overall, Pandit Raghunath Murmu Smriti Mahavidyalaya seems dedicated to providing a well-rounded education that prepares students for both professional challenges and societal responsibilities.</p>
2. Academic bank of credits (ABC):	<p>Pandit Raghunath Murmu Smriti Mahavidyalaya appears to be actively embracing the Academic Bank of Credits (ABC) system introduced by the National Education Policy. Here are the key aspects: 1. ABC System Overview: The ABC serves as a centralized digital repository storing comprehensive credit records of students throughout their educational journey. It facilitates seamless access to educational credits and supports students in transitioning between different colleges or universities. 2. Support and Implementation: The institution fully supports the ABC system, which is based on distributive and flexible teaching-learning methodologies. It has already established the necessary infrastructure to maintain a well-maintained credit system. 3. Choice Based Credit System (CBCS): Under CBCS, Pandit Raghunath Murmu Smriti Mahavidyalaya encourages teachers to design curricula that promote multidisciplinary and holistic academic approaches. The emphasis is on critical and analytical understanding, allowing students to choose courses according to their interests. 4. Student Support Initiatives: The college conducts remedial classes for students who need additional support, aiming to reduce dropout rates. Financially needy and dropout students are encouraged and assisted in re-registering</p>

	<p>for examinations to continue their education. 5. Partnerships and Collaborations: The institution has signed MoUs with several institutions. These collaborations enhance the support system of the institution. Overall, Pandit Raghunath Murmu Smriti Mahavidyalaya's proactive adoption of ABC and CBCS reflects its commitment to enhancing educational accessibility, flexibility, and academic quality, aligning with the objectives of the National Education Policy.</p>
3. Skill development:	<p>Pandit Raghunath Murmu Smriti Mahavidyalaya focuses extensively on skill development among its students through a variety of initiatives both within and outside the regular curriculum. Here are the key aspects: 1. Value-Based Education: The institution emphasizes imparting values like social and human ethics across various subjects. Literature subjects such as Bengali, English, and Sanskrit contribute directly to teaching these values, while social science subjects like Political Science, Philosophy, and History focus on constitutional values, ethics, and citizenship rights. 2. Scientific Acumen: Subjects like Physics, Chemistry, and Mathematics are instrumental in developing strong scientific skills among students. 3. Holistic Skill Development: All efforts aim at holistic skill development, fostering self-confidence, life skills, and academic success. These attributes are essential for employability across various sectors globally. 4. Alignment with NEP: In line with the National Education Policy (NEP), the college plans to introduce vocational courses, certificate programs, and add-on courses to meet contemporary needs. Vocational education is seen as crucial for developing job-oriented skills that contribute directly to the economic development of the country. 5. Preparation for Global Competitiveness: The emphasis on versatility and adaptability prepares students to thrive in a competitive global job market. Overall, Pandit Raghunath Murmu Smriti Mahavidyalaya's approach integrates academic rigor with values education and practical skills development, ensuring that students are well-prepared for both professional success and societal contributions.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Pandit Raghunath Murmu Smriti Mahavidyalaya is deeply committed to promoting cultural and linguistic diversity through its educational programs.</p>

Here are the key highlights: 1. Inclusive Environment: The college caters to a diverse student body from various socio-ethnic and religious backgrounds, fostering an inclusive environment that promotes harmony and mutual respect. 2. Curriculum Design: Affiliated with the University of Burdwan, the college follows CBCS and NEP syllabi, which emphasize interdisciplinary approaches and integration of Indian knowledge systems. This approach ensures that students receive a well-rounded education that incorporates cultural and philosophical aspects unique to India. 3. Human Values and Ethics: Courses like Sanskrit literature and Philosophy explore fundamental concepts such as "Dharma, Artha, Kama, and Moksha," rooted in Indian philosophical traditions. Similarly, the study of Indian Classical Literature in English Honours incorporates texts like Mahabharata and Abhijnanasakuntalam, promoting a multidisciplinary understanding. 4. Language Programs: Pandit Raghunath Murmu Smriti Mahavidyalaya offers undergraduate and postgraduate programs in Bengali and Sanskrit. The medium of instruction is bilingual, accommodating students who are not fluent in a particular language. Departments actively encourage students to speak and write creatively in these languages. 5. Cultural Sensitization: The college conducts department-specific courses that sensitize students to cultural, regional, linguistic, communal, and socio-economic diversities across India. Educational and extracurricular activities, as well as study tours, further enrich students' understanding of India's rich cultural heritage. 6. Holistic Development: Through these initiatives, the college empowers students to choose their educational paths wisely, fostering creative, artistic, cultural, and academic development aligned with the NEP 2020 objectives. Overall, Pandit Raghunath Murmu Smriti Mahavidyalaya's comprehensive approach to education not only prepares students academically but also instills in them a deep appreciation for India's cultural diversity and values, crucial for their holistic development and future endeavours.

5. Focus on Outcome based education (OBE):

Pandit Raghunath Murmu Smriti Mahavidyalaya is actively aligning with the National Education Policy (NEP) to foster an outcome-based education system focused on innovation and skill-based learning. Here

are the key aspects of their approach: 1. Curriculum Design and CBCS: The college implements CBCS to provide a structured framework that promotes interdisciplinary and holistic learning. Programs like B.Sc., B.A., M.A. and M.A. and M.Sc. are designed to deepen students' insights into their subjects while developing comprehensive analytical skills. 2. Assessment and Feedback: Regular assessments and student feedback are integral to evaluating knowledge, skills, research attitudes, and conceptual understanding. This continuous evaluation helps measure outcomes and enhance learning effectiveness. 3. Multidisciplinary Approach: Special lectures and seminars across various disciplines encourage students to adopt a multidisciplinary perspective. This approach enriches their understanding by integrating diverse ideas and concepts. 4. Extracurricular Activities: The NSS units organize campaigns, fieldwork, and awareness programs that contribute to societal improvement. Cultural programs, indigenous language studies, environmental projects, and educational tours further broaden students' perspectives and emphasize the importance of preserving natural and national resources. 5. Inclusivity and Diversity: The college actively promotes inclusivity by welcoming students from diverse socio-economic and cultural backgrounds, and addressing gender awareness, physical and mental health issues. These efforts contribute to building a democratic campus environment and nurturing responsible future citizens. 6. NEP Alignment: By embracing these practices, Pandit Raghunath Murmu Smriti Mahavidyalaya prepares students to thrive in an outcome-based educational system envisioned by NEP. The emphasis on skills, innovation, and holistic development equips students with the capabilities needed for their future careers and societal roles. In essence, the college's comprehensive approach not only supports NEP's goals but also ensures that students receive a well-rounded education that prepares them for success in a rapidly evolving global landscape.

6. Distance education/online education:

Pandit Raghunath Murmu Smriti Mahavidyalaya has adapted effectively to the challenges posed by the COVID-19 pandemic by leveraging online platforms for education delivery. Here are the key points

regarding their approach: 1. Adaptation to Virtual Learning: Recognizing the importance of both face-to-face and virtual modes of instruction, the college has utilized online platforms extensively since the onset of the pandemic. This shift has been crucial in ensuring continuity in education delivery. 2. Online Resources and Library: The college provides online materials to students, and its library, while partially automated, offers facilities like OPAC search. There are plans to implement Web OPAC to enhance access to library resources. Additionally, being a member of NLIST under the e-Shodhsindhu project enables access to a wide range of e-journals and e-books online. 3. Online Content Delivery: During the pandemic, Pandit Raghunath Murmu Smriti Mahavidyalaya successfully delivered course content through online classes using platforms such as Google Meet, Learning Management Systems (LMS), and e-library resources. This approach ensured that students could continue their studies remotely while adhering to safety protocols. 4. Assessment and Examination: The college also conducted online examinations, demonstrating its ability to adapt traditional assessment methods to the virtual environment effectively. By embracing online education tools and platforms, Pandit Raghunath Murmu Smriti Mahavidyalaya has not only ensured the continuity of education but also expanded access to learning resources beyond physical constraints. This proactive approach underscores the institution's commitment to providing quality higher education amidst evolving educational landscapes.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has recently established The Electoral Literacy Club in collaboration with the local Block Development Office .
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?	The college administration appointed coordinating faculty members to oversee the Electoral Literacy Club (ELC). They selected students, primarily from the NSS units of the institution, to volunteer. Currently, three staff members are managing the ELC, with approximately twenty-four student volunteers participating. These volunteers, who are

	part of NSS, represent a diverse group of male and female students from the college.
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.	Periodically, induction programs and seminars are conducted both within the institution and in the local community to educate new voters, and these events receive significant participation from stakeholders. These campaigns are organized under the guidance of the Electoral Literacy Club (ELC), with assistance from NSS volunteers, held both on-campus and nearby areas. Such initiatives fall directly under the oversight of local administration and the Block Development authority, which prioritize enrollment and thorough awareness among all marginalized groups in society regarding the electoral process and related issues.
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.	During the awareness drives held in both the college and neighbouring community, there is a significant voluntary response and active participation from students. They contribute unique content through posters, banners, leaflets, and other materials to educate the public. These initiatives are successful due to the collaborative efforts of the Block administration, college authority, and college alumni. Their resourcefulness plays a crucial role in spreading awareness among underexposed populations about the ethical and democratic values associated with the electoral process.
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.	The majority of college students who are eligible for voter registration enroll themselves in the electoral roll. The institution's initiatives play a crucial role in facilitating this process effectively.

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
3698	3398	2987	3008	3064
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: 58

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
53	54	58	56	36

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
97.68005	143.71532	152.64717	201.82642	186.47853

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 institution places a strong emphasis on effective curriculum planning and delivery. The institution adheres strictly to Bankura University's curriculum for all courses. Our institution has nineteen full-time teachers and forty state-aided college teachers to cater to the diverse needs of the students. Our faculty members on the UGBS and PGBS committees convey institutional inputs and requirements during curriculum development by the university. With the introduction of the Choice-Based Credit System, the syllabus is divided among teachers during departmental meetings. Each academic session begins with the Admission Committee and Routine Sub-Committee planning and documenting the session. Regular IQAC and departmental meetings are held to monitor academic progress. The Academic calendar serves as a strategic tool for organizing and sequencing educational activities, facilitating timely course offerings and assessment schedules essential for academic coherence. Embracing modern pedagogy, the institution fosters an effective teaching-learning environment enriched by diverse methods. The participatory teaching method is meticulously implemented to actively engage students with the curriculum through a range of extra and co-curricular activities, including Departmental Seminars, wall magazines, and the annual publication of the college magazine. Moreover, the institution regularly hosts expert talks by distinguished personalities, enriching students' understanding of diverse curriculum topics. Inquiry-based learning encourages students to explore, apply skills, and articulate knowledge. Group projects and fieldwork are organized to engender students' curiosity. The students are also motivated to participate in myriad inter-district competitions like science congress, youth parliament, and sports. Experiential learning through educational excursions and departmental tours further deepens students' engagement and practical understanding. Incorporating cutting-edge technology into classrooms and laboratories underscores the institution's commitment to student-centred learning. Access to computers, internet facilities for downloading educational materials, projectors, smart boards, and teaching-learning software like ERP enhance instructional effectiveness. Communication with students is streamlined through email, Google Classroom, and WhatsApp, facilitating online feedback, and the distribution of class notes, model question papers, and presentations. Extensive e-resources are accessible to both students and faculty, supporting the seamless delivery of online classes, tests, assignments, and feedback mechanisms. Our institution continuously digitizes library access and adopts the library's motto on the go. Remedial class is systematically arranged to mentor the slow learners. A robust mentor-mentee system further bolsters academic support and personal development. Each faculty member mentors a group of students, monitoring their academic progress, participation in extracurricular activities, and overall well-being. Continuous internal assessment mechanisms are pivotal in evaluating student progress and learning outcomes, creating a dynamic educational milieu conducive to academic excellence. By meticulously adhering to this process, the institution consistently surpasses educational benchmarks, equipping students with the skills and knowledge needed to thrive in their respective fields. During the COVID-19 pandemic, the institution successfully leveraged its designated Learning

Management Software (ERP) to sustain uninterrupted academic activities. This digital integration enabled effective monitoring of curriculum implementation and student progress, reinforcing the institution's commitment to enhancing educational delivery through modern communication systems and digital technologies, thereby fostering a truly student-centric and 'outcome-based' teaching-learning environment.

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: 5

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 1.34

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
155	61	0	0	0

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:

In the evolving landscape of education, integrating crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum is increasingly recognized as essential. This holistic approach broadens traditional learning and equips students with crucial modern skills and perspectives. The institution conducts myriad seminars, and special talks by experts, and organizes co-curricular and extracurricular activities to inculcate ethical and human values, promote professional integrity among students, and enlighten them towards an eco-friendly and sustainable world. **Professional Ethics** is an indispensable component of human integrity. By imparting ethical and moral values through the curriculum, institutions ensure that students are well-versed in their respective professions' moral and ethical standards. University curricula incorporate courses like Applied Ethics in Philosophy to impart moral knowledge. Sanskrit AECC-2 paper is specially designed to inoculate moral education following the age-old tradition of storytelling and teaching. In the same paper, students learn about morality. **Gender** sensitivity and inclusivity are pivotal in creating an equitable learning environment. Integrating gender issues into the curriculum promotes awareness and understanding of gender dynamics, challenges stereotypes, and advocates for gender equity. The institution fosters women's empowerment by encouraging female students to participate in extracurricular activities like gym, karate, sports, and cultural events. The college organizes student seminars such as Women in Literature and observes International Women's Day to bolster inclusivity and break societal stereotypes. Courses like 'Contemporary India: Women and Empowerment' and 'Women's Writing in English' motivate female students to engage actively in social emancipation. **Human Values** education is fundamental to nurturing compassionate and socially responsible individuals. By incorporating human values into the curriculum, institutions aim to develop students' empathy, integrity, and respect for diversity. The college, through community outreach and promotion of local tribal culture, inculcates camaraderie and collectivism among students. Annual cultural programs, various NSS initiatives like Blood-donation camp, and seminars such as Cyber-Security and Cyber-Crime instil compassion, fellow feeling, reverence, tolerance for religio-cultural

diversity, and respect for privacy. The institution also organizes excursions and tours to bring students in close contact with nature and culture. Courses like ‘Understanding Popular Culture’ and ‘Banglar Lokosanskriti o Lokosahitya’ play a pivotal role in promoting human values. **Environmental awareness and sustainability** are critical in the face of global environmental challenges. Integrating these topics into the curriculum instills a sense of responsibility towards the planet and equips students with the knowledge to engage in sustainable practices. This is crucial for developing solutions to environmental issues and promoting sustainable development. The college observes World Forestry Day, Environmental Day, and Aranya-Saptaha to impart environmental awareness among students. Cleanliness drives and the Swachh Bharat Mission are regularly observed to promote consciousness toward a pollution-free sustainable world. Courses like Environmental Studies, Wildlife Biology, Forest Ecology & Biodiversity, Non-Timber Forest Products, Rangeland and Livestock Management, Recreation & Urban Forestry, Restoration Ecology, Forest Extension & Community Forestry, Wildlife Management, Analytical Techniques in Environmental Geography, Environment and Society and Contemporary Issues, Development and Environment, and Geo-Informatics for Resource and Disaster Management extensively promote biodiversity and environmental sustainability.

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: 11.28

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

Response: 417

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
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.75

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
1602	1662	1467	1470	1636

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2488	2488	2488	2513	2513

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 53.81

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
627	530	413	584	650

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
1037	1037	1037	1050	1050

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: 69.77

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:

Pandit Raghunath Murmu Smriti Mahavidyalaya improves the learning experience of students by adopting diverse range of student centric methods like experiential learning, participative learning and problem-solving methodologies both inside and outside the classroom to build the knowledge and working skill of the student.

Experiential Learning

This institution uses to practice experiential learning to enhance the acceptability and adaptability of the learning process. Different department of the institution used to allow students to acquire skills through scientific report preparation, model building etc. Different department of the college actively organizes various learning experiences as a part of the syllabi of affiliating university, such as fieldwork, study visits, and laboratory activities.

Participative Learning

Different departments of college frequently arranged events like student seminars, exhibits, debates, group discussions etc. to enhance the ability of the students. Besides, as per the prescribed syllabus of the affiliating university, selected department of the college offers students to avail project internship, project writing, Power Point Presentation etc. Besides, the college also used to take different initiative as a part of participatory learning, such as;

- In the COVID 19 Pandemic situation, college has adapted ERP based online platform for the effective delivery of study materials, assignment as well as conducting examination and recording the classes.
- Students of the college frequently participate in organizing different cultural events like fresher's welcome, teachers' day celebration, environment day observation etc. within the campus.
- During the Annual Cultural function, students from different department of the college performed different events such as reciting poem, dancing, singing song etc. Besides, students showcase their talents in the fields of sports, body building as well as literary arts. The institution also encourages students to participate different cultural, sport events organized at the university, state or national level.
- Students are encouraged to participate in the competition of wall magazine preparation organized by few selected department (Such as Dept. of Bengali, History, Geography).
- Students of the college are encouraging to contribute for the college magazine "Oikatan" published annually.
- For the skill development of the student, college has introduced different add-on courses, such as Yoga for Health and Wellness, Identification of Local Medicinal Plants and their Use, Python Programming, Spoken English etc.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.55

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
59	59	63	63	43

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 49.03

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
30	29	29	25	13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly bounds to the guidelines set by the affiliating University, Bankura University for both internal and external examinations. At the conclusion of each semester, the final examination is administered by Bankura University. In both the CBCS and NEP education systems, significant emphasis is placed on internal assessment to evaluate students' academic performance throughout the session to enhance the overall quality of education.

This College has a transparent and continuous internal assessment system. Marks in each paper are awarded through Internal Assessment and the rest are awarded by the university final examination.

Student performance is continuously assessed each semester through various means, including class tests, class assignments, seminar presentations, and viva voce etc. The college boasts an Examination Coordination Cell, responsible for organizing internal assessments for all semesters. A student needs to attend at least 75% of attendance in order to appear at the end semester examination. 10 marks are allotted for Internal Assessment of core courses and skill enhancement

courses. Of which 5 marks are awarded on the basis of class attendance conducted by the concerned teachers.

Students are encouraged to discuss their doubts with relevant teachers, and returned home assignments contribute to the feedback loop. One internal assessment per course is conducted for each semester, and the schedule, duration, question pattern, and syllabus are communicated to students before the commencement of the examination.

Schedule and mode of Internal Examination is discussed in the departmental meeting for each

department. Allocation of teachers for conducting, evaluating and uploading of Internal marks is also decided in the departmental Meeting. Detailed schedules for internal examinations are uploaded on the college website 7-10 days before the examinations as well as on the college & departmental notice board. The entire process of the evaluation process is completed within 10 days.

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:

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

The learning outcomes - Programme Outcome (PO), Programme Specific Outcome (PSO), and Course Outcome (CO) of the courses offered are highlighted at the outset on the college Website and Department to make all the stakeholders, especially the students, aware of objectives of different courses offered and specific learning outcomes that are expected from each course when they become graduates. The determination of program outcomes (PO) and course outcomes (CO) is influenced by various factors, which are as follows -

- The achievement of CO and PO is gauged through the final university examination results or the grade points obtained by students. These results are documented in the college for further consideration.
- Student performance in Internal Assessment across all semesters is meticulously recorded, taking into account attendance. Besides Internal Assessment, the college conducts continuous internal evaluation through class tests, discussions, home assignments, providing students with opportunities for ongoing improvement.
- Practical examinations in science subjects serve as effective means to evaluate learning outcomes.
- Annual collection and analysis of feedback reports from students regarding learning outcomes by the IQAC contribute to the estimation of CO & PO.
- IQAC creates CO PO mapping matrices, providing insight into the level of Program Outcome attainment.
- The recording of students' progression to higher studies is maintained by all departments. A significant number of our college graduates pursue Master's degrees (MA/MSc./ B.ED etc.), with many qualifying for prestigious examinations like NET, GATE, and others. Some postgraduate students from our college proceed to join universities and institutes for Ph.D. programs also.

· The placement records of students post-graduation and graduation, kept within the departments, also reflect the level of attainment of PO and CO.

It is also that, the institution's website posts the PO and CO statements for each department across all streams. This makes it possible for prospective students and applicants to visualise the set of skills and goals that they would like to focus on. Additionally, this practise enables lecturers to design their courses in a more systematic and accurate manner. By using the unique technique of using a computer-generated mechanism to measure the level of attainment for course outcomes, the institution has set up a trailblazing example in terms of the evaluation and measurement of course attainment. The selected committee members are responsible for creating the thorough report sheet in this respect at the conclusion of each semester following the publication of results from the university's end.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

There are several key aspects of the educational management and student development within the college environment:

1. Comprehensive Atmosphere: Educators focus on creating a supportive environment inside and outside the classroom to foster responsible citizenship and ethical values among students.
2. Curriculum and Academic Planning: A structured approach is taken with a teaching plan at the departmental level and an academic calendar based on university policies. This ensures that lectures and courses are aligned with course objectives and that the curriculum is completed on time.
3. Assessment and Evaluation: The learning progress is monitored through regular departmental meetings and various assessment methods such as class tests, group discussions, seminars, and internal assessments. These direct techniques help evaluate learning outcomes effectively.
4. Feedback and Grievance Redressal: There's a feedback mechanism and grievance redressal system in place to address issues or complaints from students. These are handled through IQAC (Internal Quality Assurance Cell) and Academic Committee meetings to ensure continuous improvement and resolve any concerns promptly.
5. Facilities and Support: Ensuring the delivery of curriculum and availability of necessary facilities for students are prioritized, supported by the feedback mechanism and grievance redressal system.

Overall, the college emphasizes a structured approach to education management, focusing on both academic delivery and student development through ethical and citizenship values. Regular assessment and feedback mechanisms ensure accountability and continuous improvement in the teaching-learning process to gauge learning outcomes.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 69.36

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
293	723	523	295	321

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
770	727	558	504	548

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.53

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

PRMS Mahavidyalaya has created an ecosystem proper to its demand through its establishment of Research Wing. The cell is functional in establishing standards for research initiatives. A decision for journal, one from Arts and one from Science, is already taken. The teachers are motivated accordingly to engage themselves in research activities and other than the publication currently some of the teachers are also acting as the guide for the Ph. D. scholars. All these are quite in tune with the true enhancement of building an ambience of quality teaching-learning.

Additionally, departments like Bengali, English, History etc is following the syllabus prescribed by Bankura University which is quite duly equipped with aspects pertaining to the Indian Knowledge System.

As ICT has become a key component of the innovation ecosystem, a well-built ICT infrastructure is built in the institution to facilitate all the stakeholders. In addition the Institute is planning to constitute the IPR Cell and R&D Cell in near future The Institute fully observes the traditional Indian values and already

successfully conducted several events on Yoga and related topics.

File Description	Document
Upload Additional information	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: 31

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
14	13	3	1	0

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: 0.83

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
13	9	8	13	5

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

3.3.2

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

Response: 0.78

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
09	23	08	03	02

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 extension activities conducted by the NSS Unit and the Cultural Unit of the institution have profoundly impacted the neighbourhood community and sensitized students to various social issues. Students have developed a deeper understanding of community needs and challenges by actively participating in different extension programs. This exposure has fostered a sense of empathy, responsibility, and commitment to social service among students, contributing to their holistic development. The focus on inclusion and community-driven initiatives has created a collaborative

Cultural Upliftment

The emphasis on cultural upliftment is evident through various activities that celebrate and integrate local traditions and customs. The annual cultural program is a highlight, where the local tribal and Kurmi communities actively participate, showcasing their cultural heritage. Additionally, the college celebrates significant national and cultural days such as Independence Day, Republic Day, Youth Day, Gandhi Jayanti, Rabindra Jayanti, Netaji Jayanti, Pandit Raghunath Murmu's Birthday, Teachers' Day, and International Santali Language Day. These events not only preserve cultural traditions but also promote a sense of unity and pride among the participants.

Health and Fitness Awareness

Health awareness is a critical aspect of the college's extension activities. Various programs such as blood donation camps, AIDS awareness, malaria awareness, and dengue awareness campaigns are organized in the two adopted villages. These initiatives have improved the overall health consciousness of the community and provided essential health services and information to the local population. Activities like Gym training, Karate training, Yoga and local community involvement in annual sports promote fitness awareness.

Environmental Sustainability

Environmental sustainability is another key focus area. The college observes Environmental Day and World Forestry Day, emphasizing the importance of ecological balance. Activities such as the distribution of seed balls, sapling plantations, and campaigns promoting a plastic-free world are regularly conducted. Additionally, initiatives like preserving water reservoirs, afforestation, gardening projects, and participation in the Swachh Bharat Abhiyan highlight the college's commitment to creating a sustainable environment. These activities have not only enhanced the local ecosystem but also instilled a sense of environmental responsibility among students and community members.

Women Safety and Hygiene

Addressing issues related to women's safety and hygiene is a priority. Programs such as women protection and safeguard awareness, basics of legal knowledge in daily life, youth parliament participation, gym training, karate training, and yoga sessions are conducted to empower women. These initiatives also focus on educating women about the importance of cleanliness and healthy eating habits. The impact of these programs is evident in the increased awareness and proactive measures taken by women in the community to ensure their safety and well-being.

Community Participation and Vaccination Camps

The institution actively participates in community service beyond awareness programs. It serves as a center for vaccination camps, such as Polio and COVID-19 vaccine drives. These efforts have played a crucial role in improving public health and protecting the community from preventable diseases.

These efforts have not only benefited the local community but also played a significant role in the holistic development of students.

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:

The institution fosters a robust culture of innovation and research by actively engaging its faculty, research scholars, and students in various extension activities related to scientific inquiry and creativity. This commitment to promoting a scientific spirit and innovative thinking is evident through the institution's participation in diverse research-oriented events, including science congresses, model competitions, talent hunts, and youth parliament competitions. These activities not only encourage students to experiment with new ideas but also instill a continuous drive toward research and innovation.

One of the key areas where the institution's dedication to research and innovation shines is through the participation of its science department in Science Congress. The department has showcased a range of innovative models, such as the Sequential Growth of Plants, which illustrates the stages of plant development; the Escalator in Daily Life, demonstrating practical applications of mechanical engineering; the Automatic Street Light, emphasizing energy efficiency and automation; and the Hydraulic Bridge, highlighting advancements in civil engineering. These models reflect the institution's emphasis on practical, real-world applications of scientific principles, inspiring students to think creatively and develop solutions to everyday problems.

In addition to the science department, the department of forestry has also made significant contributions to the institution's reputation for research and innovation. The department prepared models like the Genetically Modified Sal Forest, designed to protect against cyclonic storms, and Agroforestry: A Holistic Approach for Socio-Economic Development, which emphasizes the integration of agriculture and forestry for sustainable development. These innovative models not only address pressing environmental and socio-economic issues but also showcase the institution's commitment to interdisciplinary research and practical solutions.

The institution's research culture is further evidenced by the presentation of high-quality research papers in various science congresses. Papers like "Dispersion of Love Wave at Interface of Non-Local Anisotropic Heterogeneous Layer and Orthotropic Half-Space" and "Impact of the COVID-19 Situation on the Air Quality in the Durgapur Industrial Town, W.B, India" highlight the advanced level of research being conducted by the institution's scholars. These presentations have earned the institution recognition for its innovative and research-oriented culture, demonstrating the impact of its constant efforts in promoting scientific inquiry and excellence.

The continuous engagement of faculty, research scholars, and students in these activities ensures a dynamic and stimulating environment where innovation thrives. Students develop critical thinking and problem-solving skills by participating in talent hunts and youth parliament competitions, preparing them for future challenges. These competitions provide a platform for students to showcase their talents, receive expert feedback, and refine their ideas, fostering a spirit of healthy competition and continuous improvement. The accolades and recognition garnered by the institution through these efforts underscore the effectiveness of its approach to fostering a vibrant research and innovation culture. This continuous pursuit of excellence ensures that the institution remains at the forefront of scientific and technological advancements, contributing to the development of a knowledgeable and innovative society.

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

3.4.3

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

Response: 32

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
08	07	05	06	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 07

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

PRMS Mahavidyalaya has made substantial investments in its physical facilities and infrastructural setup to support its educational mission. Here are some key points highlighted from your description:

1. Classrooms: The college has 63 classrooms, which provide ample space for teaching and learning activities.
2. Laboratories: There are specialized laboratories for various departments such as Computer Science, Geography, Geo-Informatics, Physics, and Chemistry. This allows students to gain practical experience in their respective fields.
3. Computers: The college has a total of 72 computers (57 for academic purposes and 15 for administrative purposes), all in proper running condition. This ensures students and staff have access to necessary technology for learning and administrative tasks.
4. Language Laboratory: This facility helps students enhance their communication skills, which is crucial for their overall development.
5. ICT Facilities: Teachers effectively utilize ICT facilities available at the institution, enhancing the teaching-learning process with modern educational technologies.
6. Remedial Classes: Classrooms are used for remedial classes, which shows a commitment to supporting students who may need additional academic assistance.
7. Central Library: The library is a significant part of the academic infrastructure, covering approximately ten thousand square feet. It houses around twenty-one thousand books, fourteen journals, and digital databases. This extensive collection provides students with access to a wide range of resources for their studies and research.
8. Reading Room: The presence of a large reading room indicates the college's consideration of students' study needs, providing a conducive environment for focused learning.
9. Gymnasium: Offering a gym allows the students to engrain healthy lifestyle habits from an early age, supporting the physical and mental well-being of their students as they develop into adulthood. The earlier someone can begin their fitness journey the greater impact on their adult life it will have.
10. Enhanced Productivity through LMS: Library management systems play a significant role in improving productivity across academic institutions. An efficient LMS at PRMS Mahavidyalaya helps the administration search for required materials, check item availability, locate lost books, update records, generate reports, and perform other administrative tasks.
11. Indoor and Outdoor Games: Guided by Sports Committee and Department of Physical Education and equipped with modern amenities the provision for indoor and outdoor games provide an important outlet for our natural tendency to strive and compete - as well as being highly beneficial for both physical and

mental exercise and health.

Overall, these facilities contribute significantly to the holistic development of students by providing them with essential resources and environments conducive to learning, research, and skill development.

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: 45.11

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
10.7273	28.05539	111.75958	110.24401	92.12732

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is automated 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, Research scholar and students

Response:

The library is situated in a two storeyed building with a total area of 7,000 sq. ft. On the ground floor, Librarians' desks, the Reference Collection (dictionaries, encyclopedias, etc.), staff area, well-lit reading hall with a seating capacity for forty, information display unit, Career guidance stack, Koha server, and information retrieval terminals are housed. In ground floor we are also provided four toilets and a water purifier machine. The First floor features a spacious, stack areas for all subjects with well-ventilated. CCTV surveillance is available with seven cameras on the ground floor.

The library boasts a rich collection of over 21,000 books, including both text and reference books, all cataloged in the Koha Library Management Software (LMS) database. The open-source Koha software has been upgraded to version 23.05.08. The Cataloguing Module of Koha is utilized for data entry in the universally accepted MARC format using AACR II Cataloguing Code and the Dewey Decimal Classification Code. Patron Categories and Patron lists are created using the Koha-Patron Format, and reports are generated with various parameters.

Both students and faculty can retrieve required books by searching the Online Public Access Catalogue (OPAC) of Koha, with plans to implement Web OPAC. Barcode Technology is employed for generating accession numbers for books and card numbers for patrons.

The library subscribes to various journals, magazines, and newspapers, being a member of the NLIST project, a college component of e-ShodhSindhu. This affiliation grants access to 6000+ e-journals, 200000+ e-books, and 311475 e-books, 12761 e- journal, 46138819- article, 704383- thesis, 21111- dataset, 17717- preprint from the National Digital Library of India (NDLI).

Library services include Circulation, OPAC, Information display and notification, Reference service, Current Awareness Service (CAS) on employment opportunities, Periodicals service, Photocopying, Internet browsing, and Reading room services.

Embracing the concept of a 'Green Library,' traditional card catalogs have been replaced by the OPAC service. An additional green measure includes the initiative to introduce potted plants inside the library to reduce pollution caused by dust accumulation.

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:

PRMS Mahavidyalaya has made extensive use of IT resources to streamline administrative processes and enhance academic activities. Here's a summary of their IT initiatives and infrastructure:

1. Student-related Tasks: The college processes various student tasks online, including registration, admission, scholarship management, identity card creation, exam form completion, and submission of marks. This improves efficiency and accessibility for students.
2. Official Tasks: All official tasks such as creating documents, letters, notices, and account statements are managed using internet and software tools, ensuring effective administrative operations.
3. Library Management: The central library uses appropriate software for managing academic resources. It also provides student access to computers for searching the Online Public Access Catalogue (OPAC) and subscribes to E-resources like NList and e-journals.
4. Communication Channels: The college facilitates communication with universities and government bodies through email and Google Platform channels, ensuring smooth correspondence.
5. Online Services: Services such as online library catalogue access, computerized lending, and a comprehensive college website for information dissemination (admissions, exams, NAAC details, etc.) are available.
6. Internet and Security: Internet facilities with Wi-Fi coverage across the campus benefit both students and teachers. Antivirus software ensures security across all academic departments and administrative offices.
7. IT Infrastructure Growth: Over the years, the college has significantly expanded its IT infrastructure, including an increase in the number of desktops and laptops. Additional network centres have been established to support this growth.
8. Virtual Classroom and AV Systems: Modern audio-visual systems, including LED projectors in classrooms, support audio-visual presentations and enhance the learning environment.
9. Feedback Mechanisms: Grievance redressal and online feedback mechanisms are implemented to address student and stakeholder concerns effectively.

Overall, PRMS Mahavidyalaya's proactive approach to IT integration supports efficient management of academic and administrative processes while enhancing educational experiences through modern technology and infrastructure upgrades.

During the COVID-19 pandemic, PRMS Mahavidyalaya adapted swiftly to continue educational activities through its website and online platforms. Here's how they utilized technology during this period:

1. Online Classes: The college leveraged its website to conduct classes in audio-visual mode. This allowed students to continue learning remotely by accessing lectures and study materials online.
2. Examination Processes: Study materials, question papers, and answer scripts for internal and practical examinations were uploaded and downloaded through the college website. This facilitated the continuation of assessment processes despite physical restrictions.
3. Webinars: To maintain academic engagement and knowledge dissemination, the college organized

numerous webinars. Platforms like Google Meet was used for hosting these sessions, enabling students and faculty to participate and interact virtually.

4. Cultural Activities: Different departments organized cultural activities through online platforms such as YouTube and Google Meet. This innovative approach ensured that extracurricular and cultural events continued, fostering a sense of community and engagement among students and staff.

By effectively utilizing online tools and platforms during the pandemic, PRMS Mahavidyalaya demonstrated resilience and adaptability in ensuring continuous education and engagement for its students and faculty members.

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: 77.04

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

Response: 48

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: 3.73

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
13.43127	3.70708	3.97172	4.36961	3.70335

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: 82.89

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
3548	2628	2183	2653	2379

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](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 6.43

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
978	61	0	0	0

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 15.17

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
94	80	78	40	35

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
293	723	523	295	321

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

5.2.2

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

Response: 0.55

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
5	1	1	2	1

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: 7

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
7	0	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 11.8

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
17	13	5	12	12

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 Alumni Association is crucial in fostering a strong bond between the college and its graduates. Keeping this in mind, Pandit Raghunath Murmu Smriti Mahavidyalaya formed an alumni association. By hosting regular meetings and events, the association offers a platform for alumni to reunite with each other and their alma mater. This spirit of fellowship and nostalgia is especially apparent during the annual cultural program, where alumni from various years gather to celebrate their shared memories and accomplishments.

The leadership of Mr Sukumar Sannigrahi and Mr Partha Karmakar plays a crucial role in the growth and success of the alumni association. Serving as the President of PRMS MAHAVIDYALAYA ALUMNI ASSOCIATION, Mr Sukumar Sannigrahi utilizes his experience and expertise to guide the association towards its goals. Partha Karmakar as the vice president of the association, ensures smooth communication and coordination between the association and the college administration.

The college's dedication to maintaining a strong connection with its alumni is evident in its use of campus facilities for the annual meeting and other events. By offering a venue for these gatherings, the college emphasizes the significance of alumni participation in its growth and development. This action also shows the college's appreciation for the valuable contributions alumni make towards improving its reputation and academic excellence.

The Alumni Association of P. R. M. S. Mahavidyalaya has been functioning for the last few years. As the association was not registered under the Societies of Registration Act, the association decided to do so. The alumni association's decision to register underscores their commitment to operating in a transparent and legally recognized manner. This resolution ensures that the association adheres to existing regulations and can avail the benefits and privileges associated with being a registered organization. This association was under the process of registration for last few months, and currently Pandit Raghunath Murmu Smriti Mahavidyalaya has a registered alumni association named as PRMS MAHAVIDYALAYA ALUMNI ASSOCIATION is registered under the West Bengal Societies Registration Act, 1961, bearing the No. S0050373.

Few objectives of this registered alumni association are as follows:

- To acquire, establish, start, aid, run, maintain/manage good relations among the members of the association.
- To arrange/organize lectures, discussions, seminars and excursions for the diffusion of knowledge.
- To share educational, professional and other experiences with the members.
- To help the needy students for their studies.

- To open charitable dispensaries, first-aid centre, blood donation camp, from time to time.

The association's focus is on hosting unique events underscores their commitment to creating memorable experiences for both alumni and current students. By continuously innovating and adding new elements to their events, the association strives to keep alumni engaged and interested in participating. This strategy not only enhances the alumni experience but also attracts more alumni to join the association and support its goals.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To achieve excellence in higher education, empowerment of the marginal students of Jangal-Mahal through knowledge, inclusive growth for socio-economic change and sustainable development is the mission of the institution. Our Institution earnestly endeavours not only towards enlightening the pupil of the Jangal Mahal but also for their holistic improvement into responsible citizens and exemplary human beings.

Our **mission** is to impart quality education and help students excel in their area of interest thereby equipping them to cope with the latest requirements, through innovative techniques and practices. We are convinced that proper education is the best resort to uplift the youth of the Jangal Mahal and we are committed to extend meaningful education to them.

The curriculum according to **National Education Policy (NEP 2020)** has been adopted and implemented under the guidelines of Bankura University. Existing 2nd Semester has been going on as per the same guidelines.

During the last five years **Sustained Institutional Growth** took place in the domains of executing well-defined academic planning and teaching learning process embracing LMS, e-learning resources, introducing new UG(Forestry) and PG(Geo-Informatics) courses.

Governing Body(GB): Being at the precipice of Academics and Administration and comprising President, Principal, Teacher's Representatives, Govt. Nominee, University Nominee, Non-teaching representatives, the GB remains functional during this challenging period.

The Principal is the academic and administrative head of the institution. The IQAC of the college remains active regarding the academic progression of the college. Starting from the Admission procedure, the issues of forming Academic Calendar, Master Routine, Class arrangement, Study Material uploading, Examination, Evaluation, conduction of Students' Seminar the cell remains active and functional.

For effective administration and efficient implementation of the academic activities, efforts to decentralize the management are being made through Heads of Departments, and several committees of Teaching Faculties, non-teaching staff as members.

The Statutory Bodies of the college are:

? Governing Body

? Internal Quality Assurance Cell

- ? Finance Committee
- ? Purchase Committee
- ? Building Committee
- ? Teachers' Council

Teaching and non-teaching members are incorporated in each of this committee and some have representatives from the students. This enables them to conduct various programs to showcase their administrative skills. The list of committees is given below:

1. Infrastructure and Maintenance Committee
2. Admission Committee
3. Routine and Class Management Committee
4. Library Committee
5. Career Counselling Cell
6. Research Wing & Journal Committee
7. Students Welfare Committee
8. Cultural Committee
9. College Magazine Committee
10. Sports and Games Committee
11. NSS Committee
12. Internal Complaint Committee
13. Women's Cell
14. Anti-Ragging Cell
15. Community Outreach Cell
16. Alumni Association
17. Eco Club

Along with their inherent teaching skills, the faculties of the college play the role of nodal officers in various activities, e.g. Students' Scholarships, Students' Credit Card, NSS Unit etc. and they perform their duties and liabilities efficiently.

Major strategies for decentralization and participative management:

- Regular Departmental meetings headed by Heads of the Departments.
- Regular meetings of Various subcommittees like the Academic Committee and IQAC.
- Principal meets all stakeholders including students and visits the departments regularly.

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:

PRMS Mahavidyalaya has a well defined organisational structure and governance. The Organogram depicts the hierarchical structure of the administrative system and the positions and ranks of various committees and cells. The Governing Body, as the highest policy-making authority, sits at the top of the organisational structure. The composition of the Governing Body, along with appointments and service rules, are determined by the Higher Education Department of the Government of West Bengal and the UGC.

Countering Pandemic:

- Online curricular and extra-curricular classes.
- Online meeting with different Sub-committees as when needed giving prior intimation over concerned WhatsApp Group.
- Relevant Webinars were organized to boost up the mental health of students and staff.
- Free Covid-Vaccine Drive was organized for the students.

Administrative Procedure:

- The Principal, as the head of the institution, is in charge of both the administrative and academic activities.
- With the authority and accountability to implement the policies and decisions of statutory bodies, management, and higher authorities, the Principal collaborates with faculties and non-teaching staffs to lead the college in academic progress, admissions, and administrative matters.
- The IQAC initiates, plans, and oversees activities to develop and implement quality benchmarks, working in collaboration with the Principal.
- The Bursar partners with the Principal to manage office, financial, and temporal matters.
- The statutory bodies of the college like Finance Committee, Purchase Committee, Building Committee, The Teachers' Council play important roles in different policy making and their implementation.
- Besides, several other sub committees and cells like Infrastructure and Maintenance Committee, Admission Committee, Routine and Class Management Committee, Students Welfare Committee, Cultural Affairs Committee, Sports and Games Committee, NSS Committee, Internal Complaint Committee, Women's Cell, Anti-Ragging Cell etc. efficiently performs their duties in their respective domains.
- The Admission Committee is there for the conduction of the Online Admission process through appropriate portal. The Service Book Fixation, Approval and Management committee diligently implements government policies and plans related to employment and service conditions. The ERP software is constantly used for the execution of Academic and Administrative affairs.

Appointment and Promotional Policies:

Through WBCSC, teachers are appointed. Their promotion is determined by their API score and service history. The State-Aided College Teachers (SACT) are appointed by the Governing Body (GB) after being interviewed by the Expert Committees. The state government grants their SACT status. GB appoints non-teaching employees in a transparent manner through an expert committee.

Strategic Plan:

- Improvement of the scope and profile of the teaching –learning experience through greater use of ICT and other innovative means.
- With a commitment to achieving excellence, the college has introduced a variety of add-on courses like Yoga for Health and Wellness, Python Programming, Spoken-English etc.
- Furthermore, MoUs have been initiated with several institutes and colleges to facilitate faculty and student exchange.
- Collaborations have been established with institutions such as Khatra Adibasi Mahavidyalaya, Saltora Netaji Centenary College, Bankura Christian College, Gobinda Prasad Mahavidyalaya, Onda Thana Mahavidyalaya, Gourav Guin Memorial College, RICE Education, Kabi Jagadram Roy Government General Degree College, etc.

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

6.2.2***Institution implements e-governance in its operations***

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System:

- The college provides its teaching staff with a Daily Diary to record data on their classes, assignment completions, and performance in co-curricular and extracurricular activities throughout the session.
- Monthly Progress Reports are filled in regularly by the faculty members who include their attendance, number of leaves, number of classes taken and topics covered in the syllabus. These Monthly Progress Reports are periodically reviewed by the Principal.
- The teachers' performances are also taken into consideration while making questionnaires for the Student Satisfaction Survey and the results are then discussed and analyzed to improve future outcomes.
- Departmental level meetings and department wise meetings with the Principal are held whenever required to regulate discharge of allocated duties and responsibilities of Faculty members.
- Career Advancement Scheme (CAS) for the teachers who become eligible for the promotion of different stages has been implemented following the guidelines laid down by UGC and Higher Education Department, Govt. of West Bengal.
- Performances of the non-teaching staff are also taken into consideration through Leave Register maintenance, participation and preparation for the audit, conducting examination, asset register maintenance etc.
- The non-teaching casual staff of the college are allowed increments disbursed from the college fund on the basis of their performance and which are accordingly passed by the Governing Body.
- The Service Book, Fixation, Approval and Management Committee meets on a regular basis and also special meetings are organised to consider individual special cases.

Effective welfare measures for teaching and non-teaching staff and avenues for career development/progression:

The college has implemented various measures for its teaching and non-teaching staff that align with State Government orders. Some matters are managed directly by the institution.

- The college's registered Cooperative Society offers ample opportunities for teaching and non-teaching staff to take out loans at a simple interest rate. The interest accrued from these loans is distributed as an annual dividend.
- Employees can avail Leave On-Duty for attending Refresher Courses, Faculty Induction Programmes, Short Term Courses, etc.
- The college handles all documentation and financial aspects related to the Career Advancement Scheme (CAS).
- Teachers are granted duty leave to attend Refresher/Orientation Courses, conferences, seminars, workshops, and more. Special leave is also available for emergencies.

- The college strictly follows government regulations for Casual Leave, Earned Leave, and Medical Leave for all employees.
- Female employees have provisions for Maternity Leave and Child Care Leave.
- Employees are covered under the "Swasthya Sathi" and "Health Scheme," as applicable.
- Pensionary benefits, Gratuity, and Leave Encashment are also provided to the concerned employees.
- Free Covid-Vaccine Drive was organised for all staff.
- Affordable canteen facilities are also available for the teaching and non-teaching staff of the college.
- Gym and Yoga facilities are also available for the employees of the college.
- During the Annual Sports event, athletic competitions are also arranged for both the teaching and non-teaching staff of the college.

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: 8.17

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
6	4	3	5	3

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

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: 9.32**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	7	8	1

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
9	9	10	13	13

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Effective financial management, resource mobilisation and utilisation through structured processes, are crucial for any institution to achieve its educational goals. The institution employs strategies to secure funds from different sources, and the measures taken for optimal utilisation of those resources. Additionally, the institution is committed to ensure transparency and accountability through regular audits.

Resource Mobilization:

1. Government Funding and Grants: This institution actively seeks funding from central and state governments. They apply for grants under various schemes like grants made available by the Government of West Bengal, grants from UGC and grant under RUSA, aimed at enhancing educational infrastructure, and supporting student welfare.
2. Tuition Fees: Tuition fees collected from students, constitute a primary source of revenue and basis for financing various academic and operational expenses.
3. Additional Funding: Contributions from MLAs, MPs, and other local authorities (Lad funds) further support the college's development endeavors, enhancing facilities and services for students.

Strategies for Resource Utilization:

1. Approval Mechanism: Substantial projects and plans that require college funds are presented to either the Finance Committee or the Governing Body. Upon receiving approval from the higher authorities of the college, these projects are implemented.
2. Strategic Planning and Budgeting: Institution adopts comprehensive planning and budgeting processes to allocate funds efficiently and to align its financial resources with its long-term goals. Strategic plans are formulated with clear objectives, timelines, and performance indicators. Budgets are prepared to align with these strategic goals, ensuring optimal use of resources.
3. Allocation According to Guidelines: Financial resources are allocated based on predetermined guidelines and procedures. This ensures that funds are distributed in a systematic and equitable manner, addressing the institution's various needs and priorities.
4. Monitoring and Evaluation: The institution implements robust monitoring and evaluation mechanisms to ensure that funds are utilized effectively. Periodic reviews of projects and departmental expenditures help in identifying areas for improvement and ensuring compliance with funding requirements. This accountability also helps in monitoring expenditures, evaluating financial performance, and making informed decisions for resource allocation.

By categorizing expenditures into daily recurrent costs and non-recurring investments, the college maintains financial stability while strategically enhancing its infrastructure and educational facilities.

Auditing Practices

1. Audits: Independent audits are performed annually by accredited audit firms as nominated by the Department of Higher Education, Govt. of West Bengal. These audits provide an objective assessment of the institution's financial health, compliance with regulations, and accuracy of financial reporting.
2. Transparency and Reporting: The institution maintains a high level of transparency by publishing detailed financial statements, audit reports, and utilisation certificates. These documents are accessible to stakeholders, reinforcing the institution's commitment to accountability and

trustworthiness.

Through strategic mobilisation and optimal utilisation of resources and rigorous auditing practices, the institution ensures that its funds are utilised effectively to support its educational goals.

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:

The Institutional Quality Assurance Cell (IQAC) plays a crucial role in enhancing the overall quality of teaching, learning, and developmental initiatives at the college:

- IQAC ensures the continuous improvement of teaching and learning processes through regular meetings to discuss policies and actions. This review process helps in maintaining and enhancing educational standards.
- IQAC motivates teachers to adapt their teaching strategies and skills to meet the demands of the modern world. This includes the adoption of e-teaching, e-learning, and evaluation processes facilitated by tools like Learning Management Systems (LMS), ERP, GOOGLE MEET and others. These technological advancements have proven especially valuable during the pandemic, enabling effective knowledge management despite challenges.
- Despite being located in a rural area, the college has upgraded its infrastructure and provided support and training to teachers. This initiative aims to enhance their technological proficiency.
- From the academic year 2021-22 onwards, the college has introduced new add-on courses in subjects like Yoga, as well as Spoken English etc. These courses cater to the evolving needs of students and enhance their skill sets.
- IQAC strongly encourages the extensive use of Information and Communication Technology (ICT) resources to improve the quality of teaching. This includes integrating digital tools, online resources, and interactive platforms to create engaging and effective learning experiences for students.
- During the COVID-19 lockdown, the Institutional Quality Assurance Cell (IQAC) took proactive steps to ensure continuity in the academic process and operational efficiency. IQAC organized various online activities including webinars, workshops, and possibly online classes to facilitate

continuous learning.

- The college implemented a facial biometric system for staff attendance. This modern technology not only ensures accurate attendance tracking but also promotes efficiency and transparency in administrative processes.

The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in ensuring continuous improvement and quality enhancement of the teaching and learning processes at the institution -

- At the beginning of each semester, faculty members create lecture plans for their assigned subjects, which serve as a foundational framework for teaching activities.
- IQAC supervises the operational structure, teaching methodologies, and learning outcomes on a regular basis. This monitoring is essential for assessing the quality of teaching and learning processes.
- IQAC offers recommendations for creating appropriate infrastructure and adopting contemporary teaching tools. This includes suggestions for launching new courses that align with emerging educational trends and needs.
- Active involvement of Information and Communication Technology (ICT) is promoted in teaching-learning activities, internal assessments, home assignments, and fieldwork. The use of e-learning resources hosted on the college website enhances accessibility and engagement for students.
- IQAC encourages faculty members to participate in short-term courses, Orientation Programs (OPs), Faculty Improvement Programs (FIPs), conferences, workshops, and seminars organized by UGC-Human Resource Development Centres (HRDC) and other academic institutions. These opportunities help faculty enhance their professional capabilities and stay updated with latest developments in their respective fields.

This structured approach contributes to an enriched teaching-learning environment that prepares students effectively for future challenges and opportunities.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Gender sensitization involves raising awareness about gender issues and fostering an environment that promotes gender justice. This is essential for men and women to collaborate in a secure and respectful manner. In line with these principles, the college has implemented several initiatives over the past few years to sensitize students, faculty, and staff. Besides focusing on gender sensitization, the college prioritizes safety and security year-round through the use of CCTV and full-time security guards. Counselling is also integral to the holistic development of students and the institution, leading the college to adopt various methods to provide student counselling.

Measures for the promotion of gender equity:

The institute acknowledges 'Gender Equity' as one of the Sustainable Development Goals and strives to achieve it through certain practices.

- The college has its own Internal Complaint Committee, Women's Cell and Students' Grievance-Redressal Cell that take care of various issues and grievances related to gender equity and women's rights. Students are made aware of the functions of such cells so that they can approach them in times of need.
- Compliant registration for girls students is available for any violation of women's rights.
- The NSS Unit plans cultural events to inspire the female students about civic duty, social responsibility, and a spiritual idealistic life.
- The college encourages open discussions on gender equality through various seminars and awareness campaigns like International Women's Day Celebration, Seminar on 'Women Empowerment', Gender Equity, 'Basics of Legal Knowledge in our Day to Day Life', Programme on Women Protection & Safeguard Awareness, 'Beti Bachao, Beti Padhao' etc.

The gender equity & sensitization in curricular and co-curricular activities:

The syllabi of several departments include components that focus on the theme of gender equity and sensitization. For example, the prescribed syllabus of English has the papers like "Women's Writing", "Contemporary India: Women and Empowerment", the syllabus of Philosophy includes 'Gender Equality' in "Applied Ethics" and "Feminism", the curriculum of History includes 'Gender and Education in India', "Women's studies in India", the curriculum of Political Science includes "Democratic Alliance and Legal Literacy", "Human Rights, Gender & Environment" courses.

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

- Safety rules are strictly followed and there are security personnel who safeguard the entire campus. As a result, the girl students feel secure under the supervisors.
- CCTV's have been installed at the entrance of the college gate, office, corridors of different floors of the college to ensure the safety and security of students and staff.
- ID cards are issued to the students to prevent the entry of outsiders.
- There are separate washrooms, common room facilities for female students.
- Separate washroom facilities are available for female teaching and non teaching staff of the college.
- Self-defence Martial-Art training programs for students are organised regularly.
- The college also confirms that the female students get scholarships and Kanyashree in due time.

Around 63% of the students of this college are female. From 2018-19 to 2022-23 the percentage of enrolled female students has been greater than that of male students.

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

7.1.2**The Institution has facilities and initiatives for**

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	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: C. Any 2 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
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:

The college located in a remote village of Bankura district, West Bengal, demonstrates a commitment to inclusion and diversity through various initiatives and practices:

1. The college's admission policy ensures students from diverse religious, social, and cultural backgrounds are welcomed, promoting inclusivity from the outset.
2. Special quotas and financial support from the Government of West Bengal for reserved category students facilitate access to education, ensuring inclusivity and equal opportunities.
3. Various government scholarships available to students encourage diversity and support students from different socio-economic backgrounds.
4. Effective implementation of government facilities and support systems for students from backward classes such as SC and ST further promotes inclusivity and equity.
5. Offering diverse language courses (Bengali, English, Sanskrit) and celebrating significant days like

Swami Vivekananda's birthday, Netaji's birthday, and others foster cultural appreciation and unity among students, faculty, staff, and alumni.

6. Joint celebrations of cultural and religious festivals such as Saraswati Puja, Yoga Day, International Mother Language Day, Teachers' Day, and others promote social harmony and camaraderie within the college community.

7. The Internal Complaint Committee (ICC) engages with sexual diversities through gender sensitization and awareness programs, contributing to a respectful and inclusive environment for all.

8. Adapting to the challenges posed by the COVID-19 pandemic, the college conducted online programs and limited on-premises celebrations, adhering to state government guidelines. This ensured safety while continuing to foster a sense of community and inclusivity.

The college, also, demonstrates a robust commitment to addressing social and environmental issues through various initiatives and committees:

1. Committees and Cells and Units: Specific committees such as the Woman Cell, Internal Complaint Committee (ICC), and NSS Units play pivotal roles in sensitizing students about gender equality, human rights, and environmental issues. These bodies organize workshops, seminars, webinars, special lectures, and exhibitions regularly to instill values and awareness among learners.

2. Cleanliness Programs: Students actively participate in cleanliness programs to maintain the hygiene and cleanliness of college buildings and the entire campus, fostering a sense of responsibility towards their environment.

3. Observance of International Days: The college observes significant international days such as World Environment Day with sincerity, raising awareness among students and staff about the importance of conserving and protecting nature.

4. Community Engagement During Pandemic: During the COVID-19 pandemic, students engaged in relief work by distributing food packets, medicines, and other essentials to villagers, demonstrating their commitment to community service and social responsibility.

5. Integration of Gender Sensitivity in Curriculum: Various departments like Philosophy, Political Science, and English incorporate gender sensitivity into their curriculum, ensuring that students receive comprehensive education on gender equality and related issues.

6. Role of Womens' Cell: The Womens' Cell plays a proactive role in promoting gender equality through its programs and initiatives, contributing to a supportive and inclusive environment within the college.

Overall, these efforts reflect the college's holistic approach to education, emphasizing not only academic excellence but also social awareness, environmental stewardship, and community engagement.

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

7.2 Best Practices

7.2.1

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

Response:**Best Practice: I*****1. Promoting female education for empowering women to ensure overall socio-cultural and economic development***

- To ensure the female education attainment, promoting the importance of women participation in the cultural, social, economic as well political activities of the country.
- Spreading awareness among local people about the importance of female education, encouraging female students to participate in different events within and outside the institution etc.
- To aware the student especially female students about the different opportunities of female employment in different sectors of economy within and outside the country.
- To extend its impact beyond campus borders, promoting inclusivity and empowering women to ensure the overall development especially in the two adopted villages of the institution adjacent to the college

Context

Girls play a crucial role in a country's cultural, social, political, and economic life. Educated women ensure an educated future generation. Women now play important roles in every sector. According to the 2011 Census, female literacy is only 65.46%. In 2015, the Indian government introduced the Beti Bachao, Beti Padhao (BBBP) scheme to address gender discrimination and empower women. This scheme raises awareness about the importance of girls in society. Our institution fosters a supportive environment for girls' education, challenges stereotypes, and advocates for gender equality through partnerships with local communities and government agencies.

The practice

Different activities have been carried out by the institution to promote this practice. The institution arranged different awareness programmes among the students of the college about the importance of female education. The college actively arranged different events to ensure overall development of female students, such as “Seminar on Women Protection”, celebrating “Women’s Day” etc. Besides, the institution always encourages female students to actively participate in different events e.g. in annual sports, cultural programme, students’ seminar, and other educational events within and outside the campus. Besides, the institution is continuously engaged in arranging awareness programme specially in the two adopted village namely Krisnapur and Baragari adjacent to the institution about the importance of female education as well as different government scheme available for female child.

Impact of the best practice

The impact of the practice is evident from the higher enrollment of female students compared to male students. Female students actively participate in sports, cultural, and educational events within and outside the campus. Their numerous achievements are notable. Each academic session, many female students, alongside male students, pursue higher education and qualify for national and state-level exams. The institution also encourages faculty to engage in research on this theme.

Resource required

Active engagement, dedication and motivation on the part of faculty is required to implement this practice. Besides, a continuous support of college administration is another requirement for the proper implementation of the practice.

Evidence of Success

- Awareness Programme in the Adopted Villages about *Beti Bachao Beti Padhao Scheme*
- Awareness programme among the students of the college
- Cultural Event in the College involving Female Student
- Programme on Women Protection
- Karate Activity of female student along with male student
- Achievement of Students in Karate Activity

Best Practice: II

1. Title of the Best Practice: *Native Species Seed Ball Preparation and Dispersal*

- To promote the environmental and ecological awareness.
- To increase the native tree species density and diversity.
- To reclamation of degraded land and soil conservation.
- In an effort to promote the sustainable land/forest management.
- To increase diversity of native tree species which is provide fuel wood, fodder, small timber etc. for the locales.
- In an effort towards of climate change, its mitigation and adaptation

Context

PRMS Mahavidyalaya, located in the fringe areas of the Chota Nagpur Plateau, is rich in mineral resources like mica, bauxite, copper, limestone, iron, and coal. Open mining has degraded much of the land. This blog discusses tribal land rights and seed balls, an initiative to restore forest areas. The campus is in a forested environment, and the locals depend on the forest. The college launched the Native Species Seed Ball Preparation and Dispersal program to protect and conserve the forest. This program introduced students to gardening through seed collection and seed ball preparation, aiming to provide green education to students, teachers, and stakeholders, and to encourage eco-friendly monsoon activities. Seed balls are inexpensive, can be easily dispersed over hard-to-reach areas, reduce transplant shock, and help young trees develop stronger roots.

The practice

The students learned to prepare the soil mixture and the procedure for future use. To restore and conserve the forests, seed balls prepared and dispersed every year. Seed ball plantation can be an engaging way to educate and empower participants to contribute to environmental conservation. Here's an outline of the programme:- Components of Seed Balls- Making Seed Balls- Seed Selection-Planting Techniques-Maintenance and Monitoring-Community Engagement Strategies.

Impact of the best practice

Seed ball plantations can have several positive impacts on rock mining areas and degraded land. The main purpose of these seed balls is to regenerate native tree species as well as increase plant diversity, which can promote environmental sustainability. After the growth of plants, it can provide habitat and food sources for local wildlife, contributing to biodiversity conservation. It can help with soil stabilization and erosion control, which are often issues in such areas due to the disruption caused by mining activities. Moreover, the plants can help in reclamation efforts by restoring vegetation cover and creating a more visually appealing landscape.

Resource required

Active engagement, dedication and motivation on the part of faculty are required to implement this practice. Besides, a continuous support of college administration is another requirement for the proper implementation of the practice. Student volunteers support also required in every phase of the programme.

Evidence of Success will be obtained after the seed ball germinates and become trees in few years time. It will impact the environment, promote greenery in the surrounding and provide more green and clean air.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

PRMS Mahavidyalaya, named after the inventor of the Santali Script and renowned scholar Pandit Raghunath Murmu, is dedicated to tribal revival through the promotion of tribal culture and values. Located in the Jangalmahal region, the college embodies the ethos of harmonious coexistence between humans and nature, promoting sustainable development. P.R.M.S. Mahavidyalaya, is dedicated to revitalizing tribal communities by advocating for their culture and values. Our institution is dedicated to safeguarding and championing indigenous cultures.

The Department of Santali at P.R.M.S. Mahavidyalaya holds a significant role in preserving and promoting the Santali language, culture, and heritage, while also fostering educational opportunities and socio-economic upliftment for students. Here are some key aspects of the program and its importance:

Cultural Preservation: The Department of Santali plays a crucial role in the preservation of the Santali language, which is integral to the identity and cultural heritage of the Santali-speaking community. By offering advanced education in Santali language and literature, the program ensures the continuity and promotion of this rich cultural heritage. The program serves as a platform for the Santali-speaking community to showcase and celebrate their culture, traditions, and art through academic study and research. Students are exposed to diverse aspects of Santali culture, history, and art, thereby fostering academic excellence and intellectual growth among learners.

Empowerment of Students: The program provides unique opportunities for students, especially those from backward classes and first-generation learners, to pursue higher education in Santali language and literature. This empowers students by offering them a platform to advance their knowledge and skills in their native language and culture. It also formulates qualification descriptors, which are expected to be demonstrated by the holder of a degree in Santali. It enables prospective students, parents, employers and others to understand the nature and level of knowledge, skills, attitudes and human and literary values or attributes for Santali Literature.

Socio-Economic Upliftment: Through the M.A. & BA program in Santali, P.R.M.S. Mahavidyalaya contributes to the socio-economic upliftment of students belonging to the Santali-speaking community. By providing quality education and specialized training the program helps students enhance their academic qualifications and opens up avenues for employment and career advancement.

The M.Sc. program in Geo-Informatics at P.R.M.S. Mahavidyalaya plays a crucial role in preparing students for diverse and rewarding career opportunities in the field of geospatial analysis, mapping, and technology.

Interdisciplinary Education: The M.Sc. in Geo-Informatics at P.R.M.S. Mahavidyalaya offers an interdisciplinary approach by combining knowledge from geography, information technology, and environmental sciences. This provides students with a holistic understanding of geospatial data and its applications.

Career Preparation: The program equips students with the necessary skills and expertise to pursue careers in various sectors such as GIS analysis, remote sensing, urban planning, environmental management, natural resource management, disaster management, and more. Graduates are well-prepared to address real-world challenges using geospatial technologies.

Industry Relevance: The increasing demand for geospatial experts in both the public and private sectors makes graduates of the M.Sc. program highly sought after. The industry partnerships and opportunities for internships at P.R.M.S. Mahavidyalaya ensure that students gain practical experience and exposure to real-world projects, enhancing their employability.

Technological Advancements: With rapid advancements in geospatial technologies, such as Geographic Information Systems (GIS), remote sensing, and digital mapping tools, the M.Sc. program at PRMS. Mahavidyalaya keeps students updated with the latest trends and developments in the field. This ensures that graduates are well-prepared to leverage cutting-edge technologies in their careers.

Contribution to Sustainability: Geospatial analysis and technology play a critical role in environmental management, urban planning, natural resource conservation, and disaster mitigation. Graduates of the M.Sc. program are equipped to contribute to sustainability efforts by utilizing geospatial tools for informed decision-making and planning.

The college's pioneering four-year Bachelor's degree in Forestry, the first in the state, in a general degree college, equips students with modern techniques in forestry, biodiversity conservation, and management, creating livelihood opportunities and promoting environmental sustainability. The induction of such a course is quite in tune with the mission and vision of the institution by offering career opportunities in an area which is constantly suffering from hindrances of several kind. A forestry degree provides one with many career opportunities, be it land conservation specialist who is a technical expert providing conservation assistance to agricultural and private landowners, an environmental biologist who monitors environmental conditions and conducts on site research to develop a strategy for wildlife management or a consulting forester who represents landowners in all forestry matters, seedling to harvest, sale negotiation, contract preparation and enforcement. The consulting forester can improve the quality of the forest, increase production and skilfully balance the management of water, wildlife, ecosystem services.

Throughout its existence, this institution has been committed to delivering high-quality and inclusive education, free from discrimination based on caste, creed, or economic status, to all segments of society. Despite being situated in a rural setting known as 'Jungle-mahal' in the southern part of Bankura District, the institution has encountered various challenges, such as the Maoist period and communication limitations, hindering its journey to maturity. From its humble beginnings in a single building with office space and classrooms, the institution has undergone significant transformations in

recent years, not only in terms of its physical infrastructure but also in providing quality education across different program courses, honours courses, and PG courses. The Master degree programs stand out as a significant achievement in the realm of learning and education.

Furthermore, it has taken a pioneering step in the state by introducing a four-year Forestry Honors course, distinguishing itself from other programs which follow a three-year module. The institution also offers M.Sc. programs in Geoinformatics, aligning with its overarching vision and mission:

- Pursuing Excellence in Learning
- Fostering Holistic All-round Development
- Creating Job Opportunities beyond Degree Attainment
- Establishing a Multilingual Platform to uphold a quality academic atmosphere
- Guiding students in socio-economic transformation through inclusive, innovative, and high-quality education to meet global needs and expectations.

PRMS Mahavidyalaya remains steadfast in promoting linguistic diversity, cultural preservation, and social harmony, honouring Pandit Raghunath Murmu's legacy and contributing to the socio-economic and cultural advancement of the region.

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

5. CONCLUSION

Additional Information :

The policy-making and its execution were made time-bound and the positive changes are visible in all facets of the institutional activity being administered and monitored by the Governing Body, The Principal and the IQAC committee. Each and every classroom and laboratory has been renovated, upgraded with modern tools, library modernized and automated, modernized seminar hall, gymnasium, the campus made cleaner and greener, collaborations with 10 organizations/colleges, the introduction of various skill-based courses, and most importantly availability of a considerable numbers of full-time and permanent government-appointed teachers have made a significant upliftment in the fields of teaching learning, extension, and outreach activity and in the overall performance of the institution. The Central Library of this college is unique in its kind in meeting the needs of the students in an area around 10000 sq. ft. The Department of Santali boasts its presence not only within but also without as being the very first institution in the whole state where the PG course has commenced. It is also that departments like Forestry and Geo-Informatics are also significant for being the pride of the institution by harbouring students of subject.

Concluding Remarks :

Our institution is dedicated to fostering holistic academic development, particularly among our predominantly female student body (70%) and nearly half from marginalized communities. While we acknowledge existing weaknesses, we are committed to continuous improvement through collaboration with all stakeholders to meet our objectives.

The COVID-19 pandemic presented significant challenges, necessitating a shift to online education from the academic session of 2020-21 until November 2021, as physical classrooms and central facilities like the library were inaccessible. Despite these obstacles, we directed our resources towards adapting to the new learning environment, ensuring quality education through digital platforms and e-resources.

Our college has earned strong community goodwill and enjoys widespread moral support from the local population.

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 :5</p> <p>Remark : As per clarification received from HEI, and as per SOP Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only so based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>155</td><td>60</td><td>0</td><td>0</td><td>0</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>155</td><td>61</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	155	60	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	155	61	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
155	60	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
155	61	0	0	0																	
2.4.2	<p><i>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)</i></p> <p>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</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>31</td><td>27</td><td>30</td><td>27</td><td>25</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></table>	2022-23	2021-22	2020-21	2019-20	2018-19	31	27	30	27	25	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
31	27	30	27	25																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

30	29	29	25	13
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	15	14	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	8	13	5

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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
16	12	22	04	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	23	08	03	02

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	5	9	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	05	06	06

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :07

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

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

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

Answer before DVV Verification : 72

Answer after DVV Verification: 48

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3280	2628	2183	2653	2437

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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3548	2628	2183	2653	2379
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1106	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
978	61	0	0	0

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	80	78	41	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
94	80	78	40	35

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
293	723	523	295	321

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
293	723	523	295	321

Remark : As per clarification received from HEI, and as per SOP Multiple offers to the same students to be counted once so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	5	4	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	1	2	1

Remark : As per clarification received from HEI, and as per provided certificates and excluding certificates which is beyond the assessment period, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	7	12	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	5	12	12

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	11	9	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	7	8	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	10	13	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	10	13	13

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

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.

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: B. Any 3 of the above

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

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 59 Answer after DVV Verification : 58																								
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <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>59</td><td>59</td><td>62</td><td>43</td><td>45</td></tr></table> Answer After DVV Verification: <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>53</td><td>54</td><td>58</td><td>56</td><td>36</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	59	59	62	43	45	2022-23	2021-22	2020-21	2019-20	2018-19	53	54	58	56	36
2022-23	2021-22	2020-21	2019-20	2018-19																					
59	59	62	43	45																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
53	54	58	56	36																					