SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SWARNAMOYEE JOGENDRANATH MAHAVIDYALAYA

VILL.- AMDABAD, P.O.- AMDABAD, BLOCK- NANDIGRAM-II, P.S.-
NANDIGRAM, DIST.- PURBA MEDINIPUR,
721650
www.sjmahavidyalaya.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 2014, Swarnamoyee Jogendranath Mahavidyalaya is a Government-aided general degree college, located in Amdabad, in the district of Purba Medinipur in West Bengal. The college conducted its first student admissions in 2015, and at the time of writing is about to have its seventh batch of graduates. "*Pranipatena pariprashnena sevaya,*" a phrase from the *Bhagavad Gita* (4.34) is the college moto, inscribed on all official stationery. The phrase, in the context of the fourth chapter of the *Bhagavad Gita,* enunciates that the true method of acquiring knowledge is by submitting to the spiritual master completely, and then asking genuine, pertinent questions of the master, and also serving the master sincerely. Only by such complete commitment to the master, rather than by speculation or argument, can true knowledge be achieved.

Located amidst lush green fields, in a primarily agricultural belt, the college offers the opportunity for higher education to first generation collegegoers, many of whom would perhaps not go to college, if this college had not been established. Many of our students hail from economically disadvantaged backgrounds, and this is the college nearest to their homes. The pass percentage of students in the last five years is 97.52, and gradually interest is rising in pursuing Master's degrees, and seeking placement in various professions. For the academic enrichment of students, the college consistently organizes seminars, conferences, webinars and special lectures at the state, national and international levels, which have been graced by the presence of experts distinguished in their respective fields. Apart from academics, one of the major thrust areas of the college is the upliftment of the surrounding community. To that end, the college undertakes a variety of extension activities, often spearheaded by the vibrant NSS Unit. The active involvement of students in all these activities shows their commitment to service, and overall involvement in the college community. This orientation is consistent with the college motto, and it is our hope that this helps them turn out as well-rounded individuals as they step out into the world with degree in hand.

Vision

Our vision is to develop into an institution with an impeccable reputation of providing quality higher education to the underprivileged youth of rural Bengal. By incorporating the vision of NEP 2020, we not only aim to creating good students, but also competent professionals and independent individuals who would inspire the future generations. In addition, we are committed to inculcating indigenous values and ethos among learners, which serve to develop students into complete human beings.

Mission

Our mission is to encourage the students in general to manifest their latent talents and ideas -

• To make quality higher education accessible to all, irrespective of their socio-economic status.

• To provide new and innovative forms of learning at par with the global academic scenario.

• To encourage the students to pursue higher education and research in their respective fields.

• To motivate the students in general to manifest their latent talents and ideas, and inculcate ideal habits, a love for learning, and human values.

• To help the students of the locality grow into responsible citizens of India in the future.

• To empower students to cope with the challenges of practical life by providing them with a holistic education

• To initiate vocational education to enhance employability

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Located in the interior of Nandigram II block of Purba Medinipur, Swarnamoyee Jogendranath Mahavidyalaya provides the opportunity of pursuing a general undergraduate degree in an area not serviced by similar other institutions.
2. The college is known to be particularly hospitable to students coming from economically underprivileged sections of society.
3. Competent faculty who are responsive to changing educational needs and trends, and to the particularities of the region, and can adapt their teaching methods accordingly.
4. The college is committed to the upliftment of the local community, which is recognized by local residents.
5. The college campus is green and eco-friendly, and green initiatives are a major thrust area of the institution.
6. The college has a relatively calm and pollution-free atmosphere.

Institutional Weakness

1. Paucity of classrooms for implementing the Curriculum and Credit Framework for Undergraduate Programmes under National Education Policy 2020 when it will be effective for all semesters of the undergraduate programmes.
2. Distance from the major arterial road NH 116B, and from the main railway lines passing through the district.
3. Lack of fully functional public transport facilities connecting the surrounding nodal points like Heria, Bajkul, Chandipur and Nandigram with the college.
4. Dropout of students because of early marriage (in case of women students) and the need for earning a livelihood (in case of men students).
5. Lack of tie-ups with industries for ensuring placement of students.
6. Lack of infrastructural and research grants for further development.

Institutional Opportunity

1. Memoranda of Understanding with many older neighbouring colleges, and leading institutions in neighbouring districts such as Debra Thana Shahid Khudiram Smriti Mahavidyalaya, and mutual eagerness for academic collaboration and exchange.
2. Faith of local residents in the ability of the college to provide quality education.
3. Spacious, relatively pollution-free campus with ample scope for future development.
4. Proximity to the historic port-area of Khejuri, which has a rich history marked by various kinds of cultural contact from the colonial period.
5. Proximity to Tamralipta, and ancient port-town, rich with history.

Institutional Challenge

1. Creation and sanction of new non-teaching staff posts and a post for the Librarian for smooth functioning of the college office and library.
2. Creation and sanction of new posts to satisfy the needs of the Curriculum and Credit Framework for Undergraduate Programmes under National Education Policy 2020.
3. Adjusting to the changing demands of globalized, digitalized education, while remaining rooted to the rural setting of the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Swarnamoyee Jogendranath Mahavidyalaya is affiliated to Vidyasagar University, and accordingly, adopted the Choice-Based Credit System (CBCS) curriculum introduced by Vidyasagar University for the Science stream in 2017-18 and the Arts stream in 2018-19, and has kept pace with all subsequent revisions to these curricula thereafter. The Academic Sub-committee, comprising Heads of all departments, and chaired by the Principal, takes decisions in all academic matters, guided by the academic calendar, and regulations of Vidyasagar University for the BA/BSc/BCom Honours and General 3-year Degree Course under CBCS. The Academic Sub-committee is also tasked with drawing up the master routine for the college, which is followed by the departments.

In order to supplement curricular instruction, the departments have held add-on and value-added courses on various topics that would serve to deepen the grasp of students in their respective fields, as also augment their employability. The departments, and various bodies of the college, regularly organize seminars, conferences, webinars, and special lectures at the state, national and international levels, which provide scope for students to benefit from witnessing firsthand and interacting with distinguished speakers, who are acknowledged experts in their respective fields. Not only do these events provide an academic and professional exposure to the students, but they go a long way in fostering sensitivity and critical thinking as is evidenced in students' feedback. Active engagement of students in these events testifies to the fact they are able to recognize the importance of these opportunities. Their critical thinking is very welcome in curricular matters as well. The Internal Quality Assurance Cell (IQAC) conducts feedback from all stakeholders, analyses students' feedback on all academic matters, and communicates to the Governing Body and to the departments through the Academic Sub-committee, so that such feedback may be promptly acted upon, and academic standards may be maintained and enhanced.

Teaching-learning and Evaluation

Students from all backgrounds are welcome for admission to Swarnamoyee Jogendranath Mahavidyalaya. In consonance with Government directives, college admission is conducted in a fully online process, and as per extant reservation rules. Average enrolment percentage and average percentage of seats filled against reserved categories for the last five years are 54.49 and 26.62 respectively. The student-teacher ratio is 15:1 for the last year of the assessment period.

Students undertake project work in various subjects like the Ability Enhancement Compulsory Course in Environmental Studies (compulsory for all students), Bengali, Geography and Zoology which provides them scope for hands-on experiential learning. Teachers experiment with pedagogic techniques, and apply methods of participative learning and problem-solving methodologies. Teachers use Information and Communications Technology (ICT)-based tools as far as practicable within our limited infrastructure. Classes during lockdown were held via various platforms such as Zoom, Googlemeet, Cisco Webex. Open Educational Resources (OER) were used, and continue to be used for instruction. During lockdown, teachers attended Refresher Courses on the use of ICT in higher education and gained familiarity with the uses (and problems) of ICT in higher education. The college has organized lectures and add-on courses on various aspects of Digital Education to familiarize the college community with these pedagogic developments.

The percentage of full-time teachers against sanctioned posts is 96.33 for the last five years. The number of faculty members who have PhDs is increasing gradually: from 2 in the first year of the assessment period, it has grown to 5 in the last year, and at the moment of writing, stands at 6. This indicates the sustained augmentation of teachers' academic profile.

Continuous internal assessment is held during the academic year, managed entirely by the departments, under the supervision of the Academic Sub-committee. The pass percentage of students during the last five years is 97.52. Programme Outcomes, Progamme Specific Outcomes and Course Outcomes are stated on the college website and their attainment is overseen at multiple levels: by the departments, the Academic Sub-committee and the IQAC.

Research, Innovations and Extension

The college encourages faculty to pursue research, and year by year, the number of faculty with PhD is increasing: from 2 in 2018-19 to 5 by 2022-23, and 6 at the time of writing. Faculty also publish their research in national and international journals, and edited volumes. There is a dearth of research grants from government and non-government sources, but the college has striven to keep the college community informed about developments in research through state, national and international level seminars, conferences, webinars, workshops and special lectures on themes in various subjects, including subjects that are of interest to all, like Intellectual Property Rights.

The college has a thriving NSS Unit, which organizes various extension activities throughout the year. The NSS Unit works closely with the local administration to spread awareness about social values, health, hygiene, and organizes cleanliness and tree plantation drives. The unit also organizes blood donation camps, and free health check-up camps. The NSS Unit and the college at large regularly observe World Environment Day, Aranya Saptaha, World AIDS Day, International Mother Language Day, International Women's Day to spread awareness on relevant issues. The consistent efforts of the NSS Unit towards local community support have brought recognition from local bodies and authorities like Amdabad-I Gram Panchayat, Amdabad Madhyapally Primary School, Kanthi Yoga Pranayam Samiti, Madhyapalli Shiksha Niketan and Reyapara

Rural Hospital. These activities inculcate the values of social service amongst students, and hopefully serve to build future community leaders.

Infrastructure and Learning Resources

The college was established in 2014, and while it has remained true to its commitment to providing the opportunity for quality higher education in a remote are, it does have some infrastructural limitations. The permanent building is under construction, and at present there are 13 classrooms in which classes are conducted. The college has only one ICT-enabled classroom at present, and one hall (room no. 16) in which cultural programmes, competitions, lectures, seminars and conferences are held. The college garden is maintained by students, and is characterized by a great botanical diversity.

The library has more than 4353 books, and a total of 1701 titles. At the moment the library is housed in a large hall, which has reading space for students and staff, and also three computers of which two are meant for use by library users. An online public access catalogue (OPAC) has been implemented, and is accessible via the college website. The college has 12 desktop computers, 1 laptop computer, 1 HP LaserJet printer and 1 HP Deskjet scanner-cum-printer, 2 projectors and 1 black and white photocopier for administrative and academic use. The college campus is Wi-Fi enabled, with three routers placed at various points to ensure adequate coverage. While these arrangements serve our present purposes, the completion of the permanent building and the allocation of more funds from higher authorities for further development will considerably facilitate academic, administrative and other activities of the college.

Student Support and Progression

Students at Swarnamoyee Jogendranath Mahavidyalaya are benefitted by various government and non-government scholarships, and the percentage of such students for the last five years stands at 55.8. The college makes every effort to communicate to students their opportunities for scholarships by holding informational workshops. These scholarships have indeed gone a long way to support students from economically disadvantaged backgrounds to pursue their undergraduate studies. The longer-term efficacy of these schemes becomes manifest when the promising students, supported by various scholarships, eventually go on to pursue postgraduate studies. To facilitate the progression of students into higher education and placement the college takes various capacity building and skills enhancement initiatives, which have been met with a resounding response from students. The Career Counselling Cell regularly holds career counselling sessions, which have proven beneficial for students. During the last 5 years, 30.51% students have benefitted from these activities.

The college makes every effort to provide a safe space for students, and has adopted zero tolerance policies on ragging and sexual harassment. The Internal Complaints Committee, Grievance Redressal Cell and Anti-Ragging Sub-committee have been duly constituted to redress grievances specific to their ambit of functions. These bodies are also proactive in spreading awareness on the issues of ragging and sexual harassment, and serve to create and uphold an inclusive atmosphere in the college. The percentage of students progressing to placement and higher education during the last five years is 35.28. The college hosts cultural programmes on various occasions during the year, the biggest of these being the Annual Cultural Programme. All cultural activities are overseen by the Cultural Sub-committee. Various programmes for students are also organized by the Women's Cell, the Students' Welfare Sub-committee and the Kanyashree Club. The Alumni

Association of the college is in its nascent stage, having been registered in August 2023. The Association sponsors the annual prize for the student with the highest marks amongst candidates of all Honours programmes of the graduating batch. The Alumni Association has plans of being involved actively in the extension and outreach programmes of the college.

Governance, Leadership and Management

Swarnamoyee Jogendranath Mahavidyalaya is a Government-aided general degree college affiliated to Vidyasagar University. The college has adopted a participatory mode of governance as mandated by the West Bengal Universities and Colleges (Administration and Regulation) Act, 2017, and by the statutes of Vidyasagar University. The Governing Body, chaired by the President, is at the apex of the college administration, investing executive authority in the Principal, who is the ex-officio chair of various administrative and academic committees and sub-committees of the college. These bodies discharge various duties that effectively involve the implementation of institutional policies: administrative duties, student welfare, organizing cultural events, organizing college sports, addressing grievances of stakeholders, maintenance of leave accounts, publication of the college magazine, sensitization of the college community on various issues, creating and upholding an inclusive atmosphere, maintenance of discipline, work related to assessment and accreditation of the college, and so on and so forth. The work of these committees and subcommittees involves all staff, teaching and non-teaching, so that ultimately all sections of the college staff are involved in governance. Additionally, smaller, temporary committees are constituted as needs arise, for example, for hosting a seminar or conference. E-governance is implemented in finance, student admissions and examination. The college conducts internal and external financial audit regularly.

The IQAC formulates strategies and proposals for the implementation of institutional policies, and directives issued by higher authorities. It collaborates with the departments, and with other institutions, for organizing seminars, conferences, special lectures, Add-on and Value-added courses, capacity building and skills enhancement programmes. The IQAC maintains records of the participation of faculty and staff in Orientation/Faculty Induction Programmes, Refresher Courses/Malaviya Mission Teacher Training Programmes and Short-term Courses, through which faculty and staff keep abreast of the latest developments in pedagogy and administration. The IQAC also oversees the self-appraisal of faculty members, and the promotion of faculty in substantive posts under the Career Advancement Scheme (CAS) as implemented by the Department of Higher Education, Government of West Bengal. It gathers feedback from all stakeholders of the college, and analyses it to make recommendations at various levels of the institution for quality control.

Institutional Values and Best Practices

Swarnamoyee Jogendranath Mahavidyalaya strives to create an inclusive atmosphere in which students from all backgrounds feel safe, and welcome, to continue in their academic pursuits. Gender-sensitivity and gender equity are emphasized through the curricula of various subjects, and through seminars, conferences, special lectures and webinars organized on a variety of topics like sexual harassment, menstrual hygiene, and observances like International Women's Day. Moreover, institution-level bodies like the Internal Complaints Committee, Anti-Sexual Harassment Cell, Anti-Ragging Committee, Disciplinary Sub-Committee complement

each other in creating and upholding an inclusive atmosphere for all. These bodies have both a remedial and preventive role: they serve to address grievances that may arise, and also to sensitize the college community on various issues so that the ideal inclusive environment becomes achievable.

From its very inception, the college has remained committed to what may be termed as 'green initiatives,' and these have gradually grown in both number and ambit, so that sustainable agriculture and community support through supplying water for irrigation to local farmers has emerged as one of our institutional best practices. The college has regularly observed Aranya Saptaha, conducted lectures and seminars on biodiversity and conservation, all of which are marked with very enthusiastic participation of students. The active involvement of students indicates the extent of their sensitization in these matters.

The college remains committed also to extending its instructional support to the neighbouring school, namely Madhyapalli Shiksha Niketan, where senior students and a teacher of the college teach some classes voluntarily, which is another of our institutional best practices. In a world threatened by various divisive forces and climate change, these commitments of the college not only exemplify its thrust on the upliftment of the local community, but also contribute towards shaping up students as thoughtful, responsible, and sensitive members of society, who hold the key to the future.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWARNAMOYEE JOGENDRANATH MAHAVIDYALAYA
Address	Vill.- Amdabad, P.O.- Amdabad, Block- Nandigram-II, P.S.- Nandigram, Dist.- Purba Medinipur,
City	Purba Medinipur
State	West Bengal
Pin	721650
Website	www.sjmahavidyalaya.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ratan Kumar Samanta	03220-254597	7908040652	-	sjmahavidyalaya@gmail.com
IQAC / CIQA coordinator	Prasad Ranjan Chakrabarti	03220-254598	9732538114	-	cprasadranjan@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-01-2024	View Document
12B of UGC		

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.- Amdabad, P.O.- Amdabad, Block- Nandigram-II, P.S.- Nandigram, Dist.- Purba Medinipur,	Rural	4.65	7050

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, HONS	36	Higher Secondary or Equivalent	Bengali	52	25
UG	BA,Bengali, Hons or Hons with Research	48	Higher Secondary or Equivalent	Bengali	62	35
UG	BA,Education,Hons	36	Higher Secondary or Equivalent	Bengali	50	34
UG	BA,Education,Hons. or Hons. with Research	48	Higher Secondary or Equivalent	Bengali	60	30
UG	BA,English, Hons. or Hons. with Research	48	Higher Secondary or Equivalent	English	62	29
UG	BA,English, Hons.	36	Higher Secondary or Equivalent	English	52	28
UG	BA,Sanskrit, Hons.	36	Higher Secondary or Equivalent	Bengali,Sanskrit	42	19
UG	BA,Sanskrit, Hons. or Hons. with Research	48	Higher Secondary or Equivalent	Bengali,Sanskrit	51	8
UG	BA,Sociology,Hons. or Hons. with Research	48	Higher Secondary or Equivalent	Bengali	31	9
UG	BA,Sociology,Hons.	36	Higher Secondary or Equivalent	Bengali	25	11
UG	BSc,Geograp	48	Higher	English,Beng	32	17

	hy,Hons. or Hons. with Research		Secondary or Equivalent	ali		
UG	BSc,Geography,Hons.	36	Higher Secondary or Equivalent	English,Bengali	26	17
UG	BSc,General, Geography Botany Zoology Physiology	36	Higher Secondary or Equivalent	English	30	6
UG	BA,General, Bengali Education English Sanskrit Sociology History Philosophy Pol. Sc. Physical Edu.	36	Higher Secondary or Equivalent	Bengali	70	33
UG	BA,Multidisciplinary,Humanities	36	Higher Secondary or Equivalent	Bengali	84	43
UG	BSc,Multidisciplinary,Life Science	36	Higher Secondary or Equivalent	English	38	3

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				0				24			
Recruited	1	0	0	1	0	0	0	0	14	10	0	24
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	5	0	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	3	0	6
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	10	6	0	16
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	2	0	3

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	63	0	0	0	63
	Female	110	0	0	0	110
	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	10	10	6	12
	Female	12	9	19	24
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	6	3	2	4
	Female	10	5	8	8
	Others	0	0	0	0
General	Male	46	41	33	31
	Female	88	58	82	109
	Others	0	0	0	0
Others	Male	1	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
Total		173	126	150	190

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per notification and order no. dated of the affiliating university, Vidyasagar University,as well as Memo No. dated of the State Government of West Bengal National Education Policy has already been

	implemented in the first semester of UG programme from the session 2023-2024 in our college.
2. Academic bank of credits (ABC):	As per instruction dated of the Vidyasagar University college has notified vide Memo no. dated to all the students to create ABC ID in proper portal. During admission to first semester in the session 2023-2024, ABC ID of all students was mandatory for filling in of admission forms. We are in the process of implementing online courses through National schemes like SWAYAM, NPTEL, Coursera, etc, for our students and considering for credits earned against elective courses.
3. Skill development:	After comprehensive analysis within the IQAC and administrative bodies, the college has decided to start new skill development courses besides existing courses like 'Spoken English', 'Spoken Sanskrit', 'Interview and Presentation Skills', etc. to offer students academic flexibility. Courses on disaster management, mushroom cultivation, vermicomposting, ornamental fish culture and basic knowledge of computers are under consideration.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has already created an inclusive environment for appropriate integration of the Indian Knowledge System through organising seminars, workshops and Special Lecture Programmes like 'Yoga for Health, Happiness and Harmony', 'Workshop on Yoga', 'Basudhaiba Kutumbakam', etc. as well as by celebrating International Mother Language Day. Various cultural activities like 'Basanta Utsav', Rakhi Bandhan', 'Sharodotsav' organised in the college serve to promote Indian culture. The college has plans to introduce courses on learning Indian languages in online mode.
5. Focus on Outcome based education (OBE):	Swarnamoyee Jogendranath Mahavidyalaya implements outcome-based education (OBE) by setting Program Outcomes (POs) and Course Outcomes (COs) for each subject. The curriculum incorporates innovative features like credit-based courses, projects, and a focus on community engagement, environmental education, and value-based education. This includes lab experiments and mini-projects that promote community health awareness. Professional Ethics & Human Values and Gender Sensitization are examples of value-based education courses offered. Additionally, a course on

	Environmental Sciences explores all aspects of environmental sustainability.
6. Distance education/online education:	Due to the Covid -19 pandemic, educational institutions in the country have increasingly evolved in using the digital platforms for engaging classes, conducting conferences and meetings. Online education has broken the geographical barriers creating interaction of experts and students from far-off places. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during lock-down period of Covid-19, access to online resources by educators and students will not be a constraint any more.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
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.	The Electoral Literacy Club of the college has been set up recently, and is still in its nascent stage. Lectures on constitutional rights have been organised in college to sensitize students on various aspects of constitutional rights as well as duties. The college has also collaborated with the Block Development Office to hold workshops in college where students are informed in depth about electoral registration, and encouraged to do their duties as citizens.
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.	The college has organised workshops to sensitize students about electoral registration in collaboration with the Block Development Office.

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.	Workshops on electoral registration are particularly directed at students in their first year of college, who often register as voters only after entering college.

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
360	325	346	372	357

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: 24

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
24	24	24	23	10

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
33.32	43.77	6.04	16.39	49.67

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:

Being affiliated to Vidyasagar University, Swarnamoyee Jogendranath Mahavidyalaya adheres to the academic calendar of the university, and follows the curriculum developed by it. The academic calendar prepared by the Academic Sub-committee in consonance with the university's at the beginning of the academic year clearly marks the commencement of classes, the periods for internal assessment, and end-semester examinations.

- **Academic Sub-committee:** The Academic Sub-committee, chaired by the Principal and comprising heads of all departments also prepares the college routine, and takes decisions on all academic matters to ensure effective curriculum planning and delivery by departments.
- **Departmental meetings:** The departments hold meetings at the beginning of each semester regarding the teaching assignments for individual teachers, and students are also communicated the teaching plan, so that they are aware of the syllabus distribution. Departments maintain a daily record of teaching progress, which is very effective in ensuring timely completion of the syllabus.
- **Continuous Internal Assessment:** Students in all courses in the college undergo continuous assessment in the form of classwork, class tests and internal assessment. Students are also given writing exercises to improve their academic writing. Even prior to the implementation of the Choice-Based Credit System, internal assessment had been an integral part of evaluation, under the auspices of Vidyasagar University, and therefore, the practice of evaluating students before they proceed to university examinations has been a routine affair since the inception of the college. The academic performance of students is reviewed in departmental meetings, and in meetings of the Academic Sub-committee. Students who are identified as having coping problems are given personal attention by teachers.
- **Programme and Course Outcomes:** Each fresh batch of students is made aware of the programme outcomes at the students'orientation at the outset of their undergraduate studies, and teachers explain the course outcomes at the beginning of each semester in class. These outcomes are also hosted on the college website for ready reference by students and teachers alike.

While the bulk of teaching proceeds in the traditional lecture and boardwork method, teachers try to incorporate newer pedagogic methods such as use of the smart classroom, Powerpoint presentations, and film screenings as required. Practical classes are held regularly for science subjects. At the beginning of the academic year, the departments assign each student to a teacher-mentor so that their individual progress can be kept track of, and the student has the opportunity for individual feedback from a teacher.

Teaching and learning proceed in a supportive atmosphere for students, in which they receive feedback

from teachers not only on their academic work, but in other activities that contribute to their overall development. A good student-teacher ratio is an added advantage. For example, participants in annual competitions of recitation and extempore speaking typically receive constructive feedback from their teachers apart from the comments they may receive from judges during the event, and such feedback is ultimately useful in the overall development of the student.

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: 16

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: 27.39

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
157	139	25	111	50

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college follows the curriculum of the Choice-Based Credit System (CBCS) prescribed by Vidyasagar University, and stresses upon imparting a holistic education to students. Accordingly, the teaching-learning process is enriched by emphasizing issues on professional ethics, gender, human values, environment and sustainability. This is done in broadly two ways:

- through opting for discipline specific elective courses, generic elective and core courses that directly incorporate these issues, as part of the CBCS curriculum of Vidyasagar University.
- through the organization of conferences, seminars, workshops, special lectures and awareness programmes touching upon these issues in which students across departments are able to participate outside the classroom environment, and benefit from interaction with distinguished resource persons.

As the syllabi of various courses of the departments bear out, crosscutting issues of professional ethics, gender, human values and environment and sustainability are given great emphasis. All students take the Ability Enhancement Compulsory Course in Enviromental Studies, and undertake projects under the guidance of faculty. The course as a whole concentrates on **environment and sustainability.** Many courses in Botany, Zoology and Geography also focus on the environment. Courses in Education, English, Physical Education and Sociology particularly focus on **professional ethics.** Various issues relating to **gender** are treated in depth by many courses offered by the departments of Bengali, Education, English, Geography, History, Political Science and Sociology. **Human values** are emphasized upon in a variety of ways, direct and indirect. Nearly all courses in the humanities and social sciences focus on these values.

Seminars, conferences, special lectures, awareness programmes, Add-on courses, Value-added courses, Capacity Building and Skills Enhancement programmes organized by the college also serve to address

these issues. A webinar themed around 'women in crisis,' exploring the vulnerabilities of women in the wake of the COVID-19 pandemic, and generally in the changing environment, was organized by the Depertment of Geography in September 2020. Special lectures on awareness against sexual harassment, consciousness of menstrual hygiene have been hosted by the college. Human values, and the Indian Knowledge System have been emphasized through many events such as the special lecture themed on 'Vasudhaiva Kutumbakam' (sponsored by the Indian Council of Philosophical Research), and the two-day national webinar on Indian Culture and Sanskrit. Webinars like the one on 'Biodiversity Conservation and Restoration' and 'Sustainable Rural Development' have emphasized environment and sustainability.

The CBCS curriculum places stress on experiential learning, and therefore many courses involve project work. Students in various courses in Bengali, Geography, Zoology and the AECC Environmental Studies course undertake projects guided by faculty. Many of these projects involve field trips or educational tours, providing students with invaluable practical insights in these crosscutting issues.

File Description	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: 36.67

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

Response: 132

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 54.49

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
173	126	150	190	181

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

2022-23	2021-22	2020-21	2019-20	2018-19
347	347	247	282	282

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 21.31

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
39	27	35	50	38

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
171	171	171	187	187

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 15

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:

Student-centric methods, participative learning: Apart from lectures and in-class writing assignments, students across departments are encouraged to participate actively in the pedagogic process. After the teaching has progressed significantly in the semester, students are asked to present on a topic of their choice, drawing upon secondary material, and are often put into groups so that they can workshop their ideas with each other. At the end of the presentation, they also take questions from their peers. This practice gives them some training in oral presentation and can be potentially beneficial for a variety of professions apart from teaching where significant speaking skills are called for. The learners are also encouraged to refer to secondary reading material, which is often provided by teachers, or which they can find in the college library.

To foster critical thinking among students, teachers often use the flipped classroom mode wherein the students are assigned some in-class reading and then engage with certain ideas and problems.

In the Department of Education, students are routinely put through the exercise of teaching a topic to the class, after requisite progress in the semester. The benefits of the exercise cannot be overestimated: in preparing to teach, the student must absorb the topic sufficiently, and the act of teaching involves in mastering all the skills of conveying information to a class. In observing the teaching of their peers, students further approach pedagogy critically.

Experiential learning: Students are taken on field trips and survey work where the curriculum mandates it, as for example in Geography. Students are encouraged to conceive and execute interesting projects to fulfil curricular requirements, as for example in Zoology and AECC Environmental Studies. Teachers arrange for film screenings wherever they may be relevant in the curriculum.

Use of ICT: During lockdown owing to the COVID-19 pandemic and beyond, teachers have used a variety of ICT tools as well as online resources to enhance their teaching. These resources include Powerpoint presentations (that teachers have developed on their own or have chosen to use from amongst open educational resources), videos (developed by teachers or chosen from open educational resources), films (shown from YouTube). Word documents, PDFs of scanned material, recorded lectures shared via Googledrive and other platforms have been routinely used in online teaching. After the resumption of in-person classes, teachers continue to use ICT, and from 2023-24 onwards slots have been dedicated for ICT classes on the weekly routine.

File Description	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: 100

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
24	24	24	23	10

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

2.4.2

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

Response: 60

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
13	13	13	12	12

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

While internal assessment was part of Vidyasagar University's evaluation system even before the implementation of the Choice-Based Credit System (CBCS), the modalities of internal assessment under CBCS are more varied. Examination has two main components: continuous internal assessment and end-semester examinations. Internal assessments for each semester are conducted twice a semester by the departments as per the regulations of Vidyasagar University, at times indicated in the academic calendar of the college. Apart from written tests, students are assessed throughout the semester through assignments, class tests and oral presentations as necessary. Teachers of the college set questions for internal assessment, while the end-semester examinations are conducted by Vidyasagar University.

Students are prepared for both internal and external assessment (end-semester examinations) through class assignments and tests. First year students are given special attention as they transition from high school to college, and adjust to the demands of college-level writing. They are given detailed feedback on all the in-class work they do, written and oral, so that they are well-versed with the requirements of the internal and external assessments. Question papers of internal assessments held are available in the library to aid students' preparation. After each assessment, the questions are discussed in class

Review by the departments and Academic Sub-committee: The academic performance of students is reviewed in departmental meetings, and in meetings of the Academic Sub-committee. Students who are identified as having coping problems are given personal attention by teachers.

In-class review: After internal assessment scripts have been evaluated, teachers discuss questions and answers in class, and address specific areas of concern, if any. This generally provides clarity to students about their performance, and results in improved performance in later classwork and assessments.

Formal review: A student may approach the Departmental Head in case of any grievance regarding internal assessment. There is a formal grievance redressal mechanism in place, through the Grievance Redressal Cell, and grievances may be registered both online, and in hard copy, via complaint boxes installed on campus. Further, as per Vidyasagar University's Regulations, a student appearing in the end-semester examinations may formally apply to the Controller of Examinations, Vidyasagar University for a formal review/scrutiny of answer scripts within the time period specified by the university after publication of results. Such notifications by the university are also circulated by the college among students in due time.

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 Programme Outcomes and the Course Outcomes are beneficial for both students and faculty members so that planning and curriculum delivery becomes easier. POs and COs are formulated in order to give students a prior idea about what to expect from a particular course or programme. These also help students select elective courses. Students who find it difficult to choose one subject over another are encouraged to audit classes before coming to a final decision.

Every incoming batch is introduced to the Programme and Course Outcomes during Students' Orientation. Later, these are explained in detail in class at the beginning of the semester by departmental heads and course teachers, so that students are able to make informed choices. Students are also encouraged to approach teachers if they need further clarification.

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:

Strategies adopted to ensure attainment of POs, PSOs and COs are evaluated through several direct and indirect assessment tools. The result of attainment of CO is used to evaluate the attainment of programme-specific outcome (PSO) and programme outcome (PO).

Attainment of **course outcomes** is obtained by direct method (80-90%) and indirect methods (10-20%).

1. **DIRECT METHOD:** Involves the performance of students in both Continuous Internal Assessment and End-of-Semester Examination.

A. Continuous Internal Assessment: Understanding of a subject and related skill development is ensured and evaluated through student presentations, assignments, projects and laboratory performance.

B. Semester Examination Performance Analysis: Grades obtained in formative and summative evaluations are the direct measures of attainment of specific Course Objectives (COs).

2. INDIRECT METHOD:

A. Evaluating Teaching plan: The faculty members work with a teaching plan in order to facilitate the attainment of COs for each course and each department maintains a register for Teaching Progress, which is monitored by the respective HODs.

B. Analysis of students' feedback: IQAC conducts student's feedback on teachers' performance regarding concept delivery, and timely completion of curriculum assigned. This is analysed and discussed with the departmental heads and the course teacher.

The students are evaluated on how far they remember, understand, apply, analyse, evaluate and create in order to attain the **course outcome**.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 97.52

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
84	90	97	68	55

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
85	90	97	68	64

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

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
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:

The institution has taken several initiatives to spread awareness about different research approaches and methodologies, especially Indian Knowledge Systems. The college motto *pranipatena pariprashnena sevaya* is a shloka from the Bhagavad Gita 4.34, signifying complete devotion of the student to the guru or the teacher, an ideal that pervades the spirit of the institution.

Academically, each subject in the Arts has certain sections in the set curriculum which incorporate Indian philosophy, literary and critical theories and Indian epistemological approaches to texts. Teachers employ both English and vernacular languages in the classroom The library has numerous books on this subject which the students can use as secondary reading for their respective subjects.

Beyond the set curriculum, the college also organizes various Add-On/Value-Added Courses, workshops and seminars on different branches of the Indian Knowledge System for the students and faculty members. The Department of Sanskrit has been instrumental in this regard: it has offered two Add-On Courses on Spoken Sanskrit and Basic Sanskrit Grammar for its students, organized numerous seminars

on Indian Knowledge Systems such as the ICPR sponsored **Yoga for Health and Happiness**, **'Vasudhaiva Kutumbakam'**, conducted workshops on '**Srimad Bhagvad Gita'** and observed Geeta Jayanti to instill an interest in Indian philosophy and classical traditions beyond the classroom. The NSS Unit-1 of the College also observes International Yoga Day on 21st June every year in collaboration with the Department of Physical Education to impart theoretical as well as practical knowledge on Yoga and its importance on daily life. Even during the Covid-19 induced lockdown, the NSS organized Online Yoga Workshops for its students, encouraging them to practice yogasanas from the safety of their homes. In 2022, A seven day Yoga Workshop was also held in the college from 23/5/2022 to 30/05/2022 which witnessed enthusiastic participation from students.

Other departments of the college have also promoted the spread of Indian Knowledge Systems by offering Add-On Courses on this subject. The Department of Philosophy has offered an Add-On Course on Fundamental Concepts of Indian & Western Ethics from 28.04.2023-25.05.2023 and the Department of Physical Education organized an Add-on Course on Banglar Bratachari, which instilled the values of a monastic life among the students. The Department of Bengali organizes International Mother Language Day each year to honour the Bengali language martyrs. Rabindra Jayanti, Vidyasagar Jayanti and other days are also observed in the college to disseminate the ideals of these eminent personalities. Moreover, the teachers of the institution are also engaged in research on Indian philosophical thought and have obtained various grants and funding to conduct seminars in the college.

The college has also held a webinar on **Intellectual Property Rights** in collaboration with NIPAM (Intellectual Property Rights Awareness Programme) which was organized by The Patent Office, Kolkata under Department of Promotion of Industry and Internal Trade, Ministry of Commerce & Industry, and hosted by IPO Kolkata on 22.04.2024 for the benefit of the students of the institution. The college hopes to take more of these initiatives in the future for providing a conducive research environment for the students and faculty members.

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: 13

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
02	07	4	0	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: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	02	0	03

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: 0.42

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
04	03	01	02	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The institution has consistently and effectively engaged in various extension activities within the local community, raising students' awareness of social and environmental issues. By identifying with the community, the college motivates stakeholders to participate in social work, promoting holistic development while benefiting the community. Stakeholders actively encourage students to participate in community development work to address various social and environmental problems. The NSS unit, with the active involvement of teachers and student volunteers, regularly engages in community development programs in nearby areas and adopted village. These programs include health check-up camps, thalassemia detection camps, blood donation drives, anti-tobacco awareness initiatives and vaccination camps for COVID-19.

Additionally, seminars and workshops on social issues such as gender and women's empowerment are periodically conducted to raise awareness. NSS volunteers also contribute to maintaining the campus and surrounding areas' greenery and cleanliness, with tree plantation programs serving as part of environmental awareness efforts. Students actively participate in rallies on social issues like 'Safe Drive, Safe Life,' the 'Swachh Bharat Abhiyan', the 'Anti-Plastic campaign,' 'Promotion of Bicycles as a Means of Transport,' and 'Dengue Prevention' etc.

Different campaigns were launched in the local community to empower women and local people to use various services independently. Students also visit adopted villages Amdabad and Barimal periodically,

conducting various community development activities. NSS volunteers offered free tuition services to underprivileged students in local villages. The institution also initiated rural road repairs with the active involvement of students and NSS volunteers. During the pandemic, sanitizers and masks were distributed to villagers, and awareness lectures were provided, especially for village women and children. The local primary school (Amdabad Madhyapally Primary School) children received stationery items, drawing kits, and some food items.

The institution recognizes its vital role in empathy and leadership during natural disasters. During the flood, YAAS cyclones, food items, medicines, masks, and sanitizers were distributed to villagers. The positive impact on the community and society over the past few years is evident through the activities carried out by the institution via the NSS, IQAC, and other units. These community service and social work efforts have greatly benefited the target group and contributed to environmental sustainability.

Table: Year Wise Number of Extension Activities

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Programmes	06	07	08	13	18

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:

Swarnamoyee Jogendranath Mahavidyalaya has been recognized and appreciated for its extensive efforts in community outreach through various extension programs by Government and Government-recognized bodies. The National Service Scheme (NSS) unit-I and different bodies of the college have organized diverse programs aimed at social awareness, health awareness, fitness campaigns, literacy awareness, environmental sustainability, cleanliness drives, free health check-ups, yoga campaigns, COVID awareness, vaccination camps, and other social services. Swarnamoyee Jogendranath Mahavidyalaya along with its NSS Unit-I collaborated with various Government Bodies to successfully organize the extension activities. The National Service Scheme (NSS) unit-I in collaboration with Amdabad-I Gram Panchayat organized various extension programs like tree plantation, cleanliness drives, COVID awareness rally, Rakhi tying ceremony for trees, road repairment at Gholpukur Bajar-Amdabad road, an AIDS awareness campaign, Yoga awareness campaign, free tuition for underprivileged children at Amdabad Madhyapally, a cycle rally for fitness campaign. The tireless efforts of students and staff of the college for the community is appreciated and rewarded by the Amdabad-I Gram Panchayat.

Reyapara Rural Hospital appreciated our effort to spread the hygienic and health consciousness in the rural community of Amdabad-I Gram Panchayat. This government institution particularly appreciated our initiatives of cleanliness drive at Amdabad Primary Health Centre, COVID awareness programs for students and locals, dengue awareness programs, thalassemia awareness initiatives, free health check-ups for students, staff, and local poor residents, and mask distribution during COVID-19.

In addition, Swarnamoyee Jogendranath Mahavidyalaya received the Appreciation Certificate from Madhya Palli Siksha Niketan (Madhyamik) school for academic support by providing instructors for classes VIII-X. besides the academic support, the NSS Unit-I of the college organized an AIDS awareness program in collaboration of Madhya Palli Siksha Niketan (Madhyamik). Moreover, Kanthi Yoga Pranayam Samiti awarded us by issuing the 'Certificate of Appreciation' for conducting a webinar on yoga and a yoga training camp. Lastly, Amdabad Madhyapally Primary School acknowledged our contribution for organizing a dance competition among their primary students to foster creativity and physical activity. These recognitions highlight the college's commitment to community service and its significant impact on promoting health, education, and environmental sustainability.

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: 40

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
13	09	07	06	05

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: 05

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:

The institution has required infrastructure to facilitate core teaching and learning activities and additional provisions including, sports and cultural activities. Given it is a newly formed institution (Established in 2014 with teaching operations from 2015). The Activities both teaching and administration are currently operated partly at its own temporary building, partially at Amdabad Madhyapalli Shikshaniketan. The permanent college building is under construction. Despite this temporary arrangement, the institution continues to provide essential services as detailed below:

1.   There are Thirteen (13) classrooms designated for teaching and learning activities.

2.   Four (4) laboratories are available for practical sessions and research purposes.

3.   A common room for teachers is provided where they can conduct academic work, departmental tasks, and official assignments.

4.   The administration section comprises two rooms: one for the Principal and the other serving as the college office. This ensures transparent governance and smooth coordination among the teaching and non-teaching staff and students.

5.   The library, established shortly after the inception of the college, has an Online Library Management System introduced in 2018 to enhance accessibility and management of resources. Library reading room accommodating students and teachers is equipped with a variety of books to foster a culture of continuous learning and in-depth knowledge.

6.   A hall room (room no. 16) is used for cultural events such as dance, singing, poetry recitation, debates, extempore speeches, and quiz competitions. This room also serves as a venue for seminars, with a cultural subcommittee planning and executing various cultural activities regularly.

7.   The institution has one (01) ICT enabled class room.

8.   A separate common room is provided for female students to enhance social interaction and community building.

9.   The institution has five separate Washrooms for Female students, Female teachers, Male students, Male teachers & General.

10.   Various departments take initiatives each year to maintain and develop gardens within the college premises.

11.   There is a designated area for parking bicycles & other vehicles.

12.   A low-cost canteen is available, offering affordable meals to students, staff & others.

13.   The college possesses a playground where various sports events such as football, cricket, volleyball etc. are organized annually.

14.   A rainwater recharge cum filter chamber to promote sustainable water management.

15.   To ensure a pollution-free, purified, and sustainable water supply, the college has installed its own water dispenser and filtration system.

16.   A vending machine providing sanitary napkins at a nominal cost of Rs. 5/- (Rupees five) is installed to support female students.

        Despite operating from a temporary setup, the institution is committed to providing adequate facilities to support a holistic educational environment. The ongoing construction of the permanent building promises further enhancements in infrastructure and services.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 75.53

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
23.41	37.07	0.3	8.74	43.16

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:

A library is a treasure house of knowledge and it is considered as the heart of any educational institution. The library in this college was inaugurated within a short time after the college was established and the online library management system was introduced in 2018. The Integrated library management system is part of the education management system used by the college and is running on a private cloud.

- At Present the Library is located in a spacious hall. (Including Reading Room, Textbook Section and Digital Library)
- The library has a collection of 1701 Titles and over 4353 books at present and number increases every year. It covers a wide range of subjects and contains collections of Text books, Reference books, Journals, Magazines etc.
- The library provides a spacious reading room where students and staff can read the books.
- The library provides previous years' question papers to the students and staff of the college.
- The library has three (03) Computers. Out of these three computers two have been dedicated to students and staff of the college, equipped with high-speed internet connection.
- OPAC is available for students and staff. The OPAC is part of the current college website where students and staff can browse through all the book titles and check if the book is currently available for issue in the library online.
- In addition, the college provides access to various online free digital libraries and open courseware. We encourage students to utilize these resources for reference. Below are links to all the e-journals, e-books and open courseware we provide-Journals:
- (DOAJ): https://doaj.org/
- E-Journals (Shodhsindhu): https://ess.inflibnet.ac.in/
- E-PG Pathshala: https://epgp.inflibnet.ac.in/
- Shodh Ganga: https://shodhganga.inflibnet.ac.in/
- Shodhgangothri: https://shodhgangotri.inflibnet.ac.in/

- National Digital Library of India: https://ndl.iitkgp.ac.in/
- Swayam: https://swayam.gov.in/
- Directory of Open Access Books - https://www.doabooks.org/
- Other Free E-books and E-Journals- http://elibrarian.blogspot.com/

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:

Swarnamoyee Jogendranath Mahavidyalaya has always endeavoured to update IT infrastructural resources at the College Campus in order to facilitate administrative work as well as to enhance and enrich academic output. The College sustains its IT facilities in the following manner:

- The college has specific domains for its customized and dynamic website: https://sjmahavidyalaya.in/
- The institution has 12 desktops, 01 laptop, 1 HP LaserJet printer and 1 HP Deskjet scanner-cum-printer, 2 projectors and 1 black and white Xerox machine are presently functional for administrative and academic purposes.
- Since 2019, the college has implemented biometric attendance for teachers, non-teaching staff, and the principal for secured and accurate attendance tracking.
- The college has employed a need-based IT consultant for maintenance and support of the ICT infrastructure.
- Antivirus software is purchased by the college and updated regularly.
- LAN and network connections are also monitored by the IT consultant.
- The bandwidth for the 24x7 internet connection ranged from 80 Mbps as the minimum to 150 Mbps as the maximum.
- The college campus is nearly entirely Wi-Fi enabled, with 3 routers strategically placed for widespread coverage.
- The All India Survey of Higher Education (AISHE), the Online Survey on Higher Education, is carried out by the Ministry of Human Resource Management (Government of India) through a website (www.aishe.gov.in). Similarly, at the State Level, Department of Higher Education, Government of West Bengal, has developed a comprehensive database portal to collect the

institution-wise micro level data since 2019-20 ((https://banglaruchchashiksha.wb.gov.in). The Banglar Ucchashiksha Portal also has web-links of important database portals of various schemes/ scholarships which are related with higher education.

- The Finance Department (Government of West Bengal) has set up the Integrated Financial Management System (IFMS) portal for regulating the entire cycle of its fund management system. Under the IFMS, the Human Resource Management System (HRMS) is one of the most important and latest modules for preparing salary bill, maintenance of online Provident Fund of employees, e-pension etc.
- The College has a separate account in YouTube through which it provides live streaming of its webinars and other cultural activities- https://www.youtube.com/@sjmahavidyalaya1333.

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: 360

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

Response: 1

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[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: 0.49

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
0.73	0	0	0	0

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: 61.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	202	135	175	192

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](#)

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](#)

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: 30.51

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
119	98	96	106	118

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
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: 35.28

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
37	34	32	21	15

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
84	90	97	68	55

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

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
0	0	0	0	0

File Description	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: 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

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

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

5.3.2

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

Response: 2.4

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

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

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 plays a vital role in the progress and development of the institution by organizing various activities and events for the general welfare of the students and the college. In order to express their gratitude for the college and to foster a spirit of loyalty, the former students of Swarnamoyee Jogendranath Mahavidyalaya formed the Swarnamoyee Jogendranath Mahavidyalaya Alumni Association Amdabad on 7th August, 2023, registered under the West Bengal Societies Registration Act XXVI of 1961, bearing Registration No. S0037126 of 2023-24. Since the college was established merely ten years ago in 2014, the members of the Alumni are still young boys and girls either enrolled in higher education programmes in institutions within or outside the state, or recently employed in various organizations. It is only recently that some of them have become financially independent to begin contributing to the college funds through donations and sponsorships of different kinds.

The Alumni Association of the college holds regular meetings with the Principal and other college authorities to plan events for providing service and support to the college.

1. The Alumni members are invited to the Annual Cultural Programme and Prize Distribution Ceremony of the college every year to share their experiences after leaving college, and to award the current students for their achievements. In 2023, a separate category was constituted in the Award-giving ceremony for the student with the highest score in the 6th Semester of studies of each department to encourage the students to perform well. This award was sponsored by the Alumni members and has become a fixed category in the Prize Distribution Ceremony and is now presented officially by the Alumni of the college.

2. A few alumni members have also provided free classes to the students of the college occasionally.

3. The former students of the college have distributed various gifts to the newly admitted students during the Freshers' Welcome Ceremony of the college and delivered motivational speeches to inspire them.

4. The former students of the college have helped the college in organizing various events for social welfare and community outreach programmes such as mask distribution drive during Covid-19 in 2020-21, providing relief to the Yaas-cyclone affected areas in 2021.

In the meetings with the college authorities, the Alumni members have decided to help the college in organizing various social welfare, environmental development programmes and community outreach programmes organized by the NSS and other Committees of the college, such as Blood Donation Camp; Thalassemia Testing and Awareness Drive, Tree Plantation Drive; Yoga Camp; World AIDS Day and Dengue Awareness events and so on.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

A) The governance and leadership is in accordance with the vision and mission of the institution

Vision:

Our vision is to develop into an institution with a reputation of providing quality higher education to the underprivileged youth of rural Bengal. By incorporating the vision of **NEP 2020**, we not only aim to create good students, but also competent professionals and independent individuals who would inspire future generations. In addition, we are committed to inculcating indigenous values and ethos among learners, which serve to develop students into complete human beings.

Mission:

Our mission is to encourage the students in general to manifest their latent talents and ideas -

- To make quality higher education accessible to all, irrespective of their socio-economic status.
- To provide new and innovative forms of learning at par with the global academic scenario.
- To encourage the students to pursue higher education and research in their respective fields.
- To motivate the students in general to manifest their latent talents and ideas, and inculcate ideal habits, a love for learning, and human values.
- To help the students of the locality grow into responsible citizens of India in the future.
- To empower the students to cope with the challenges of practical life by providing them with a holistic education.

- To initiate Vocational Education to enhance employability.

B) The effective leadership is visible in various institutional practices such as decentralization and participative management

Principal is the academic and administrative head of the institution. However, for effective administration and efficient implementation of the academic activities, the HEI decentralizes the management through several committees constituted by the Governing Body comprising the faculty and non-teaching staff. In addition, policies, strategies, and plans of the college are formulated after careful

consideration of departmental heads and relevant sub-committee's recommendations with proper guidance and necessary approval of the Governing Body. So, the college has a mechanism for delegating authority and providing operational autonomy for committees and cells.

IQAC:-

IQAC meets regularly and takes decisions regarding initiatives to be taken for academic development and related activities. The resolutions are forwarded to G.B. whenever necessary for implementation.

The Governing Body, as the highest policy-making body, is at the top of the structure, and provides overall guidance/supervision and a deliberate framework. The Administration while dealing with academic matters gives weightage to the recommendations of the IQAC, Teachers Council and various sub-committees.

The statutory Bodies of the college are

1. The Governing Body(GB).
2. Finance Committee.
3. Purchase Sub-Committee.
4. Building & Development Sub-Committee.
5. The Teachers' Council.

Various committees- The decentralization of power is evident from these committees, as well as various non-statutory Committees such as Internal Quality Assurance Cell (IQAC), Academic Sub-Committee, Admission Sub-Committee, Anti-Ragging Sub-Committee, etc. Teaching and non-teaching members are incorporated in each committee and some have representatives from amongst students and GB members. The detailed list and composition of the committees are displayed on the college website.

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
- Feedback collection from stakeholders, and analysis
- Principal meets all stakeholders, including students, and visits departments

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:

Response:

1. **Deployment of institutional Perspective plan etc.:**

Perspective and strategic plans are laid out at the beginning of the year. Principal, in consultation with all the Departments, cells and committees assesses the outcome of the previous year's plans and draws a future plan of action at the end of the academic year. The plan serves as the roadmap for students' achievement and the college's development.

Perspective Plan : 2019 - 2025

- To increase the potential of student intake for current courses and to boost student enrolment and to create rank holders.
- To complete total automation of admission, administrative processes and student database.
- To construct/extend building for classrooms and laboratories.
- To ensure Infrastructural growth in terms of classrooms, laboratories, books, computers and instruments.
- Total automation of the library
- To set up a modernized seminar hall.
- To introduce more skill-based courses.
- To improve the teaching-learning methods based on feedback collected from stakeholders.
- To commence functional MoUs related to job-oriented training and placement.
- To enhance the internet services.
- To initiate vermicomposting and rainwater harvesting system
- To have a green and clean campus.
- To strengthen outreach activities by involving local unprivileged rural children in various activities in the college.
- To conduct environmental audits, green audits, and energy audits.

2. **The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures-**

The head of the institution is the Principal. He is aided by the IQAC and various subcommittees of the Teachers' Council. The Governing Body is the apex body of the college. It the consists of Government-nominated President, Principal (Ex-officio Secretary), two government nominees, one nominee of the Department of Higher Education, Government of West Bengal, two Vidyasagar University nominees, three elected Teachers' Representatives, one trustee nominee, one elected non-teaching staff's representative.

Recruitment and Promotional Policies

In case of teachers' recruitment through the West Bengal College Service Commission, the Commission

recommends the names of the Teacher to appoint in the college and the Governing Body/Administrator follow the recommendation. The probationary period is one year for them. Their promotion is based on the period of service and the API score. The State-aided College Teachers (SACT) are appointed by the college through interviews by the Expert Committees and duly approved by the governing body of the college. The state govt. after being satisfied with the transparency of the recruitment process approves of their SACT status. On completion of M. Phil, Ph. D. or qualifying in the NET/SET examinations there are rewards for them in the form of an incremental increase in their remunerations. The yearly increment for their service is also in place. The non-Teaching staff are recruited by the college authority. The posts that have prior sanction and clearance from the Govt. of West Bengal are filled up transparently by the Governing Body through an expert committee. The state government approves the selected candidates' recruitment and issues their pay fixation on being satisfied with the transparency of the recruitment process. The college makes temporary, need-based recruitment of non-teaching staff.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[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:

Response:

1. **Performance Appraisal System for teaching and non-teaching staff-**

Response:

The institution maintains effective Performance Appraisal System for both teaching and non teaching staff to bring pace in academic, administrative and benefits of the employees. For this the college has introduced the following measures

Performance Appraisal-cum-Attendance registers:

Teachers are to note down daily performance records in the register along with recording their own attendance. The Principal as an authority monitors the same on day by day basis. Besides this,

Submission of records/certificates to the Principal and coordinator of IQAC regarding

- Teaching, learning and evaluation related activities such as class records (allotted & taken), uses of ICT in teaching learning, exam duty, evaluation of answer script, etc
- Co-curricular, extension and professional development related activities like NSS activity, functions of various sub-committees, refresher course, orientation course, etc.
- Research and academic contributions like paper publication, book publication, chapter publication, seminar & workshop attendance, project, etc.
- The college conveys and collects the academic performance report from teachers given by the university after completion of every academic year.

The analysis and subsequent evaluation reports undertaken under the above process are analyzed in the meetings of the Academic Committee, IQAC, and then in the Governing Body. The Governing Body advises suitable remedial measures for low-performing teachers for improvement in the form of appeal and control. The appraisal system for the non-teaching staff is based on punctuality, execution of duties and pro-activeness. Besides taking routine reports from HODs regarding the nonteaching staff assigned to the respective departments, the principal also regularly checks the neatness of the departments, classrooms, labs and other facilities available and takes stringent action on the erring staff if facilities are found in an unsatisfactory state.

2. **Effective welfare measures-**

The college has a number of welfare measures for teaching and non-teaching staff.

- Faculty members are deputed to attend Orientation and Refresher Programme 'on duty'.
- Casual leave, Maternity leave, Medical leave, and Earned leave are permitted.
- Canteen
- Drinking water
- Water purifier

- First aid facilities like free health checkup (Blood Pressure, Body Mass Index, etc) of the employees
- Latrines and Urinals separately for male and female
- Sufficient lighting
- Fan
- Ramp with handrail facilities in every building for differently abled employees
- Computers with high speed internet and Wi-Fi facilities
- Safe locker for individual employee

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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: 18.06

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
05	11	07	02	03

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

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

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

Response:

1. **Strategies adopted by the institution for Resource Mobilization:**

The institution makes all possible efforts to mobilize financial resources and tries to avail all possible scopes/schemes for the same. The financial resources for the college include-

- Grants-in-Aid from the Government of West Bengal to meet the salary component of the

employees
- Tuition and other fees collected from students (it is mandatory to submit 50% of the tuition fees collected to the account of the state government.).
- Infrastructural grants from the Govt. of West Bengal.
- Donations from alumni and well-wishers.

Thus, though various mechanism the college authority tried mobilize funds for infrastructural development.

Development fund generated from student collection is utilized for infrastructural up-gradation and General fund for remuneration and recurring costs like maintenance works.

1. **Strategies adopted by the institution for optimal utilization of resources:**

- The utilization of available financial resources is controlled and monitored by the Finance Sub Committee headed by the Principal and the Accounts section under the overseeing authority of the Governing Body.
- The Annual Budget, prepared by the Finance Sub-Committee, makes allocations for different activities and also for non-plan activities as per the source(s) available.
- All expenses as proposed by different sections/departments and as recommended by the Finance Sub-Committee and approved by the Governing Body.
- All standard financial norms and procedures like quotations/tendering etc. are followed in procurements and purchases.
- Strict financial discipline is maintained in payments.
- Digital mode of payment is being increasingly preferred.
- Utilization Certificate is submitted to the sponsoring body after completion of every plan-project.
- There are other sources for mobilization of funds for scholarships endowed to the students from various scholarships directly transferred to the students' accounts from the State Government / Private Sector like Sitaram Jindal Scholarship.
- Annual audit is carried out by the auditor by the External Auditor appointed by the DPI, Govt. of West Bengal. The audit reports are also placed before the Governing Body for necessary analysis.
- The Building Sub-Committee look after new construction or maintenance work.
- Care is also taken to ensure minimal wastage of resources especially capital assets. Stock registers are properly maintained.

File Description	Document
Upload 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:

Response:

A) Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

- IQAC has contributed by better coordination and communication to the departmental heads at the beginning of each academic session to coordinate work allotments of teachers with the assistance with different subcommittees.
- The IQAC's made all-round effort to motivate teachers to constantly update their teaching methodologies and skills with the changing times. Teachers are encouraged to pursue the programmes like FIP, RC, FDP, SDP, etc. through proper channel for enhancing the professional competence. In spite of the rural setting and limited financial resources, the college has made infrastructural revamping and provided encouragement to teachers as far as possible so that they are able to update themselves about current teaching-learning methods.

- IQAC monitors the availability of books related to the syllabus in the library from time to time. The college is not now in a position to provide fully automated library facilities with tools like LIBSYS, KOHA, etc. The library has three computers with internet connectivity and two of them are dedicated fully for use by students.

B) The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and recorded the incremental improvement in various activities Response:

The institution through Internal Quality Assurance Cell (IQAC) continuously reviews the teaching-learning process of the college with the help of Academic Subcommittee and Departmental Committees.

Following are the methods of the institutional review system of the teaching-learning process of the college

- Departments regularly monitor the progress of the learners via several assignments and viva voce/class tests/continuous class assessment from time to time to identify the slow and advanced learners. For weaker students, departments arrange the remedial classes beyond the class-routine. Online classes are also taken by the teachers in terms of students' need.
- Departments hold student-teacher meetings almost every semester to be apprised of their problems in the learning process and follow-up measures on the basis of the issues arising out of these meetings are taken.

- The Principal meets students from across departments while visiting the departments in a weekly

round and listens to students' response on the academic as well as overall problems.

- After the final result of semester the Academic Sub-committee, the IQAC, and the Teachers' Council jointly review the result and monitor students' progression.

- The Principal holds a meeting with the heads of the departments and the administrative heads before the commencement of the new academic session for making effective policy decisions.

- Sensitizing and training teachers in innovative trends and methodologies through seminars, webinars, and workshops.

- Monitoring the academic activities: formulation of the academic calendar, and analysis of feedback from stakeholders for concrete actions towards redressal of grievances/shortcomings are the activities that are targeted towards quality assurance. University performance of the students is analyzed to get a better feel of departments which may require revamping in terms of manpower or teaching aids.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and creating a safe, inclusive environment for all students, especially female students, is a crucial responsibility for educational institutions that we prioritize. The curricula we offer is evident of gender equity that we practice. For example, subjects like Sociology, Education, English, History, Bengali, Sanskrit, Geography explicitly cover topics related to gender and gender equity. Besides the curricula, co-curricular activities like sports, cultural programmes, cleanliness drive, tree plantation etc. are other major steps that serve to uphold gender equity. Various other measures have been taken to foster a gender-sensitive environment in the campus. At the core of these efforts lies the establishment of an 'Internal Complaints Committee' and an 'Anti-Sexual Harassment Cell.' These bodies serve as critical mechanisms for addressing and preventing instances of gender discrimination and sexual harassment.

Measures Taken for Monitoring of Gender Equity

- Complementing these initiatives are the 'Anti-Ragging Committee' and the 'Disciplinary sub-Committee,' which play pivotal roles in maintaining a secure environment free from intimidation and harassment. Ragging, in particular, can disproportionately affect female students, creating an atmosphere of fear and undermining their sense of safety and well-being. These committees' efforts to address such issues are crucial in upholding the college's commitment to protecting the rights and dignity of all students.

- Furthermore, the installation of complaint boxes both for male and female students to report any violation of their rights is a commendable step. This discreet and confidential channel empowers students to voice their concerns without the fear of retaliation or stigma, fostering an environment of trust and support.

- Educational initiatives, such as special lectures on domestic violence, gender equality, sexual harassament and related topics, play a vital role in raising awareness and promoting a culture of respect and understanding. By engaging students in these discussions, the college not only equips them with knowledge but also encourages them to challenge societal norms and become agents of positive change, contributing to a more equitable and just society.

- The 'Swarnamoyee Kanyashree Club' and the Women's Cell put their efforts in empowering female students and nurturing their talents and abilities. Through cultural events and initiatives,

these organizations inspire female students to embrace their civic duties, social responsibilities, and potential, fostering an environment where they feel valued, included, and encouraged to pursue their aspirations without limitations.

Overall, the measures outlined in the provided information demonstrate a multifaceted approach to addressing gender equity and creating a safe, inclusive environment for all students, with a particular emphasis on supporting and empowering female students. By combining curricular, co-curricular activities, institutional policies, educational initiatives, and support systems, the college is taking meaningful steps toward promoting gender sensitivity, preventing discrimination, and empowering students to stand up against injustice and inequality, ultimately contributing to a more equitable and just society.

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: B. 3 of the above

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

7.1.3

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

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

Response: B. Any 3 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](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

Response:

Initiatives for inclusive environment

1. The college instills in its students mutual respect, the capacity for effective interpersonal relationships, love for the country, and clear communication and compassionate understanding in order to create an inclusive environment with tolerance towards cultural, regional, linguistic, communal, socioeconomic, and other diversities through various special lecture programmes, seminars and daily teaching and routine administrative work.
2. By lowering entry criteria and providing a variety of incentives and scholarship opportunities from the government and other institutional sources, the socially disadvantaged students, such as those from SC/ST/OBC and minority categories, are given apparent advantages for admission, in accordance with governmental policies.
3. Special lecture programmes are held to inform students from economically disadvantaged backgrounds about various schemes such as the "Student Credit Card," as well as government and

non-government financial aid, in order to facilitate their pursuit of higher education.
4. By conducting community service activities and motivating staff and students to participate in NSS programmes, the college encourages social responsibility and leadership among its students and staff.

Programmes that inculcate the duties of citizenship.

The college is starting a number of initiatives to instill ideals for being good citizens as reflected in the Indian Constitution. The principles, rights, duties, and responsibilities of citizens are outlined in the constitution. Many occasions are observed with zeal and rekindled interest in order to educate college students and staff about their constitutional responsibility. In the Winter Camp, organized by the NSS Unit a special lecture on "constitutional rights" has been delivered.

Democratic values

Every year, the college observes Independence Day and Republic Day to honour the independent and democratic values of our country. Participants in the activities included the president, members of the governing body, the principal, faculty, support staff, and students.

Programmes that impart values among students

The institution celebrates several national and international commemorative days throughout the year with an aim to inculcate values among the students. The events like **Birth day of Netaji Subhas Chandra Bose, Republic Day (26th January) Independence Day (15th August). International Mother Language Day (21st February), International AIDS Day, Freshers' Welcome/ Nabinbaran, International Women's Day, International Day of Yoga etc.**

It is worth mentioning that the college has tried its best to continue the celebrations of various national and international commemorative days, events and festivals during the period of the Covid-19 pandemic using different online platforms such as Google Meet to increase awareness about different issues in the society.

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 -1

Title: Strengthening Rural Education by Supporting Madhya Palli Siksha Niketan

Objectives:

Pupils in the village of Amdabad, Purba Medinipur, are the focus of the association between Swarnamoyee Jogendranath Mahavidyalaya and Madhya Palli Siksha Niketan. The major purpose of this collaboration is to improve the quality of education and academic outcomes for these children. Since the year 2019, the institution has been offering support to the school in an effort to alleviate staffing shortages, enhance student performance, and expand enrolment.

Context:

Madhya Palli Siksha Niketan of Amdabad encountered obstacles stemming from a scarcity of faculty and resources. In 2019, in recognition of the significance of supporting local schools, Swarnamoyee Jogendranath Mahavidyalaya launched a programme to supply the school with instructors. The college recognized the dearth of teachers in disciplines such as English, Sanskrit, and History, in the school and took steps to recruit instructors to fill these gaps. Another objective of this collaboration was to instill social values and impart necessary life skills among the students.

Practice:

Since the year 2019, seventeen senior students and one history professor have been deployed as instructors at Madhya Palli Siksha Niketan on behalf of Swarnamoyee Jogendranath Mahavidyalaya. They instruct in their designated fields, thereby occupying critical positions within the academic staff. The active participation of the college has substantially enhanced the educational standard at Madhya Palli Siksha Niketan, resulting in noteworthy progress in student achievement and a surge in student enrolment. Moreover, the instructors enlighten the students of the school regarding the importance of higher education for rural students; removal of superstitions and social stigmas; prevention of child marriage and first aid skills to sensitize them about societal aspects and inculcate life skills.

Evidence of Success:

Since the initiative was launched, students have attained higher exam scores and better learning outcomes, and also have access to better educational materials and skilled teachers in critical disciplines. Furthermore, Madhya Palli Siksha Niketan's enrolment rate has increased noticeably, indicating a rise in community trust in the institution's programs.

In addition, the programme has given college students significant teaching experience. Motivated by their teaching duties at Madhya Palli Siksha Niketan, thirteen of the seventeen senior students who worked as teachers went on to acquire their Bachelor of Education degrees. This helps students as a whole and develops the next generation of teachers. Other than academic benefit, this practice fosters

social values among the students.

Problems Encountered:

The initiative has encountered challenges primarily related to sustainability and resource allocation. Ensuring the continued availability of qualified teaching instructors and maintaining the quality of education requires ongoing commitment from both the college and the school. Additionally, logistical issues such as coordinating schedules and managing workload distribution among instructors need to be addressed to optimize the program's effectiveness.

Resources Required:

Swarnamoyee Jogendranath Mahavidyalaya requires adequate resources, including funding for instructor stipends, training programs, and logistical support. Collaborative efforts between the college and the school, support from government agencies and community stakeholders are essential to address emerging challenges and ensure the long-term success of the teaching.

Best practice -2

Title: Sustainable Agriculture and Community Support: Swarnamoyee Jogendranath Mahavidyalaya's Water Supply Initiative

The institution aims to foster community development and sustainable agricultural practices.

Objectives:

1. To support local farmers by providing a reliable water supply for irrigation throughout the year.
2. To promote sustainable agricultural practices and education among students.
3. To enhance community engagement and resource-sharing for mutual benefit.

Context:

In the rural setting of Amdabad, agriculture is a significant livelihood for many families. However, the availability of water for irrigation can be inconsistent, especially during the dry season. Swarnamoyee Jogendranath Mahavidyalaya, recognizing this challenge, decided to utilize its on-campus ponds to support local farmers. The college's initiative aligns with its mission to contribute to local development and provide practical learning experiences for its students.

Practice:

The college ponds serve as critical resources in this initiative. Water from the ponds is supplied free of cost to two nearby farmers, each cultivating an area of 1 acre and 16 decimals. Additionally, the college

itself maintains 1 acre and 50 decimals of cultivation land, managed by three sharecroppers in collaboration with the students.

Students play an integral role in this practice, participating in the maintenance of the ponds and the irrigation system. This not only provides them with practical agricultural skills but also instills a sense of community service and environmental stewardship. The beneficiaries of this practice are: Shri Sukumar Manna, Shri Prafulla Majhi, Shri Prafulla Das, Shri Shibsankar Patra, and Shri Shyamapada Mula.

Evidence of Success:

Increased Crop Yields: The continuous supply of water has enabled the farmers to maintain their crops throughout the year, resulting in improved yields and consistent agricultural output.

Educational Benefits: Students gain valuable experience in agricultural practices and resource management, complementing their academic studies with practical skills.

Community Bonding: The collaboration between the college and local farmers has strengthened community ties, fostering a spirit of cooperation and mutual support.

Sustainability: By utilizing an existing natural resource, the college promotes sustainable practices that benefit both the environment and the local economy.

Problems Encountered:

Water Management: Ensuring an adequate and consistent water supply during peak agricultural periods requires careful management of the pond's resources.

Maintenance: Regular maintenance of the pond and irrigation infrastructure demands time and effort from both students and staff.

Scaling the Initiative: Expanding the program to benefit more farmers in the area poses logistical and resource-related challenges.

Resources Required:

Infrastructure: Investment in efficient irrigation systems and maintenance tools.

Human Resources: Continued involvement of students, staff, and sharecroppers, along with potential training for effective water management techniques.

Financial Support: Funding to cover the costs of infrastructure maintenance and potential expansion of the initiative.

Swarnamoyee Jogendranath Mahavidyalaya's initiative to supply water from its pond to local farmers exemplifies a best practice in community engagement and sustainable agriculture. By leveraging natural resources and fostering student involvement, the college not only supports local farmers but also enriches the educational experience of its students. This initiative highlights the potential of higher education institutions to drive positive community change through innovative and collaborative efforts.

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Swarnamoyee Jogendranath Mahavidyalaya is located in Amdabad I Gram Panchayat, Nandigram II block, in the district of Purba Medinipur, West Bengal. The nearest motorable nodal points on highway 116B from the Gram Panchayat as well as the college, are 11 km (Heria) and 20 km (Chandipur) respectively. The district headquarters, Tamluk, and the subdivisional town of Haldia (also a commercial port) are 49 km and 42 km away, respectively, without any direct transport routes by bus or railways connecting Amdabad to these places. Totos, auto rickshaws and Tata Magic vans plying irregularly are the only available modes of transport in the college area, making dwellers of the region heavily dependent on personal modes of transportation. The predominant economic activity in the area is agriculture. Within this socio-economic and geographical context, the college offers the opportunity of undergraduate education to first-generation collegegoers. For the majority of our students, this is the only general degree college accessible physically, and therefore also, economically. In making higher education accessible to those who aspire for it in this geographically interior location, and in keeping pedagogy sensitive to context, lies our distinctiveness.

Despite limited financial resources, Swarnamoyee Jogendranath Mahavidyalaya has striven to provide quality education to local first-generation collegegoers since 2015. There are many elements in the curriculum of various subjects that require or assume an exposure that is not accessible to our students. For example, students of literature would benefit from witnessing professional dramatic performances. The distance from the nearest metropolis and the limited funds of the college imply that we are unable to take our students to such performances or organize performances by professional troupes in college. The teacher then has to compensate for this shortfall in some way, and one of them is getting students to view

recordings of dramatic performances. Once again, the limited infrastructure of the college more often than not has meant that the teacher has to organize such in-class 'screening' on her own device.

While every effort is made to augment the collection of the college library, there are many areas in the curriculum that require resources beyond those that the college possesses at present. In the last few years, especially, the curriculum has been updated many times, and the teachers have done their level best to provide from their personal collections primary and secondary material for students, which would not have been available to them otherwise.

After arriving in college, students also get a cultural exposure that they have not had before. On the various occasions during the year that we have cultural programmes, students are mentored by teachers to enrich their repertoire and hone their performance skills. There is a lot of talent amongst our students, but often they do not know how to make the best use of it. Nandigram and Khejuri abound in dramatic talent, as *yatra* performances are very common in this area. In college, students enthusiastic about putting up a dramatic performance often do not know the range of dramatic texts that would be suitable for an audience at an undergraduate institution. With a little bit of guidance, they do ultimately put up excellent dramatic performances.

In our student body, teachers recognize daily a lot of potential that has not received much guidance before. Apart from the curricular activities, our students need to be taught how to present themselves, how to speak publicly and so on and so forth. With the handholding that they receive from teachers, we can say that the majority of our students turn out as mature, polished individuals by the time they receive their undergraduate degree.

Curricular instruction is supplemented by seminars, webinars, and special lectures on a variety of issues and themes, which provide our students with the opportunity to interact with distinguished speakers, who are experts in their fields. Students' enthusiastic participation in these events show that these initiatives by the college do have a positive, formative impact on them. Add-on and value-added courses, and skills enhancement initiatives on a variety of topics have been offered by the departments to enrich the students academically, and enhance their employability. Students have been quick to recognize the opportunity such courses proffer, and their interest and performance in these courses show that they are able to value the instruction that the college provides. Students' active participation in various awareness programmes (on AIDS, dengue, special lecture against sexual harassment and so on) and observances (like Aranya Saptaha, Rabindra Jayanti, Independence Day, International Women's Day) organized by the college also show that these exercises serve to sensitize them in various ways. This holds out the hope that they will be dutiful citizens, and conscious, sensitive parents and guardians.

Year by year, our students' interest in pursuing Master's degrees after graduating is rising, which indicates that the education they have received at the undergraduate level has stimulated their interest in their respective fields. Given that the college is situated in the heart of an agricultural belt, with most of its students being first generation university-educated, the continued progression of our students into higher education underscores the positive impact of the college on its hinterland. Some of our students have also obtained placement in various services, while some choose to pursue professional courses like B.Ed. in preparation for a schoolteaching career. We are about to have our seventh batch of graduates, and the long-term impact of the education provided by the college is yet to be seen. The location map of the college for this section of the self-study report was designed by one of our former students, now pursuing a Master's degree in remote sensing and geographical information system, which is good reason to hope that students of the college will go on to make substantial contributions to society. It is

our hope that with greater allocation of funds from various authorities, the college will gradually grow from strength to strength, and be able to widen its positive influence on the surrounding area.

File Description	Document	
Appropriate web in the Institutional website	[View Document](#)	
Any other relevant information	[View Document](#)	

5. CONCLUSION

Additional Information :

Established in 2014 as a general degree college affiliated to Vidyasagar University, Swarnamoyee Jogendranath Mahavidyalaya, has witnessed vast changes in higher education since its inception, right till the moment of writing. The college has adjusted with its limited means, to the Choice-Based Credit System phased in from 2017-18 onwards, and is adjusting now again to the stipulations of the National Education Policy 2020. Notwithstanding the many obstacles on its path, the college has striven to add value to the curriculum by organizing add-on and value-added courses, special lectures, seminars and conferences, and engage in extension and outreach activities, which all serve to enrich students' learning. This is especially critical, as these efforts of the college provide our students with an exposure that they would not have gained otherwise. The college has recently been recognised under section 2(f) of the UGC Act, and hopes for recognition under 12(B) in the future.

Concluding Remarks :

Swarnamoyee Jogendranath Mahavidyalaya has always prioritized making higher education accessible in a remote area, and despite all odds, has steadfastly endeavoured to offer quality education that is also affordable to those of modest means. Now about to have its seventh batch of graduates, the college needs upgradation of infrastructure, more built space, and generous grants from higher authorities in order to sustain its mission. The college hopes for the completion of its permanent building in good time so that it is able to adjust well to the changing needs of higher education. With its modest means, the college continues to hold the beacon of holistic education in the era of digitalization.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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)**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :16
	  Remark : Revised as per the documents provided.

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*
	
	    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
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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157	192	25	148	50 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
157	139	25	111	50	

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	    1.3.2.1. **Number of students undertaking project work/field work / internships**
	    Answer before DVV Verification : 132
	    Answer after DVV Verification: 132

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*
	
	    Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	    Answer After DVV Verification: C. Feedback collected and analysed

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during**

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

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

    2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
166	166	118	130	130

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
171	171	171	187	187

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

    2.4.1.1. **Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	23	10

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	07	4	0	0

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
10	5	7	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	02	0	03

Remark : Publications in Prachya, Strachee are in 2023. Hence, excluded.

| 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
19	8	3	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	01	02	0

Remark : HEI was asked for clarification documents for a randomly chosen sample, however, not provided the asked evidence.

| 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
18	13	08	07	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	09	07	06	05

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 :05
	Remark : Revised as per the clarification documents provided, wherein, five MoUs have been provided on valid stamp papers.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23.41	37.53	0.41	8.74	43.45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23.41	37.07	0.3	8.74	43.16

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 : 9

Answer after DVV Verification: 1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.17	5.31	5.23	6.60	5.84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.73	0	0	0	0

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
339	174	127	165	177

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
375	202	135	175	192

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

5.1.3	**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
119	98	96	106	118

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119	98	96	106	118

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	4

Answer After DVV Verification :

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

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
23	15	4	9	13

Answer After DVV Verification :

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

6.2.2	*Institution implements e-governance in its operations*

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

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

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

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
5	5	5	5	5

Answer After DVV Verification :

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

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 : B. Any 3 of the above
	Answer After DVV Verification: B. Any 3 of the above
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**
	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: B. 3 of the above
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**
	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: B. Any 3 of the above

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 : 24 Answer after DVV Verification : 24
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	23	10

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	23	10