



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RAMAKRISHNA MISSION VIDYAMANDIRA

P.O. BELUR MATH, HOWRAH, WEST BENGAL, PIN - 711202
711202

www.vidyamandira.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Vivekananda wanted to rehabilitate the past glories of our motherland through an education which would not merely combine in it the best elements of Eastern and Western culture but would at the same time hold aloft the Indian ideals of devotion, wisdom and morality so that it might meet the national temperament at every point.

With a view to giving shape to Swamiji's comprehensive scheme of education, the authorities of the Ramakrishna Mission started the Vidyamandira. On 4th July 1902 Swamiji breathed his last at Belur Math and it was that day his 'Vidyamandira', the Temple of Learning', the named coined by him got its birth.

- With a glorious tradition and brilliant record of success behind it, the Vidyamandira was upgraded into a three-year degree college with effect from July, 1960.
- From 2006 the college started its Post Graduate section and in 2014 the college established Swami Vivekananda Research Centre with which research programmes were introduced.
- In 2010, the college was adjudged by the UGC as a 'College with Potential for Excellence'.
- In 2010 again, the college was conferred upon the status 'Autonomous' by the UGC and the State Government.
- In 2013, the college was re-accredited by NAAC with Grade A.
- To commemorate the 150th birth anniversary, the college established 'Swami Vivekananda Research Centre' to run PhD programmes and other research activities. This centre has received the affiliation from Calcutta University.
- In 2014, the college has been adjudged by the UGC as a 'College with Potential for Excellence' for the 2nd time.
- In 2014-2015 session the Microbiology Department of the College was given 'West Bengal BOOST Award'.
- In 2015, the departments of Physics, Chemistry, Industrial Chemistry and Computer Science were given 'West Bengal DST-FIST Award'.
- In 2015-2016 session, the college received prestigious 'DST-FIST Award' from the Department of Science and Technology, Government of India.
- In 2018 the college ranked 9th in NIRF ranking and in 2019 it got 11th rank in the same.
- In 2018-2019 session it was awarded DBT Star College recognition from DBT, Govt of India.

Vision

"ATMANO MOKSHARTAM JAGADDHITAYA CHA - For one's own salvation, and for the welfare of the world." -Swami Vivekananda

"Education is the manifestation of perfection already in man." -Swami Vivekananda

It was Swami Vivekananda who envisioned the entire scheme of the college before his final demise at Belur

Math. His plan was to start an institution of higher learning where students would learn the latest day science, technology, history, language, literature and at the same time will imbibe best values of humankind.

Vivekananda once envisioned of a University to be born on the holy soil of Belur Math – the power house of new age spiritual movement. Vidyamandira, the dream-child of His is nothing but the nucleus of such a big Institute. On 24th April, 1963, Revered Swami Madhavanandaji Maharaj, the-then President Maharaj, released a press note at a press conference at Belur Math, where he mentioned that as Nalanda and Bikramshila came up under Buddhist Monasticism, an attempt is in pipeline to create a University under Ramakrishna Mission at Belur Math. On 4 July 2005, we witnessed the birth of our Vivekananda University. The start was excellent. But, for the full fructification of the original dream of our blessed predecessors, other higher educational institutes are still waiting on the side-line for a propitious moment. Once Nalanda became the hub of wisdom of the millennium – the centre of knowledge across the national boundaries. Will we not be able to create such an institute revolving round Vidyamandira, the Temple of Learning, with all our Sadhana where age-old Vedic knowledge and the cutting age modern technologies will shake hands, where the hedonistic modern civilisation will get trained to control the restless mind under the auspices of serene meditative temple ambience, where a curriculum will be framed to develop head, heart and hand simultaneously and not to make only a bright mark sheet or an appealing CV ? Time is perhaps ringing the bell of the hour. Choice is ours whether we will respond to it or not.

Mission

- The college tries to uphold the spirit of *atmano mokshartham jagaddhitaya ca*, one's own freedom and good of the world.
- To realize this mission, the college follows the age-old Gurukula System, and imparts life-building, man-making and character-building education through a balanced combination of secular and spiritual training.
- It is also by imparting lessons on India's spiritual heritage, cultural diversity and the teachings of Sri Ramakrishna and Swami Vivekananda, the institution strives to shape its students into fully integrated human beings possessing a spirit of tolerance so essential for a country with a multiplicity of identities.
- The hostel life is so designed that the students are made to practice the fundamental values of Vidyarthi life under the 24 hour guidance & counseling of a monastic superintendent. These values include : i) regular meditation practice, ii) self-sufficient life style, iii) good hygiene and clean environment, iv) simple & plain living, v) discipline and punctuality, v) fellow feeling.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College is based on a unique philosophy of education which combines the material with the spiritual and offers students the ambience to develop themselves as fully integrated individuals. The College is fully residential in nature as it tries to work under the traditional Gurukula system.
2. The College can boast of near perfect academic discipline. There has been no disruption in the Academic Calendar due to disturbances that institutions of higher learning generally experience in India.

3. The College has a dedicated faculty, highly efficient support staff, and a team of monastic members who are available on the campus round the clock and take care of all aspects of the campus, the academic and the personal. It may be mentioned in this connection that the monastic members of the College do not accept any monetary benefit that are available from the Government.
4. The number of publications by the faculty members in the last five years has been commendable.
5. The performance of the students of the College in the national level competitive and entrance examinations has been excellent.
6. The students of the College try to live up to the vow of a Vidyarthi and dedicate themselves fully to the acquisition of knowledge and character building exercise. This explains the existence of a healthy campus life with no incidence of ragging or any activity that is detrimental to their academic pursuits.
7. The infrastructural support offered by the College to students can compare with the best in this part of the country. The teacher-student ratio, which is perhaps unparalleled in the country, makes it possible for teachers to successfully address individual need of the students.
8. The College is considered a reputed institution of higher learning and this makes it possible to get a great deal of support and co-operation from other institutions of higher learning as well as industrial houses, formally and informally.
9. The College has an active alumni association.
10. The NSS and NCC wings of the College have been very active.
11. The functional MoUs and the collaborative activities are great strength of this college.

Institutional Weakness

1. A lack of space which prevents the college from either constructing new buildings or expanding horizontally and vertically the existing buildings, is a major impediment in starting new courses and creating adequate space for research activities. There is also a paucity of land in the immediate surroundings which can be acquired for the development of the college.
2. The socio-economic background of many of the students (some of them are first and second generation learners) admitted in the College is responsible for poor language competence (both in their mother tongue as well as English). This leads to an unsatisfactory level of comprehension and communication, particularly in the first two semesters.
3. Within the existing structure the College finds it difficult to respond to the varied needs of its students coming from different socio-economic and cultural background.
4. Students coming from the underprivileged section of society (almost 40% of the total strength) generally lack in nutrition that is necessary for proper growth and physical fitness. They also lack the desired level of hygiene consciousness.
5. Many students coming from the urban background belong to either nuclear or broken families. Some of them find it difficult to cope with the demands of a community life based on caring and sharing. Sometimes this leads to psychological imbalance.
6. Autonomy has not been given in the truest sense.
7. Funding has become very less in recent years.

Institutional Opportunity

1. The level of academic excellence which the College has acquired makes it possible for our students to get entry into institutes of global repute. The College has to devise mechanisms for translating this potential into a reality.

2. The new learning of the age requires greater proficiency in soft skills among students. The College has the necessary technical and infrastructural resources to take this to a higher level.
3. The vision of the College makes it imperative to engage in socially relevant programmes such as organising voluntary blood donation camps, AIDS awareness programmes, and disaster management skills. The College with its resources and networking can ensure students' greater participation in these activities.

Institutional Challenge

1. How to create more space within the campus is one of the major challenges that the college has to deal with a sense of urgency.
2. As the West Bengal College Service Commission has already started the process of recruiting new teachers, the college has to play a proactive role to fill up the teaching vacancies. This is a daunting task as the reservation policy and the absence of suitable candidates belonging to the reserved categories are sure to put many obstacles in the process. The other challenge involves getting permission from the Government to fill up the vacant posts of the administrative support staff.
3. Retaining the unique character of the College in an increasingly consumerist society poses a great challenge to the ideals the institution upholds.
4. While academic autonomy has come to some extent, it is peculiar to note that no administrative autonomy has been granted till date.
5. All the Governmental funding agency are not coming proactively to assist financially this type of institution.
6. There is now-a-days a heavy demand to run courses which will create employability, but policy makers fail to understand that without the right progress in fundamental knowledge, no employability will be sustained.
7. There is very less scope in experimentation with the curricula and evaluation process. Semester system, in a copybook style of the western field is in fact posing threat to the proper academic growth of the country.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The curriculum introduced, designed and developed by the various departments of our College address the needs of the society by offering a) need-based, b) skill-based and c) innovative programmes to foster the quest for higher studies with a commitment to society.
- The periodical revision of the curriculum by involving industrialists, entrepreneurs, alumni and prominent members of civic society enable the College to address the developmental needs of the community at the local, regional, national and international levels by enhancing the quality of education and students' employability in the highly competitive national and international market. Students' regular feedback on the courses also plays a crucial role in the revision of the curricula.
- **Percentage of Programmes where syllabus revision was carried out during the last five years : 92.25**
- **Average percentage of courses having focus on employability/ entrepreneurship/ skill**

development offered by the institution : 93.63

- Percentage of new courses introduced of the total number of courses across all programs offered during the last five years : 38.8
- Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year) : 100
- Number of value-added courses for imparting transferable and life skills offered during last five years : 100
- Average Percentage of students enrolled in these courses : 62.52
- Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year) : 39.01
- Structured feedback for design and review of syllabus – year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni
- And these Feedback has been collected, analysed and action taken and report made available on website.
- The college, while framing curricula or revising it, is always alert to the need of integration of several recent day issues with the traditional courses so that such burning issues get highlighted in different course materials and students feel free to participate in discourses with the objective of developing own rationale of personality.

Teaching-learning and Evaluation

- Average Enrolment percentage (Average of last five years) : 100
- Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats) : 96.41
- Student - Full time teacher ratio (Data for the latest completed academic year) : 12.95
- Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year) : 15.33
- Average percentage of full time teachers against sanctioned posts during the last five years : 82.5
- Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) : 66.57
- Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) : 12.92
- Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years : 16.49
- Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years : 2.2
- Pass Percentage of students : 100
- The college prospectus offers information on the evaluation blue-print to the applicants.
- The college has a detailed academic calendar which is distributed to the students at the commencement of every academic session.

Research, Innovations and Extension

- The institution provides seed money to its teachers for research (average per year, INR in Lakhs) : 325000
- Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years : 2.26
- Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs) : 192.7
- Percentage of teachers having research projects during the last five years : 7.17
- Percentage of teachers recognised as research guides : 25.86
- Average percentage of departments having Research projects funded by government and non-government agencies during the last five years : 26.04
- The institution ensures implementation of its stated Code of Ethics for research through the following:
 - Inclusion of research ethics in the research methodology course work
 - Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
 - Plagiarism check
 - Research Advisory Committee
- Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years : 3.2
- Number of research papers per teachers in the Journals notified on UGC website during the last five years : 3.32
- Number of books and chapters in edited volumes published per teacher during the last five years : 2.81
- Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs) : 76.3063
- Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs) : 17507413
- Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years : 17
- Number of extension and outreached Programmes : 100
- Average percentage of students participating in extension activities : 63.31
- Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work : 20.6
- Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years : 13

Infrastructure and Learning Resources

- Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year) : 76.92
- Average percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in Lakhs) : 29.65
- Institution has subscription for e-Library resources Library has regular subscription for the following:
 - e – journals
 - e-books
 - e-ShodhSindhu
 - Shodhganga
 - Databases

- **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs) : 1348380**
- **Percentage per day usage of library by teachers and students during the last completed academic year : 25.71**
- **Student - Computer ratio (Data for the latest completed academic year) : 6.26**
- **Bandwidth of internet connection in the Institution : more than 50mbps**
- Institution has the following Facilities for e-content development
 - Media centre
 - Audio visual centre
 - Lecture Capturing System(LCS)
 - Mixing equipments and softwares for editing
- **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years : 31.66**
- The College ensures that the teaching–learning process is maintained at an optimal level by providing adequate infrastructural arrangements. The college has a definite system for planning and allocation of physical infrastructure and its proper utilization is ensured by the Departments and teachers.
- Apart from a Teachers' Common Room in the main building every Department has been provided with separate Departmental Teachers' Rooms with allocation of following physical infrastructure in accordance with the academic strength of the concerned department.

Student Support and Progression

- **Average percentage of students benefited by scholarships and freeships provided by the Government during last five years : 45.97**
- **Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years : 23.6**
- **Following Capacity development and skills enhancement initiatives are taken by the institution 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**
- **Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years : 68**
- **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**
 - **Implementation of guidelines of statutory/regulatory bodies**
 - **Organisation wide awareness and undertakings on policies with zero tolerance**
 - **Mechanisms for submission of online/offline students' grievances**
 - **Timely redressal of the grievances through appropriate committees**
- **Percentage of recently graduated students who have progressed to higher education (previous graduating batch) : more than 90**
- **Average percentage of students qualifying in state/national/ international level examinations**

during the last five years (eg: IIT/JAM/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.) : 51.51

- 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 : 31
- Average number of sports and cultural events / competitions organised by the institution per year : 30.2
- Alumni financial contribution during the last five years (in INR) : more than 15 lakhs

Governance, Leadership and Management

The nature of Governance at Vidyamandira, its vision and mission are designed to ensure

- Service approach
- accountability,
- transparency,
- responsiveness,
- impartiality
- inclusiveness,
- empowerment,
- The Governing Body is represented by two teachers from among the faculty members who have tenure of two years each. This ensures the voice of the teachers and their participation in decision making, apart from improved 'management-teacher' communication within and across the institution. Different experts and representatives from Government, UGC and University are also present in the Governing Body.
- The Academic Council is represented by the Heads of all the various Departments of the College apart from the Secretary, Teacher's Council. All academic, extra academic, administrative and non academic activities of the department including performance, feedback, grievances and requirements of the department are coordinated by them. This Academic Council is represented by experts from Medical field, Law, Education and Industry.
- Again, the Standing Committee of Academic Council is represented by the Heads of all the various Departments of the College apart from the Convener, IQAC
- The Finance Committee is represented by Teacher representative, and Accountant.
- The Internal Quality Assurance Cell is also represented by the Heads of all the various Departments of the College apart from the Convener, who is also selected from among the teachers. Representation from non-teaching staff members and student body are also ensured in IQAC.
- All the teachers of all departments of the institution are members of their respective Boards of Study which decide on syllabus revision and up gradation, format of question and marking pattern and related academic issues. These Boards of Studies have members from peer group of teachers, senior experts, alumni and industry experts.
- Different Statutory Committees and Cells, such as, Equal Opportunity Cell, Anti-Ragging Cell, Grievance Redressal Cell, Anti Sexual Harassment Cell, and Internal Complaints Committee have also representation from teaching and non-teaching staff members.
- The Teachers' Council of the institution is a statutory body as per Calcutta University Act. All the full time teachers are members of Teachers' Council.

Institutional Values and Best Practices

- The Institution has facilities for alternate sources of energy and energy conservation measures
 1. Solar energy
 2. Wheeling to the Grid
 3. Sensor-based energy conservation
 4. Use of LED bulbs/ power efficient equipment
- Water conservation facilities available in the Institution:
 1. Rain water harvesting
 2. Borewell /Open well recharge
 3. Construction of tanks and bunds
 4. Maintenance of water bodies and distribution system in the campus
- Green campus initiatives include:
 1. Restricted entry of automobiles
 2. Use of Bicycles
 3. Pedestrian Friendly pathways
 4. Restricted use of Plastic
 5. landscaping with trees and plants
- Quality audits on environment and energy regularly undertaken by the Institution
 1. Green audit
 2. Energy audit
 3. Environment audit
 4. Beyond the campus environmental promotion activities
- The Institution has disabled-friendly, barrier free environment
 1. Built environment with ramps/lifts for easy access to classrooms.
 2. Disabled-friendly washrooms
 3. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software,
 4. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading
- The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.
 1. The Code of Conduct is displayed on the website
 2. There is a committee to monitor adherence to the Code of Conduct

3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMAKRISHNA MISSION VIDYAMANDIRA
Address	P.O. Belur Math, Howrah, West Bengal, PIN - 711202
City	Belur
State	West Bengal
Pin	711202
Website	www.vidyamandira.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Swami Shastr ajnananda	033-26549181	9432090889	033-2654348 4	vidyamandira@gm ail.com
IQAC / CIQA coordinator	Indrashis Banerjee	033-26549632	9748726340	0333-265457 57	indrashisbanerjee @gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Men
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	04-07-1941

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC	16-06-2016			
University to which the college is affiliated				
State	University name	Document		
West Bengal	University of Calcutta	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-01-1969	View Document		
12B of UGC	01-01-1969	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	31-03-2014
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework Ministry of Human Resource Development
Date of recognition	03-04-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Belur Math, Howrah, West Bengal, PIN - 711202	Urban	5.606	13610.19

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	Higher Secondary Exam with Bengali passed	Bengali	16	16
UG	BA,English	36	Higher Secondary Exam with English Passed	English	10	10
UG	BA,History	36	Higher Secondary Exam Passed	English,Bengali	11	11
UG	BA,Philosophy	36	Higher Secondary Exam Passed	English,Bengali	11	11
UG	BA,Political Science	36	Higher Secondary Exam Passed	English,Bengali	10	10
UG	BA,Sanskrit	36	Higher Secondary Exam Passed	Sanskrit	17	17
UG	BSc,Chemistry	36	Higher Secondary Exam with Chemistry and Mathematics	English	26	26

			Passed			
UG	BSc,Computer Science	36	Higher Secondary Exam with Mathematics and Physics Passed	English	14	14
UG	BSc,Economics	36	Higher Secondary Exam with mathematics Passed	English	11	11
UG	BSc,Industrial Chemistry	36	Higher Secondary Exam with Chemistry and mathematics Passed	English	13	13
UG	BSc,Mathematics	36	Higher Secondary Exam with Mathematics Passed	English	15	15
UG	BSc,Microbiology	36	Higher Secondary Exam with Biology and Chemistry Passed	English	17	17
UG	BSc,Physics	36	Higher Secondary Exam with Physics and Mathematics Passed	English	23	23
UG	BSc,Zoology	36	Higher Secondary Exam with Biology and Chemistry Passed	English	13	13
PG	MA,Bengali	24	Three Year	Bengali	15	15

			BA Hons. Graduate in Bengali			
PG	MA,Philosophy	24	Three Year BA Hons Graduate in Philosophy	English,Bengali	13	13
PG	MA,Sanskrit	24	Three Year BA Hons Graduate in Sanskrit	Sanskrit	14	14
PG	MSc,Mathematics	24	Three Year BSc Hons Graduate in Mathematics	English	14	14
PG	MSc,Applied Chemistry	24	Three Year BSc Hons Graduate in Industrial Chemistry or Chemistry	English	16	16
Doctoral (Ph.D)	PhD or DPhil,Bengali	60	As par UGC Regulations	Bengali	1	1
Doctoral (Ph.D)	PhD or DPhil, Philosophy	60	As par UGC Regulations	English,Bengali	1	1
Doctoral (Ph.D)	PhD or DPhil, Sanskrit	60	As par UGC Regulations	English,Sanskrit	1	1
Doctoral (Ph.D)	PhD or DPhil, Mathematics	60	As par UGC Regulations	English	3	3
Doctoral (Ph.D)	PhD or DPhil, Applied Chemistry	60	As par UGC Regulations	English	1	1
Pre Doctoral (M.Phil)	MPhil,Bengali	24	As par UGC Regulations	Bengali	6	6
Pre Doctoral (M.Phil)	MPhil,Philosophy	24	As Par UGC Regulations	English,Bengali	3	3
Pre Doctoral (M.Phil)	MPhil,Sanskrit	24	As Par UGC Regulations	English,Sanskrit	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				23				41			
Recruited	1	0	0	1	23	0	0	23	33	0	0	33
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	12	0	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	23	0	0	23
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	9	0	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	18	0	0	22	0	0	41
M.Phil.	0	0	0	2	0	0	4	0	0	6
PG	0	0	0	3	0	0	8	0	0	11

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	1	0	0	2

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	3	0	0	3

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	48	0	0	0	48
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	30	0	0	0	30
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	525	11	0	4	540
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	133	0	0	0	133
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	66	61	45	69
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	18	17	12	14
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	51	47	35	57
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	163	150	115	193
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		298	275	207	333

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Applied Chemistry	View Document
Bengali	View Document
Chemistry	View Document
Computer Science	View Document
Economics	View Document
English	View Document
History	View Document
Industrial Chemistry	View Document
Mathematics	View Document
Microbiology	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Sanskrit	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
27	27	24	24	18
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 14

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
751	705	713	724	637
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
224	253	283	218	246
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
224	253	236	218	246
File Description			Document	
Institutional data in prescribed format			View Document	

2.4**Number of revaluation applications year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
3	12	11	10	11

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
384	358	334	262	239
File Description			Document	
Institutional data in prescribed format			View Document	

3.2**Number of full time teachers year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
58	58	57	46	46
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
66	66	66	66	57
File Description			Document	
Institutional data in prescribed format			View Document	

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
4685	5365	6991	6947	4230
File Description			Document	
Institutional data in prescribed format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
135	125	93	150	108
File Description			Document	
Institutional data in prescribed format			View Document	

4.3**Total number of classrooms and seminar halls****Response: 52****4.4****Total number of computers in the campus for academic purpose****Response: 120**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
226.26	426.13	353.65	434.47	969.50

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

- The curriculum introduced, designed and developed by the various departments of our College address the needs of the society by offering a) need-based, b) skill-based and c) innovative programmes to foster the quest for higher studies with a commitment to society.
- The periodical revision of the curriculum by involving industrialists, entrepreneurs, alumni and prominent members of civic society enable the College to address the developmental needs of the community at the local, regional, national and international levels by enhancing the quality of education and students' employability in the highly competitive national and international market. Students' regular feedback on the courses also plays a crucial role in the revision of the curricula.
- Curriculum transaction is fine-tuned through proper, feasible, relevant instructional methods and strategies with necessary mechanism for ensuring consistent academic growth of the students. Students are exposed to innovative methods of teaching and teaching has been made learner-centric with the introduction of students' project work/filed study/internship.
- Programme Outcomes (POs) are clearly spelt out in the Prospectus and on the website of the college. Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) are also distributed to the students along with the entire curricula and syllabi. The Departmental Committees, Monastic Members, Internal Quality Assurance Cell and the Standing Committee of Academic Council periodically review these outcomes. Especially, the institute is very much concerned with the Programme Outcomes of the learners.

1. Curricular Practices to meet Local needs :

- While developing curricula Departments keep in the mind the local need so that students coming from in and around the institutional location can understand the worries of their own localities. One such initiative is being narrated below. Some other such initiatives are kept as additional information.
- As a large number of students of the Department of Political Science hail from rural areas, hence they are provided theoretical and practical knowledge of the function of rural administration. Fromm class room study they directly reach the officials of the rural administration to understand the reality.

1. Contribution to National Development

- The entire curricula has been developed in such a manner that the students can understand what their country needs now and what are the perennial traditions of their country which they are scheduled to carry on. Some other specific contributions are noted in additional information.

- All the departments are trying to develop multi lingual skills and scholastic abilities so as to enable students to successfully perform in various national level competitive examinations.

1.Nurturing global competencies among students

- Making them employable in the highly competitive national and international job market through necessary skill development in areas considered to be globally important

The curricula of the Department of Chemistry, Physics, Industrial Chemistry, Mathematics and Microbiology are specifically designed to nurture global competencies among students. It includes theoretical studies on heavy metal pollution, ozone layer depletion, global warming and practical methodologies to detect and measure toxicity levels in liquid samples like arsenic and fluoride.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 92.59

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 27

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 25

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 93.63

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	12	11	11

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 38.8

1.2.1.1 How many new courses are introduced within the last five years

Response: 149

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 384

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 27

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

The college, while framing curricula or revising it, is always alert to the need of integration of several recent day issues with the traditional courses so that such burning issues get highlighted in different course materials and students feel free to participate in discourses with the objective of developing own rationale of personality. Following description will show in nutshell how the college is attempting in this respect.

1. Gender

- Although the college is meant only for boys but different programmes are undertaken to introduce the young minds with different cross cutting implications on Gender Issues.
- Syllabi of different programmes, as much as feasible, incorporate topics in such a way that Gender Issues automatically become included in different class room discussions.
- Seminars and workshops are organized to sensitize students to this area.
- Monastic Superintendents also counsel the students in morning and evening congregation period so that they can develop a holistic view on such significant concepts.
- Cultural and Extension activities are also set in such a way that the students are required to review the issues on their own.

1.Environment & Sustainability

- The college has kept a full two semester course on Environmental Studies which is a mandatory one for each learner.
- Both the science and humanities programmes try as best as possible to incorporate in their curricula the environmental issues and students are encouraged to deliberate on these.
- Cultural Programmes are also organized to create awareness among the students on environment and corresponding sustainability.

- Students are also encouraged to take part in Swacch Bharat Programme so that they feel that they are practically involved in the initiatives designed to combat the challenges.

1. Human Values and Professional Ethics

- Ramakrishna Mission Vidyamandira, being the dream-child of Swami Vivekananda, nurtures the greatest of the traditions that India has ever formulated and followed – Learning is acquisition of Vidya and learners must take the Vratas, the vows, to make the Vidya successful in all senses of the terms. Thus, the college never speaks of ‘Fresher’s’ Welcome’, rather Bhatri-Varana, ‘Greeting Reception of the Brothers’. This culminates in a pious ceremony where the students undertake the pledge to abide by life-long five important vows. These vows are nothing but the perennial values that an individual should try to imbibe in his life.
- The college has framed a curriculum where the students are trained to absorb the ideal of plain living and high thinking. On one side, the day-long activity of the student including meditation, prayer, learning to maintain silence orients a student to develop his mental strength, and on the other side, a year-long course has been designed where students are taught theoretically the values.
- However, most importantly, the students are exposed to different extension activities and team works where they learn the core of a highly ethical professional life.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 131

1.3.2.1 How many new value-added courses are added within the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 62.52

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
453	371	314	563	496

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 41.15

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 309

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

2.1.1.1 Number of students admitted year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
298	275	207	333	240

2.1.1.2 Number of sanctioned seats year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
298	275	207	333	240

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 96.41

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
135	125	92	140	97

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- The process of assessment begins during the *viva voce* itself, which is part of the admission process and continues in the formal induction programme, and the early interactions in the classroom. Within the first two weeks, the department is fully aware of the strength and weaknesses of the incoming students.
- Various departments have devised their own programmes and processes to help these students with their specific requirement, which include short bridge courses, language skill development, and personal guidance. There is also a structured system of mentoring for all the students.
- Academically weaker sections among the students are identified on the basis of their performance in the written test and the viva-voce conducted by the respective departments.
- Key issues (language deficiency/proficiency in the case of students belonging to the Humanities and Social sciences and basic mathematical knowledge for students of the Science departments) are identified at the time of induction.
- Remedial courses are organized for them accordingly as per departmental requirements.
- The Faculty of Science generally offers bridge courses to the relatively weaker students. Departments organise special classes for these students to bridge the gap between what they know and what they are expected to know at this level. They are made to revisit some portions of their Higher Secondary syllabus to better understand their present assignments. Apart from this, there are also one-to-one interactions with students.
- Laboratory based departments make special efforts to familiarize their students with various instruments and gadgets, which they come in contact with for the first time. The Department of Physics conducts practical at different levels at the initial stage to help students coming from different academic background.
- Departments of literatures focus mostly on the language skills and writing ability of the newly admitted students as they are generally found to be deficient in this area.
- Advanced learners in every stream are identified on the basis of a three-tier format: a) performance in the admission test and interview, b) classroom interaction, and c) performance in institutional examinations.
- The Department of Sanskrit focuses on improving the spoken Sanskrit of its advanced students.
- The Department of Political Science encourages its advanced students to read the primary texts of important political philosophers.
- The advanced learners of the Department of English are encouraged to read important literary texts outside the syllabus as well as advanced critical materials on the texts prescribed for their study.
- The institution attempts to respond to the learning needs of such advanced learners in various ways-
 - By arranging several seminars where eminent experts from different reputed institutes come and interact with the students,
 - By providing special coaching with internal teachers and external experts for national/state level competitive examinations like JAM, JEST; entrance tests for ISI, IACS, IISERs, JNU, JU, etc at the UG level. For the PG level students are prepared for other PhD entrance tests, NET, SET, GATE, SSC, etc.
 - By facilitating informal academic linkages between students aspirants and the faculty

members or the alumni of the respective target institutes.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 13:1

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

- Through various methods as enumerated below learning has been made more student-centric.
 - In-House Student projects
 - Off-Campus project work (e.g. by students of Physics, Microbiology, Chemistry, Zoology, Industrial Chemistry, Mathematics and Applied Chemistry to institutes like ISI, Kolkata; NCL, Pune; BARC, Mumbai; RKMVERI, Belur Math, CGCRI-Kolkata etc).
 - Assignments
 - Institutional E-learning through college web portal and MOODLE
 - Classroom Debate session
 - Peer Discussion and Symposium
 - Quiz
 - Fieldwork
 - Visit to industrial plants (e.g. the students of Industrial Chemistry , Computer Science, Chemistry, Microbiology, Zoology, Applied Chemistry visited different industrial Houses)
 - On the job training programmes (e.g. UG Industrial Chemistry students visit ACC limited, H R Johnson, etc)
 - e-classes
 - film/documentary shows (especially be the Departments of English, Bengali and History)
 - Online Classes through NPTEL, SWAYAM, EDEX etc
 - Musical or vocal rendering (for literature courses)
 - Power-point presentation (especially by the Department of Chemistry, Industrial Chemistry, Bengali, Economics, and English)
 - Regular Students' Colloquia
 - Laboratory visit (e.g. By the students of Physics, Chemistry and Microbiology visit Saha

Institute of Nuclear Physics, Variable Energy Cyclotron Centre, Indian Institute of Chemical Biology and Bose Institute)

- The college gives emphasis on Value-education through compulsory courses on Indian Culture and Spiritual Heritage which are integrated into the course structure for all UG and PG semesters. This contributes significantly to the holistic development of the student that facilitates life-long learning and core values.
- By focusing on areas which allow students to develop their creative acumen such as participation in study tours, in-house and off-campus students' projects and assignments, the college ensures that students receive life-long learning and knowledge management skills.
- The college has a vibrant culture of instilling inquisitiveness and scientific temper among the students through a number of activities which include:
 - Presenting creative models/experiments for Government-sponsored scientific exhibitions
 - Annual publication of the college magazine named *Vidyamandira Patrika*.
 - Bi-Annual publication of the college wall magazine called *Shraddha*
 - Publication of Departmental Wall Magazine at least once every year.
 - Each Hostel publishes its own wall magazine at least once every year.
 - Students of each Hostel organize debates and discussions on various issues.
 - 'Kabitar Adda', a literary monthly congregation provides the opportunity not only to the budding writers to express themselves but to create a literary taste among the common students.
- After the grant of Autonomy status student projects have been made mandatory within the learning programme as part of the curriculum of the for the maximum programmes.
- The faculty plays a supportive and guiding role for the students in
 - Selection of topics
 - Devising methodology
 - Guiding the students for the final presentation of the projects.
 - They also form a part of the evaluation process along with external evaluators.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

- The college has made maximum classrooms ICT-enabled. This enabling means :
 - Classrooms and seminar halls are with LCD/LED projectors, either fixed or portable.
 - Each Department is equipped with laptops which teachers can use to prepare PPTs or to display videos or photographs or charts etc.
 - Teachers can access to wifi internet connection spread in all buildings. They are also provided with wifi dongle connection for internet.

- Teachers use following devices as the tools for ICT-enabled teaching learning process :
 - Desktop and laptops
 - Projector
 - Digital cameras
 - Printer
 - Photocopier
 - tablets
 - Pen Drive
 - Scanners
 - Microphones
 - DVDs and CDs
 - Flash discs
 - video Games
- Online resources used by the teachers as the tools for ICT-enabled teaching learning process are :
 - INFLIBNET e-books and e-journals
 - SAGE e-books and e-journals
 - National Digital Library
 - SWAYAM-NPTEL platforms
- Teachers are also well-versed in ICT-enabled teaching-learning methods.
 - Along with traditional chalk and talk system, they prepare PPTs for the students.
 - These PPTs are uploaded on the college web portal and Learning Management Systems like Moodle, Google Classroom etc. are also utilized for the students.
 - Teachers also display different videos as audio-visual method of transaction.
 - Teachers also make the learners introduced with several online digital repositories for lectures, course materials, and digital libraries.
 - Language and Literature Departments screen different films to show the students the interface between print text and visual text.
 - Scanned documents of different texts, manuscripts are also being displayed to the students.

This is invariably true that the ICT-enabled teaching has transformed the teaching-learning pattern in our system. This has set a new paradigm in the academic arena of this college.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

2.3.3 Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

Response: 15:1

2.3.3.1 Number of mentors

Response: 49

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

- The college prospectus offers information on the evaluation blue-print to the applicants.
- The college has a detailed academic calendar which is distributed to the students at the commencement of every academic session.
- Each Department meets the students in every semester in a session named 'Open House' where they discuss on the teaching plans – its design, progress, difficulties in implementation, modification and receive feedbacks from the students.
- Every year, there is a mandatory Parents-teachers meeting where parents are also requested to voice on the issues of teaching plan etc.
- Every year Departmental teachers meet together along with the administration at least thrice to discuss academic calendar and teaching plan – the modalities, expectations, constraints, strategies to overcome difficulties.
- Before the commencement of every semester respective departments prepare a detailed study plan, assignments for the individual teachers and the number of classes allotted to each course. On the basis of this the Routine sub-committee of the Teachers' Council prepares a detailed time-table for the entire semester. Finally this is distributed to the departmental teachers and the students.
- After the commencement of each academic session the Controller and the Joint Controller of Examinations hold a meeting with the newly admitted students and explain to them the examination

pattern, schedule and regulations. These details are also put on the notice board of the hostels.

- The Examination Office prepares a draft schedule of examinations at least one month prior to its commencement and invites suggestions from teachers and students of the respective departments. On the basis of the feedback the final schedule is prepared.
- The College provides course outline and course schedule to the students at the commencement of each semester.
- The success of the process is maintained through effective monitoring by the Principal/Vice-Principal. The Principal/Vice Principal sees to it that all departments have completed the process of distribution of these materials within approximately ten working days from the commencement of each semester.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 82.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 66.57

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
41	40	37	32	27

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 12.92

2.4.3.1 Total experience of full-time teachers

Response: 749.16

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 16.49

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	16.61	14.50	13.722	21.89

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 2.2**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
3	12	11	10	11

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**Response:**

The Examination Management System is now automated.

The Examination Management System and Evaluation Procedures are designed and monitored by the following bodies/committees :

- Standing Committee of the Academic Council
- IQAC
- Controller of Examinations Department
- Examination Committee of the College Teachers' Council

The method of creating awareness among the students about the evaluation process is as follows:

- Through the college Prospectus
- College Web Notice
- Classroom briefing by teachers.
- Notice display on hostel Notice Boards

- Briefing to students by the Principal, Vice-Principal and the Controller of Examinations

- The college has switched over to the semester system after being granted autonomy in 2010.
- From 2016-2017 session it has started its CBCS pattern.
- The Evaluation system has been designed in the following pattern :
 - Mid-semester Examination : 10% marks added from it.
 - Continuous Evaluation : 10% marks added from it
 - CE consists of : Project, Assignment, Debate, Quiz, Surprise Test, Problem Solving, Seminar presentation, Paper Presentation with PPT, Viva etc

- A balance of internal-external in paper setting, moderation and evaluation is maintained in all the UG and PG Programmes to achieve utmost objectivity in grading of marks.
- Evaluators are encouraged to show part-marking and corrections with comments so that a student going for Paper-Seeing will benefit from it. This practice also helps the Re-examiner to understand the rationale behind the marking done by the first examiner.
- Students can see the examination papers after evaluation.
- Re-evaluation may be requested.
- Duration of the all types of examinations are announced well in advance. However, students are given freedom to fix their own dates of examination within the fixed tenure and considering other constraints. Anyhow, the college authority reserves the right to change any date of the examination.

- Before the examination schedule is finalized, a draft copy is circulated among teachers and students. After receiving the feedback and incorporating necessary changes the examination schedule is finalized and this final schedule is strictly maintained.
- Till date no delay has been experienced in adhering to the declared examination schedule.

- The Office of the Controller of Examinations has developed an integrated software programme which takes care of the entire process from the registration of the student to the publication of final results.
- The entire process of examination involving external experts is conducted in a personalized manner whereby answer scripts are delivered and collected by the office staff personally. This ensures that the entire examination exercise is managed within the stipulated schedule.
- To provide examinees with error-free question papers the Office of the Controller of Examinations has a three-tiered scrutinizing mechanism.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

It is a truism that any program justifies itself by actually producing its promised deliverables. Devoid of clearly spelt-out goals a program is at best an amateurish indulgence. Bearing this in mind, Vidyamandira has always deemed the articulation of program and course outcomes an inalienable part of the academic curriculum. As regards being appropriately communicated to the concerned stakeholders, these outcome-statements, never to be lost sight of

- remain displayed in our college website.
- are periodically taken stock of during teachers-students interactions.

With these outcomes remaining in clear perspective thus, the teachers and students alike conscientiously work in tandem to reach the desired objectives. The programme outcomes (in gist) are referred to below:

Programme Outcome: B.A Honours

- a) Students graduating through B.A. Hons Programme from this college are expected to develop an analytical skill which will enable them to solve the issues that he faces in next level of studies.
- b) Students, although at the initial stage after getting admission faces difficulty in their language skill, they are expected to become pretty proficient in communicating their understanding in the subject when they pass the programme.

Programme Outcome: B.Sc. Honours

- a) Students completing this programme become adept in hands-on activities.
- b) Students get conversant with different recent trends of scientific works happening in and around.

Programme Outcome: M.A. Courses

a) Students completing M.A. Programme from this institution mature themselves for a systematic and critical study of the things that enhance their capability to answer and explain the difficult arguments that they face in the next level of studies.

b) Interactive aptitude is boosted up as an outcome of this programme and a student becomes competent enough to present his own views independently.

Programme Outcome: M.Sc.

a) One of the important outcomes of this programme is the exposure of the students to the recent advances that the world is doing in the related fields.

b) These programmes further enable the students to be employable in any allied sector.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The educational vision of Swami Vivekananda combines theoretical knowledge with practical application.

Indeed Swamiji goes to the extent of saying that real education is that which enables one to stand on one's own legs. Bearing this cardinal tenet in mind, Vidyamandira makes it a point to align the dissemination of academic knowledge with its tangible outcomes. These outcomes – varied as they are – are appropriately taken note of in order to ensure that

- the courses are indeed productive of the promised goals
- newer courses, if deemed significant in the changing socio-economic paradigm, find their ways into the academic curriculum

One of the common practices in this regard is keeping track of how our students, after graduating, fare either in their next Institute of study or in their work-place if they choose to join a job. This information in particular acts as a fair indicator of how successful the courses have been.

A few generic observations as regards the actual outcomes:

- Students become capable to ask questions, critically appreciate a scholarly presentation of any form and debate upon the issues which invite cross discussions.
- Project work and field study give them an experience to learn by themselves and experiment with the theoretical knowledge that they were given within the four walls of the classroom.
- This college trains the students to undertake primary level of research work and thus they become motivated for advanced research when they go for higher studies.
- Students become highly cognizant of the expansion of the learning in their respective field which enables them to get admitted to the premier institutes of the country.
- An aptitude to research is also stimulated in the minds of this budding generation which prompts them to take up some projects in good laboratories of the country after completing the programme.
- Methods of mapping the learning outcomes of the students are as mentioned below :
 - Continuous Assessment in classroom situation through, unit test, surprise test, quiz, problem solving, assignment, debate and discussion, seminar presentation, paper writing, review writing etc.
 - Mid semester examination.
 - End-semester examination.
 - Project writing / Innovative experimentation / Field Study.
- Further a continuous discussion remains on to judge how much learning attainment is becoming

successful. For this, following measures are being adopted :

- Open House Session by the department faculty with the students.
- Open house session by the administration with the students.
- Principal and Vice Principal regularly meet the students department-wise.
- IQAC meeting.
- Meeting of the Standing Committee of the Academic Council.
- Meeting of the Teachers' Council

File Description	Document
Any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)	
Response: 100	
2.6.3.1 Total number of final year students who passed the examination conducted by Institution.	
Response: 224	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.	
Response: 224	
File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.57	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The academic domain is distinguished by the fact that, in course of time, it always advances and never recedes. And never was this advancement of every province of academics more rapid and spectacular than in our age of knowledge explosion. Today, an academic person, in whatever capacity he may serve the cause of education, can afford to remain oblivious of these advancements at the grave risk of stagnation. Recognizing this time-spirit, Vidyamandira has been, for quite a while, making every effort to promote research activities in the college. The policy of research promotion – in both its principled and pragmatic aspects – can be briefly touched upon as below:

- The Institute has, for its distinct goal, the task of identifying new academic horizons and encouraging teachers and interested scholars alike to embark on such research-projects as would initiate potential break-throughs. Indeed – be it ‘Literature and Language’ research wing or ‘Social Science’ wing or ‘Basic and applied Science’ wing or even ‘Ramakrishna-Vivekananda’ research wing – the promotion of research is strictly premised on the principle of making forays into the decidedly uncharted waters as indicated by the recent advancements.

- To promote research activities, the college has established its first-ever Research Centre in the name of epoch-making thinker Swami Vivekananda. From 2014, Swami Vivekananda Research Centre (SVRC) has become operational, although its received its extension of affiliation from University of Calcutta from the year 2013. Under the auspices of this SVRC, the college now organises not only Ph.D and M.Phil. programmes, but also organises different courses on Research Methodology and other advanced Research level courses.
- In more pragmatic terms , the Institute’s policy of research promotion (duly uploaded onto Institute’s website) , in a nut shell, takes the form of
 - the college providing the seed money to the teachers for their research work
 - the college developing the infrastructure for facilitating the Institutional research
 - making research oriented books, e-books, journals, e-journals, research databases, institutional research databases, old manuscripts, old and out-of-print journals, rare books available in the library.

- building official MoU and/or Linkages with other institutes or industries for research exposure.
- encouraging students and teachers to make patent of their innovation or publish their work in a reputed journal.
- Institute trying to keep least administrative complexities in research.
- Organisation of research level seminars, conferences and workshops.
- Publication of research-based seminar and/or workshop proceedings.
- Publication of institutional/departmental research journals.

File Description	Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 325000

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	6	0.25	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 2.26

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	1	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research**3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 192.7**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
23.29	5.00	17.60	52.00	94.81

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years**Response:** 7.17**3.2.2.1 Number of teachers having research projects during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	4	0	13

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 25.86

3.2.3.1 Number of teachers recognized as research guides

Response: 15

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 26.04

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	4	3	9

3.2.4.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	13	13	13

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

What connects Indian Information technology boom and Swami Vivekananda? This conundrum necessarily takes us back to the year 1893 when Swami Vivekananda, then an unknown monk on his way to the USA aboard the passenger ship SS Empress of India, encouraged his fellow traveller - a relatively unknown Zoroastrian business person then - Sir Jamsedji Tata – to invest in education – not just ordinary education but education for higher scientific research. Years later, Tata would go on to lay the foundation for India’s first Institute for fundamental research in Science – Indian Institute of Science (IISc) in Bangalore - many of whose alumni later went on to found the IITs whose graduates in turn powered the IT boom in India. Surely this is an instance of the trickle-down innovation at its most glorious! And, no wonder Vidyamandira, based as it is on Swami Vivekananda’s ideas and ideals, cannot but put a high premium on creating an eco-system for innovation.

While various departments in Vidyamandira, in their limited ways, continue to contribute to the building up of innovation ecosystem through their liaisons with with Industry players and other Research Institutes, the department of Industrial Chemistry, Microbiology, Zoology, Computer Science, in particular, have taken up this cause in right earnest. There are

- Central Computational Centre,
- Central Instrumentation Centre,
- Central Fabrication Unit (with some facilities)

to inspire both teachers and students for taking up research and innovation.

Almost all departments have incorporated in its curriculum ‘project’ for students to encourage them for innovation.

Funding is also made available for innovative academic and co-academic activities.

The college has collaborations, linkages and MoUs with different types of institutes to sustain this innovation eco-system.

In addition to providing consultancies to such chemical firms as ‘Aditya Birla Insulators’, ‘IRMRA - Polymer & Rubber Research & Testing Centre’, ‘Central Glass and Ceramic Research Institute’ etc. the

department has of late successfully filed patents for

- Large-scale synthesis of Cobalt phthalocyanine nanotube for supercapacitor application.
- Method for removal of toxic Chromium (VI) using the Cobalt phthalocyanine/reduced graphene oxide nanocomposite.
- A portable device to determine concentration and absorption pattern of colored sample.
- Students of Industrial Chemistry and applied Chemistry have designed novel equipment with the help of their teachers for testing the contaminants of water.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 20

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	7	3	4

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 3.2

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 48

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 15

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response: 3.32**

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
34	54	19	24	27

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**Response: 2.81**

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	0	0	34	23

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4.46

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 11.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 763063

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2018-19	2017-18	2016-17	2015-16	2014-15
1.05	0.53	5.97	0.07	0

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 17507413

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
5.96	29.64	9.28	6.91	123.26

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The core of life-lessons that Vidyamandira-students imbibe during their stay can be most appropriately expressed in the following words of Swami Vivekananda: 'He alone lives who lives for others'.

Motivated thus by the conviction that one must give back to the society in the same measure that one receives from it, the students engage themselves in various service activities throughout their tenure in Vidyamandira. Here are the highlights of some of their endeavors:

- Responding to the needs of a number of school-going students (in the neighbourhood of our college) for books and essential study-stationaries, our students have come up with a book bank christened 'Brahmananda Book Bank'. Through this book bank - books, pens and exercise books are regularly handed out to such deserving candidates.
- Every year, the onset of Durga Puja would find our students carrying gifts and new clothes to the children of economically disadvantaged section of the society in the locality. The smiling faces of the children, upon receiving these small tokens of love, make this limited endeavor of our students truly rewarding.
- On holidays, our students make occasional forays into the nearby Railway station for the purpose of cleaning the platform. And, it's not an uncommon sight to see our students planting saplings in the surrounding locality, spreading awareness in the locality about diseases, queuing up to donate blood in the blood-donation camps held in the college.
- One day in every year our students go out to raise funds for National Foundation for Communal Harmony. They set out in the morning and return in the evening. The collected money is sent to the National Foundation for Communal Harmony, New Delhi (An autonomous organization under the Ministry of Home Affairs, Government of India).

Anyone who belongs to Vidyamandira-family unknowingly absorbs its spirit of philanthropy and service. The far-reaching outcome of this noble influence can be gauged from the few sampled evidence during the last five years:

- Our ex-students, not allowing this spirit of service die out, continue to band themselves into social service organisations (NGOs), may be called Social Start-ups, such as 'Kheya', 'Swapnangan', 'Swami Vivekananda Work Circle', 'Kalyan Vrata' etc. through which they render yeoman service to the underprivileged section of the society. Our college has signed up MoUs with them and help them in serving the downtrodden.
- Our Alumni Association is also rendering a commendable service for the society where they reach out to the villages and try to ease the hardships of the economically backward people. Apart from that they also provide scholarships to the medical students and of general programmes.
- It is owing to our teachers' magnanimous gesture that Vidyamandira currently offers free coaching to the economically-disadvantaged students of the locality. Fully financed by our teachers, this coaching enterprise has proved itself to be of considerable success in terms of attracting many

deserving students from across the locality.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 17

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	3	2	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	24	19	18	21

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 63.31**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
401	455	392	465	506

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 20.6**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2018-19	2017-18	2016-17	2015-16	2014-15
28	38	19	7	10

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 13**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	6	2	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College ensures that the teaching–learning process is maintained at an optimal level by providing adequate infrastructural arrangements. The college has a definite system for planning and allocation of physical infrastructure and its proper utilization is ensured by the Departments and teachers. Some of the facilities provided by the college for teaching-learning are as follows;

· Apart from a Teachers' Common Room in the main building every Department has been provided with separate Departmental Teachers' Rooms with allocation of following physical infrastructure in accordance with the academic strength of the concerned department.

- o Dedicated ICT-enabled class rooms for teaching-learning
- o Notice Boards
- o Wall Magazine Boards
- o Laboratories
- o Desks, chairs, almirahs
- o Laptops, Desktops, Printers,
- o Projectors
- o Screens/boards
- o Internet Connection
- o Rolling Stationaries (especially printing paper, printer cartridges, etc) as and when required
- o Departmental Library

· The college has state-of-the-art laboratories for the departments of

- o Physics : 7 laboratories
- o Chemistry : 6 laboratories

- o Industrial and Applied Chemistry : 7 laboratories
- o Computer Science and Electronics : 5 laboratories
- o Mathematics : 1 laboratory
- o Microbiology : 5 laboratories
- o Zoology : 3 laboratories

§ All the laboratories are furnished arranged in latest-day modular pattern.

§ Regular procurement and maintenance of equipment are done by the respective departments. **(list of major Equipment** is attached as additional information)

§ Requisite consumables are procured on regular basis.

· For the adequate availability of knowledge resources to students and teachers

o the Central Library has been able to implement complete RFID-enabled digitization including Open Access to all stakeholders and OPAC.

o every Department of the college has dedicated departmental libraries for use by their students and teachers.

o the Bengali department has created a Bengali Journal Library (with more than 4500 journals published in last 100 years) and a Manuscript Library.

o a Language Laboratory has been set up for catering communication training to students

o an Internet Kiosk remains open for 14 hours a day where 70 terminals with high speed internet, headphone facility and printing facility are available.

· Two Central Instrumentation Centres (one with high-end equipment and one for computational works) have been set up in the campus.

· For Researchers a dedicated research scholar's room has been allocated by Mathematics Department, Applied Chemistry Department and Swami Vivekananda Research Centre.

· There are 4 seminar-cum-conference halls in the campus for organising different conference, workshops etc.

4.1.2 The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

In order to ensure a healthy co-curricular environment for both the students and teachers, the college strives to provide adequate infrastructure for sports, games and cultural activities.

v **Sports**

For the year-round conduct of various sporting events there is a Sports Committee (with representation from the monastic members, teachers and students) which meets at regular intervals and plans these activities. Intra college competitions such as volleyball, cricket, football, badminton, and table tennis are organized annually. To make all these events successful, Vidyamandira has built up following facilities for sports and games as well as athletics.

- Space Facility for Games and Sports
 - o A large composite playground which is used for football, cricket and athletic events with a 200 mtr 7 lane track.
 - o 4 Volleyball grounds
 - o 2 Badminton Court
 - o 6 Table Tennis play-room
 - o A Yoga Training Facility
- Equipment-cum-kit facility for Games and Sports
 - o A Ten-Station Multi-Gymnasium
 - o Football-players' Requisites (Football, Socks, Shin guard, Jersey etc)
 - o Cricket Players' Kit (Cricket bats, balls, net, mat, guard, pad, gloves etc)
 - o Athletics Equipment (Javelin, Shot put balls, Discus, High Jump bars, etc)

v **Cultural activities**

For the year-round conduct of various cultural events there is a Cultural Committee (with representation from the monastic members, teachers and students) which meets at regular intervals and plans these activities. The Department of Cultural Affairs is equipped with space, instruments, and training and practice facilities. Following list include some of these facilities :

- Space Facility for Cultural Activities
 - o One Auditorium with 850 capacity for organising different cultural activities.
 - o One big Prayer Hall to train students for different cultural programmes.

- o 6 halls to train students in different cultural training courses, practice for meditation at a specific time in a day.
- o Two rooms for talent-nurturing
- Equipment facility for Cultural Activities
 - o 3.75 oct scale changer Harmonium : 2
 - o 3.5 oct scale changer Harmonium : 5
 - o SP Tabla-Scale C Natural : 7
 - o SP Tabla-Scale B Flat : 7
 - o Pakhawaj Tabla : 5
 - o Khol Tabla : 5
 - o Gents Tanpura : 7
 - o Pakhawaj : 5
 - o Percussion : 2
 - o Maracas : 2
 - o Khanjani pair : 6
 - o Rolland Key-board : 1
 - o Clay Khol : 2
 - o Brass body Khol : 2
 - o 16 Wall-Magazine Boards

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 76.92

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 40

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 29.65

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
28.13	160.07	54.07	163.42	439.53

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Central library of Vidyamandira provides a base for knowledge dissemination within the institution and also enables connectivity with online knowledge resources.

- Name of the ILMS software:
 - KOHA
 - **Year of Automation:** 1st July 2017.
 - **Version:** Koha 3.22.09.000
- Nature of Automation:
 - The library is fully automated and it uses almost every module of KOHA of Koha for utmost utilization of the resources.
 - For maintaining the budget allocations and procurement of new books the library uses the “Acquisition” module of Koha.
 - After the books reach the library the “Cataloguing” module of KOHA is used to process

- them and generate their searchable bibliographic record. \
- The records of the new users are registered through the “Patron” module of KOHA.
 - After the books are provided to the Library users through the RFID software each and every transaction gets reflected on the “Circulation” module of KOHA.
 - The “Reports” module of KOHA is being used to gain general and specific data regarding library services.
 - Library uses “Authorities”, “Tools” and “Koha administration” module to customize different parameters and functions of the ILMS.
- Online Public Access Catalogue (OPAC): Remote access: Although the Koha has been installed in a local server at the library, the OPAC is linked with the college website and made globally accessible through internet. Members have their own credentials for maintaining their library profile which is password protected that enable them to access the book circulation data from anywhere.
 - Single window facility: The users can see their borrowing privileges and library timing after logging in to their OPAC webpage. There are hyperlinks to view
 - general library rules,
 - circulation rules
 - OPAC searching guides
 - library related notices
 - DDC codes of different subjects.
 - Moreover, through the OPAC system the users may access
 - a directory of 101 free online journal and research databases as prepared by Scribendi.com.
 - popular English and Bengali newspapers through the hyperlinks
 - the websites of University of Calcutta,
 - the portal of National Digital Library of India,
 - Shodhganga,
 - Project Gutenberg,
 - West Bengal Public Library Network
 - the digital copies of the M.Phil. and Ph.D. research works done in this college
 - the NLIST journals
 - the Sage journals
 - the newly processed library resources.
 - RFID equipments:
 - All the library books have RFID tags attached to them.
 - The library has 2 RFID Staff Station Readers for book circulation,
 - 1 RFID sensor gate for preventing loss of books and
 - 1 RFID hand held reader for inventory management.
 - The library prepares RFID chip-enabled smart cards for the members with the help of a smart card printing system. The cards help the members to borrow books as well as to register their library usage through the biometric system.
 - Members receive e-mail alerts on circulation of books through the Koha ILMS.
 - Members may recommend different books for library through OPAC.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1348380.8

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
20.42	19.24	58.49	16.54	53.66

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 25.71

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 208

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

The institution has a very robust and updated IT facility that is comprehensive as well as secure.

The college has expanded as well as upgraded its IT infrastructure within the last five years. Some of the initiatives taken are as follows;

· The college campus uses a total of 7 broadband internet lines each of which have 60 Mbps that connects

- o College Main office,
- o Accounts office,
- o Controller of Examination's Office,
- o Swami Vivekananda Research Centre Office
- o Language Laboratory
- o Zoology Department
- o Physics Department
- o Chemistry Department
- o Mathematics Department
- o Microbiology Department
- o Alumni Association Office
- o Office of the Hostel Office Superintendent
- o Computer Science Department
- o Principal Office
- o Vice Principal office

· All the other academic departments have been provided with wifi dongles to enable multi-user internet connection. Institutional funding is being made available for renewing the wifi on a monthly basis.

- In 2017 Reliance Jio installed five SMPS transformers with numerous routers at different areas in the college campus which also provides wi-fi connectivity to the user based on the individual payment.
- The college campus also has six BSNL Broadband lines each with a carrying capacity of 5 Mbps which are being used by the Economics Dept, Office of the Construction and Maintenance Department , Main Office, Library ground floor, Teachers' Common Room and Ashajyoti Conference Hall respectively.
- The LAN facilities in the Central Library are provided through a dedicated line of CITI cable 4 Mbps supporting the KOHA software.
- Research Scholars' Hostel, Shanti Bhavan, uses a Citi Cable broadband connection with a carrying capacity of 100 Mbps which is used by MPhil and PhD scholars.
- The Internet Kiosk under the Central Library has a dedicated Citi Cable leased line with a static IP and upload-download speed is 70 Mbps.
- The students of Industrial and Applied Chemistry use ORIGIN 9.0 software to plot data graphically.
- Adobe original 5 user license (one year cloud version) with 32 software package has been purchased in 2018 and 2019.
- The Stata and R Software package for statistical data analysis has been procured for the Economics Department in keeping with the requirements of the revised syllabus
- A Separate Computer Laboratory has been set up for the students of mathematics Department.
- Mathslab software is being used by the Mathematics Department as part of its upgraded syllabus requirement.
- The Computer Science department uses various updated software packages such as Python, Java, LOGISIM, Microsoft visual studio, Oracle express, Microsoft SQL Server, C, C++, etc. They also use LINUX Operating system for UG 1 and 2nd yr lab and both LINUX and Windows for both UG 3rd year and for Central Computational Facility Laboratory (erstwhile general laboratory).
- Microbiology Department uses software packages AutoDock, BioJava, EMBOSS, Biopython, GenePattern, UGENE, NetSurfP , NetTurnP, OrfPredictor, BioPerlto, etc for the course bioinformatics.

Additional Information :

- a) Total number of Computers and its configuration
- b) List of Software used and available

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

Response: 6:1

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 31.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
9463941	15668757	15254002	10231628	12611971

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

v Systems and Procedures for Maintenance of Physical facility that includes Civil, Electrical, Carpentry and Plumbing

o To oversee the regular maintenance of the Physical Infrastructure which includes Civil, Electrical, Carpentry and Plumbing a general Department of Construction and Maintenance has been set up.

o There is a Monastic in-Charge for the Maintenance Office appointed by the Principal.

o One Retired Government Civil Engineer who is also a devotee to the Ramakrishna Order assists the Monastic in-Charge in an honorary capacity.

o A Monk of Belur Math who is by qualification a civil engineer also provides the requisite expertise and necessary guidance on request.

o A civil contractor has been engaged to undertake construction and maintenance work as when required.

o There is a Carpentry Section-cum-Fabrication Unit with carpenters, welders for maintaining the wood work and any sort of fabrication work necessary for the campus.

o For electrical maintenance works there are 4 electricians in the campus.

o For plumbing works 2 plumbers have also been engaged.

o The Principal, Vice Principal, Monk-in-Charge of the Construction and Maintenance Department and other related persons review the Physical Infrastructure of the campus periodically.

o 3 students' groups has also been constituted under the aegis of Vidyarthi Samsad, which look after regularly the problems of the Physical Infrastructure and report any of the three office incumbents, Principal, Vice Principal, Monk-in-Charge of the Construction and Maintenance Department.

o Once the complaints received from these groups or from anywhere, the Monk-in-Charge of the Construction and Maintenance Department along with his assistants visit the spot and take immediate action.

o However, if the Construction and Maintenance Department feels that the intervention of any expert is necessary, then they call Expert Engineers from Belur Math.

v Systems and Procedures for Maintenance of Physical facility that includes Green and Clean Environment of the Campus.

- o The Principal has appointed a Monk-in-Charge for the Maintenance of the Green and Clean Environment of the campus.
- o Five gardeners have been appointed to assist in maintaining the greeneries of the campus.
- o There are 9 Sweepers-cum-Cleaners appointed for the regular cleaning of the campus.
- o The college has set up its own Nursery-in-Miniature to rear up the saplings.
- o A Horticulture Shade has been set up in campus to maintain and bring up the flower gardens.
- o A Green-Poly House has also been set up in the campus.
- o Requisite equipment has also been provided with for the purpose.
- o Twice a day, all the toilet blocks are cleaned. However, in cleaning minimum acid use policy is followed.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 45.97

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
430	423	299	307	180

File Description

Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 23.6

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
155	144	161	280	100

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 68

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

2018-19	2017-18	2016-17	2015-16	2014-15
491	456	469	505	474

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
25	20	24	6	4

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 81.25

5.2.2.1 Number of outgoing student progression to higher education during last five years.

Response: 182

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 51.51

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

2018-19	2017-18	2016-17	2015-16	2014-15
95	75	32	26	25

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
110	95	90	90	90

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 31

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	6	4	1

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

‘A child teaches itself ‘ – this core statement of Swamiji’s educational philosophy has inspired the formation of an apolitical students’ council called ‘*Vidyarthi Samsad*’ which is meant to empower the students in using their cognitive, emotional, and decision making faculties in the best possible manner. Indeed, this initiative well resonates with the new educational paradigm ‘Learning to be’.

The ‘*Vidyarthi Samsad*’ is made up of elected members from the students. The ‘Samsad’ with a number of subcommittees works harmoniously with the college administration and the Teachers' Council for the academic, cultural, and other overall improvements of the college. Some of these subcommittees are briefly referred to as below:

- The Seminar and Cultural Subcommittee coordinates
 - weekly seminars
 - cultural competitions
 - annual prize distribution ceremony

- Literary Activities Subcommittee coordinates the publications of
 - Vidyamandira Patrika, the college annual magazine
 - the college wall magazines
 - the hostel wall magazines

- Religious and Cultural Functions Subcommittee helps to conduct religious and cultural functions such as
 - Bhratrivaran

- Saraswati Puja
- Saradotsava

- Celebrations Subcommittee organizes annual celebrations such as
 - college foundation day
 - Independence day
 - Republic day
 - students' day
 - Swami Vivekananda's birthday
 - Netaji Subhash Chandra's birthday

Thus the students are given an opportunity to have their say in various activities in Vidyamandira. Understandably, this gives a boost to their self-worth and helps them hone their decision making faculties.

Involvement of Vidyamandira students in the policy-making process, decision-making process and real time activities has no doubt put unique influence on the entire ambience. This may be described in the following way :

- Students are most important stakeholder in determining the curriculum.
- Students are first invited to submit their need in connection with the library and laboratory infrastructure.
- Within a given tenure students decide the dates of their final examinations.
- Students are free to submit any problem in relation with the teaching-learning, even of a particular teacher.
- Four students' groups look after four segments of infrastructural development and maintenance – civil, electrical, plumbing and carpentry.
- Through a Mess Committee they decide along with the mess staff members and Mess-in-Charge, monthly menu.
- In every hostel, there is a Students' Governance Team (informal), which look after different hostel activities and help Superintendent Monk to run the hostel affairs.
- In each institutional activity students take part as volunteers and in fact, it becomes a 100% involvement if all such activities are counted.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 30.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
35	28	30	29	29

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Ramakrishna Mission Vidyamandira Alumni Association, formed in 1986, has been consistently contributing to the development of Vidyamandira through financial and other support activities. Mention may be made of the following :

1. Reunion Ceremonies

The first reunion of the former students of Vidyamandira was held as early as in 1949. Since then altogether twenty six reunion ceremonies have been organised. Among them the last fourteen were conducted by the Association. The next Reunion is scheduled to be held in 2021.

2. Scholarships and Awards

The Association sponsors nineteen scholarships and one memorial award for the students of Vidyamandira.

3. Other Financial Assistance

The Association provides or arranges financial assistance to present students of Vidyamandira in case of any medical problem. It also provides assistance to the families of non-teaching staffs of Vidyamandira when required. Besides, the Association makes regular contributions to the various Relief Funds conducted by the Ramakrishna Mission, Belur Math (Headquarters), viz., Uttarakhand Relief Fund, Tsunami Relief Fund and Aila Relief Fund. In 2011 the Association created a fund to extend a helping hand to the victims of Tsunami in Japan and remitted more than Rs.55,000/- to the Japan centre of Ramakrishna Mission.

4. Health-care Project

From November, 2008 the association decided to run its Health Care Project along with Belur Shramajibi Swasthya Prakalpa Samity (Shramajibi Hospital) located close to Vidyamandira. The underprivileged families being treated in Shramajibi Hospital are given limited financial assistance for their medical expenses. A part of the Health Care Project Fund is also utilized for the treatment of the poor and needy students of Vidyamandira.

6. Memorial Lectures

The Association organises two memorial lectures at Vidyamandira every year.

- 'Swami Tejasananda Memorial Lecture'
- 'Rani Rasmoni Memorial Lecture'

7. Publications

- The Association publishes a Reunion Souvenir on the occasion of the reunion ceremonies in every three year. It is a testimony of the bond of love that is everlasting and the murmur of memoirs of a past that is ever-present in the heart of hearts of the members of Vidyamandira family.

A news bulletin namely, '**Vidyamandira Praktanivarta**' containing latest information of Vidyamandira as well as the Association has also been published by the association on a regular basis for about last twenty years.

8. Vivekananda Sammelan

To inspire the young students of West Bengal with the positive and powerful ideas of Swami Vivekananda the Association organises, jointly by Ramakrishna Mission Vidyamandira, the Association, Ramakrishna-Vivekananda Bhav Prasar Parishan and branch centres of Ramakrishna Math and Ramakrishna Mission, '**Vivekananda Sammelan**'.

The last Vivekananda Sammelan was held in Paschim Barddhaman district during February - April 2019.

9. Swami Tejasananda Memorial Quiz Competition

To ignite the minds of the college and university level students with the electrifying ideas of Swami Vivekananda, the Association has started organising **Swami Tejasananda Memorial Quiz Competition** on Swamiji's life and message from 2006.

File Description	Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).**Response:** A. ? 15 Lakhs

File Description	Document
Any additional information	View Document

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The nature of Governance at Vidyamandira, its vision and mission are designed to ensure

- Service approach
- accountability,
- transparency,
- responsiveness,
- impartiality
- inclusiveness,
- empowerment,
- broad-based participation of teachers, non-teaching staff members, peers from other institute, alumni, experts from Government and Universities, parents and even students as important and active stake holders of the institution.

In a comprehensive sense, the governance at Vidyamandira is about the culture and institutional environment in which the administrators and all stake holders interact freely among themselves and participate in decision making bodies of the institution.

Academic /Administrative bodies :

The Governing Body is represented by two teachers from among the faculty members who have tenure of two years each. This ensures the voice of the teachers and their participation in decision making, apart from improved 'management-teacher' communication within and across the institution. Different experts and representatives from Government, UGC and University are also present in the Governing Body.

- The Academic Council is represented by the Heads of all the various Departments of the College apart from the Secretary, Teacher's Council. All academic, extra academic, administrative and non academic activities of the department including performance, feedback, grievances and requirements of the department are coordinated by them. This Academic Council is represented by experts from Medical field, Law, Education and Industry.
- Again, the Standing Committee of Academic Council is represented by the Heads of all the various Departments of the College apart from the Convener, IQAC
- The Finance Committee is represented by Teacher representative, and Accountant.
- The Internal Quality Assurance Cell is also represented by the Heads of all the various Departments of the College apart from the Convener, who is also selected from among the teachers. Representation from non-teaching staff members and student body are also ensured in IQAC.
- All the teachers of all departments of the institution are members of their respective Boards of Study which decide on syllabus revision and up gradation, format of question and marking pattern

and related academic issues. These Boards of Studies have members from peer group of teachers, senior experts, alumni and industry experts.

- Different Statutory Committees and Cells, such as, Equal Opportunity Cell, Anti-Ragging Cell, Grievance Redressal Cell, Anti Sexual Harassment Cell, and Internal Complaints Committee have also representation from teaching and non-teaching staff members.
- The Teachers' Council of the institution is a statutory body as per Calcutta University Act. All the full time teachers are members of Teachers' Council.
- Other committees are :
 - Routine Committee
 - Examination Committee
 - Cultural Committee
 - Magazine Committee
 - Library Committee
 - Seminar Committee
 - Teachers' Colloquium Committee
 - Sports Committee
 - Admission Committee
 - Campus Development Committee
 - Students' Welfare Committee
 - Placement Committee
 - Students' Counseling Committee
 - Consultancy Committee
 - Social Outreach Committee
 - Discipline Committee
 - AQAR Preparation Committee
 - NAAC Committee
 - N.C.C
 - N.S.S
 - Website Committee

Almost all these committees have student representation so that they can also participate in different academic co-curricular matter.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The management has ensured full autonomy to all the departments with regard to extra academic activities like, deciding curriculum, modification in evaluation system, seminars (both national and international), extension lectures, special lectures or academic tours. This practice of decentralization has resulted in participative management for the faculty members cutting across all the departments wherein, the onus of suggesting, planning or successfully organizing such activities lie with the faculty of the various department of the institution. In general, the college administration holds regular meeting of different academic administrative bodies where teachers, supporting staff members and students participate. Based on the deliberations on different issues, the college finally reaches the decision.

Case Study:

- During the academic year 2016-2017, the institution celebrated its Platinum Jubilee. This was a mega event. In a meeting of all stakeholders of the college, there was a consensus decision that the college will observe this great occasion organizing a series of academic events.
- A Committee was thus constituted which drafted the proposals and then handed over it the concerned Departments of the college to implement those decisions.
- Departments were encouraged to organise national or international seminars to commemorate the event. While funds for organizing the seminars was provided by the institution, the theme of the seminars, the nature (national or international) of the seminar, speaker/ resource person selection and responsibility of organizing the entire event was given to the various departments.
- Not only did all the academic departments successfully organise both national as well as international seminars, in a first of its kind for the institution, the librarian and his team also organised a national seminar related to library management with full support of the college authorities.
- The students' body along with active support of the teachers and college authority, organized different co-curricular events to mark the celebration.
- While budgeting was done by the accounts department, all departmental committees were given due responsibilities to abide by the financial rules and regulations as prevailed in the institution and the target was made clear that the entire funding by the Government should be spent with all accuracies and utilization should be sent in time. It was a unique collective effort that witnessed the organization of not less than 80 events, including academic and co-curricular, in the entire year and the utilization of the budget was also done accurately and timely.

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic / Perspective plan is effectively deployed****Response:**

The College prepares its strategic plans through a participative and effective method. The methodology is being detailed below :

- Different academic Departments, Support services, Teachers' Council, Vidyarthi Samsad (Students' Body) and other concerned units of the college at towards the last phase of an academic year deliberate upon the activities, achievements and gap areas as found out during the academic year.
- Based on the observations, they submit their comments and proposals to the college authority.
- The Internal Quality Assurance Cell (IQAC), now, discusses all the pertinent and significant issues and deliberate upon the feasibility to impellent those proposals.
- Based on these discussions, a 'Plan of Action' is chalked out. The Accounts Department also prepares the budget for the next financial year.
- All the college departments and supporting services are communicated regarding these discussions and decisions.
- Mid-year, IQAC frequently sits together to take the stock of the progress of the activities chalked out in the beginning of the year.

As for example we are furnishing below the strategic plan as perceived in the beginning of the year and its deployment-cum-achievement. Others are there on the AQARs of the institution.

Plan of action and its achievements in the session 2015-2016 :

Plan of Action	Achievements
ACADEMIC	Both the courses were introduced from the academic session 2015-16
Introduction of M Phil courses in Sanskrit and Philosophy under Swami Vivekananda Research Centre.	
Introduction of a Certificate Course in DTP and Proof Reading	Certificate Course in DTP and Proof Reading has been introduced and has received a good response
Introduction of a General Course in Zoology	General Course in Zoology has been introduced
Facilitating preparatory work for receiving grant by Science Departments under DST-FIST Programme	Dr. Syed Shahed Riaz of the Dept. of Chemistry has been awarded a project under DST-SERB Programme
ADMINISTRATIVE	Designated well equipped offices have been provided to SVRC and IQAC in the administrative building of the college
Providing separate accommodation to the IQAC and Swami Vivekananda Research Centre	
Appointment of new staff members in the Department of Accounts, Laboratory and Library	2 Laboratory Attendants, 1 Library Peon and 1 Accounts Data Entry Operator were recruited.
Appointment of Peon	1 Peon has been recruited for the office work.
Conducting an Academic Audit	An Academic Audit of the college was conducted on 9th March 2016 under the auspices of the IQAC
Providing Seed Money for Research under SVRC	A Grant of Rs. 25,000/- has been provided to the Department of Microbiology for a Research Project by the SVRC from 'Seed Money for Research'
INFRASTRUCTURE	a) Upgradation of 1 Physics Laboratory
Upgradation of Laboratories in Physics (2), Computer Science, Electronics and Chemistry.	b) Upgradation of 1 Chemistry Lab
Extension of floors in the newly constructed building	Two floors were added to the newly constructed building

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

Response:

- The Organogram of the institution reflects inclusiveness, decentralization and autonomy to a large extent but most importantly, faith on its stakeholders to responsibly manage specific functions without compromising on the mission and vision statements of the institution. The administrative structure is geared to guide the employees as to whom they should report and contact in case of the issues that need to be resolved in a timely manner while making the employees aware of their rights and responsibilities.
- This has helped in dividing the functions of the institution in an appropriate manner, and has aided greatly in developing the structure of reporting and working of the institution while illustrating who is accountable for what and who is in charge of what department. If, the order in which the authority and responsibility in an organization is exercised and delegated is important for executing the related activities and achieving the goals and objectives successfully be the yardstick of any successful institution, Ramakrishna Mission Vidyamandira definitely objectifies that.
- The Governing Body is always proactive in giving appointment to a new teacher, forwarding the pay fixation papers to relevant Government Departments and for pursuing the things done and also making the promotion received as fast as possible.
- The Office of the Controller of Examinations, Academic Council, Standing Committee of Academic Council and the Teachers' Council, form the other important organ of the institution who, along with the administrative and support staff is the core of the College Administration.
- Most of the faculty members belong to the various Institutional Committees viz. IQAC, Internal Complaints Committee, Placement and Career Counseling Cell, Equal opportunity Cell, Vidyarthi Samsad, Finance and Purchase Committee, Vidyamandira Patrika Journal Committee, Anti Sexual Harassment Committee, Anti Ragging Cell and the Board of Studies of all the Departments. Student representative are also part of some of the Committees that deal with affairs of the students directly.
- In addition, there is a Hostel administration (the College being a fully residential institution) to look after the resident students, and the Accounts Section, a section vital to any institution.

The various bodies of the institution, right from the Governing Body to Vidyarthi Samsad, meets at regular intervals (at least twice in an academic year) to discuss issues for which it has been formed. The proceedings of the meetings of the various bodies/cells and committees are meticulously noted. Resolutions adopted at those meetings are addressed seriously and an all out effort is made for their implementation.

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

1. An institution founded on the vision of 'service to mankind' takes the mantra seriously when it comes to effective welfare measures for its own human resources, its teaching and non-teaching staff. The following welfare measures are provided:

- Residential quarters are provided for both teaching and non-teaching staff on need and availability basis.
- General Provident Fund for all the institution staff is ensured through Government Treasury.
- Pensioner benefit is well streamlined and reached at the earliest to the retired staff.
- All types of leave are allowed. It includes parental leave too. Leave accounts are maintained properly so that no staff members faces any difficulty at any point of service period.
- Maximum staff members are linked with GSLI scheme.
- Government salaried staff are encouraged to join Government Health schemes .
- Gratuity, Leave benefit, Medi-claim, Pension, Provident Fund and Life Insurance for all management appointed employees are provided by the college through the Head Quarters of Ramakrishna Mission and Ramakrishna Math, Belur Math. .
- A one-time grant of Rupees Seven Thousand (Rs.7000/-) is provided by the institution to Group D employees for education of their children.
- The institution has an informal tie up with the Ramakrishna Mission Seva Prathistan Hospital and the Shramajibi hospital to provide emergency and other health facilities for teaching and non-teaching staff alike.
- The institution is very supportive to ensure that all it faculty members as well as non-teaching staff meet the various criteria for career advancement (promotion).

1. The institution facilitates leave to faculty member under FDP to complete PhD.
2. The institution allows duty leave for faculty members to attend various courses stipulated by the UGC like Refresher Course and Orientation Programmes.
3. Faculty members are encouraged to attend international, national as well as local seminars of importance as resource person or as paper presenters.
4. The institution provides monetary grants (travel allowance, registration fees for seminar) to faculty members to attend academic seminars as paper presenters.
5. The institute also encourages faculty members to apply for Major and Minor Research Projects

under various Central / state Government schemes.
6. It also encourages inter departmental collaborative research under SVRC.

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

Response: 4.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 11.8

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 18.29

6.3.4.1 Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)year wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	6	6	6	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The administration gives serious emphasis to all fiscal affairs related to the institution and as such conducts both internal and external audits regularly. Three types of audit are conducted in a financial year after the account department prepares the book of accounts and balance sheet:

- **Internal Audit:** are undertaken quarterly, the period being: January-March, April-June, July-September, and October-December.
 - 1.If during the process, the internal auditor raises any objection, a meeting is called by the Principal or Vice Principal with the accounts department to resolve issues
 - 2.If the issues are still not resolved and if there are written objections, then an all out effort is made to resolve it during the audit process in the next quarter.
- **Statutory Audit:** are conducted yearly.
 - 1.If during the process, the internal auditor raises any objection, the same is routed through the Accounts Department, BelurMath Headquarters' to the Secretary of the College who forwards it the Principal.
 2. Under such circumstances, the institution has to provide a satisfactory explanation
- **Government Audit:** this is also a yearly audit. The auditors are appointed by the Higher Education Department, Government of West Bengal.

1. Objections, if any, are raised by the Higher Education Department and the institute has to provide satisfactory clarifications.

In addition, the **CAG Audit** is undertaken once in five years. The last such audit was conducted in the financial year, 2015-2016. Usually the accounts department located at the Headquarters at BelurMath which has to provide the explanation.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 8405917

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
2.37	12.88	21.41	21.13	26.25

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Strategies adopted by the institution for **mobilization** of funds.

1. The institution regularly applies for funds from the Higher Education Department for the following:

1. Furniture
2. Building
3. Equipment
4. Extension activities
5. SVRC activities

In this context it should be mentioned that the institution received a one-time grant of Rupees 6 crores from OTAKA and also (the requested) funds from RUSA.

1. The institution also appeals for funds from the Alumni Association of the College through the '*PraktaniVarta*,' a half yearly newsletter.
2. Appeals for funds are also made to the ex-students of the college.
3. Again, appeals are also made through the Corporate Social Responsibility (CSR). In this context it may be mentioned that

1. The TCG group made a donation of 1 crore Rupees in 2017-18.
2. The ITC group donated apparel to be distributed amongst the needy in 2018-19

Strategies adopted by the institution for **utilization** of funds.

1. To ensure proper and maximum utilization of funds, the institution follows an egalitarian methodology wherein, allocation of funds are made according to a need based approach. Here, an assessment is made of the various needs/requirement of the departments/ support system/ committees, and thereafter, a budget is prepared and funds are distributed.
2. The institution also encourages involvement in sharing resources. To cite an example, the Department of Physics and the Department of Chemistry shares the laboratory of the Industrial Chemistry Department to conduct specific classes.
3. The classrooms/ lecture halls are also shared by various departments. To cite an example, Room No.8A a lecture hall of the Department of History is shared by the Department of English for conducting 'compulsory English' classes.
4. The institute also follows a strict system to ensure less wastage of resources. As such, 'discarding capital asset' is very less.
5. Keeping up with the trends followed globally, and with an eye on the environment, the institution is striving to reduce paper usage as far as practicable. Notices/important announcements are sent electronically and all stakeholders are requested to check their mail on a regular basis.

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The following initiatives were undertaken as part of quality initiatives, post accreditation.

1. The introduction of SVRC in July, 4th 2014 as a nodal research wing of the institution.
2. The introduction of PhD programmes in 2014-15 in the subjects : Bengali, Sanskrit and Mathematics.

- 3.The introduction of CBCS system of curriculum from the academic year 2017-18.
- 4.Introduction of MPhil programmes in Bengali, Sanskrit and Philosophy from 2015-16 session.
- 5.The introduction of PhD programme in Philosophy and Applied Chemistry- both introduced in the academic session 2017-18.
- 6.The Zoology Honours Programme introduced in the academic session July, 2017-18.
- 7.Two Hostel Buildings were added with a new floor increasing the intake capacity upto 750 (from the session 2016-2017).
- 8.Completion of the new Platinum Jubilee memorial Building from the session 2017-2018 and housing four departments – Ground Floor : Dept of Microbiology ; First Floor : Dept of mathematics ; Second Floor : Dept of Zoology ; Third Floor : Dept of Computer Science.
- 9.Creation of Central Instrumentation Centre with high-end research equipments in the session 2015-2016.
- 10.Creation of Central Computational Unit from the session 2017-2018.
- 11.Creation of Central Fabrication Unit from the session 2018-2019.
- 12.Setting Up Lecture capturing System, Small Scale studio with modern recording facility, audio-visual unit (from the session 2017-2018).
- 13.Setting up an Internet Kiosk with 60 terminals and 60 mbps upload download speed (from the session 2015-2016).
- 14.Setting up Poly Green house (from the session 2017-2018).
- 15.Setting Up water Harvesting Unit (from the session 2018-2019).
- 16.Signing Memorandum of Understandings with different institutes, corporate bodies, NGOs etc.
- 17.Setting up IPR Cell (under SVRC).
- 18.Regular and effective feedback system with quick grievance redressal mechanism.
- 19.Introduction of Several Add-on courses.
- 20.As an essential part of ICT based learning, **MOOC** was introduced
- 21.For the enrichment of students and to enable them to participate in competitive examinations, the **E DEX** and **NPTL** were introduced.
- 22.The Institutional **LMS, Moodle, Google Classroom** have also been introduced.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

- 1.The teaching learning process of the college is continuously reviewed by Internal Quality Assurance Cell with the help of
 - 1.The Standing Committee of the Academic Council
 - 2.Departmental Committes
 - 3.Hostel Administration
 - 4.Board of Studies of the various departments

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

1. Each department regularly takes Continuous assignment of different types to understand the progress of the learner.
2. Mentor-Mentee system, a formal-informal mode of interaction between teachers and students provide the best scope to assess whether the students is facing hardship or not.
3. In each semester teachers sit with students in an Open House to discuss on teaching-learning, assessment, learning outcomes, curriculum content and transaction etc.
4. Principal and Vice Principal regularly meet students to know the academic situation of the students.
5. IQAC, in every semester twice, sometimes more than that meets to discuss different issues cropped up due to the deliberations done in above-mentioned way.
6. Before each semester final results, The Standing Committee of the Academic Council and Internal Quality Assurance Cell jointly review the learning outcomes and identifies the students' progression.
7. In this college students are free to provide their opinion on their learning content, methods etc. IQAC, BoS, SCAC and AC are extremely cautious of the fact that the students' suggestions are given most importance.

The college is of the view that the periodic review of the functioning of its administrative and academic departments is necessary to ensure quality. With this in mind the college organizes the following review meetings:

- Before the commencement of the new academic session a meeting of the heads of the departments and the administrative heads is held to put in place all the policy decisions that had been taken.
- After the publication of results the heads of the department meet not only to review the performance of the students but also to bring qualitative improvement in teaching learning as well as the evaluation process.
- After receiving the suggestions made by the passing out students in their compulsory online feedback, the principal ensures that each department discusses and, wherever necessary, takes corrective measures.
- The IQAC fixes up the plans and strategies for the next academic session every year.
- IQAC has also made it mandatory that teachers and non-teaching staff members must submit their self-appraisal forms at the end of each academic session.
- IQAC after reviewing the entire process periodically conducts Academic and Administrative Audit.
- IQAC has also submitted its AQAR regularly during last six years.
- IQAC has also facilitated to take part in NIRF ranking process for last two years.

6.5.3 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)**
- 3. Participation in NIRF**

4. Any other quality audit recognized by state, national or international agencies (ISO Certification)**Response:** All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document

NVAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

At the core of Ramakrishna-Vivekananda ideology burns bright the lamp of human dignity, borrowing as it does the light of the immortal Self resident in every being. Every person, this ideology reinforces in no uncertain manner, is to be looked upon in terms of his/her underlying divine essence – all other descriptions of a person being incidental at best. Indeed, this ideal runs so deep in the modus operandi of Vidyamandira that in principle there remains no scope for gender-inequity to rear its ugly head in any conceivable manner. It's important to note however that in the context of Vidyamandira , traditionally a boys' college, the common-sense notion of gender-equity mostly morphs itself into the idea of propriety towards the other gender. Below we touch upon a few measures allied with this idea.

- Vidyamandira has its own share of organizing seminars, symposiums, and workshops alike in which women participation is surely no rarity. Anticipating such turnout, Vidyamandira is liberally studded with infrastructural outposts such as common room, guest room etc which can temporarily house the woman visitors to the campus , ensuring their safety and security.
- Vidyamandira culture enjoins on every student to put the highest premium on according genuine respect to every human being. Such repeated counselling has resulted in our boys displaying exemplary moral behavior in course of their interactions with others – in particular, with the other gender.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Keenly aware of the ravages perpetrated on Natural Environment by various sources, Vidyamandira makes an all-out effort not to even unwittingly contribute to this burgeoning crisis and instead adopt appropriate means to keep up a clean and healthy environment. While there is no gainsaying that functioning of a residential educational complex such as Vidyamandira cannot help producing wastes of various types (capable of environmental pollution), what appreciably mends matters is the proactive measure it takes to dispose such wastes. This brings us to briefly alluding to a number of waste-management instances.

- Solid waste management: The campus is dotted with garbage bins placed close to potential garbage producing sources. As a result, plastics, wood, glass, metals, paper, leather, batteries, cardboard etc get duly thrown into appropriate bins which later are emptied by the garbage collecting vans.
- Recycling of food-wastes: In particular, food wastes and all kinds of organic waste are processed into compost by a fully automatic 'FOODIE' machine.
- Liquid waste management: The well-maintained drainage system takes out the sewage into the big drains outside, thus ensuring no stagnation of liquid dirt whatsoever inside the campus.
- E-waste management: Electronic scrap components such as CPUs, discarded electrical devices are appropriately disposed, ensuring no accumulation of such hazardous elements inside the campus.
- The institution has integrated its liquid waste to the Howrah Corporation's liquid waste management system so that no hazard is created thereby.
- The institution has discarded the use of all hazardous chemical and radio-active materials. Further, for chemical and biological laboratories, it has initiated many safety measures including wearing special glass, gloves etc.

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge

3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

‘No one is a stranger, my child; this whole world is your own.’ – this supreme mantra of inclusivity given by none other than Sri Sarada Devi – the divine consort of Sri Ramakrishna – is what guides us in Vidyamandira in all our inter-cultural, inter-religious, and inter-regional dealings with the so-called ‘others’. Impelled by this noble vision, Vidyamandira embraces all irrespective of caste, creed, race, religion and language and scrupulously avoids any measure that has the least potential of fostering the sense of ‘otherness’ – cultural or otherwise. It is just as well to mention a few scenerios that underscore this ideal

- The classes, dormitories, and playgrounds are indeed an eclectic mix of students from various strata of the society. However, their diverse economic backgrounds do not stand in the way of their uniform sense of belongingness to Vidyamandira as children of the same family. Verily the slightly para-phrased motto ‘equality, fraternity’ stands institutionalized in the context of Vidyamandira.
- The student-functions held in Vidyamandira are opportunities to bring in close juxtaposition the talents from diverse cultures. The dance-dramas, musical fusions etc performed by boys are veritable examples of seamless harmony arising out of the potpourris of cultures.

- The Community kitchen and dining are two important components to instill among the stakeholders to overcome any barrier.
- The Mother-tongue day is observed in such a way either in the college or in the hostel that all linguistic group get opportunity to tell of their own linguistic glory.
- The over-arching inclusive environment of Vidyamandira , stressing as it does on the essential human nature, drowns every conceivable difference traceable to ethnicity of students.
- Finally, Sri Ramakrishna's famous dictum 'as many faiths, so many paths' animates every religious activity performed within the precincts of Vidyamandira. The morning and evening prayers consist of simple hymns and prayers purported to kindle in the students true spirituality which is the common core of every denominational religion.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

".. sacrifice your life for the good of others - this is my wish and blessing." This parting message of Swami Vivekananda to one of his disciples verily constitutes the guiding principle of the work-ethics of Vidyamandira. We believe this underlies the core of citizenship ideal too. To one, fortified with this ideal of selflessness, the citizenship ideal becomes a natural trait.

Indeed, Vidyamandira tries its utmost to infuse into its students and employees alike the life-sustaining ideals of such enlightened citizenship. While the operational rhythm of Vidyamandira is naturally productive of citizenship spirit - on formal occasions such as Republic Day, Independence day, Gandhi birth day, and on the birthday of Netaji Subhash Chandra Bose et al, no efforts are spared to sensitize our students and employees alike about the responsibilities of a citizen. Such days do indeed act as perfect reminders for the performance of our civic duties or moral duties as enshrined in Indian Constitution.

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem
- To cherish and follow the noble ideals which inspired our national struggle for freedom

- To uphold and protect the sovereignty, unity, and integrity of India
- To defend the country and render national service when called upon to do so
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities
- To value and preserve the rich heritage of our composite culture
- To protect and improve the natural environment
- To develop the spirit of humanism

Indeed our students and employees alike display their true absorption of the above values at appropriate moments. Some practices based on the above are worth mentioning :

- Our students make it a point to clean the college class rooms once a week. Also, on Sundays, they make occasional forays into the nearby Railway station for the purpose of cleaning the platform. And, it's not an uncommon sight to see our students planting saplings within the college campus.
- Every year, the onset of Durga Puja would find our students carrying gifts and new clothes to the children of economically disadvantaged section of the society in the nearby locality. The far-reaching success of this noble endeavor can be gauged from the fact that our ex-students, not allowing this spirit of service die out, continue to band themselves into social service groups such as 'Kheya' , 'Swapnangan' etc. through which they render yeoman service to the underprivileged section of the society.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**Response:**

In keeping with the ongoing tradition, Vidyamandira , during the last five years, duly commemorated the days of national importance , along with organizing the yearly cultural programmes. Here is a brief summary of the events

- Every year saw the commemoration of such national days as Republic day(26th January), Independence day(15th August), National Youth day i.e birth day of Swami Vivekananda (12th January, and Birth day of Netaji Subhas Chandra Bose. On each such occasion , the significance of the relevant day was duly communicated to the students.
- Bhratrivarana: Each year a cultural programme was organized wherein newly admitted PG and UG first year students presented vocal/instrumental music and recitation.
- Saradotsav: Every year , in keeping with the festive mood on the eve of Sri Sri Durga Puja, Saradotsava (the autumn ceremony) was held in which students, teachers and members of the non-teaching staff presented music (vocal and instrumental), recitation, drama etc.
- National Youth Day: Each year , on 12th January, students of Vidyamandira took part in the National Youth Day celebrations. They formed a procession starting from our college and proceeded to Belur Math singing devotional songs.
- Saraswati Puja: Every year , as a part of the celebrations of Sri Sri Saraswati. Puja, a cultural function was held with great eclat.
- Birthday (Tithipuja) of Bhagavan Sri Ramakrishna: Every year , on the holy occasion of birth anniversary of Bhagavan Sri Ramakrishna, a procession was organized by our college in which students went to Belur Math singing devotional songs.
- Rabindrajayanti and Varshavarana: The cultural department every year organized Rabindrajayanti and Varshavarana . Apart from the performances by the students, teaching and non-teaching staffs

too performed in this function.

- Apart from that the college also observes the birth days of great leaders like Mahatma Gandhi, Sardar Ballabhbhai Patel, Sister Nivedita, Achary Prafulla Chandra Roy, Acharya Jagadish Chandra Bose, S S Bhatnagar etc.
- Students and teachers also observe the important days like : International Yoga Day, International Mother Tongue Day, International Sanskrit Day, International Philosophy day, National Science Day etc.

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: Service to Society : An Essential Correlate of Higher Education

2. Objectives of the Practice

‘A combination of head, heart, and hand is what we want’ – this statement of Swami Vivekananda sums up the objective of this practice where an individual is expected to build him up with a harmonious development that education is purported to bring.

3. The Context

Looking around, one finds how the current education system has been progressively playing itself into the deadly clutches of sensate culture. As a result, so called ‘skilled’ individuals, starved of values, are turning out to be veritable predators who possess no scruples whatsoever about depriving others and in leading an extremely selfish existence.

To stem the tide of such a menace, what is required is an educational ethos which, in addition to ensuring academic excellence, would imbue the learners with the ideals of philanthropy and service. Hence, Vidyamandira has engaged its all stakeholders in this unique practice.

4. The Practice

Students, teachers, and monastics alike, in their respective ways, reach out to various sections of the society in the bid to serve. Here are the highlights of some of their endeavors:

- 'Brahmananda Book Bank', 'Free Coaching Centre for Hindi Speaking Slum area Children', Free Coaching Centre for Bengali Speaking Underprivileged Children of the locality' – School education being the primary requisite for the development of an individual for a future citizen of the country, the college every year reaches out the neighboring area and either bring them in the free coaching centers or help them with their educational kit. Not only the NSS wing but the teachers and monks and the college as whole have involved themselves in serving this deserving deprived.
- Reach out to the Distressed : Far and Near : It is a unique effort from all quarters of the institution where with the help of its own Alumni Association or the new social start-ups (NGOs), the college teachers and students, go to nearby slum areas or distant poverty pockets of the rural and tribal region, no less than 8 to 10 regions each year, survey their need, raise funding from and within the institutions, and again reach there to serve them whatever they need to live a civilized life. Be it mosquito nets, or basic garments, or winter rags or any other, when people of need receive them with a smiling bliss, Vidyamandira feels the ethos lying under its founding base has become stronger and successful.
- Aware People with Hygiene, environmental and Value-based issues : It is not only some articles that change human life but the mental approaches which need to be refashioned through constant educating them. And here the service of this institute reaches out to the marginalized, no less than 8 to 10 areas, for making them aware of different issues as mentioned above.
- Vivekananda Sammelan and Value-Oriented Training Programme : Vidyamandira since last 25 years have made them engaged in propagating life giving messages of Swami Vivekananda to the youth, teachers and parents ordaining Youth Convention, Teachers Convention and Parents Convention in one district per year. The college along with its alumni association and teachers' council has been able to put a deep impact in different regions of this state. Apart from that, this college has started certificate courses on value education for other colleges and goes to the willing college and imparts the values without charging any types of fees. Further, the monks of this college are being invited from all parts of the state to work in this field.

5. Evidence of Success

The nature of this best practice is such as would not easily lend itself to any quantitative measurement. Certain qualitative assessment can however be made.

- The great enthusiasm has seemingly found among the students, non-teaching, teachers and ex-students to take part in the service activities which they feel have changed their life approach. It has also transformed the ambience of the institution where academics has straightway been influenced by this 'service to man is service to god' concept
- We can easily assume that this has been impacting the entire academic and other section of this state as we see that different colleges and universities, NGOs, Governmental Departments are requesting us to help them in developing such types of values among several stakeholders.

6. Problems Encountered and Resources Required

- Problems Encountered: Any ideological high quality value-system faces hindrances. We too face. People doubt our purpose, even ridicule us for so much emphasis on service. But we believe that this is the avenue through which our educated society will be able to pay back their debt and hence we will go on doing this with all joy and bliss.

- Resources Required: Funding is surely one resource that we need, but more importantly we need dedicated human resource and we hope we will never be short in these two.

1. Title of the Practice: Multi-layer Multi-faceted Feedback System – An Unparalleled Tradition for Quality Fostering and Sustenance.

2. Objectives of the Practice

Presumably the shortest word in the English language that contains the letters ‘abcdef’ is feedback! This literal quip apart, metaphorically too - the ‘abc’ of a good system assuredly includes ‘feedback’ as its core component using both formal and informal techniques.

Vidyamandira, too, for over a decade, has been following a multi-tier-feedback system. These feedbacks involve monks, employers, parents, ex-students, students, locals, teachers, peers – in fact all who come in contact with the college.

3. The Context

“The single biggest problem in communication is the illusion that it has taken place.” This piquant observation by George Bernard Shaw provides the right context for the need of ‘feedback’ in a vital communication process such as teaching-learning. Indeed, it is not uncommon to find ‘teaching’ going on in its own set pattern, blissfully unaware of the views of the learners. Hence, Vidyamandira recognized and implemented with all sincerity the need for a multi-layered and multifaceted feedback system received both in formal and informal modes to offset such insufficiency of the existing entire academic system.

4. The Practice

Vidyamandira settled for

- ‘Open House’ feedback by students on curricula, teaching-learning process and outcome, academic infrastructure in each semester – here students and teachers sit together to discuss all such issues and note it down for solution. HoDs are to submit the ATR to the administration within 7 days after the meeting.
- Feedback by teachers on curricula, teaching-learning process and outcome, academic infrastructure in the meetings of DC, SCAC, IQAC and TC – here teachers sit among themselves and discuss the various issues to reach a pragmatic and quick solution.

- Feedback by Parents in annual mandatory Parents-teachers meeting and on occasional Sunday Visit by parents – Annual parents-teachers meeting is a significant feedback wherefrom important decisions like introduction of new PG/MPHIL programmes have originated.
- Feedback by ex-students through online, during different alumni meet and in the BoS and AC meetings – ex-tudents’ feedback is very common to us as they very frequently visit this institution and share their experiences and suggestions for alma mater.
- Feedback from Employers in different BoS and AC meetings and also on the occasions when it is sought from them – in each BoS and in AC representation from industrial houses provide the opportunity of getting feedback from several employers.
- Feedback received by Monastic Superintendent, Principal and Vice Principal from students on curricula, teaching-learning process and outcome, academic infrastructure during each semester – in Vidyamandira management, monastic presence always adds to greater value and everyone feels free to go to any such ‘Maharaj’ for solving any types of problems.
- Anonymous Compulsory Online feedback by the students at the end of the Programme on curricula, teaching-learning process and outcome, academic infrastructure – this is an end-programme mandatory feedback which after computational summing is handed ver ot individual teacher and department and they have to sit to discuss on it, Principal calls if anyone performs less than expectation.

5. Evidence of Success

This feedback system has completely changed the atmosphere of the institution. There is a long list of success where feedbacks have enabled us to develop infrastructure, change syllabi, innovate evaluation system, redesign our teaching-learning etc. Some of these are mentioned below :

- Open access, Remote Access and RFID system in library
- Research Projects in curriculum
- Introduction PG programme, MPhil programmes, Doctoral programmes.
- Introduction of several certificate add-on courses.
- Setting up a cultural practice hall.
- Construction of new laboratories with high-end equipment
- Different collaborative activities including ISR activities.

And many more.

6. Problems Encountered and Resources Required

- Problems Encountered: Problems are not with the feedback system, but with the external peers who feel that informal feedback is ‘no’ feedback. There are some so-called experts who fail to understand the success of this feedback.

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:

Institutional Distinctiveness	Vidyamandira - a milieu for twin-manifestations: “Divinity” and “Perfec
-------------------------------	-------------------------------------------------------------------------

Ideology

In our modern times, the luminous mind of Swami Vivekananda probed man to his very depth and came up with the astounding revelation that infinite goodness and infinite perfection are lying buried in every man, waiting to be called out. Just as friction brings out the hidden fire from a flint, right kinds of external suggestions would likewise call forth ethical excellence and elements of creativity already present in their potential forms in man. True education, if anything, helps this manifestation through creating “right kinds of external suggestions”. To the extent an academic milieu furnishes such “right kinds of external suggestions”, it serves the purpose of education.

Based on this educational ethos of Swami Vivekananda, our College, ever since its inception, has been striving to build up a young individual, the unit component of the posterior generations of humankind, who will ever struggle to manifest his

- Divinity (i.e. such scintillating perennial values as selflessness, moral courage, truthfulness etc.) &
- Perfection (i.e. academic and co-academic excellence).

Now, what precisely is the method through which this manifestation is effected by this institution which distinguishes it from others in the row ? The answer to this question necessarily takes us to appreciating a-priori a unique contribution of Swami Vivekananda to the world-thought.

Methodology

Swami Vivekananda went on to provide the scheme of unearthing the buried treasure : “Do this either by

work, or worship, or psychic control, or philosophy - by one, or more, or all of these - and be free.”

The uniqueness of Swami Vivekananda’s presentation lies in the fact that he offered them based on the primary functions of the mind – the affective function of the heart, the cognitive function of the intellect, and the conative function of the will.

- To the practice in which emotions plays a major role he gave the name ‘Bhakti yoga’.
- That in which reasoning predominates was given the name ‘Jnana yoga’.
- The practice in which the ‘will’ is dominant was recognized by him either as ‘Raja Yoga’ or ‘Karma yoga’.
 - In Raja yoga, the ‘will’ is primarily directed inward, studying, analyzing, and controlling the powers of the mind.
 - In Karma yoga, the ‘will’ is primarily directed outward, studying, analyzing, and controlling our engagement with work.

Swami Vivekananda advocated the harmonious blending of these paths, on the recognition that a human being necessarily possesses all the faculties of thinking, feeling, and willing. Vidyamandira has indeed been following such an integral approach to help the students manifest their potential divinity and perfection.

Praxis

It is in the context of a fully residential setting that a typical day in Vidyamandira will be looked at. Indeed, Vidyamandira, tracing as it does its origin to Swami Vivekananda’s vision of a temple of learning - effortlessly combining the elements of ‘Gurukula’ tradition of India and the scientific temper of the West, quite suitably opted for an infrastructural lay-out in which the academic buildings and the dormitories would be in close juxtaposition – making education a ‘lived’ experience. Against the backdrop of such a setting, let us now trace the progression of a typical day in Vidyamandira.

- **Morning starts with the shining dawn** : Vidyamandira is literally up with the lark. Waking up to the rising bell rung at 5.00 AM, the students get prepared to go to the shrine in their respective hostels. The morning prayer, under the ministrations of the resident monk of the hostel, consists of meditation, simple hymns and devotional songs.

Prayer and meditation gives their minds an undercurrent of poise like the lingering sound of the bell rung in the early morning.

- **As the day wears on:**

Indeed, starting the day with '*Raja yoga*', the students step into the rest of the day, their minds calmed and focused.

- It is with reasonably concentrated minds that they set down to morning study and attend the classes afterwards.
- The day ahead for a student is necessarily full of interactions with the teachers and fellow-students. What can make such interactions respectful and loving is the implicit recognition of the divine in every being. Such an attitude easily makes one's heart warm up to others. The students are inspired to cultivate this noble emotion, thereby practising '*Bhakti yoga*' in their interactions with others.
- The day often springs surprises in the form of dilemma of choice. It is the power of discrimination that enables a student to settle for the 'desirable', avoiding the 'pleasurable'. The Indian Spiritual tradition is verily the tradition of holding on to what is 'desirable', giving up the 'pleasurable'. Through the regular holding of classes on 'Spiritual Heritage of India', our students are acquainted with such priceless principles and inspired to make the right choice through the exercise of reasoning. This is verily the practice of '*Jnana yoga*'.
- In their dealings with others throughout the day, the students are always encouraged to practise unselfishness – the hallmark of '*Karma yoga*'. Their practice of '*Karma yoga*' becomes quite evident in their participation in various social service activities conducted by the college.
- The evening descends: As the day draws to a close, it is again time for prayer and meditation. After the hard day's toil, the boys taste true mental repose in the peaceful environment of the shrine.

Exposed to the above mentioned practices day after day, our students quite unobtrusively develop concentration of mind, warmth of heart, power of decision making, & unselfishness. These character treasures verily enable them to manifest their inherent 'perfection' in the form of academic excellence and express their innate 'divinity' in the form of unselfish behavior.

Indeed, Vidyamandira, through the concerted efforts of monks, teachers, and supporting staff, is ever busy sustaining such a distinctive environment to help the students flower into ideal citizens of our country and into noble human beings for the world at large.

5. CONCLUSION

Additional Information :

- The college is planning to start two new Post graduate Programmes, one or more 1 year Post graduate Diploma programmes from the coming session.
- The institution is also planning to develop some official linkages with industries and quality institutes of different categories within the state.
- We are also trying to set up new linkages with some reputed institutes of foreign countries to collaborate in our research and teaching.
- Creation of a high quality research ambience in this College is our vision. We are fervently trying to translate the ideal of 'Lab to Land' into a reality.
- Reaching the marginalized section of the society and offering them the scope to cope with the fast changing world of knowledge will be our future 'Sadhana'. To reach this target, the College has constituted a new Committee named 'Social Outreach Committee'

Concluding Remarks :

New Education Policy, if implemented as envisioned, may bring a topsy-turvy change in the academic and administrative structure of the Higher Education in the country. In that forthcoming situation, the present autonomous colleges may be asked either to shift to an undergraduate autonomous college or to upgrade itself to a teaching University. Vidyamandira will be required to ponder over as to which level it will convert itself.

However, it is no doubt true that Vidyamandira should never deviate from the core principle, the strong bedrock, on which this college once was established. Moreover, Vidyamandira should relentlessly strive to pave its own unique and glorious avenue amidst the tough times ahead where automation and mechanisation will challenge the existence of spiritual quotient in human being, where consumerism and hedonism will threaten the inner engineering of a quality life.

No assessment or ranking will provide any deliverance to human society unless it tries to find out the blissful paths of living on the four great pillars as Dellar's Commission once tried to elucidate : a) learn to know, b) learn to do, c) learn to be, d) learn to live together.

Vidyamandira has been trying to cater its teaching, its inspiration to its learners and to the human society as well in such a way so that the age-old Indian Spirituality without any prejudice may guide the lives of the human world toward ever better habitat in all terms.

This should remain the ever-shining Sadhana in the future life of this Institute and then only Vivekananda's dream-child Vidyamandira, the Temple of Learning, will be able to usher new light amidst the bleak night of the posterity.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>358</td> <td>334</td> <td>310</td> <td>248</td> <td>225</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>14</td> <td>12</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Remark : As per the list of courses provided by HEI</p>	2018-19	2017-18	2016-17	2015-16	2014-15	358	334	310	248	225	2018-19	2017-18	2016-17	2015-16	2014-15	12	14	12	11	11
2018-19	2017-18	2016-17	2015-16	2014-15																	
358	334	310	248	225																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
12	14	12	11	11																	
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>30</td> <td>20</td> <td>20</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The documents provided doesnot seems to be original document hence DVV has made the changes.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	42	30	20	20	19	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
42	30	20	20	19																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15															
2018-19	2017-18	2016-17	2015-16	2014-15																	

12.478	14.285	12.857	13.722	29.111
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	16.61	14.50	13.722	21.89

2.5.2 **Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

2.5.2.1. **Number of complaints/grievances about evaluation year wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	3	9	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	12	11	10	11

2.6.3 **Pass Percentage of students(Data for the latest completed academic year)**

2.6.3.1. **Total number of final year students who passed the examination conducted by Institution.**

Answer before DVV Verification : 224

Answer after DVV Verification: 224

2.6.3.2. **Total number of final year students who appeared for the examination conducted by the Institution.**

Answer before DVV Verification : 224

Answer after DVV Verification: 224

3.1.2 **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
500000	500000	600000	25000	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

5	5	6	0.25	0
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3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	1	1

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
43	58	21	25	29

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
34	54	19	24	27

Remark : DVV has not considered those journals who has not been listed in UGC list. DVV give the input 34 instead of 35 for giving remarks.

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

3.4.4.1. 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:

2018-19	2017-18	2016-17	2015-16	2014-15
14	28	50	34	23

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	0	0	34	23

Remark : Supporting documents for the year 2016-17 and 2017-18 not provide by HEI.

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
105000	53372	597491	7200	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1.05	0.53	5.97	0.07	0

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
596361	2964176	928525	691988	1232636 3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5.96	29.64	9.28	6.91	123.26

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	3	4	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	3	2	1

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	38	19	7	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	38	19	7	10

Remark : Relevant supporting documents not provided by HEI.

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	6	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	6	2	1

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

2813034	1600775 6	5407971	1634240 0	4395345 0
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28.13	160.07	54.07	163.42	439.53

4.2.3 **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2042163	1924080	584994	1654042	536625

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20.42	19.24	58.49	16.54	53.66

5.1.4 **Average percentage of students benefitted by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
491	456	469	505	474

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
491	456	469	505	474

5.2.1 **Average percentage of placement of outgoing students during the last five years**

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
33	20	24	7	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
25	20	24	6	4

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	1	0	0

6.3.3 **Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	13	16	12	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Supporting documents not provide by HEI.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes,**

Orientation / Induction Programmes, Refresher Course, Short Term Course)year wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	10	8	7	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	6	6	6	7

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
237000	1288500	2141501	2113916	2625000

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.37	12.88	21.41	21.13	26.25

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made the changes as per provided report of code of conduct and Annual awareness programmes on Code of Conduct by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
224	252	283	218	246

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
224	253	283	218	246

1.3 **Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
224	252	283	218	246

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
224	253	236	218	246

2.5 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22626151	42613639	35365359	43447250	96950328

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
226.26	426.13	353.65	434.47	969.50