



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NAYAGRAM PANDIT RAGHUNATH MURMU GOVERNMENT COLLEGE

VILL- BALIGERIA, PO- BALIGERIA, PS- NAYAGRAM, DIST-JHARGRAM
721125

nayagramprmgovtcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nayagram Pandit Raghunath Murmu Govt. College started its illustrious journey in the year 2013 when the foundation of this College was formally declared by the Honourable Chief Minister Smt. Mamata Banerjee to cater to the educational needs of the people of Jungle Mahal in Baligeria, Nayagram Block, Jhargram District (erstwhile Paschim Medinipur district). The College started functioning in 2014. The College is named after the legendary personality Pandit Raghunath Murmu (1905-1982) who is held as a great educationist especially as the founder of the 'Alchiki' script of 'Santali' language. The magnificent College building has been designed to blend in with its pleasant surroundings. The College is fully funded by the Government of West Bengal under the affiliation of Vidyasagar University.

Vision

To impart holistic education to students, to provide them with ample learning experiences and opportunities, to guide them towards the optimum use of their knowledge and skill, and to empower them to become enlightened, empathetic, and socially responsible citizens of the future by instilling in them values of integrity, inclusivity, dedication, freedom, justice, love and confidence, thereby shaping them to be brave and competent agents of positive social transformation.

Mission

1. To promote a multicultural, multilingual, and secular co-educational learning environment that is inclusive, tolerant, and supportive of the pursuit of knowledge that goes well beyond the explicitly stated demands of the syllabus.
2. To provide education that is accessible to all and inexpensive in nature, thereby constructing a democratic space fostering academic excellence.
3. To guide students toward the successful completion of their degrees and channel them towards the pursuance of higher degrees in their selected or allied fields of study.
4. To train students for greater employability by imparting to them both the academic training and soft skills required to compete with confidence in the professional world.
5. To be sensitive towards the distinct learning requirements of both advanced and first-generation learners, providing them with all necessary support by devising innovative teaching and learning

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A multi-cultural, multi-lingual, and multi-religious milieu conducive to first and second-generation learners. Eighteen highly qualified and dedicated faculty members enhance the academic standards of the college. A good teacher-student ratio provides more attention to students' individual learning needs. Commendable students' performance at University Examinations. Many pursue further studies in reputed institutions.

Successful implementation of the 'student-centric' CBCS curriculum in all its Honours courses from 2018. The augmentation of e-resources and ICT-enabled teaching methodology immensely helped the students during the pandemic and beyond it. Efficient IQAC ensures quality control, academic expansion, partnerships, and productive strategies for overall institutional development and growth. High enrolment of girl students upholds equal opportunities in education. The Grievance Redressal Cell, Anti-Ragging Cell, Internal Complaints Committee, Disciplinary Action Committee, and Career Counseling Cell protect and promote students' safety, dignity, and future prospects. College First Aid Unit ensures the physical well-being of all stakeholders. Moreover, the College has spatial proximity to a Government Hospital and a Trauma Centre. Many faculty members pursue Extramural Research published in reputed UGC-CARE listed journals. Active NSS unit performs various community outreach activities throughout the year. Philanthropic activities like the Blood donation camp, various Awareness program on Leprosy, TB, Dengue, Child Marriage, etc. help promote the welfare of society and students. We have a Lush green pollution-free campus with a sufficient number of plants. The campus is accessible to differently-abled (Divyangjan) persons, having a well-lit, ramp-enabled entrance and special toilets for convenience. The HEI is secured with security guards and the installation of a Close Circuit TV. The college canteen caters to students and faculty alike.

Institutional Weakness

As a comparatively newly set up Government College, the institution lacks the necessary infrastructure which is easily available at established old colleges. The shortage of classrooms in the college building hinders the allotment of requisite classes in accordance with the CBCS curriculum. Lack of laboratory space and equipment act as deterrents to research conducted by faculty. Insufficient Government funds and their irregular disbursal system pose problems for the college to plan and execute projects. Meagre recurring allotted funds restrict resources for running the establishment, providing AMC of instruments, hiring casual staff, etc. As a fully Government Institute, the college depends entirely on P.W.D for construction and renovation related to civil and electrical works, making quality assurance, maintenance, and monitoring difficult. A low administrative staff to Student/Faculty ratio poses a challenge to the college administration. No funding or permission is available for starting vocational courses, which promote placement opportunities for students. The college has no departmental libraries. Students are mostly first-generation learners from rural areas who suffer from a lack of socio-academic exposure. The college has been unable to conduct various capacity-building and skill enhancement classes like UGC Career Oriented Add-on Courses. The College does not have any language laboratories. Due to the paucity of funds, there is minimum provision for organizing seminars. We have to depend mostly on conducting webinars instead. Being a government institution, the College cannot sponsor faculty to either avail memberships of academic bodies or attend seminars/workshops. However, the College authority allows On Duty Leaves to the faculty for such endeavors. Being located amongst dense forests, venomous snakes often show up in the campus. The college authority, inspite of trying its best, more often than not, fails in preventing the infestation of wasps and their numerous hives throughout the college building. As the college and its catchment area abounds in elephants, these gigantic creatures pose a major threat to the students commuting from distant places to the college, so much so that eager learners are forced to remain absent from classes whenever elephants are heard to be around (mostly during the harvesting season).

Institutional Opportunity

Student catchment areas of the institute are mostly rural, and students are mostly first-generation learners. As their social exposure and academic expertise are lacking in many respects, it is relatively easy to groom and prepare them for their future academic journey. The college maintains and encourages communal harmony and

national integrity as there are students from different communities in this Higher Educational Institution. The HEI promotes the wholesome development of students from all genders and across all sections of society. It promotes the potential of the students for attaining excellence in their fields under the guidance of the efficient faculty members of the institution, who provide them with constant motivation and support. The college encourages education beyond the syllabus by regularly organizing seminars and workshops on multifarious topics of academic and social interest. Even during the pandemic, webinars were hosted online to keep up students' interest in various subjects. Some of the departments conduct field trips to historical places or sites of biological diversity to enhance the learning aptitudes of students. The institution organizes various socially relevant programs (such as an AIDS awareness program, thalassemia detection, and counseling camp, water conservation awareness program, gender sensitization program, awareness program regarding abuse, awareness program on road safety, mental health awareness program) in collaboration with several govt. and non-govt. organizations to promote the holistic development of the students. The college is located in an area that is rich in biodiversity. This abundance of species present in the surrounding area, the diversity of genotypes, habitats, and ecosystems can be exploited as readily available resources for the Bio-Sciences Departments of this college.

Institutional Challenge

Student catchment areas are mostly rural, and students are mostly first-generation learners. They are more likely to face 'discouraging' inhibitors and barriers, such as social backwardness, and financial crisis, and are likely to experience lower levels of 'encouraging' factors, such as parental encouragement and motivation for higher studies and research. The institution struggles with a dearth of funds from the government, leading to a deficit of proper infrastructure. Despite having so many learned faculty members, the institute is unable to fully utilize its knowledge and skills because of a lack of classrooms or laboratory space. The college grapples with an acute shortage of classrooms and has to rely on a dynamic routine in order to accommodate simultaneous classes for all three academic years across sixteen departments. The college is trying to increase the number of computers, thereby increasing the student-computer ratio. The college tries to increase the soft skills of the students so that this upcoming generation of learners has the scope to learn and utilize these skills in the future. The college struggles with the ongoing trend of student absenteeism. Many students lack interest in general degree courses and do not show up for classes regularly. Sometimes, students get admitted just to avail scholarships and other benefits provided by the government. A large number of students also tend to drop out due to compulsion regarding marriage and job prospects. Being a government college, procedural delay caused due to administrative paraphernalia of the Government is a recurrent but unintentional obstacle that the Institution faces. The college has no authority or opportunity to fill up vacant teaching and non-teaching posts, which remain unoccupied unless filled at the sole discretion of the Department of Higher Education, Government of West Bengal. There is minimal scope for introducing innovative teaching-learning techniques given the strict constraints of syllabus completion within the stipulated annual academic schedule set by the affiliating University. Constant demands for a transition of administrative activities to a paperless, online system have become challenging to implement due to the lack of proper and regular training programs for non-teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects: Following the Choice Based Credit System (CBCS) introduced in 2017 and NEP 2020, Nayagram Pandit Raghunath Murmu Government College, affiliated with Vidyasagar University, provides 28 undergraduate courses, including Honours, General in B.A. There are 11 departments in our college.

Curriculum delivery: Every department has a fairly implemented curriculum plan that is effectively delivered to the students according to the academic calendar prepared by the college. Honours and General courses in Bengali, English, History, Philosophy, Political Science, Sanskrit, Santali, Sociology and only General Course in Geography, Mathematics and Physical Education under the Bachelor of Arts programme are offered as courses by the college. Project work and excursion programmes along with educational tours are organized by a few departments for effective delivery of the curriculum.

Continuous Internal Evaluation: The departments undertake Continuous Internal Evaluations to verify that students grasp their teachings. Few departments organise extracurricular events and mentoring sessions for the benefit and development of students.

Add-on Courses: Our College has offered 16 add-on courses throughout the last five years, during the assessment period, that is 2018-19 to 2022-23. These Add-on Courses, which aim to build employable skills, have well-defined curricula that go beyond the scope of Vidyasagar University's existing syllabus.

Crosscutting Issues: The Institution skilfully integrates issues of Professional Ethics, Gender, Human Values and Environmental Sustainability to help students cope with the challenges of modern living.

Feedback: The College has collected and analysed feedback through a standard questionnaire from various stakeholders, like students, teachers and other employees on various aspects of curriculum delivery, institutional infrastructure, laboratories, library facilities, ICT facilities, office facilities, and other support services of the institution. Based on the analysis of the feedback reports, the college has taken action in the past 5 years.

Teaching-learning and Evaluation

The college follows a well-administered and transparent procedure from admission to examination. Student admissions are held as per the reservation policy of the Government of India. Subsequently, 'profile mapping' of the students are done, whereby their academic acumen is analyzed and they are counseled to take up subjects accordingly. Teachers assess the academic proficiency of students based on their performance in classroom discussions and assignments. Needs of slow learners are catered through remedial classes and library assignments. Advanced learners are encouraged for research and innovative ideas. Book bank facilities are provided to financially weak meritorious students. Students are also supported through a well-designed mentoring system.

Students are also encouraged to participate in co-curricular activities like field trips and industrial visits as well as students are encouraged to enroll in certificate courses introduced by the college on Computer Applications, Web designing, Communicative English. National and international conferences are organized in the college that provide opportunities for students' development and enthusiasm in academics.

Majority of full-time sanctioned posts are filled, with teachers being appointed as per the guidelines of UGC. Most of the teachers are highly qualified with M.Phil/Ph.D degree.

The college maintains a robust internal assessment mechanism to monitor the process and progress of assessment. Students are assessed on a continuous basis through innovative and reformed techniques such as group discussions, assignments, class tests, and projects. The college has developed its online examination portal which is used for effective assessment system, particularly during the pandemic.

The University examination results are discussed in departmental and Teachers' Council meetings. Examination Committees are entrusted to ensure redressal of any internal exam related grievances of the students. Any grievance related to university level examination, is communicated by the college to the University authority. Programmes and courses are designed to equip students with knowledge, life skills, moral values, and self reliance. A large number of students progress towards higher education and are placed successfully, including through campus recruitments.

Research, Innovations and Extension

The Institute supports ongoing research and innovation as essential to providing high-quality education. Through encouraging participation in NPTEL, various SWAYAM courses, various seminars, webinars, and MOOC courses, college fosters innovation and advance information transmission. In the past five years, the institution has planned and executed about 8 seminars and webinars. The organization fosters an atmosphere that supports top-notch research initiatives and works. The faculties have published 24 research papers and 22 book chapters in association with the college. The college organizes Dengue awareness programme, Tuberculosis awareness programme, Leprosy awareness programme, No-smoking awareness programme, Say no to alcohol etc. in the local areas of our college and other community extension initiatives to routinely engage students in social issues for their holistic development. Instead of all these awareness programs, we visit BALIGERIA BALIKA VIDYAPITH (H.S) to talk to the students of this institution about the consequences of early child marriage and how women can be empowered. The college has successfully arranged 15 MoUs With different colleges.

Infrastructure and Learning Resources

Our institute has incessantly and systematically improved its infrastructure which is located on 7.57 acres of land. The campus includes 02 buildings that cater to the various infrastructural needs of undergraduate programs. The buildings are surrounded by open and green pollution free spaces. The institute offers 11 undergraduate programs with Arts, Humanities and Science.

The campus features classrooms and laboratories for classroom learning and additional courses. Other amenities include 02 cultural and seminar halls, reading room and ramps for the differently-abled, staff common rooms, principal, administrative office, record room, ladies common room, student seating area, garden, NSS department room and an open-area bicycle stands.

The institute offers top-notch facilities including ICT-equipped classrooms, fully outfitted computer lab and other necessary resources to support the learning experience for students and faculties.

The institute offers enriched sports infrastructure, both indoor and outdoor sports facilities and a strong record in sports events at the University, State, National levels. The campus also has a Gymnasium and a Yoga Center with certified faculty and instructors for students, staff and faculty members.

The institute has a well-equipped Library Management System that allows efficient management and organization of library collections.

The library has an extensive collection of resources. Users can access resources through a user-friendly atmosphere.

The college website and library are regularly updated and the institute has Wi-Fi facilities and CCTV surveillance systems for security.

The institute has advanced IT infrastructure which includes a robust Wi-Fi network, regularly updated computers with licensed software, LCD projectors and various software for online lectures.

Computer labs are maintained by a team of hardware technicians.

Student Support and Progression

The institution provides all kinds of support to the students for their studies and progression. A significant percentage of students have been benefitted by scholarships and free ships provided by the Government as stated in the Self Study Report. The State Government has introduced scholarship for the girl students under the Kanyasree Prakalpa and almost all the girl students of the institution have benefitted from this scheme. Apart from this, Vivekananda scholarships, OASIS scholarships and scholarships for minority students are availed by the students. A few students have also benefitted from some non-government scholarships. The college appreciates the fact that its catchment area consists of a belt inhabited mainly by backward tribals and scheduled castes, and thus provides all kind of technical assistance to its pupils.

Capacity building and skill enhancement initiatives have been undertaken by the institution for the benefit of the students. The initiatives include soft skills, language and communication skills, life skills like Yoga, meditation etc. Different programs for development of soft skills, like quiz, debates, cultural competitions, career – counselling etc have been conducted regularly. A considerable number of students are pursuing higher studies and some have also qualified themselves for different services. Students from our college have also qualified successfully in state and national level examinations.

The institution has a transparent mechanism for timely redressal of student grievances. There are Grievance Cell, Anti Ragging Cell, Internal Complaints committee to look after these issues. The institution has also organised sports and cultural events on a regular basis over the years. It is indeed a pride of the college when its students not only limit themselves to these in-house sports activities only, but also participate in university, state and national level sports and become the winners. As it is a relatively new college with its first outgoing batch only in 2017, the Alumni cannot support the college financially, but they do take active interest in different activities of the college. An official What'sApp group for the alumni has been created, and the formal registration process under The Societies' Registration Act, 1961, has already been initiated.

Governance, Leadership and Management

In **sub- criterion 6.1**, the College has highlighted its Institutional Vision and Leadership by clearly stating its Vision and Mission as an educational institution under the Higher Education Department (HED) of the Government of West Bengal (GoWB). It has clarified how it emphasizes upon a holistic and inclusive approach

in its teaching – learning mechanism. The College has also laid out its organizational structure (through the Organogram) and explained how, it has formed numerous committees and to decentralise and disperse administrative and academic functions of the College, best compatible with the principles of democratic decentralisation, structural and functional specialisation so as to achieve maximum efficacy and efficiency in its everyday functioning and achievement of its long – term goals.

In **sub – criterion 6.2**, the College has laid out its prospective plan of functioning, which is entirely guided by the directives and orders of the HED, GoWB. This sub – criterion also deals with e- Governance initiatives undertaken by the College in various spheres of its activities in order to ensure ease of access to information, services, notices by students and other stake- holders.

In **sub-criterion 6.3**, the College has elucidated the system of appraisal of performance for both the teaching and the non- teaching staff of the College, under the relevant rules and orders of the HED, GoWB. The College has also provided data regarding the number of faculty members who have participated in various capacity building programmes in the last five years.

Sub – criterion 6.4 deals with financial planning, how the various funds received by the College are utilized by the College, the mechanism of Internal and External Audits and the strict adherence to relevant Rules laid down by the GoWB in this regard.

Sub – criterion, 6.5, the College has discussed the composition, functions and role of its most important body: the IQAC. As the name suggests, this body is of paramount importance in ensuring that the standard and quality of holistic education that this institution strives to deliver, are adhered to, at all points of time.

Institutional Values and Best Practices

Over the past five years, the institution has undertaken significant measures to promote gender equity and ensured the development of policies and initiatives aimed at fostering an equitable environment. Key actions include gender sensitization workshops, mentorship programs for female students and faculty, and the establishment of a gender cell to address grievances related to gender issues.

In terms of sustainability, the institution has implemented numerous facilities and initiatives for energy conservation. Energy-efficient lighting and appliances are used across the campus.

Waste management practices are robust, with separate systems for degradable and non-degradable waste.

Water conservation is another priority, with regular maintenance of plumbing to prevent leaks. The campus also features green landscaping practices, such as planting native species and creating green zones to enhance biodiversity and reduce environmental impact.

To ensure accessibility, the institution has developed a disabled-friendly, barrier-free environment. Ramps and accessible restrooms are available, and special provisions are made for visually and hearing-impaired individuals.

Regular quality audits on environment and energy are conducted to evaluate and improve the institution's sustainability practices.

The institution actively promotes an inclusive environment that respects cultural, regional, linguistic, and socioeconomic diversity. Programmes and events celebrate various cultures and foster a sense of community and tolerance.

The institution's distinctiveness lies in its holistic approach to education, combining academic excellence with a commitment to sustainability, inclusivity, and social responsibility. Through these initiatives, the institution strives to create a nurturing and progressive environment for all members of its community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAYAGRAM PANDIT RAGHUNATH MURMU GOVERNMENT COLLEGE
Address	VILL- BALIGERIA, PO- BALIGERIA, PS- NAYAGRAM, DIST-JHARGRAM
City	Jhargram
State	West Bengal
Pin	721125
Website	nayagramprmgovtcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Netai Chandra Das	03223-267003	9732779838	-	principal2014nprmgc@gmail.com
IQAC / CIQA coordinator	Uday Shankar Khatua	-	8016285118	-	uday.rkmv@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-05-2017	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- BALIGERIA, PO-BALIGERIA, PS-NAYAGRAM, DIST-JHARGRAM	Rural	7.57	12990.41

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,English, HONOURS THREE YEARS CBCS	36	HS	English,Bengali	47	44
UG	BA,English, HONOURS OR HONOURS WITH RESEARCH FOUR YEARS CCFUP	48	HS	English,Bengali	58	28
UG	BA,English, GENERAL THREE YEARS CBCS	36	HS	English,Bengali	10	2
UG	BA,History, HONOURS THREE YEARS CBCS	36	HS	English,Bengali	47	40
UG	BA,History, GENERAL THREE YEARS CBCS	36	HS	English,Bengali	30	25
UG	BA,History, HONOURS OR HONOURS WITH RESEARCH FOUR YEARS CCFUP	48	HS	English,Bengali	58	21

Self Study Report of NAYAGRAM PANDIT RAGHUNATH MURMU GOVERNMENT COLLEGE

UG	BA,Philosophy,GENERAL THREE YEARS CBCS	36	HS	English,Bengali	15	5
UG	BA,Philosophy,HONOURS OR HONOURS WITH RESEARCH FOUR YEARS CCFUP	48	HS	English,Bengali	58	27
UG	BA,Philosophy,HONOURS THREE YEARS CBCS	36	HS	English,Bengali	47	36
UG	BA,Political Science,GENERAL THREE YEARS CBCA	36	HS	English,Bengali	15	6
UG	BA,Political Science,HONOURS OR HONOURS WITH RESEARCH FOUR YEARS CCFUP	48	HS	English,Bengali	58	12
UG	BA,Political Science,HONOURS THREE YEARS CBCS	36	HS	English,Bengali	47	17
UG	BA,Santali,HONOURS OR HONOURS	48	HS	Bengali,Santali	60	33

	WITH RESEARCH FOUR YEARS CCFUP					
UG	BA,Santali,HONOURS THREE YEARS CBCS	36	HS	Bengali,Santali	47	0
UG	BA,Santali,GENERAL THREE YEARS CBCS	36	HS	Bengali,Santali	30	27
UG	BA,Sociology,HONOURS THREE YEARS CBCS	36	HS	English,Bengali	40	33
UG	BA,Sociology,GENERAL THREE YEARS CBCS	36	HS	English,Bengali	30	29
UG	BA,Sociology,HONOURS OR HONOURS WITH RESEARCH FOUR YEARS CCFUP	48	HS	English,Bengali	49	32
UG	BA,Sanskrit,HONOURS OR HONOURS WITH RESEARCH FOUR YEARS CCFUP	48	HS	Bengali,Sanskrit	60	24

UG	BA,Sanskrit, HONOURS THREE YEARS CBCS	36	HS	Bengali,Sans krit	50	35
UG	BA,Sanskrit, GENERAL THREE YEARS CBCS	36	HS	Bengali,Sans krit	15	12
UG	BA,Geograp hy,GENERA L THREE YEARS CBCS	36	HS	English,Beng ali	20	0
UG	BSc,Mathem atics,GENER AL THREE YEARS CBCS	36	HS	English,Beng ali	15	0
UG	BA,Physical Education,G ENERAL THREE YEARS CBCS	36	HS	English,Beng ali	45	37
UG	BA,Bengali, HONOURS THREE YEARS CBCS	36	HS	Bengali	47	44
UG	BA,Bengali, HONOURS OR HONOURS WITH RESEARCH FOURS YEARS CCFUP	48	HS	Bengali	58	29
UG	BA,Bengali, GENERAL THREE	36	HS	Bengali	225	215

	YEARS CBCS					
UG	BA,Humanities And Social Science,MULTIDISCIPLINARY THREE YEARS CCFUP	36	HS	English,Bengali,Santali	549	377

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				39			
Recruited	0	0	0	0	0	0	0	0	20	2	0	22
Yet to Recruit	0				0				17			
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				17
Recruited	8	1	0	9
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	0	0	10
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	20	2	0	22
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

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	322	0	0	0	322
	Female	276	0	0	0	276
	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	65	62	45	47
	Female	78	85	67	57
	Others	0	0	0	0
ST	Male	18	25	23	22
	Female	27	22	15	18
	Others	0	0	0	0
OBC	Male	69	64	61	55
	Female	40	63	42	46
	Others	0	0	0	0
General	Male	170	148	102	98
	Female	131	130	110	136
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		598	599	465	479

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The 'National Education Policy 2020' provides a comprehensive framework for primary education, higher education and vocational training in both rural and urban India. According to the principle of 'Equitable and Inclusive Education', no child should be denied access to a high-quality education because of their socio-cultural background. The initiative aims to fundamentally revamp India's educational system by 2030. In order to accomplish all of the crucial targets and goals of the 2030 Agenda for Sustainable Development, such a challenging aim will demand that the entire educational system be redesigned to support and nurture learning. (a) Nayagram Pandit Raghunath
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	<p>Murmu Govt. College uses a teaching strategy that acknowledges, pinpoints, and cultivates each student's individual potential through sensitization of teachers and parents to support each student's holistic development in both academic and extra-curricular contexts. (b) Departments of our college have made 'Elective Papers' available to students of all disciplines. Interdisciplinary subjects were encouraged for students to choose because it will help the students acquire knowledge across the course. Courses in the multidisciplinary and interdisciplinary fields have been added as electives to academic programmes. Every programme is created to give students as much freedom as possible while selecting electives from other departments. (c) The college provides a number of adaptable and cutting-edge curricula in the fields of value-based education, environmental education, and community engagement and service through NSS. Throughout their undergraduate studies, students are always encouraged to make use of a flexible multidisciplinary curriculum, such as computer training and yoga training. Individual departments hold a number of seminars and webinars on a wide range of fields. (d) In order to promote multidisciplinary/interdisciplinary education, faculties across the departments deliver lectures. (e) NSS students, on a regular basis, collaborate on outreach and awareness programs on leprosy, tuberculosis, women empowerment, dengue as well as programs raising awareness against child marriage, smoking, alcohol or any other form of social vice.</p>
2. Academic bank of credits (ABC):	<p>The Government of West Bengal has recently formed a committee comprising distinguished individuals to oversee the establishment of a 'State Academic Bank of Credit'. Our Affiliating University has addressed the roadmap for NEP-2020 implementation. As a result, we have more understanding about the academic bank of credits envisaged in the policy. It is mandatory for all the students of our college getting admission under NEP, to get an ABC ID.</p>
3. Skill development:	<p>The affiliating university has tailored its curriculum in the light of the growing need for skilled workers in both the public and commercial sectors. There are many courses in the curriculum that are skill-oriented. The current imperative is to generate a young generation with degrees in their chosen fields</p>

	<p>and extra training programmes that will enable them to launch their own entrepreneurship after graduating from college. Other effective methods used by the institution for skill development include yoga workshops, sports competitions, cultural competitions etc. The syllabus of each subject is structured in such a way that students are required to complete application oriented compulsory modules ('Skill Enhancement Courses' in Semesters 3 and 4), which relate to skill development, problem solving, and analytical thinking, all of which are essential to STEM. NEP 2020 aims at holistically educating students by providing them with vital 21st-century skills, reducing curriculum content to stimulate critical thinking and significant learning, and emphasizing experiential learning. Students should also have more topic options and flexibility, allowing them to tailor their education to their interests and talents. The college fully supports these principles and provides a variety of options for picking the 'Generic Electives,' 'Discipline Specific Electives', and 'Skill Enhancement Courses', obviously within the purview and jurisdiction of the affiliating university. Additionally, the college has set up a number of 'Add-On Courses' that might provide students with an edge in the fiercely competitive job market by giving them access to knowledge and abilities that they would not otherwise be able to acquire through the regular curriculum.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The NEP 2020 places a strong emphasis on encouraging multilingualism and the power of language so that students are aware of the diverse and rich variety of languages in their nation. The college attempts to elevate these disciplines by offering four languages in its undergraduate programmes: English, Bengali, Sanskrit, and Santali. Political science, Philosophy, History and Sociology are also offered as major courses in order to instil a sense of national integration, passion for art and culture, respect for women's community, and civic consciousness among the students. Two languages, Sanskrit and Santali, are taught to ensure proper integration of Indian knowledge, and as the college is located in the tribal belt, cultural activities that promote Santali language are also encouraged by the institution.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college strives to motivate students to pursue success in all spheres of life. 'Outcome-Based</p>

	<p>Education' (OBE), which is used in all areas of education in India, is a focus of NEP 2020. The initiative to change the curriculum toward OBE began with the implementation of the CBCS system. In our plan of action and in providing 'Generic Electives', 'Skill Enhancement Courses' and 'Discipline Specific Electives' we have taken great effort to give courses to students with the specific purpose of growing skills or gaining knowledge. By the end of the course, students should be able to attain the goal. All courses are taught with the cognitive capacities of remembering, understanding, applying, analysing, evaluating and creating as their primary learning objectives. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social well-being. The PO-PSO philosophy is also in line with the course objectives (COs). (a) Students are expected to have logical thought processes in a range of social, historical, scientific, economic, ideological and philosophical traditions after finishing their selected programme. (b) The programmes also enable graduates to compete in numerous competitive examinations or pursue higher education of their choice. (c) All the ignited minds, able to consider and take action on a variety of issues affecting human life in an effort to improve this world. (d) Students are urged to have a rational, scientific mindset and approach.</p>
6. Distance education/online education:	<p>The strategy of online education had proved to be of immense use during the COVID pandemic surge. It assured the students with an alternate means of quality education whenever and wherever traditional and in-person modes of education were not viable. But because the institution does not have a Google domain, the records couldn't be stored. However the students as well as the faculty members were encouraged to carry on online classes and students further got enriched by knowledge imparted to them through a number of webinars held by different departments of the college.</p>

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 ELC of the college takes initiatives to educate students who are mostly new voters, and encourage its pupils to take part in election. It also targets adults in the surrounding areas of the college on the rights and duties of voters. It also reaches out to disabled and aged people who have the tendency to abstain from voting due to the problems they face regarding movement . The ELC enlightens this section of the electorate with the facilities provided to them in voting booths. Moreover, as most of the voters in the adjacent areas are either illiterate or semi-literate, they are enlightened on the importance of the voting process in the smooth running of democracy and they are also informed about the use and functions of EVM machines. The club also drives home the point that every voter should exercise his / her voting rights solely based on one's own discretion, and that, any attempt to influence a voter on the choice of his / her favourite candidate is a punishable offence.
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.	YES
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.	ELC of the College takes active measures to spread awareness about the electoral process and get them acquainted to the various aspects of their civic duty of voting. Special lectures are arranged to inform the new voters about their rights, duties, and the expected code of conduct at the time of polling. The students are also informed about the different methods of redressing grievances related to the electoral process. Efforts are made by the College to help these new voters to know about the use and functions of EVM machines and make them realize the importance of their contribution to the democratic process of

election. They are urged to get themselves enlisted on the electoral roll as early as possible and get Voter's ID cards issued in their names.

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
1233	1149	972	943	834

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: 27

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
23	24	24	25	23

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
4.96	30.2	3.49	19.63	78.19

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:

Response:

As a Constituent College affiliated with Vidyasagar University, the institution does not directly engage with the framing of the curriculum and follows the syllabus determined for undergraduate courses by the University. The institute ensures effective implementation and dissemination of the curriculum by closely adhering to the Academic Calendar set by the affiliating University, yet taking meticulous care to allow certain flexibility for including extra-curricular activities unique to the College. The institution follows a centralized Master Routine from which well-structured Departmental routines are made to aid in the smooth delivery of the curriculum. The Central Routine for all Arts and Science departments is designed by the Routine Sub-Committee which directly comes under the Teachers' Council. An optimum synthesis between the coverage and completion of syllabi alongside the progress of the academic calendar depicts proper academic planning by the college. This ensures that the syllabus for all courses is completed well within the timeframe designated for it by the University module of class allocation. Curriculum dissemination at the departmental level is strategized. The college appreciates the fact that most of the pupils are either first and second generation learners, it takes extra care to conduct extra classes for slow learners. Apart from regular classes, the Routine also provides scope for allocating tutorial classes. At the beginning of every academic session, departmental faculty members conduct meetings to devise departmental routines and distribute syllabi among the faculty members. The duration of every class is decided as per UGC stipulations. Registers of attendance are maintained by all departments.

Evaluation is a continuous process and involves both Internal Assessment and End Semester Examinations, both of which are compulsory, constituting an integral part of the Choice Based Credit System, as introduced in the college in 2018, according to the regulations of the affiliating University. The marks allotted for internal assessment in each paper is 15, (20% of the Total marks), of which 10 marks are allocated for the student's performance in internal assessment whereas the remaining 5 marks are reserved for attendance. Odd semester and even semester examination sub-committees, constituted under the Teachers' Council, make necessary arrangements to conduct the exams centrally. The institution completely complies with the deadlines set by the University for completing the internal assessments for each semester. All end semester examinations are centrally coordinated through individual committees constituted for the purpose. The departments maintain a system of evaluation

through college internal assessments. This helps to ascertain the academic progression of students throughout the year. Diverse teaching techniques such as webinars, extension lectures, mentorship, seminars, and workshops help to keep the learners interested and engaged. The IQAC regularly invites feedback from students regarding the effective implementation of the curriculum.

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

1.2 Academic Flexibility

1.2.1

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

Response: 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

Other Upload Files

1

[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: 10.6

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
166	0	0	155	223

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 authority and faculty members have always been active in creating awareness among the students on various social and environment-related issues. The college has its own Internal Complaint Committee (ICC) which quite frequently takes initiative to sensitize students on issues like gender equality, women's political and legal rights, etc., through seminars and related events. Using both offline/online modes different departments of the college organize lectures, interactive sessions, and the faculties are also encouraged to integrate the nuances of these intersectional discourses relevant to contemporary issues in regular classroom teaching with the express aim of raising consciousness among students.

Affiliated with the Vidyasagar University, the college follows the university-prescribed syllabi as well as its prescribed CBCS since 2018. There are various cross-cutting issues related to Professional Ethics, Gender Studies, etc that are part of the courses offered.

1. To raise awareness among students regarding ecological issues, a compulsory paper on Environmental studies has been introduced in the First Semester (AECC-1) for both Science and Humanities students.
2. Subjects like English language and literature have courses specially designed for gender studies.
3. The syllabus of History is also designed to include issues pertaining to gender and environment.
4. A major part of the Philosophy course has been devised to include papers on special areas like

Ethics, Human values, Human Rights, Gender issues, etc.

5. The Syllabus of Political Science provides a scope for the students to acquire knowledge on issues like gender and environment in a very detailed manner.
6. A good portion of Sociology syllabus has been made in such a way that it succeeds in arousing interests among students regarding gender issues. There are whole papers dedicated for this purpose.
7. The NSS unit of this college always gives emphasis on different awareness-raising programmes inside the campus, such as a plastic-free campaign, clean campaign, planting saplings (Van Mahotsav). Outreach programs are conducted periodically in the surrounding villages on different pressing issues such as prevention of leprosy, tuberculosis, dengue, as well as awareness on women's empowerment and the vices of child marriage. A large number of students actively take part in all these programmes.
8. The college organized online seminars on pressing issues such as the Covid 19 virus and on mental health during the pandemic period.

College has its own solar panel system for energy supply and rainwater harvest technology that is part of its overall eco-friendly initiatives.

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

1.3.2

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

Response: 40.88

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

Response: 504

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.68

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
598	599	465	479	517

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
775	775	654	654	654

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 86.58

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
297	321	253	245	252

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
349	349	294	294	294

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 53.61

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:

Nayagram Pandit Raghunath Murmu Government College adopts student centric methods to enhance their learning experiences. The learning process with various methodologies adopted in teaching are:

Classroom teaching, experiential Learning (Laboratory and Excursions).

Participative and Collaborative Learning. Students are trained in the practical classes with direct guidance of the teacher.

Visits and field trips are arranged to museums, places of historical interest and archaeological sites (Department of History).

Departments of Bengali arrange for educational tours to relevant places like Santiniketan.

Students participate in science exhibitions, poster competitions, seminars and project works.

Students are encouraged to participate in online classes and courses.

Some of the methods used by the Departments to provide experiential and participatory learning include audio-visual methodology, Google Classroom, industrial visits, fieldwork, and projects.

Students regularly participate in various co-curricular and outreach programmes.

Students are encouraged to enrol in certificate courses introduced by the college on Computer Applications, Web designing, Communicative English.

The College also encourages participatory learning by organizing Seminars delivered by eminent scholars and seminars for Career Counseling.

As a part of collaborative learning, student's seminars are organized where students deliver lecture on a given topic. Other students participate in question answer session after the seminar. Teachers assess the depth of knowledge, presentation, time management etc.

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

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 60.1**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
42	42	42	42	30

File Description**Document**

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

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 82.35**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
18	19	19	21	21

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Choice-Based Credit System was introduced in the College in the 2018-19 academic sessions. The University Examinations are now held at the end of each Semester and it is mandatory for each student to maintain 75% attendance in classes to appear for these examinations.

The marks for internal assessment of each paper allotted is 15 i.e. 20% of the total marks in a 75 –marks paper. Out of these 15 marks, 10 marks are allotted for the performance in internal assessment whereas the rest 5 is preserved for attendance. It is mandatory for each student to appear for the internal assessments each semester.

The schedule of these assessments is prepared by College Internal Assessment Sub-Committee under the Teachers' Council of the College. This committee makes necessary arrangements to conduct these examinations. The whole examination process is conducted centrally by the said committee so that the students can get familiar with the process of the end-semester examination beforehand.

Students are informed about internal assessment at least 7 days before the commencement of the examination. Notices are displayed on the boards situated on each floor of the college building. During the examination, the students are instructed to appear in different rooms rather than their respective departmental classrooms.

The objective of conducting an internal assessment is to prepare students for the upcoming semester examinations. Keeping that in mind, the format of the question paper follows that of the University Examination. Presently, one assessment per course is mandatory, but the departments maintain a system of continuous evaluation throughout the year. Class tests and home assignments are also arranged for students by teachers, as and when felt needed. Although the marks of these continuous evaluations are not reflected in the final result, these are beneficial for the students to prepare themselves for a better understanding of the curriculum.

During the academic sessions of the pandemic, i.e. 2020-21 and 2021-22 (partly), notices of Internal Assessment were shared with the students by the teachers through Whatsapp groups. Questions were also shared in the same manner and students were instructed to send the scanned copy of their answer scripts to the departmental email id. Many departments also conducted internal assessments by preparing Google Forms as a part of the online mode of assessment.

Evaluation of Internal Assessment is a confidential process. Yet, the points of weakness of individual students are taken up in class and discussed. Remedial classes and tutorials are organized to overcome flaws and methods to enhance their performance are also suggested in these classes.

The College Internal Assessment Sub-Committee also looks into the grievances related to the whole process. So far, there has not been any case of grievance related to internal examinations, reported by any

student. However, if any student reports failing to appear in the internal examination due to some unavoidable circumstances such as illness, the committee makes necessary arrangements to conduct another examination for the said student.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- Nayagram Pandit Raghunath Murmu Govt. College provides three year's (Six Semesters) Bachelor's Degree Programme in Arts in Semesterized CBCS System under Honours and Programme/General course.
- Eleven subjects are offered for study- Bengali, English, History, Philosophy, Political Science, Sanskrit, Santali, Sociology, Geography, Mathematics and Physical Education. First eight subjects are offered as Honours Programme. However, all the eleven subjects are offered as General subjects.
- The curriculum of all the programmes is framed by the University of Kalyani and Nayagram Pandit Raghunath Murmu Govt. College strictly adheres to the curricula.
- On the first day of the class, teachers introduce the syllabus of the concerned subject to the students through an orientation class. Nayagram Pandit Raghunath Murmu Govt. College brochure of 'Program and Course Specific Outcomes' is then shared to the students. It is also available on the college website and hard copies of it are available at Central Library of Nayagram Pandit Raghunath Murmu Govt. College.
- In the programmes, students acquire in-depth knowledge of the subjects. Every programme and course has its inherent outcomes. They have holistic impact on the learners. Course Outcomes involve application of knowledge in solving, analyzing and exploring a real-life situation, learning the truths and philosophies of life and earth. They help in augmenting human resources.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- Programme outcomes and course outcomes are duly evaluated by the institution during each semester. B.A. degree is awarded to students who complete the entire six (06) semesters bachelor's degree programme.
- Classes are held regularly in accordance with the Master Class Routine set by the Routine Committee. The course work is measured by credit. It determines the number of hours of instruction required per week. Performance of work done in a semester is measured by Semester Grade Point Average.
- Syllabus and topics are distributed among teachers and are communicated to the students. In case a teacher remains absent, his/ her classes are taken by other teachers as per their availability. On completion of syllabus, teachers make review of earlier lessons taught. Respective teachers are responsible to complete his/ her assignments.
- Different techniques are adopted to promote the learning outcomes of advanced learners and slow learners.
- Co-curricular activities are a regular phenomenon at Nayagram Pandit Raghunath Murmu Govt. College. Co-curricular activities are regarded as tools to measure the Programme outcomes and course outcomes. Students get exposed to extracurricular activities through functioning bodies like NSS.
- There is a continuous and comprehensive evaluation and measuring system of the Programme outcomes and course outcomes of the students in the form of seminars, dissertations, essay writing competitions etc.
- Programme outcomes and course outcomes are duly evaluated at internal assessment and class attendance of the students.
- The college organizes add-on and value-added courses which inculcate ethical values among students. Courses on Spoken English, Communicative Skill and Yoga help to develop their Headheart and Hand simultaneously.
- Attainment of Programme outcomes and course outcomes are also measured in terms of behavioural changes of the students on whom teachers keep close observation. It is measured on the basis of acquisition of certain skills and values on the part of the learner: communicative skills, having strong personality of the learner, a strong sense of pride in nation and culture and a strong feeling of honour to Indian institutions like court, parliament, his employability, usefulness, right knowledge and compassionate heart; inculcation of the values of fraternity, equality, compassions, rationality; having a dignified self and consciousness of environment.
- Students are duly made aware of their improvements/ stagnancy in their learning process. Students can evaluate their learning outcomes through being conscious and awake. They can lead themselves to newer heights of their academic and performative excellence through constantly measuring their outcomes by the standards, hallmarks of which are their tireless striving towards attaining perfection in all walks of life including peace, harmony, employability, and dignity.
- Result of Semester-end examinations is evaluated to mark the progress of the learners and feedback are provided to them.

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: 97.98

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
229	201	257	167	117

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
235	201	262	167	126

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: 2.94

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, an oneritic project by the Government of West Bengal, has been materialized after the indefatigable efforts of several individuals who are not only lovers of learning but are also genuinely interested in providing an effective platform to the youth of today willing to pursue higher education.

The college boasts of a dedicated and erudite faculty who strive to create a milieu in the college that is conducive to learning for students and teachers alike. The institution has created an ecosystem in conformity with contemporary trends for transfer of knowledge, collaboration for faculty exchange programmes, Functional MOU for dissemination of knowledge and information to the stakeholders and for research and other academic activities. Transfer of knowledge at the institutional level involves interaction and interdependence among different faculties, other institutions and agencies operating from different places across the world. The college has already entered into collaborative agreement with other institutions for faculty exchange programme and several MOUs have been signed.

Research paper publication is another area in which the institution can claim a measure of success.

Teachers have published research papers in scholarly journals, with international recognition. There have been publications in different fields like Science, Literature and Humanities.

The annual performance appraisal system motivates faculty to enhance their research performance. Teachers are encouraged to undergo professional development programmes and organize and participate in conferences, seminars and workshops.

The college plans to publish a multi-disciplinary journal in the near future which will aspire to motivate the faculty members for independent and multi-disciplinary research.

The CBCS curriculum prescribes project work for various courses which promotes independent thinking and research aptitude amongst the students. The college also encourages peer teaching to enhance participative learning and inculcate the habit of creation and transfer of knowledge.

File Description	Document
Upload 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: 8

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
4	3	1	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:** 0.85**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
2	5	4	8	4

File Description**Document**

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Link to re-directing to journal source-cite website in case of digital journals

[View Document](#)

Links to the papers published in journals listed in UGC CARE list or

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.7**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
4	6	1	3	5

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

The importance of community services and extension activities helps in moulding the mind-set of the students towards giving back something to the community from where they belong. Unconditional service to the neighbourhood communities helps in developing a positive attitude which in the long term is not only pivotal in developing skills that would help in mobilizing community participation.

All the activities related to community service and development along with extension activities and yearly programs of the college are carried out by the National Service Scheme (NSS) Unit. There is presently 1 Unit of NSS, it is structured and operates following the standardized National guidelines. Students across departments, enrolled as volunteers participate and carry out various off-campus and on campus activities throughout the year under the guidance of the Programme Officer of the NSS Unit along with the teachers of the NSS Committee.

The institution has regularly and successfully carried out various extension activities in the neighbourhood community by sensitizing students to different social and environmental problems. The college has identified itself with the community and motivating the stakeholders to get involved in social work. This helps in fostering their holistic development and at the same time benefits the community. The stakeholders of the institution are actively involved in getting the students motivated to do some community development work for the resolution of different social and environmental issues. The NSS unit of the college with active participation of teachers and student volunteers are regularly engaged in various community development programmes at neighbourhood localities. The NSS unit has done a lot of work including conduction of 'Empower Yourself with Knowledge to Prevent Dengue', 'Say NO to Smoking', 'Women Empowerment Camping: Breaking Barriers, Building Equality', '*End Tuberculosis Together: Awareness, Prevention and Support*', '*Shattering Stigma: Leprosy Awareness Drive Camping*', '*NO to Alcohol*', 'Say NO to Child marriage' etc. The NSS volunteers are also engaged in

maintaining the greenery and cleanliness of the campus and surrounding areas. Tree plantation Programmes in the campus have also been carried out as part of environmental awareness.

The impact it has created on the community and the society over the last few years is very much visible. This is evident from and reflected in the activities carried out by the institution through the NSS. The community service and social work has immensely benefitted the target group and also contributed towards environmental sustainability.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

NA

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: 7

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
2	1	0	1	3

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

3.5 Collaboration

3.5.1

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

Response: 0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our institute has its infrastructure which is located on 7.57 acres of land. The campus includes 2 buildings that cater to the various infrastructural needs of undergraduate programs. The buildings are surrounded by open and green spaces. The institute offers 11 undergraduate programs with Arts and Science courses. The campus features 19 classrooms and 03 laboratories for classroom learning and additional courses. 05 rooms are equipped with LCD facilities and all science departments have well-equipped well-furnished equipment. Other amenities include 02 seminar halls, reading room and ramps for the differently-abled, staff common rooms, principal's and office, 04 administrative office rooms, exam room, record room, ladies common room, student seating area, garden, NSS department room, 0e canteens and cycle garages. The institute's campus occupies 7.56 acres of land. The campus has 35 computers connected by LAN and has Wi-Fi access. All laboratories are equipped with advanced instruments and equipment. There are two well-furnished canteens on campus that serve hygienic food at discounted rates. Purified drinking water is available throughout the campus. The college also provides a first aid facility and has several fire extinguishers are installed. The college is known for its cultural richness and hosts cultural programs throughout the year. The College offers both indoor and outdoor sports facilities due to its ample land for sports infrastructure. There is an open ground for outdoor games as well as separate gymnasiums for boys and girls. The institute has a strong record in sports events at the university, state, national levels. The gymnasium has a variety of sports equipment and facilities including double bar, single bar, weight machines, power lifting, weight training set, multipurpose bench, gym mirrors, exercise machine, carom, chess, judo practice mat, wrestling practice mat and sets of accessories for athletic training. The gym also has provisions for shot put, discus, hammer, javelin, relay baton, hurdles, volleyball, football, cricket and basketball with safety measures for the sportsmen. A yoga center at our college typically offers a space for students, staff and faculty members to practice yoga as a form of exercise and relaxation. The center may also offer a variety of yoga classes. The classes may be led by trained and certified yoga instructors who are able to guide participants through proper alignment, breathing techniques and meditation practices. This may also offer workshops or special events such as yoga teacher training, yoga retreats and yoga therapy sessions.

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: 74.65

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
0	24.72003	0	10.96137	66.19337

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Library is semi-automated. Library has rich collection of reading resources. It is spread over the spacious reading hall. The total collection of library is as - books - 5167. The library has collection of various rare books. The Library conducts the induction program to new admitted students regarding the use of library. It conducts offline and online book exhibition. It displays the lists of new arrival, newspaper clippings. Open Access is given to all stakeholders.

The library has different sections for regular administration i.e. Issue-Return, Stacking Area, Reading Hall, Newspaper & Periodical section, Property counter. Library has 02 computers, a Laser-jet printer and a MFD scanner for in-house operations. All the sections of library are under CCTV Surveillance.

POLICY FOR DIVANJAN

There is separate policy for Divyangjan. Services to Divyanjan are given on priority basis. A set of text books are given to divyanjan from book bank facility throughout academic year.

AMOUNT SPENT ON PURCHASE OF BOOKS, SUBSCRIPTION OF JOURNALS

As per the allocated budget to the library, the text and reference books required according to curriculum are purchased and after acquisition they issued to readers. Total expenditure on purchasing books, journals subscription and newspaper are as follows-

File Description	Document
Upload 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:

Our Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection. The institute has an advanced IT infrastructure that is intended to improve the teaching and learning experience for both teachers and students. This includes a robust Wi-Fi network that covers the entire campus providing seamless internet connectivity to all members of the Institute. The Institute also has 35 computers that are regularly updated to align with current best standards and to accommodate the evolving needs of faculty and students. These computers are also equipped with licensed copies of software and antivirus protection to ensure their security and reliability. Faculty of the institute use LCD projectors and a range of software such as PowerPoint, video lectures, Google Meet, Zoom and YouTube for online lectures. This allows them to make use of the latest technology to deliver their lectures and make the learning experience interactive and engaging for students. The college also has five lecture halls with LCD facilities, scanners, printers and photocopy facilities in the administration sections and all departments making it easy for students and faculty to access the necessary resources. The institute has a local area network (LAN) in the office and computer labs as well as internet connectivity with LAN and Wi-Fi in all Departments. This ensures that all members of the institute have access to the internet and can collaborate and share information seamlessly. The institute also has ICT classrooms, including two seminar hall and one meeting room all equipped with LAN, Wi-Fi and audiovisual aids. This allows for interactive and technology-enabled learning experiences. The computer systems of the institute are regularly updated with licensed software and antivirus protection. This ensures the security and reliability of the systems. The college website is regularly updated by a website committee. Additionally, the institute has five computer laboratories with 10 computers and two laptops and a private internet connection with a speed of 100 mbps bandwidth. This ensures that students have access to the necessary

resources to complete their coursework. The institute has set up Wi-Fi facilities and CCTV surveillance systems in the campus to maintain discipline and ensure the safety and security of students and faculty. The computer labs are maintained by a team of hardware technicians and e-waste is disposed of appropriately. A schedule for optimal utilization of the computer labs is created by the Department of Mathematics in accordance with the general time table.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 39.77

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

Response: 31

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: 2.91

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
1.70362	0.7367	0.9993	0.5373	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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75

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
920	725	615	783	805

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: C. 2 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: 10.68

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
168	76	0	145	159

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
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

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: 6.8

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
29	14	14	07	02

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
229	201	257	167	117

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: 0.22

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
01	0	0	01	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 11.2

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
18	12	00	11	15

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:

As our college is relatively a new one, the formation of Alumni is still under process. An official Whatsapp Group has been created to gear up this process and a Google form has been provided through that to entertain our pass-out students. We have got a fair response from them. Meanwhile, several meetings were arranged with our pass-out students and a list of alumni members has been made tentatively. Some of our faculty members have made enquiries from the Societies Registration Office regarding the official procedure.

Given the fact that, the catchment area of the college is the backward tribal belt of Jangalmahal, our old students are not in a position to help the college and its present students financially. But, They do take utmost interest in various activities of the institution, such as delivering lectures in mock classes as well as in multifarious social activities organised by the college.

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:

In view of the operation of the academic institution, governance can be said to subsume the methods and frameworks with regard to the policy formulation, transparent accountability mechanisms and performance development with a systematic approach which is integral to retaining the institution's core values. Good governance of Nayagram Pandit Raghunath Murmu Government College, therefore, goes in alignment with its vision and mission which are candidly depicted in the prospectus and on the website of the institution.

The vision and mission of the college are, thus, mirrored in its governance which bears as its core elements the following:

Accountability

Service to the society and nation

Transparency

Impartiality

Inclusive development

Preservation of ethnic and cultural diversity

Sensitization about Gender-equality and Empowerment of Women

Empowerment of the Backward Classes

Participative Management

Ensuring preservation of Biodiversity in the campus and the neighborhoods

In the effective execution of aforementioned elements, the participatory roles of the stakeholders, especially of the teachers, in numerous policy-making and executive bodies have been ensured through various government and statutory provisions and institutional mechanisms as furnished below:

Administrative Bodies:

The various sub-committees and special cells, under the active and able leadership and stewardship of the IQAC play a crucial role in ensuring that the Vision and Mission of the College are constantly reflected in the everyday functioning of the College. The Officer-in-Charge is the ex-officio chairman of all the Committees while the Secretary, Teachers' Council, is an ex-officio member of all the sub committees and special cells. Some of the important Sub – Committees are:

1. University & Internal Examination Committee
2. Teachers' Benefit Committee
3. Admission Committee
4. Routine Committee
5. Grievance Redressal Committee
6. Seminar & Academic Journal/ Publication Committee
7. Students' Election Committee
8. Library Committee
9. Sports Committee
10. Cultural Committee
11. Routine & Academic Calendar Committee
12. Beautification & Sanitation Committee
13. Canteen Committee
14. Website Committee
15. NAAC Core Committee
16. Anti-Ragging Cell
17. Grievance Redressal Cell
18. Vishaka Cell
19. NSS Unit
20. RTI cell

The institutional practices are reflective of the vibrancy of the academic and administrative activities. The effective leadership is visible in various institutional practices such as decentralization and participative management. The college promotes the practice of decentralization and participation of major stakeholders in its activities. What is significant to note here is that this academic institution believes in paying heed to the voices of dissent which is the safety valve of healthy democracy. From the highest policy formulation to the implementation of policies at the grass-roots level, this mechanism has always been complied with. Each sub-committee works diligently and in a focused manner to ensure that the wheels of the administrative and academic machinery of the College run smoothly.

Case Study:

Moreover, the NSS unit of the college organized a dengue awareness programme on 02/06/2023 to reach out to the villagers of the adjoining localities. The Officer-in-Charge, 5 teachers, 50 students of the college, the non-teaching employees, interacted with the villagers in a democratic ambience to increase their awareness about the fatalities of dengue. The some of our teachers delivered an illuminating speech to bring into focus the precautionary measures to be taken to combat the disease. The villagers' support and co-operation in making the programme a grand success will ever be fondly remembered.

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:

Nayagram Pandit Raghunath Murmu Government College is a government college and as such the overall administrative set up, appointments, service rules, procedures and policies that guide the working of the institution are all framed by the Higher Education Department of the Government of West Bengal. However, every effort is made on part of the institution to abide by and to implement the policies/plans/strategies/ guidelines as issued by the said authority from time to time. There are various sub committees like Teachers' Benefit and Grievance Redressal Cell which work to put Government policies and plans in matters of employment and service conditions into action. The IQAC and the sub committees and special cells help ensure effective curriculum delivery, ease of communication between students, teachers and office staff, encourage constant engagement of the students in academic, curricular and co- curricular activities of the College.

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
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The Teaching and non- teaching staff of the College have access to all the welfare measures initiated by the Higher Education Department, Government of West Bengal. The key welfare measures are:

1. General Provident Fund and Group Insurance
2. Pensionary benefits, Gratuity and Leave Encashment
3. Child Care Leave, Medical Leave besides Casual Leave
4. Government quarters are provided to employees based on availability
5. LTC, twice during the service tenure of the employee
6. Government Health Scheme for the employee and his/her dependent family members
7. The Teaching and Non- Teaching Staff are also granted On- Duty Leave to attend Professional and Administrative Development and Training Programmes respectively
8. There is Performance Based Appraisal System (PBAS) for Teaching Staff through the annual Self Appraisal Report (SAR) and a separate appraisal of the Non- Teaching Staff is conducted by the DDO/ OIC at regular intervals.

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

6.3.2

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

Response: 0

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

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

File Description	Document
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: 18.79

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
3	5	12	2	6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	5	5	4

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College is financed entirely by the government of West Bengal. The funds allotted by the State government are utilized for:

1. Salary
2. Allotment to West Bengal Health Scheme
3. Electricity Bill
4. Telephone Bill
5. Office Expenses
6. Allotment to PWD (Civil & Electrical) for enhancement and maintenance/ repair of infrastructure.
7. Development Grant.

Objections, if any, are raised by the Higher Education Department, the institution is obligated to furnish satisfactory clarifications. Keeping in view the proper budgeting and optimum utilization of funds the college, thus, pursues the already framed procedures and established processes. It sticks to its motto of transparent planning and practical allocation of financial resources. In addition, the CAG Audit may be undertaken on the basis of the Order of the Government. However, there has been no such instance during the Assessment period.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

The IQAC has always been active in drawing up strategic plans and implementation of those in its effort to move towards increasing quality assurance. Given below are brief descriptions of two pre-accreditation initiatives undertaken and institutionalized.

1. The IQAC has laid accent on the need for greater faculty engagement in research, publication and addition to **library resources**. In view of the sensitization and strengthening of the institutional ecosystem the IQAC has mainly prioritized the enhancement of books kept as the treasure trove in the library. The success of the above can be seen to have been reflected in the enrichment of the library to a great extent from its cradle stage to the mature one. The IQAC constantly encourages faculties to borrow more and more books from the library to tap the resources that the library has and to broaden their horizon to contribute to the academia in terms of preparation of high-quality research papers. There have been over 24 research publications of the faculty in UGCCARE Listed/Peer-reviewed journals with impressive Impact Factors and articles/chapters published in books/conference proceedings/edited volumes. Internet Connectivity has been extended to all academic departments. A significant number of books have been added to the library. Owing to internet facility, the college provides personal access to online resources to faculty and to all the students and it was highly beneficial for the college community, especially during pan-Indian lockdown during the pandemic. Thus, through continuous efforts, Library - Learning has been upgraded.
2. The IQAC diligently encourages the various Departments to organize seminars, webinars, special classes for slow learners so that the teaching learning process acquires a more holistic nature.
3. The IQAC holds regular meetings to decide on steps to be taken to ensure that students' feedback is taken, analyzed and action is taken towards redressal of students' grievances, if any.
4. The IQAC of this college has also taken the initiative to sign MoUs with numerous other educational institutions with the view to create opportunities for academic exchanges that shall benefit both students and faculties of the institutions involved.
5. It also encourages teaching and non-teaching staff of the College to participate in Faculty Development Programmes and Administrative Training Programmes which are essential for skill and knowledge enhancement of the teaching and non-teaching staff.

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

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Over the years the institution has taken a number of measures for the promotion of gender equity. Despite several provisions in the Indian Constitution, different reforms brought about by the government and the initiatives taken by the UGC from time to time, gender equity in the society at large and in the higher educational institutions in specific remains unfulfilled. As a co-educational institution with a high percentage of female students, promotion of gender equity is a major concern of the institution as reflected in the measures and activities as detailed below:

Gender Issues in Curriculum:

The college offers a number of courses that include gender issues taught by the different departments.

The Department of English teaches the following women authors to the Honours students in the paper named *Women's Writing*: Emily Dickinson, Sylvia Plath, Eunice De Souza, Mahasweta Devi, Toni Morrison, Virginia Woolf, Baby Kamble, Rassundari Debi.

Generic as well as Honours students of other disciplines have to study papers named *Gender and Human Rights* and *Contemporary India: Women and Empowerment*. Authors like Meena Kandasamy, Tamsula Ao, Virginia Woolf and Hansda Sowvendra Shekhar are taught in *Gender and Human Rights*. Under *Contemporary India: Women and Empowerment* topics taught are Social Construction of Gender, History of Women's Movement, Women and Law, Women and Violence. The authors taught are Nivedita Menon, Rokeya Sakhawat Hussein, Bama Faustina Soosairaj.

Gender Issues in Co-Curricular Activities:

- International Women's Day has been annually observed by the college on 8th March every year. On this occasion the Internal Complaints Committee and Students Welfare of the college has organized a program in 2023 with panel discussions on topics such as women's empowerment, gender equality as well as workshops on women's health and hygiene.
- The college is distinguished for its sporting achievements. There are separate football teams for boys and girls that have regularly competed and won in different tournaments. Among them three

girls participated at the national level in Khelo India University Games in 2021 under Vidyasagar University and emerged champions. In 2019-20 session the women's football team of the college won the Inter-College Football Tournament. In 2018-19 two boys participated in the East Zone Inter-University Football tournament at the national level.

- In accordance with the UGC Regulation 2015 (Prevention, Prohibition and Redressal of Sexual Harassment of women employees and students in Higher Education Institutions), the college has formed an Internal Complaints Committee (ICC) with compliances of all the formal procedures as mentioned in that regulation.
- The Kanyashree Scholarship scheme, a flagship project of the Govt. of West Bengal, ensures financial security of the female students. The college facilitates the processing of such applications with utmost priority.

Facilities for Women on Campus

- A sanitary napkin vending machine has been installed outside the girls' toilet at ground floor of the college building.
- For the safety and security of the female students and faculty there is 24 hour security staff and CCTV surveillance system in the college.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

NayagramPanditRaghunathMurmu Government College has undertaken various institutional efforts and initiatives to foster an inclusive environment, promote tolerance and harmony towards diversity, and sensitize students and employees to their constitutional obligations. Here are some key aspects of these initiatives:

1. Cultural and Regional Diversity

- **Cultural Events and Festivals:**NayagramPanditRaghunath Government College organizes various cultural events and festivals that celebrate the diverse cultural and regional backgrounds of its students. These events provide a platform for students to showcase their cultural heritage through dance, music, and other traditional performances.
- **Workshops and Seminars:** Regular workshops and seminars are conducted on topics related to cultural diversity and regional heritage. These sessions often feature guest speakers from different cultural backgrounds, promoting mutual understanding and respect.

2. Linguistic Diversity

- **Language Learning Programs:** The college offers language learning programs and courses that encourage students to learn and appreciate different languages. Events such as literature and poetry competitions are organized in multiple languages, allowing students to express themselves in their native languages and appreciate linguistic diversity.

3. Communal and Socioeconomic Diversity

- **Scholarships and Financial Aid:** The college provides scholarships and financial aid to students from various socioeconomic backgrounds, ensuring that financial constraints do not hinder access to education.The admissions policy is designed to be inclusive, providing opportunities for students from different communal and socioeconomic backgrounds.

4. Sensitization to Constitutional Obligations

- **Curriculum Integration:** Topics related to constitutional values, rights, duties, and responsibilities are integrated into the curriculum. Courses in political science, law, and ethics cover these subjects comprehensively.
- **Guest Lectures by Experts:** Regular guest lectures by legal experts, constitutional scholars, and social activists are organized to educate students and staff about their constitutional obligations.
- **Observance of National Days:** The college observes important national days such as Republic Day, Independence Day, and Constitution Day with activities that emphasize the significance of constitutional values and civic responsibilities.

5. Promoting Tolerance and Harmony

- **Anti-Discrimination Policies:**NayagramPanditRaghunath Government College has strict anti-

discrimination policies in place to ensure that all students and employees are treated equally, regardless of their cultural, regional, linguistic, or socioeconomic background.

- **Counseling and Support Services:** Counseling and support services are available to help students and staff deal with issues related to diversity and inclusion. These services provide a safe space for individuals to discuss and resolve their concerns. Various student clubs and societies focus on promoting tolerance and harmony.

6. Community Engagement

- **Outreach Programs:** The college engages with the local community through outreach programs that promote education and awareness about diversity and constitutional obligations. These programs often involve collaboration with local organizations and community leaders. Students and staff participate in social responsibility initiatives that address issues such as poverty, illiteracy, and social injustice, thereby fostering a sense of civic duty and social harmony.

Through these comprehensive efforts, NayagramPanditRaghunathMurmu Government College aims to create an environment that respects and celebrates diversity while instilling a strong sense of constitutional responsibilities among its students and employees.

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:

1. Title of the Practice:-

Classroom Orientation of Students: An Essential and Sincere Effort

Objective of the Practice

Nayagram Pandit Raghunath Murmu Govt. College is located in the sprawling Jangalmahal of the newly formed Jhargram district of West Bengal in an area dominated by Scheduled Castes and Scheduled Tribes. Although the light of education is slowly coming to these regions, the overall awareness about education is still lacking among the people of this region. Naturally, there is a lack of awareness among the students. The College has noticed the continuing need for such an orientation program for the high school pass outs and for that particular purpose the College has considered this as its best practice.

The Context

Many of the students who get admission to the college are first generation learners and they are not well-off financially. For many students, attending college is considered to be a financial burden.

The Practice

Following are the steps taken by the college for classroom orientation of the students:-

- i. The first friendly meeting of Principal, teaching and non-teaching staff with newly admitted students
- ii. Fresher's welcome ceremony
- iii. Syllabus discussion meeting
- iv. Providing classrooms with all facilities
- v. Providing class notes and study material
- vi. Ready Answer Sample for Examination
- vii. Celebration of Various Commemorative Days
- viii. Communicative English class for all students
- ix. Encouraging students especially in sports

The first step in the year-round continuous program that the college undertakes for the classroom orientation of the students is to familiarise the new students with all the teaching staff and academic staff of the college after admission to the college. The college believes that student-faculty cooperation and rapport-building is the first step. As a result, the initial fear of new students coming to the college is largely eliminated. Then the fresher's welcome ceremony organised by the senior students of the college gives a final shape to this phase. Then the college organises a discussion meeting on the syllabus, where the details of the syllabus are explained to the students through a thorough discussion on the syllabus, so that there is no doubt among the students about the syllabus. Class notes and study material are also provided. The college has taken this measure keeping in mind the socio-economic condition of the students who come mostly from marginalised sections. Along with that they are given some samples of standard answers. Celebrations of various remarkable days held in the college throughout the year make them enthusiastic.

Evidence of Success

As a result of this classroom orientation, some of the students have been able to pursue higher education in various universities. A handful of students are engaged in research after passing the NET SET exam. Many are engaged in government jobs, while others have set up their start-up businesses.

Problems encountered and resources required

The main obstacle observed in making students fully classroom-oriented is the economic insecurity of the people here. When the college was forced to take online classes during the pandemic period, many students were not available in the online classes due to their incapacity to purchase smart phones or recharge problems or internet problems in remote areas. Anyway, now that we have passed that pandemic time, gradually, the classrooms are being filled again with the happy presence of students. Apart from this, there is a need to increase the number of books in the library.

2. Title of the Practice:

Greening of the College Campus: A Continuous Effort

Objectives of the Practice

A suitable environment in the classroom plays an important role. The environment is not only limited to the classroom, but also includes the entire scope of the educational institution including the classroom. Therefore, just as advanced modern classrooms have been arranged in the modern education system for teaching, the natural healthy environment of the campus of the educational institution plays a helpful role in awakening the students' mental vitality, well-being and inherent creativity. This harmonious co-existence of the internal environment of the classrooms with the external environment of the college is definitely desirable and from that standpoint the college has seriously considered the greening of the college campus. And naturally the college has included this issue in its list of best practices.

The Context

Nayagram Pandit Raghunath Murmu Government College is a newly established college. So it had to focus primarily on several things— making the classroom student-oriented and slowly building its infrastructure. Greening of the college campus is one of the many infrastructural aspects. Although the college is situated in the midst of lush jungles, the campus of Nayagram College was lacking a green ambience. Hence, the college has taken greening of the college campus seriously and has taken gradual steps towards this issue from the very beginning.

The Practice

With the aim of greening the college campus, the college has been continuously taking various steps since its inception, some of the notable steps are:-

1. Planting saplings
2. Gardening
3. Watering of plants
4. Nameplate tagging
5. Celebration of Environment Day

Evidence of Success

The college campus which at the beginning was just a field without trees now has become green. Ever since the inception of the college, the college campus has become greener through continuous activities i.e. tree plantation programme. This practice has made the teaching-learning environment of the college conducive for all.

Problems encountered and resources required

It can be said that primarily financial supply is the main obstacle in this regard. Secondly, if a trained and experienced staff can be appointed to look after the college garden and maintain the trees, it would be much more fruitful.

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:

Response:

Nayagram College is located in a remote area of Jhargram district of West Bengal, far from the city. And the region is inhabited by Scheduled Castes and Scheduled Tribes. As a result, although the people of this community are deprived of many facilities of modern civilization, they have got natural vitality, indomitable enthusiasm, work power etc. The children of this region show a lot of skill in sports and physical exercises naturally. Nayagram PRM Government College has noticed the issue since its inception and the college considers this aspect as distinctive to its priority and thrust.

Not all students are academically inclined or will become doctors, engineers or teachers after becoming degree holders. Depending on the inherent talent one can become a sportsman, actor or painter etc. At all times the joyous manifestation of their underlying desire should be taken seriously. Nayagram College has noticed the keen interest and enthusiasm of the students of this region towards sports and their special aptitude in this aspect. The college has also observed that the students, who enter the college with the aptitude in sports, if given real encouragement and proper training, will be able to succeed in this field in the future. And the college, despite its various limitations, continues to do this with earnestness.

Physical Education has been taught as a pass subject in the college since its inception. As a result, students, who are interested in sports, are able to develop their skills on the playing field as well as increase their theoretical knowledge through classroom studies. The college has the necessary sports equipments and arrangements for the students. The college boasts of a large playground for sporting events and a well-equipped gymnasium for the students. The Physical Education department has a dedicated faculty member who arranges regular training sessions for the students apart from taking routine classes and holding practical examinations as required by the affiliating university.

The Officer-in-Charge of the college along with other teachers and non-teaching staff of the college also provide encouragement and support to the students in this regard. An important programme in the college's annual calendar is the Annual Sports which is held every year with a lot of enthusiasm among the students, teaching and non-teaching members. To offer encouragement to the students medals, prizes, certificates and trophies are distributed among the first, second and third position holders of individual as well as team events. Moreover, students of Nayagram College have been very successful in individual and team events by participating in various competitions outside the college. Apart from college, university, district and state level sporting events, many students even got the opportunity to participate at the national level and were able to mark their success.

However, it should be mentioned that there is still a lot of scope for improvement in this distinctive thrust area on the part of the college. More opportunities in sports in terms of better infrastructure and facilities can be provided for the students of the college. Scholarships and financial support will be greatly beneficial for the students who are from economically weaker section of the society. Apart from that two other aspects should be considered for the overall development of the sporting culture of the college.

1. Approval of Physical Education as an Honours subject
2. Arranging special training for students who excel in sports

Meanwhile, it should be reiterated that the success of students in sports has made Nayagram College stand out among other colleges in the district. If appropriate measures are taken, the students of this college will be able to excel in sports and will be successful in making their mark in society.

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

5. CONCLUSION

Additional Information :

The college is distinguished for its sporting achievements. There are separate football teams for boys and girls that have regularly competed and won in different tournaments. Among them three girls participated at the national level in Khelo India University Games in 2021 under Vidyasagar University and emerged champions. In 2019-20 session the women's football team of the college won the Inter-College Football Tournament. In 2018-19 two boys participated in the East Zone Inter-University Football tournament at the national level.

Concluding Remarks :

Despite all challenges the college is striving for success in all aspects curricular as well as co-curricular for the overall development of the academic scene of the area.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>65</td> <td>0</td> <td>62</td> <td>259</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>166</td> <td>0</td> <td>0</td> <td>155</td> <td>223</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	209	65	0	62	259	2022-23	2021-22	2020-21	2019-20	2018-19	166	0	0	155	223
2022-23	2021-22	2020-21	2019-20	2018-19																	
209	65	0	62	259																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
166	0	0	155	223																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 500</p> <p>Answer after DVV Verification: 504</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
2.4.2	<p>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)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year</p>																				

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	24	26	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	19	21	21

Remark : As per clarification received from HEI, and as per SOP Only those teachers considered who have done NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D not M.PHIL, thus DVV input is recommended.

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
220	197	231	126	99

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
229	201	257	167	117

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
225	197	236	126	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
235	201	262	167	126

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	5	9	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	4	8	4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	1	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	1	3	5

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

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

Answer before DVV Verification :

Answer After DVV Verification :0

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

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
1.35993	27.85863	1.0241	14.91416	74.74777

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	24.72003	0	10.96137	66.19337

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

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (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
2.57122	1.7149	1.9623	1.5438	1.293

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.70362	0.7367	0.9993	0.5373	0

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

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: C. 2 of the above

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	14	14	07	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	14	14	07	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
229	201	269	167	121

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
229	201	257	167	117

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

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

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

Answer before DVV Verification:

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

01	0	0	0	01
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Answer After DVV Verification :

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

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

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
0	1	0	2	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per SOP Participation and awards should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	13	00	15	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	00	11	15

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

	recommended.
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1233</td> <td>1149</td> <td>969</td> <td>943</td> <td>935</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1233</td> <td>1149</td> <td>972</td> <td>943</td> <td>834</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1233	1149	969	943	935	2022-23	2021-22	2020-21	2019-20	2018-19	1233	1149	972	943	834
2022-23	2021-22	2020-21	2019-20	2018-19																	
1233	1149	969	943	935																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1233	1149	972	943	834																	
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

Self Study Report of NAYAGRAM PANDIT RAGHUNATH MURMU GOVERNMENT COLLEGE

23	24	24	26	24
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	24	25	23