SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RANI BIRLA GIRLS' COLLEGE

RANI BIRLA GIRLS' COLLEGE 38, SHAKESPEARE SARANI ROAD, ELGIN,
KOLKATA,
700017
www.rbgc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rani Birla Girls' College, established in 1961, is a prestigious institution affiliated to the University of Calcutta, with a strong reputation for academic excellence and holistic development. The college situated at 38, Shakespeare Sarani in the exclusive neighbourhood of Central Kolkata, encompassing a 0.75-acre campus fosters a serene and conducive environment for learning.

The campus includes a three-storied main building, complemented by two annex buildings of three and two stories each. With well-furnished airy classrooms administrative offices, computer, and other laboratories, one mini IQAC/meeting room, medical room, and library the college provides a quiet and reflective ambience for the students as well as the faculty members.

A key feature of the college is its commitment to transparency and participative governance. The institution operates through a network of committees and cells that include representatives from the Governing Body/Administrator, Principal, faculty members, staff members, students, and alumni. This ensures that the college's policies and activities are inclusive and representative of the entire college community.

The statutory bodies of the college, such as the Academic Committee, Finance Committee, Tender-Purchase Committee, etc. are instrumental in framing and implementing policies that drive the institution's academic and administrative agenda. In addition to these, several non-statutory committees and cells along with the IQAC play an important role in framing policies and executing them and address specific areas such as student welfare, extracurricular activities, and community engagement, ensuring a holistic approach to education. The college office, managed by a team of administrative and support staff, coordinates all administrative activities under the guidance of the Head Clerk and in consultation with the Principal.

The Governing Body/Administrator serves as the Executive Body, playing a crucial role in decision-making and strategic planning for the college's over-all development.

Codes of conduct and professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, and commitment to the institution

Mentoring is a cornerstone of the educational approach at Rani Birla Girls' College. The institution has implemented a well-structured system of mentoring to provide students with personalized guidance and support. Additionally, the college boasts of a dedicated career counselling and placement cell that plays a pivotal role in preparing students for their professional lives offering guidance on career choices, job placements, and organizes various workshops and seminars. The College is committed to making students conscious of their social responsibility through outreach programmes organized by its Social Service Sub-Committee and NSS. Under the supervision of Principal, Heads and committee members plan for organizing co-curricular activities.

In summary, Rani Birla Girls' College exemplifies a comprehensive educational institution that not only prioritizes academic excellence but also emphasizes the overall development of its students. With a strong foundation of participative governance, modern infrastructure, and a commitment to student support, the college continues to empower young women to achieve their full potential and contribute meaningfully to

society.

Vision

The college was established with an inspirational vision to serve as an ideal seat of learning aimed at promoting higher education and holistic development of young women learners of diverse social and economic background within a liberal, progressive, and enlightened milieu.

Today the college aligns its foundational vision with the National Education Policy (NEP) principles by fostering inclusivity, flexibility, multidisciplinary learning, and holistic growth and to create an empowering and inclusive educational environment where every young woman learner from diverse social and economic background can recognize and nurture her unique capabilities, pursue her passions, and develop into a well-rounded individual equipped with the skills, values, and knowledge to thrive in a multidisciplinary world.

Mission

As a premier and reputed institution committed to the goal of women's empowerment through higher education, the institutional mission is oriented to motivating learners to achieve distinction in academic, administrative, and cultural spheres and to venture into self-employment or entrepreneurship.

Today, our college's core mission has expanded in alignment with NEP 2020, emphasizing multiple pathways to achieve holistic higher education and fulfilling our foundational commitment to women's empowerment through higher education.

• Holistic Development: By recognizing and nurturing the unique capabilities of each student, and support both the academic and non-academic achievements of our students.

• Multidisciplinary Approach: We offer holistic education across, social sciences, arts, humanities, and sports. This multidisciplinary focus prepares students for a diverse and interconnected world, fostering unity and the integrity of all knowledge.

• Conceptual Focus: Emphasizing conceptual understanding over rote learning and exam-focused education, we aim to develop critical thinkers who can apply their knowledge effectively in real-world situations.

• Multilingualism: We promote multilingualism in teaching and learning, recognizing the importance of linguistic diversity in a globalized world.

• Life Skills: Our curriculum includes essential life skills such as communication, cooperation, teamwork, and resilience, equipping our students to face various aspects of life.

• Formative Assessment: We focus on regular formative assessments to support learning, reducing the emphasis on summative assessments and relted 'tuition culture.'

• Technology Integration: Leveraging technology in teaching and learning, to enhance educational planning and management.

• Faculty Development: Recognizing faculty as the heart of the learning process, we prioritize their continuous professional development, positive working environments.

• Regulatory Framework: Maintaining a well-structured regulatory framework, we ensure the integrity, transparency, and resource efficiency of our administrative and educational system while encouraging innovation, and good governance through decentralization.

• Ethics and Values: We instil ethics and human values such as empathy, respect, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, pluralism, equality, and justice in our students, preparing them to be responsible and ethical citizens.

• Cultural Pride: We foster a sense of pride in India's rich, diverse, ancient, and modern culture and knowledge systems, instilling in our students an appreciation for their cultural heritage.

• Respect for Diversity: Our institution respects diversity and local contexts, and ensuring relevance of inclusivity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- An all-girls college located at the heart of the city, with excellent communication with all corners of the city and neighbouring districts.
- A 65-year institution with a rich past and good reputation.
- An excellent student-teacher ratio.
- Offers courses for students of both English and Bengali Medium.
- The College's commitment to provide higher education to young women from multi-cultural and multi-religious background.
- Adherence to prescribed curricula of the affiliating university with focus on NEP 2020.
- Optimum utilization of the existing infrastructure.
- The College provides Add-on and certificate courses beyond curriculum offered to all students for opening better opportunities for them
- Physical -Mental Wellbeing of students, staff, and many of the stake holders.

- Extra-academic initiatives like career counseling, social service initiatives, and community outreach programs which enhance personal growth of students and also instills a sense of responsibility towards their communities, shaping them into well-rounded individuals and future leaders.
- Several active Clubs, which organizes and encourages students to pursue various extra-academic interests
- Students are encouraged through awards and recognitions for different curricular and extra-curricular activities, at the end of each academic year.

Institutional Weakness

- Space crunch causing hindrance to infrastructural extension.
- Limited Infrastructural facility affecting the pursuit of academic excellence
- Inadequate number of non-teaching staff due to Government embargo on recruitment.
- Lack of adequate sports and games facilities.
- Inability to make the campus completely plastic free.
- Limited use of alternative energy.

- Lack of revenue generation through research and consultancy work.

Institutional Opportunity

- Introduction of more UG courses with greater professional edge.
- Introduction of more job oriented/add on certificate courses.
- Using e-learning resources more effectively.
- Enhancing research facilities through research projects, seed money, other financial aid and infrastructural facility.
- Organising more faculty development programmes.
- Organising more Administrative Training Programmes for Teaching and non-teaching staff.
- To upgrade the college into a post graduate institute.
- Curriculum Planning and Curriculum Development is not in control of the institution as an affiliated college.
- To strengthen alumni associations for their involvement in developmental, academic, research, and mentorship activities of the students.

Institutional Challenge

- Lack of own college building.
- Falling interest of students in general degree courses.
- Paucity of Govt. and Non-Govt. funds for developmental activities.

- To arrest migration of students to other parts of the state and country

- Motivating faculty for research by getting research grants from various funding agencies.
- Motivating faculty members to publish in UGC care listed or other high-impact journals
- Not being able to apply all aspects/ changes as suggested in NEP being an affiliated college
- Non-performing students are threat that can impact enrolment, new partnerships, and revenue.
- RBGC is faced with increasing competition from many well-performing colleges in and around its location.

- After Covid 19 pandemic, RBGC's enrolment has declined, which impacts revenue and programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College has structured its academic framework around several key pillars aimed at enhancing educational quality and holistic development among students.

The institution follows the Curriculum and Syllabus designed by the University of Calcutta.

The Academic Sub-Committee of the college, with all HODs as its members, prepares the Academic Calendar. Departmental Time-tables are derived from the Master Time-table prepared by the Routine Sub-committee. Lesson plans are designed by all faculty. Teachers are assigned duties like examining and scrutinising answer scripts, setting and moderating question papers by the Calcutta University. The IQAC ensures that there is effective implementation and practice of the set Curriculum.

Blended methods are practiced for both teaching-learning and evaluation/assessment processes. Schedules of Internal assessments and tutorials are posted on the college website.

The Institution houses a well-stocked, digitized library.

CBCS, introduced in 2018 (runs parallel with 1+1+1 system till 2020) focuses on Core, Ability and Skill Enhancement, Discipline Specific and Generic Elective courses. Within limited infra-structure, the institution offers maximum possible inter-disciplinary combination of subjects. Augmentation of knowledge is ensured through field visits/projects/internships for all students.

The institution promotes awareness on Professional ethics, Human Values, Gender, Environment and Sustainability among students, to foster a comprehensive educational experience. These socially relevant issues are integral part of the syllabus of various departments.

Participation in co-curricular and extra-curricular activities like debates, elocution, quizzes, seminars is encouraged. They are also encouraged to undertake project work, field work and internships providing them with practical experience and preparing them for higher academic or professional engagements.

Apart from the regular curriculum, value-added, skill enhancement, practical-oriented courses are offered. 11 such courses offered on Digital awareness and learning, tourism, spoken English, translation techniques, dance, jewelry and apparel designing, painting and so on help to enrich future prospects, entrepreneurial skills and employability of students.

As per NAAC guidelines, the institution has a well-structured feed-back system. Feedback is regularly collected from students, staff, alumni and employers and analysed and discussed by the IQAC to take appropriate actions for improving academic and institutional services. Action taken based on feedback is transparently communicated via the institutional website.

Teaching-learning and Evaluation

The College admits students from all backgrounds to maintain an environment of diversity and inclusiveness. Admission is conducted as per guidelines of the Higher Education Department.

The institution offers 12 subjects ,10 of which are Honours programmes. Average enrolment percentage and average percentage of seats filled against seats reserved for various categories is 41.44% and 8.89% respectively (last 5 years).

Average percentage of full-time teachers against sanctioned posts (last 5 years) is 93.27%. Student-teacher ratio for the last completed year is 15: 1. On an average 75% of full-time teachers have either PhD or NET/SET as their highest qualification.

The IQAC prepares POs and PSOs on the basis of learning objectives mentioned in the University syllabus. An Orientation programme to introduce the same to the Freshers, is organised. The syllabi and learning outcomes of all programmes are available on the college website. Each department prepare their respective CO result analysis annually. The institution's average pass percentage for the last 5 years is 72.94%.

Teaching process follows both traditional methods and ICT tool enabled process. Online platforms like Google Classroom, G-Meet, Zoom introduced during the pandemic are still utilised. The Library has subscription of N-List,which provides online teaching-learning resources.

Remedial, mentoring and tutorial classes are arranged to meet the needs of both slow and quick learners. Slow learners are provided with personal counselling, remedial coaching including other coping mechanisms. Continuous mentoring system helps to maintain optimum teacher-student interaction both outside and inside the classroom.

CIA mechanism is conducted by all departments through class tests, assignments, group discussions, quiz, debates etc. CIA policy document of the institution is displayed on its website.

Regular Parents-Teacher meetings keep guardians informed of the progress of their wards. Examination related grievances are promptly addressed at the college and university level depending on the nature of grievance.

Participative learning methods encourage students to participate in numerous co-curricular activities. Even during the pandemic students were motivated to participate virtually in such events. Regular field/industry visits, educational tours and excursions enhance experiential learning. Value-added and skill-enhancement courses offered, help enhance students' practical and entrepreneurial skills.

Research, Innovations and Extension

The college believes in maintaining an environment conducive to the growth of academic excellence of the faculty and the students. The College Library has an E Repository, INFLIB NET, N-LIST and institutional memberships with British Council Library and Journals like JSTORE, Oxford University Publications for the students and faculties.

The college conducts seminars, workshops at national and state levels, including on IPR and Research Methodologies some in collaboration with other colleges and professional bodies to create an ethos of research orientation and promote career skills among the students and faculty. The College has, to its credit, over 60 Seminars and Workshops conducted between 2019 to 2023 with eminent professionals and faculties from reputed academic Institutes and organisations.

The college has an active Research Cell which encourages the faculty members to pursue research activities, publish regularly in national/international journals and participate in academic conferences by providing them with research aids like high-speed internet in the college, library assistance and study leaves. For the new members, special considerations and provisions are made, so that they can strive for academic excellence through active research and publications. The College faculty has proudly published more than 20 books, edited volumes with ISBN and research articles in national and international peer reviewed journals with ISSN in the last five years from 2019-2023.

The college encourages the students to participate in extension and outreach programmes like donating clothes and reaching out to the impoverished sections of the community by providing essentials and taking part in green activism through Green Audit etc. The Physical and Mental wellbeing Cell, Nature Club and the Social Service Sub Committee of the College leads exceptionally in these outreach activities making the College proud owners of over 14 awards recognising its substantial contribution to the society.

The college has signed over 13 MOUs , 7 Academic linkages and 3 Letters of Collaboration in the last 5 years with other reputed educational institutions, industries and NGOs for faculty exchange programs and other collaborative activities including seminars, workshops as well.

Infrastructure and Learning Resources

The institution offers advanced infrastructure, featuring 9 ICT-enabled classrooms, 7 student laboratories, one auditorium all equipped with ICT technology.

The college has two reprographics centres: one each in college office and library. Both centres are equipped with photocopying machines, printers, and high-quality scanning facilities. Additionally, the Principal's office has a photocopy machine for both official and academic purposes.

The college is also equipped with a K-Yan, which can connect to the internet, providing access to a wide range of online educational resources and tools.

The computer laboratories are equipped with 55 computers, including 40 for student use and 15 for administrative tasks. Additionally, there are 7 laptops: 2 for IQAC, 2 for the library, 1 for the CMEV department, and 1 for the geography department, each configured as needed. All labs offer high-speed internet

connectivity with a bandwidth of 100 Mbps, with some connected via LAN.

The college Central library houses a collection comprising approximately 18,672 books.

The library has subscribed to N-LIST services, which are available for both faculty and students.

The library currently employs the most recent version of the software, SOUL, version 3.0 and has got approval to install an enhanced version of KOHA, an open-source integrated library system (ILS).

The central library offers 21 journals and magazines, approximately 95,000 NLIST e-books and e-journals, and 4 newspapers, including 2 specifically for career counselling. During the pandemic, Rani Birla Girls' College Library initiated the process of digitizing, creating an E-REPOSITORY.

The institution ensures ample Wi-Fi coverage and provides LAN access across various areas.

The college campus is continuously monitored by 19 CCTV cameras operating 24/7. These cameras are strategically installed in all key areas to ensure comprehensive security coverage.

The institution's website serves as a crucial information gateway, offering access to the admission portal for online applications, essential notices, library resources, student support services, feedback mechanisms, and the anti-ragging cell. Additionally, it provides links to the grievance redressal cell, career counselling cell, physical and mental wellbeing resources, and skill development programmes.

Annual budgets are prepared for spending on physical facilities, infrastructure maintenance, and library resources.

Student Support and Progression

The institution exemplifies dedication to fostering a secure and inclusive environment for empowerment of girls' education, spanning across diverse societal strata. This commitment is underscored by the institution's robust scholarship offerings including government schemes like Kanyashree, Aikashree, minority scholarships and international scholarships. This facilitates vertical movement of students from one level of education to the next higher level or towards gainful employment.

Proactively addressing students' welfare, the college has an active Grievance redressal cell, Anti ragging cell, both a transparent mechanism for grievance redressal. Ensuring that response in resolving complaints is always prompt, these cells operated seamlessly even during challenging times, resulting in a commendable track record of zero-ragging incidents.

The institution attempts to collect information from graduated students regarding their progression to higher studies through online administration of questionnaires. Academically, the institution stands out with students excelling in competitive examinations such as UGC NET, SET, SSC, IELTS and securing prestigious positions as professors, research assistants and fashion designers, highlighting their prowess and readiness for the professional world.

An active placement cell plays a pivotal role in facilitating national and international corporate placements, fostering further growth and success among students. The cell arranges for professional guidance and

counselling to students with regards to their career goals and prospects.

Integrated, comprehensive capacity-building and entrepreneurial skill development programmes offered by the institution further enriches the educational experience, preparing the students for diverse career paths.

In addition to academic achievements, the institution has been a vibrant hub of sports and cultural events promoting holistic development and instilling a healthy competitive spirit among students at the Intra-college, Inter-college, District, State and National level competitions.

The institution has a registered Alumni Association that takes an active interest in cultivating a supportive environment that encourages personal growth and professional success for the students. The Alumni also provide valuable suggestions and feedbacks which help bolster the institution's efforts to uphold its commitment to empower women through education, making a significant impact on the broader educational landscape.

Governance, Leadership and Management

To further its noble mission of serving as an ideal seat of learning the objectives of governance and management of the institution are guided by a transparent and multi-layered system.

E-governance is implemented by the institution in all areas of operation namely Administration, Finance and Accounts, Admission and Students' Support.

For smooth functioning, the institution has adopted policies like decentralisation, participative management and other democratic methods through appointment of various academic and administrative heads.

The Principal/Head of the institution is Secretary to the Governing Body/Administrator, the highest decision-making body appointed by higher education department. HEI allocates responsibilities to the HODs and Convenors of different departments and committees.

The Teachers' Council is the bridge between the Principal and teaching staff. It has an elected full-time Teacher-Secretary and Principal as Chairperson. Teachers' Council Meetings are held regularly to expediate participative management and decentralisation.

IQAC ensures stakeholders' participation and is instrumental in taking quality assurance initiatives like planning development, implementation, evaluation of perspective long and short-term goals in both qualitative and quantitative domain of the institution.

Academic and Financial audits are conducted on regular basis and analysed for further improvement.

The institution's Performance Appraisal System for teaching and non-teaching staff encourages achievements and improvements.

Regular Students' feedback is taken and future action plans and policies are designed on its basis.

Faculty Empowerment Strategies are reflected through travel grants for presenting papers at state and national level seminars and workshops, On-duty for attending Orientation and Refresher, Short term courses, for

pursuing PhD, FDPs. IQAC also organises administrative training programmes /workshops for both teaching and non-teaching staff of the institution.

The institution has adopted and offers distinctive welfare measures for the staff and members of their family. Festival allowance, as per Government allowance, is extended to the Contractual Non-teaching staff of the institution. Regular health checkups , both free of cost or/at nominal rates are arranged for the staff and members of their family, Financial aid and support is also arranged for and provided to contractual and temporary staff when applied for themselves or any other member of his/her immediate family.

Institutional Values and Best Practices

As a premier educational institution for women, Rani Birla Girls' College responds to the changing global and national contexts for higher education. These contexts are rationalised as the three key indicators, namely Institutional Values and Social Responsibilities, Best Practices and Institutional Distinctiveness, each of which the college has successfully addressed.

The institution has conducted the Gender Audit, highlighted gender issues through co-curricular events and awareness programmes, instituted statutory bodies (according to UGC Regulation 15) to prohibit and redress sexual harassment of women employees and students, and provided special facilities on campus for its women stakeholders.

The college has also conducted a Green Audit and an Energy Audit. To create a Green Campus, it has taken initiatives for energy and water conservation, scientific waste management, green landscaping and banning single-use plastics within its premises.

Rani Birla Girls' College celebrates India's multi-cultural ethos, which is reflected in its community of staff and students. It promotes inclusivity and respect for socio-cultural differences. Festivals and special days of national and international significance are commemorated.

The college has identified Women's Empowerment and Community Outreach as its best practices. The former validates and extends into all aspects of its functioning , in the college's vision-mission of empowering women through academic accomplishments, gainful employment and holistic personality development. The latter aims to motivate students to become socially responsible citizens, who would work proactively for the betterment of the larger community.

The college defines its distinctiveness in terms of its commitment to ensuring that teaching-learning takes place effectively, in optimal conditions of physical and mental well-being of students, faculty and non-teaching staff. To this end, the college has implemented a comprehensive set of measures, including free medical check-up, psychological counselling, and training in yoga for all stakeholders. The immediate aim is to address existing health issues vis a vis their impact on teaching-learning. The long-term objective is to inculcate an awareness of healthy life-style practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RANI BIRLA GIRLS' COLLEGE
Address	Rani Birla Girls' College 38, Shakespeare Sarani Road, Elgin, Kolkata,
City	Kolkata
State	West Bengal
Pin	700017
Website	www.rbgc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Srabanti Bhattacharya	033-22875509	9830171892	-	contact@rbgc.in
IQAC / CIQA coordinator	Sushmita Das	-	9007997917	-	sushmitarbgc@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	05-07-1961	[View Document](#)
12B of UGC	05-07-1961	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Rani Birla Girls' College 38, Shakespeare Sarani Road, Elgin, Kolkata,	Urban	0.75	1052.591

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, Honours	36	Higher Secondary	English	92	57
UG	BA,Ba General,English Pol Sc.Sociology History Journalism Hindi Education Geography Philosophy Economics	36	Higher Secondary	English,Bengali	40	12
UG	BA,Political Science,Honours	36	Higher Secondary	English,Bengali	59	37
UG	BA,History, Honours	36	Higher Secondary	English,Bengali	52	16
UG	BA,Sociology,Honours	36	Higher Secondary	English,Bengali	40	12
UG	BA,Journalism And Mass Communication,Honours	36	Higher Secondary	English,Bengali	33	15
UG	BA,Hindi,Honours	36	Higher Seconadry	Hindi	24	5
UG	BA,Education,Honours	36	Higher Secondary	English,Bengali	59	25
UG	BSc,Geography,Honours	36	Higher Secondary	English,Bengali	40	20
UG	BA,Communicative English,Major	36	Higher Secondary	English	24	6
UG	BA,Fashion And Apparel	36	Higher Secondary	English,Bengali	42	19

	Design,Honours in Fashion and Apparel Design					
UG	BSc,Bsc General,Geography Economics Political Science	36	Higher Secondary	English,Bengali	10	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				21			
Recruited	0	0	0	0	0	5	0	5	8	11	0	19
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	6	0	0	6
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	3	6	0	11
M.Phil.	0	0	0	2	0	0	3	2	0	7
PG	0	0	0	0	1	0	2	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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
UG	Male	0	0	0	0	0
	Female	685	0	0	0	685
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	20	17	11	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	2	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	37	30	20	14
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	628	612	559	564
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		685	660	592	591

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college was established with an inspirational vision to serve as an ideal seat of learning aimed at promoting higher education and holistic development of young women learners of diverse social and economic background. Today the college aligns its foundational vision with the National Education Policy (NEP) principles by fostering inclusivity, flexibility, multidisciplinary learning, and holistic growth and to create an empowering and inclusive educational environment. The college affiliated to the University of Calcutta, which has incorporated NEP in its CCF curriculum from the academic year 2023-24. In this curriculum multidisciplinary subject combination range was specified by the University of

	Calcutta, and the college has taken its due preparation prior to that through proper modification of class routine structure to accommodate the multidisciplinary classes. Faculty members have also prepared their content/ study materials as per the requirement of students from different target streams. Teaching methodologies were also prepared to meet the interdisciplinary section of students. The college also promotes interdisciplinary activities and conducts various research and academic activities including seminars, workshops, hands-on trainings, faculty exchange-student exchange programmes, through active involvement of different departments and collaborating organizations/institutions. Rani Birla Girls' College also publishes a Multidisciplinary peer- reviewed Journal in Humanities and Social Sciences named MINDSPACE to encourage multidisciplinary research among the faculty members and students of the college.
2. Academic bank of credits (ABC):	The college, being affiliated to the University of Calcutta, is yet to introduce Academic Bank of Credit (ABC) for all its students. The University of Calcutta has initiated the process and has organized a Workshop on Academic Bank of Credit on 05/10/23 in collaboration with National e-Governance Division, Digital India Corporation, Ministry of Electronics and Information Technology, Govt. of India. The Workshop was attended by the Principal, Dr. Srabanti Bhattacharya and two faculty members Ms. Kamalika Paul and Ms. Debarchana Dutta. The University through its order no C/42/Circular dated 15/02/24 has directed all colleges to introduce ABC from the academic session 2024-25, and that colleges must make ABC ID compulsory for all students who will register in this session. The college has plans to train its students and teachers about the importance and utility of Academic Bank of Credits (ABC) based on DigiLocker. The participants will be trained in the procedure for handling of DigiLocker (a depository of documents in digital form) so as to facilitate the same for the entire pools of students.
3. Skill development:	The National Education Policy (NEP) 2020 places significant emphasis on skill development as a core aspect of its reforms. The policy envisions equipping students with practical skills and competencies that are essential for thriving in the modern world. By

focusing on skill development, NEP 2020 aims to create a workforce that is well prepared to tackle the challenges of the 21st century and contribute effectively to the nation's development. At Rani Birla Girls' College we focus on Skill development at three levels. Firstly, being an affiliated college to the University of Calcutta, the students get skill development at the curriculum level as they are aligned with the industry needs, and the University ensures that its graduates are well-equipped to pursue diverse and rewarding career pathways through a comprehensive range of new Ability Enhancement Courses (AECs) and Skill Enhancement Courses (SECs) for undergraduate programs. These courses cover a wide spectrum of disciplines and areas, ranging from technical skills to soft skills, nurturing a holistic skill in students. Secondly, the college itself runs several skill-enhancement certificate courses like fashion accessories designing, application of art, craft and drawing, videography and film editing, contemporary and creative dance, communication skills etc. Thirdly, the college has made numerous MOUs with leading professional bodies/training centres/industries. Through these MOUs many activities such as industrial/site visits, technical talks, workshops, hands-on-training, internship are conducted to enhance skill level of students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its Economy. In this regard appropriate integration of the Indian Knowledge System (IKS) particularly teaching in Indian languages is important. Regarding the adoption of Indian languages, the college offers Indian languages like Hindi and Bengali in degree courses, and plans to initiate certificate courses in other Indian languages. The college provides the classroom delivery in bilingual mode of English and Bengali, and at times in Hindi for slow learners with Hindi or Urdu as mother tongue. The college compulsorily offers a CVAC course on Indian Knowledge System to all Semester 2 students of the CCF curriculum. Among the efforts of the institution to preserve and promote the following Indian ancient traditional knowledge, Indian Arts, Indian Culture and traditions, mention may be made of the

	'Rhythmscape' a club constituted by the college for pursuing all kinds of performing arts like singing, dancing, recitation, and other cultural activities. In the last academic session, the club offered a certificate course on contemporary and traditional dance forms. It also promotes Indian art and culture by taking students to art appreciation tours, visit to Exhibition of Tribal Paintings from the collection of Tribes India (Aadi Chitra) on the occasion of Janjatiya Gaurav Divas at the Indian Museum, Kolkata, participating in International Dance Day 2024 in collaboration with Alliance Française du Bengale where student members of Rhythmscape club gracefully performed Bharatnatyam and Odissi with French Songs. Apart from this they constantly promote Indian culture through participation in different Inter-college, State and University level cultural competitions.
5. Focus on Outcome based education (OBE):	The National Education Policy (NEP) 2020 is a transformative reform in India's education system, centred around Outcome-Based Education (OBE). OBE shifts the focus from rote learning to a student-centric approach, emphasizing clear and measurable learning outcomes at all educational levels. The college has adopted Outcome-Based Education (OBE) as a fundamental approach to teaching-learning process since long. At the beginning of each academic session the departments formulate lesson plans, course outcomes and programme outcomes, for each course and programme. Students are made aware of the various course outcomes, and program-specific outcome through the curriculum and orientation programs. By defining clear learning outcomes, the curriculum becomes more focused and aligned with the desired educational objectives. Attainment of outcome is analyzed and assessed at the end of the program through, result of University exams, internal assessment, and students' feedback, which are then mapped. The college has organised extensive and comprehensive training programs to equip teachers with the necessary knowledge and skills to effectively align their courses with the identified learning outcomes, and understand the process of analyzing attainment of POs and Cos and their subsequent mapping.
6. Distance education/online education:	Online education has been given a major thrust in NEP 2020. Maintaining the spirit, the college

	promotes teaching-learning through virtual platforms. The shift from traditional to online modes of teaching started during the Covid-19 pandemic, and paved the way for adopting the hybrid mode of education combining online and offline resources. Through platforms like Google Classroom, Google Meet, Webex, Zoom, WhatsApp etc. the college has seamlessly transitioned to a digital environment, creating a dynamic and interactive virtual classroom. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students are not a constraint anymore. Students are encouraged to explore digital tools, analyze information critically, and develop a discerning approach towards online resources. The college has embraced technology-based education platforms like SWAYAM, INFLIBNET and NPTEL to optimize learning experiences. Students and faculty members can access a vast array of e-books, research papers, journals, and other online academic materials, fostering self-directed learning and exploration beyond the traditional classroom through these platforms. The College is also preparing itself to offer UG course through ODL (Open Distance Learning) mode in due course of time. Today, the faculty members have sufficient experience in e-content development and the use of technological tools for the teaching-learning process. The college library has formed an E-Repository, with study materials, reference notes and previous years question papers. The institution also plans to start a Learning Management System (LMS) for academic practice in near future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Clubs (ELC) is a platform to engage, students through interesting activities and hands-on experience to sensitize about their electoral rights. At Rani Birla Girls' College it has been constituted at the directive of the Election Commission of India (ECI) with a motive to aware and ensures the participation of youth, future voters who are pillars of the Indian democracy.
2. Whether students' co-ordinator and co-ordinating	At Rani Birla Girls' College the Electoral Literacy

faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Club is formed with teachers and students of the college. The Club has nine teacher members and fifty student members from different semester at present. It also has two faculty members as Nodal Officers to plan and organize programmes of the club. The Club plans to increase its membership through membership drives.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	In the past academic session, the ELC has the club celebrated National Voters Day, on January 25th, 2024, to mark the foundation day of the Election Commission of India. In line with this spirit, an online poster competition was organized to engage students and highlight the importance of voting. Students from different semesters participated in the competition, showcasing their creativity, and understanding of the importance of voting through their posters. The Electoral Literacy Club, organized a One Day Program on 'Voters Pledge Campaign', as a part of the ongoing campaign on "Mera Pehla Vote Desh Ke Liye" initiative by the Ministry of Education, Ministry of Youth Affairs and Election Commission of India, Government of India. The event aimed to instil the values of voting among the first-time voters and empower them by guiding them through the Pledge taking campaign. The pledge taking took place by registration process on the Election Commission website. Several students participated in the pledge taking programme.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	On May 3, 2024, the Department of Hindi and the Electoral Literacy Club of Rani Birla Girls College organised a significant collaborative initiative with Bartaman Patrika on participation in electoral process. The event was graced by Mr. Sandeep Tripathi, a distinguished senior journalist from Bartaman Patrika, a prominent Hindi daily newspaper. Mr. Tripathi led an engaging and informative awareness program cantered on the Parliamentary Election 2024. This initiative saw active participation of students drawn from the Hindi and Geography departments, alongside their respective faculty members and members of the Electoral Literacy Club. The session aimed to deepen the students' understanding of the electoral process and underscore the vital role of their participation in strengthening democracy. Through the program, Mr. Tripathi emphasised the importance of being well-informed voters and discussed various pertinent

	issues surrounding the upcoming general election. The interactive nature of the event allowed students, including many first-time voters, to voice their opinions, ask questions, and engage in meaningful discussions about the electoral process. Following the event, interviews with the participating students were published in Bartaman Patrika. These interviews highlighted the students' perspectives and concerns regarding the election, thereby providing a platform for the young electorate to express their views. The publication also covered the various topics discussed during the program, promoting a broader understanding of electoral issues among the readers.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college does not have the complete database of student's enrolment as voters. The club plans to initiate a survey to collect the data and subsequently organise programmes to enrol all eligible students as voters. At Rani Birla Girls' College, the Electoral Literacy Club is formed with teachers and students of the college. The Club has nine teacher members and thirty-four student members from every semester. It also has two Nodal Officers to plan and organize programmes of the club. The club celebrated National Voters Day, on January 25th, 2024, to mark the foundation day of the Election Commission of India. In line with this spirit, an online poster competition was organized to engage students and highlight the importance of voting. Students from different semesters participated in the competition, showcasing their creativity, and understanding of the importance of voting through their posters. The Electoral Literacy Club, organized a One Day Program on 'Voters Pledge Campaign', as a part of the ongoing campaign on "Mera Pehla Vote Desh Ke Liye" initiative by the Ministry of Education, Ministry of Youth Affairs and Election Commission of India, Government of India. The event aimed to instil the values of voting among the first-time voters and empower them by guiding them through the Pledge taking campaign. The pledge taking took place by registration process on the Election Commission website. Several students participated in the pledge taking programme.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
685	660	592	591	622

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 47

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
44	46	46	45	27

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
27.2989284	14.7177964	14.3131894	27.7902354	25.0382051

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Rani Birla Girls' College creates a nurturing learning environment conducive to holistic growth. Through small class sizes, dedicated faculty support, and mentorship programs, the college ensures that students receive personalized attention and guidance. The college integrates with the CBCS designed by Calcutta University to ensure effective curriculum delivery. The CBCS allows for interactive teaching methods, project-based learning, and experiential activities that enrich the learning experience and foster critical thinking and creativity.

Curriculum Planning: Departments create lesson plans that incorporate various teaching methodologies such as problem-based learning, projects, assignments, and traditional lectures (chalk and talk)The Principal, along with the IQAC and Academic sub-committee, monitors the progression of syllabus delivery to ensure quality and adherence to academic standards., Prospects committee, Time table Sub-Committees and Academic Committee are responsible for designing the prospectus and master routine, providing comprehensive information about classes, curriculum delivery, and other institutional activities respectively. Departments align their academic calendars with the schedules of the university and institutional events. This includes planning class modules, exam dates, and academic events to ensure smooth coordination. Faculty members participate in the BOS of the affiliated university contribute to curriculum planning, particularly in subjects such as FAD and Sociology, ensuring that the curriculum remains relevant and up-to-date. The college maintains a mentor and mentee list on its website, facilitating a structured mentorship program. Mentors are the faculty members. By providing structured mentorship opportunities and promoting mental health awareness, Rani Birla Girls' College creates a conducive environment for students to thrive and achieve their full potential.

Implementation: Principal along with IQAC and Academic Committee establish detailed strategies aligned with POCO for the CBCS. This ensures that curriculum delivery focuses on achieving specific learning outcomes for each program. Special lectures by academic experts and seminars expose students to diverse perspectives and enrich their learning experience beyond the standard curriculum. The institution promotes various innovative teaching methods, like, PPT, online resources, and digital content to enhance teaching effectiveness. Engaging student's actively through discussions, group activities, debates, quizzes, student seminars and hands-on learning experiences that connect theoretical knowledge with real-world applications. The institution also organizers field trips or visits to relevant industries or places to supplement classroom learning. Amid the pandemic, the institution seamlessly transitioned to online classes using platforms like Google Classroom, google meet, zoom and other Learning Management Systems. The library plays a crucial role by providing access to syllabi, previous exam papers, and other relevant resources to support learning and revision.

Evaluation: Departments follow specific evaluation formats mandated by the BOS, ensuring consistency in assessment practices. Departmental records are maintained for Internal, tutorial and Theory University Exams according to the schedule. Apart from the University scheduled assessments, from the academic session 2022-2023 the institution has implemented a CIA Policy. This policy is designed and implemented by the college itself, possibly to enhance the assessment process and provide continuous feedback to students.

Institution's approach emphasizes a robust framework for curriculum planning, delivery, evaluation and leveraging technology for enhanced learning outcomes.

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

1.2 Academic Flexibility

1.2.1

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

Response: 11

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

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 40.22

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
73	563	549	82	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Human Values and Professional Ethics in the Curriculum.

Rani Birla Girls' College is committed to adopt best practices incorporating those institutional values and social responsibilities that help create a holistic environment for women's empowerment through higher education and community outreach . It follows the curriculum of University of Calcutta and bestows high priority upon core areas of human values. The socially relevant issues such as environmental sustainability, professional ethics, human values and gender are integral parts of various departmental syllabi of Geography, Education, English, Communicative English (CMEV), Fashion and Apparel Designing (B.FAD), Sociology, History, Philosophy, Economics, Political Science, Journalism and Mass Communication.

Gender

A number of modules in certain courses address issues related to gender sensitivity and equity. Moreover, special programs on gender equality and sensitization namely women safety programs and self-defense training programs for students have regularly been organized. Programs such as the celebration of the International Yoga Day, awareness on menstrual hygiene and the rights of women are frequently conducted by the Physical and Mental Well Being Cell to create awareness among the students.

Environment and Sustainability

Environmental Studies is a compulsory subject at the UG level for second semester students. In the department of Geography, field visits or field work is used as a medium for deeper understanding of environment and sustainability. In addition, the Nature Club of the College has relentlessly works towards spreading awareness among the students and the larger community about conservation of environment. Every year the College celebrates World Environment Day. The Nature club organizes tree plantation activities, plastic free campus drives and poster-making competitions to engage students in building a sustainable environment. A number of activities have been initiated by the college to save environment such as cleanliness drives , E-waste disposal from the college campus.

Human Values and Professional Ethics

The institution organizes cultural programs to inculcate human values among students and staff. The Social Service Committee (SSC) has initiated communal harmony drives by distributing flags, stickers among students, donation drives, visits to orphanages and shelters for destituts. The college has organized free medical check-up camps for all teaching and non-teaching staff along and students. The cultural committee organizes Freshers' welcome, Farewell programs, Annual Day, International Language Day and Basanta Utsav regularly which promote sense of oneness among students.

The Career Counselling and Placement Cell and the Student Advisory Committee of the college regularly arrange programs to create awareness on job opportunities for the students as well as training sessions, mock tests skill development programs for students to prepare them for the job market and to inculcate professional ethics. A Fire Safety Drill has also been arranged for students and staff of the college. Alongside, the academic programs such as seminars, workshops which address contemporary issues like gender sensitivity, environmental sustainability are organized for inculcating a good value system. The departments of B.FAD and CMEV regularly organise internships for their students which provide them direct exposure to the functioning of various industries and their requirements. In short, Rani Birla Girls' College always strives to shape and cultivate values and qualities among students.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 41.31

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

Response: 283

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 41.44

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
224	251	210	199	183

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

2022-23	2021-22	2020-21	2019-20	2018-19
515	515	515	515	515

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

2.1.2

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

Response: 8.3

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	13	12	7

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

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

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.57

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

- Rani Birla Girls' College prioritises enhancement of learners' critical thinking abilities through development of research competence. The University of Calcutta's syllabi of Choice Based Credit System (CBCS) and Curriculum and Credit Framework (CCF) are designed for realising this goal as they include industry visits, survey works, field trips, educational visits, and excursions for part completion of several programmes. Some departments of the college like History, Geography, Fashion and Apparel Design organise these experiential learning activities all year-round. Furtherance of the above- mentioned priority of college is achieved through project works, dissertations and field reports, prepared by students as compulsory parts of some of their courses. For augmenting students' practical and entrepreneurial skills, requisite for employment prospect, in each session the college offers several Value Added, Add-On and Skill Enhancement Courses.

- Active participation of students in learning process, which is advocated by the college, is synonymous to holistic educational growth of the learners. This, in turn, instils in students' mind qualities like inclusiveness and diversity, responsibility towards the society, and respect towards eco-balance and biodiversity. For ascertaining this objective, the college not only arranges multiple co-curricular activities for students of all departments in collaboration with its sub-committees and clubs, but also encourages them to participate in the same activities outside the campus. The college promoted student-centric co-curricular activities are:
  (1) preparation of wall magazines for display, (2) exhibition of own hand- made products, posters, and photographs, (3) paper and PPT presentations, (4) plantation ceremonies, (5) celebration of communal harmony week, (6) donation drives for underprivileged people, (7) workshops, (8) competitions of quiz, debate, photography, poetry writing, essay writing, creative writing, extempore speech, recitation, skit, poster making etc., (9) fashion shows, (10) self-written story and poetry reading sessions.
  Students are motivated to participate in many of these activities inside and outside the campus.

- The Geography department uses GPS machine and other advanced tools and instruments for conducting compulsory field visits and surveys. The students acquire problem-solving methodological skills through the use of these tools.

- All honours department classrooms are equipped with ICT facilities. Departments like Journalism and Mass Communication, Fashion and Apparel Design, and Geography have computers, printers, advanced instruments, and softwares like Adobe Audition, Quark Express, Photoshop, Corel Photoshop, Corel Draw, QGIS etc. in their laboratories for smooth completion of their respective compulsory courses. The central library has subscription of Inflibnet N-List which provides online teaching- learning resources. An e-repository service has been developed by the central library during the pandemic which is used by students and teachers for accession of internal and external examination question papers and online study materials. During pandemic times, college organised online webinars, special lectures, virtual tours, workshops etc. to continue the knowledge dissemination process. Regular classes following fixed online class routine were conducted, using platforms like Google Classroom, Google Meet, Zoom, Webex etc. during lockdown period. Sharing materials online, giving and taking online assignments, conducting internal and external examinations online, organising online student presentation- all these were operated for smooth functioning of holistic academic development during pandemic times.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	47	47	35

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 75

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
33	34	34	33	22

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Rani Birla Girls' College follows the norms of the affiliating University with regards to examinations and evaluations. This college strives for an open and fair assessment process.

The mechanism of internal/ external assessment is transparent

- The college publishes a customized academic calendar at the beginning of each academic session, following the calendar issued by the affiliating university to ensure timely conduct of both internal and external exams. Dedicated Examination Committees, which are formed for each semester, adhere to the notifications issued by the university for the same.

- The College follows the University of Calcutta's rules for the assessment of students. The Choice Based Credit System (CBCS) and the current Curriculum and Credit Framework (CCF) evaluation methods include internal and external assessments. The University determines external evaluation procedures, including examination venues and timetables, question papers, answer scripts, and re-examination.
- As per the University regulations the Internal assessment of students involves Internal component (comprising of attendance and performance in exams), with Tutorial evaluation for non-lab subjects. The college Examination Committee conducts exams according to the University's academic calendar, with transparent evaluation systems and timely uploading of marks.
- The college conducts Continuous Internal Assessments (CIA) of students using creative approaches such as projects, assignments, group discussions, presentations, seminars, and quizzes. This ensures a flexible submission procedure and appropriate feedback. Preliminary and mid-term exams, frequent meetings to discuss results for performance analysis, and sanctions for

under-achievers were all Part of the earlier 1+1+1 system.

- Regular attendance announcements and Parent-Teacher meetings (PTMs) address attendance issues as part of continual assessment. Applications are given careful consideration, and students with serious medical issues, physical deformities, or involvement in extracurricular activities are granted reasonable concessions.
- University exams were administered online even during the pandemic with continuous correspondence.
- The institution provides students with reliable access to departmental teachers to clarify Internal Assessment tasks and other CIA processes. This arrangement aids in the understanding of the challenges faced by both students and teachers. Issues are addressed by the mentor-mentee mechanism as well. Formal assessments are now more informal, and students are notified seven days in advance, as departments move toward a more informal evaluation procedure that focuses on the individual student's progress.

The grievance redressal system is time-bound and efficient

- Exam-related matters are handled by the semester-wise dedicated exam committee, which also oversees the administration of internal and university exams. After the internal assessment answer scripts have been evaluated, departmental PTMs are convened. Students and their parents evaluate project reports and assignments during these meetings, and they can voice concerns to the mentor or concerned faculty member.
- Following the publication of results, the institution handles grievances about external examinations as directed by the university. The college facilitates the application of the review process effectively. Additionally, under the right procedures, the students can apply for FSI to review their answer scripts physically.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Twelve undergraduate programmes are available at Rani Birla Girls' College, of which two are general

and ten are honours courses. The University of Calcutta develops the curriculum for each programme which the College follows. In addition to being careful to identify the learning outcomes of the courses and programmes, each department in the college works towards achieving the learning outcomes in an impartial manner. The College website displays the outcomes of the courses and the programmes. This makes it easier for students to comprehend the overarching goals of each programme as well as the knowledge and abilities they should acquire upon finishing each course. Students can also obtain a summary of each programme's employment prospects through this.

To guarantee the successful completion of diverse programmes and courses, the college has implemented the subsequent strategies:

- The programme outcomes are outlined in detail on the college website and are explained at the Induction cum Orientation Programme to the newly admitted students by the Principal on the first day of each new academic session. At the department level, orientation programmes are held on the first day of classes in which specifics about the intended outcomes for each programme are provided to the newly admitted students. Opportunities related to every course in the fields of higher education, professional world, and livelihood practices are routinely presented to the students during classroom lectures.
- To effectively exchange ideas, thoughts, and information, efforts are made to improve their communication abilities. Encouraging their group participation in a variety of co-curricular, extracurricular, and social awareness events both inside and outside of campus helps instill in them the value of working as a team. Students who participate in these programmes gain leadership skills, accept diversity, value the opinions of others, resolve conflicts through mediation, and uphold moral principles in both their personal and professional lives.
- The college hosts an active Career Counselling and Placement Cell that organises seminars and workshops for personality development, and placement interviews. Through the Cell's annual career fair, "Udaan", students get the chance to engage with distinguished individuals from various walks of life which magnifies their exposure to comprehending the learning objectives.
- The student magazine of the college, "Ourselves," published annually, guarantees that students' creativity and critical thinking are expressed. Three departments; English, Journalism and Mass Communication, and Communicative English publish department-level student e-magazines that are posted on the College website to further instill learning objectives.
- Besides strict adherence to academic calendar, created centrally by the Academic Subcommittee, based on university regulations, the department level Teaching Plans guarantee that lectures are focused on meeting course objectives besides finishing the curriculum within scheduled time. The POs and COs are discussed by the departments in their meetings well in advance of the commencement of each semester.
- Teachers regularly participate in the university-proposed syllabus modification seminars. These Board of Studies (BOS) workshops offer information on revised curricula or reorganisation of entire programmes. This contributes to the courses being more modern, research-based, and career-focused. A few faculty members of the College are BOS members. They actively participate in BOS meetings that the university hosts and disseminate all information regarding periodic adjustments in the syllabus to the concerned faculty members.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college's mission is to develop students holistically and raise awareness of women's empowerment. The College assesses programme outcomes and course outcomes attainment through both direct and indirect means. They are listed in the following order:

- 80% of the weightage goes toward direct evaluation. In compliance with University of Calcutta's regulations, in addition to final examination, there are internal examinations comprised of Attendance, Internal Assessment (IA), Tutorials (TU), and Practical exams etc. This also contains projects, field reports and dissertations of the laboratory-based programmes.
- Furthermore, as part of the direct assessment technique, every department in the College administers Continuous Internal Assessment (CIA) for the students through quizzes, debates, class tests, group discussions, project-based assignments, paper presentations, and PPT presentations. These give the students a chance to grow and assist in assessing their cognitive position in respect of programme outcomes and course outcomes.
- The Student Satisfactory Survey (SSS), which is a feedback form, used to measure course outcome attainment and is gathered offline from students, serves as the basis for the indirect evaluation. It has a 20% weightage. The IQAC of the College conducted the SSS for the first time in 2022–2023 for students enrolled in their fourth semester. The assessment report is uploaded on the college website. Students in their sixth semester will be involved as participants in the SSS process from the session 2023–2024 onwards.
- The averages have been calculated for both student-wise combined Course Outcome attainment to substantiate the learning levels of the students – Advanced, Average and Slow, and actual Course Outcome attainment to evaluate the departmental attainment. For assessing the learning levels of the students, the college has taken into account the following criteria:

Average Attainment of a Student	Learning Level
70% and above	Advanced Learner
60%-below 70%	Average Learner
Below 60%	Slow Learner

- The departments arrange remedial classes with the assistance of the above-mentioned compartmentalization of learners into categories depending on their general cognitive responses. In department level meetings, concerns pertaining to the CIA are discussed for prompt resolution. Department level PTMs are used as a formative measure to address students' attendance records, progress, and areas of weakness after the Internal Assessment answer scripts have been evaluated. As instructed by the university, the institution resolves grievances regarding external examinations once the results are published. Effective application of the external examination related review process is facilitated by the college.

- Selection tests, or screening exams, were administered by the college for the students as part of the Calcutta University's part system curriculum in order to determine their suitability for participation in the university's final examination. The College TC meetings held in 2018-2019 and 2019-2020 academic sessions discussed the outcomes of these tests.

- The college website has the External Academic Audit report for the 2022–2023 session uploaded. This report contributes to a more comprehensive knowledge of POs and Cos related achievements of the College.

- Monitoring students' progress to higher education and placement is an indirect but effective technique to gauge their attainment of course and programme outcomes. In addition to having a strong critical thinking and logical analysis skill set, candidates must possess extensive topic knowledge to succeed in competitive exams and job interviews.

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

2.6.3

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

Response: 72.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	147	155	194	123

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	199	183	209	230

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Rani Birla Girls' College has made significant strides in establishing a robust ecosystem that fosters innovation and promotes the Indian Knowledge System (IKS). The college's commitment to creating an environment conducive to innovation is evident through its various initiatives, particularly in the areas of Intellectual Property Rights (IPR), incubation centers, and awareness programs.

Intellectual Property Rights (IPR) Initiatives

A key component of the college's innovation ecosystem is the focus on Intellectual Property Rights (IPR). The establishment of an IPR cell within the college underscores its dedication to safeguarding and promoting intellectual creations. This cell serves as a hub for students and faculty, providing them with the necessary resources and guidance to navigate the complexities of intellectual property laws. This initiative aims to foster a culture of innovation by educating the college community about the importance

of protecting their inventions and creative works.

To further this objective, the Department of Fashion and Apparel Design organized a seminar on "Intellectual Property Rights Applicable in Designs," featuring Dr. Sushil Kumar Mitra, Professor and Director of the Centre for IPR at Adamas University, and former Controller of Patents and Designs at the Ministry of Commerce and Industry, Government of India. The seminar, held on December 30, 2021, was a significant event aimed at raising awareness about the practical applications of IPR in the design industry. Dr. Mitra's expertise provided valuable insights into the intricacies of IPR, benefiting faculty members, staff, and students alike.

Promoting Indian Knowledge System (IKS)

The college's commitment to integrating the Indian Knowledge System (IKS) into its academic and extracurricular activities is another cornerstone of its innovation ecosystem. By blending traditional knowledge with modern scientific approaches, the college ensures a holistic educational experience that respects and revitalizes indigenous wisdom. Various departments collaborate on interdisciplinary research projects that leverage traditional knowledge, thereby fostering an appreciation for India's rich cultural heritage and its relevance in contemporary times.

For instance, the syllabus for the course on Indian Knowledge System and its Application (optional CVAC) under the National Education System (NEP) 2020 highlights the college's efforts to integrate IKS into the curriculum. This course enables students to engage with traditional Indian wisdom and apply it to modern contexts, thereby enhancing their understanding and appreciation of indigenous knowledge systems.

Awareness and Educational Programs

In addition to these structural initiatives, Rani Birla Girls' College places a strong emphasis on awareness and education. Regular workshops, seminars, and interactive sessions with industry experts and successful entrepreneurs are organized to inspire students and provide them with practical knowledge about innovation and IPR. These events serve as a platform for students to engage with professionals, gain insights into the industry, and understand the importance of innovation in today's global landscape.

Furthermore, the college has incorporated IPR, IKS and innovation-related topics into the syllabus of various courses. For example, the BA in Education syllabus includes modules on the history and development of education in India, covering aspects of traditional and modern educational systems, which align with the principles of IKS and innovation.

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

3.2.2

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

Response: 65

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	31	11	05	07

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	06	08	01	02

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

3.4 Extension Activities

3.4.1

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

Response:

Rani Birla Girls' College has demonstrated a strong commitment to community service and social responsibility through various extension activities over the past five years. These initiatives, organized in collaboration with different organizations, have significantly impacted the neighborhood community and sensitized students to social issues, fostering their holistic development.

The college organized blood test camps (September 6, 2018), eye check-ups (August 2, 2018), and a thalassemia test camp (August 29, 2018) for slum dwellers of Rippon Street, Kolkata in collaboration with Lions Club Priyadarshini and Karma Kutir, respectively. The latter also collaborated with the college to conduct a music teaching camp for slum dwellers of Rippon Street, Kolkata (March 8, 2019), arranged a college visit (September 3, 2019), and a picnic (July 25, 2019) at Eco Park, Budge Budge for underprivileged children from Karma Kutir. Further, in association with the Lions Club Priyadarshini, a 'Slum visit and Survey' was conducted by the students at Rippon Street, Kolkata (December 2, 2019).

The Gender Cell of the college organized an exhibition-cum-sale to support mentally challenged women of Iswar Sankalpa (September 14, 2022), donated a 32" inch LED TV to Paschim Surendra Nagar School, Sundarbans (August 6, 2022) in collaboration with Saksham Charitable Trust. In association with the same trust, the college conducted a special talk on furthering the cause of women and children on World Environment Day (June 8, 2022).

The college collaborated with the Unified Youths of Gayeshpur (UDYOG) to organize donation drives, collecting essentials for underprivileged children (April 4-25, 2023) and signed an MoU with UDYOG (March 27, 2023), which facilitated visits to Angel Residence, an orphanage in Arvedipur (March 27, 2023), where faculty and students donated educational and daily necessity items. The Kanyashree Cell and Social Service Subcommittee organized competitions on Kanyashree Day (August 4-5, 2023).

The Social Service Subcommittee visited Angel Residence, an orphanage in Kalyani (October 15, 2023), and organized a college fete, "Agomoni '23" (October 11, 2023), where underprivileged and destitute women representatives from Ankur Kala participated in promoting and selling their products. The subcommittee also distributed winter clothes to needy people in the brick factories of Macherchar (January 2-8, 2024), organized visits to Kasba Divine Foundation, an old age home (February 18, 2024), and conducted a cleanliness drive, "Say No to Plastic" (February 10, 2024).

The college conducted a community mobilization workshop with Iswar Sankalpa (March 20, 2024), organized a stationary items distribution drive at Dhakuria Railway Colony Slum following a fire disaster (April 3, 2024), and visited Sarbari, a night shelter for homeless women in Chetla (May 3, 2024). On May 11, 2024, the Alumni Association, in collaboration with Iswar Sankalpa, organized an Alumni Meet "Beat the Heat," where student food stalls and handmade products made by underprivileged individuals were sold, with all proceeds going to the creators.

These diverse activities underscore Rani Birla Girls' College's proactive approach to social service, fostering a culture of empathy, responsibility, and civic engagement among students and faculty.

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

3.4.2

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

Response:

Rani Birla Girls' College has been lauded and awarded by various government, government-recognized, and non-governmental organizations for its exemplary extension activities over the past five years. These initiatives are thoughtfully designed to cultivate not only educated women but also responsible citizens who are capable of supporting themselves and their families.

To foster ecological sustainability and address social and economic challenges within the community, the college has established several committees, cells, and clubs. These include the Social Service Sub Committee, Waste Management Sub Committee, Nature Club, and Electoral Literacy Club, which actively engage student volunteers in these efforts. Additionally, the Women's Development Cell and the Career and Placement Cell collaborate with organizations dedicated to women empowerment and safety, ensuring that students are well-prepared for their futures.

As an all-girls institution, Rani Birla Girls' College leverages these collaborations to raise awareness among its students about various societal issues such as community challenges, gender disparities, and social inequality. The numerous awards and recognitions received by the college, its students, and faculty members highlight their dedication and success in fostering values of compassion, social responsibility, and a commitment to creating positive societal change.

Here is a comprehensive list of all the accolades and recognitions awarded to the institution, its students, and faculty members

.	ORGANIZATION/INDIVIDUAL	APP/RECOG/AWARD	REMARKS
1	ADAMAS UNIVERSITY	ACKNOWLEDGEMENT FOR CONTRIBUTION TOWARDS SOCIETY.	ACKNOWLEDGEMENT FOR TRANSFER OF KNOWLEDGE
2	ALL INDIA WOMEN'S CONFERENCE	LETTER OF APPRECIATION	APPRECIATION FOR TRANSFER OF KNOWLEDGE
3	BANKIM SARDAR COLLEGE	LETTER OF APPRECIATION	APPRECIATION FOR TRANSFER OF KNOWLEDGE
4	THE BENGAL OBSTETRIC AND GYNAECOLOGICAL SOCIETY	LETTER OF APPRECIATION	APPRECIATION FOR OUTREACH PROGRAMMES
5	THE BOTANICAL SURVEY OF INDIA	LETTER OF RECOGNITION	RECOGNITION FOR GREEN AUDIT
6	BRITISH COUNCIL	LETTER OF ASSOCIATION AND APPRECIATION	APPRECIATION OF ASSOCIATION AND PARTICIPATION.
7	CHAIRPERSON (BOROUGH 7) AND COUNCILLOR (WARD 63)	LETTER OF RECOGNITION	RECOGNITION FOR OUTSTANDING SOCIAL WORK.
8	ELECTION COMISSION OF INDIA	CERTIFICATE OF RECOGNITION	CERTIFICATE OF RECOGNITION OF VOTER'S PLEDGE

SL.NO.	ORGANIZATION/INDIVIDUAL	APP/RECOG/AWARD	REMARKS
9	ISHWAR SANKALPA: SUPPORT FOR THE MIND	LETTER OF APPRECIATION	LETTER OF APPRECIATION FOR COLLABORATION
10	KOLKATA MENOPAUSE SOCIETY	LETTER OF APPRECIATION	APPRECIATION FOR OUTREACH PROGRAMMES
11	MINISTRY OF EDUCATION AND MINISTRY OF INFORMATION AND BROADCASTING, GOVERNMENT OF INDIA.	CERTIFICATE OF APPRECIATION	CERTIFICATE OF APPRECIATION FOR SUCCESSFUL COMPLETION OF QUIZ ON DEMOCRACY
12	NATIONAL CADET CORPS	CERTIFICATE OF APPRECIATION	APPRECIATION FOR ATTENDING TRAINING CAMP
13	EACH ONE PLANT ONE	CERTIFICATE OF APPRECIATION	APPRECIATION FOR OUTREACH PROGRAMMES
14	ROTARY CLUB OF CALCUTTA	LETTER OF APPRECIATION	APPRECIATION FOR OUTREACH PROGRAMMES
15	SHAKESPEAR SARANI POLICE STATION	LETTER OF APPRECIATION	APPRECIATION FOR OUTREACH PROGRAMMES
16	STUDENT'S HEALTH HOME	LETTER OF APPRECIATION	APPRECIATION FOR OUTREACH PROGRAMMES
17	VITAL WASTE RECYCLING AND WASTE MANAGEMENT	CERTIFICATE OF EXCELLENCE	CERTIFICATE FOR RECOGNITION FOR CONSERVATION OF ENVIRONMENT

COMPANY			

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

3.4.3

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	02	00	06

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

3.5 Collaboration

3.5.1

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

Response: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College monitors the adequacy and optimum use of facilities available in the institution to maintain the quality of academic and other co-curricular programmes. The College has a total built up area of 11,330 sq.ft. Structured as G+2 floors with Annexe unit, it caters to the teaching-learning process with maximum utilisation of its resources.

The college has well-equipped classrooms, specialized laboratories catering to various practical departments, advanced ICT facilities, provisions for social and cultural activities along with sports and other physical arenas which contribute immensely in creating a holistic educational environment.

The college, located at 38, Shakespeare Sarani Road, Kolkata 700017 near Kala Mandir, is recognized as a prominent landmark in Kolkata.

The college boasts of a diverse array of physical facilities, catering to various needs of its stakeholders. These include meticulously maintained ICT enabled classrooms, laboratories for practical work, departmental seminar libraries, a well-stocked central library with open access system.

The building comprises of:

1. Twenty - one classrooms
2. One Auditorium and two Seminar rooms
3. Seven Laboratories - GIS lab, Physical Geography Lab, CAD Lab, Textile Lab, Pattern Making Lab, Journalism Recording studio, CMEV language lab
4. One Central Library and Seminar libraries in nine Honours departments.

Along with classrooms, lab and libraries, the building also consists of:

1. Principal's office
2. Office Room incorporating Accounts Section
3. Examination Room
4. Students' Common Room
5. Canteen
6. Medical Room
7. Two Photocopy Corners
8. IQAC Room
9. Staff Room
10. Pump Room
11. College Record Room
12. Career Counselling and Placement Cell Corner
13. Girls' Washrooms on all the floors
14. Staff toilets on all the floors
15. Alumni Room
16. E-Waste/Scrap Room

In addition to the constructed area, the institution also caters to the following physical facilities:

1. Well maintained gardens - Medicinal plant patch
2. Vermicompost pit
3. Paved Tree Bases for seating in the garden, which also serves as students' hang-out zone
4. Water Purifiers on all the floors
5. Fire Extinguishers in all corners of the college
6. Generator – for power backup
7. Parking space for two wheelers and four wheelers
8. Premises are under 24x7 CCTV surveillance with round the clock security guards at the gate. The college has strengthened its security by hiring four security guards from a private agency and one   full-time contractual guard, ensuring robust, round-the-clock protection of the premises.

There is an effective mechanism for the maintenance of infrastructural facilities through Annual Maintenance Contracts with respective organisations specialised in their fields – for computers, CCTVs, Photocopy machines , water purifier, intercom network, website, accounts and student management software, Tally software etc. The institution has a Physical and Mental Well-being Cell to provide necessary healthcare facilities to the students.

For differently-abled students, infrastructural facilities like ramps , hand rails in wash rooms and wheelchairs are available

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

4.1.2

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

Response: 8.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.07	0.07	0.06	3.62	2.32

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of Rani Birla Girls' College stands as a beacon of knowledge and intellectual exploration within the academic landscape. Established with a vision to foster a culture of learning and research, the library serves as a hub for students, faculty, and researchers alike. It comprises of comfortable seating areas, quiet study zones, and collaborative workspaces. Additionally, **access to computers, printers, and high-speed internet ensures** that patrons have the necessary tools to engage with scholarly material and conduct research effectively.

The library's dedicated team of librarian and support staff plays a crucial role in supporting the academic mission of the college. They offer assistance in locating resources, navigating databases, and accessing information, thus empowering users to make the most of the library's offerings.

In addition to being a storehouse of knowledge, the library serves as a vibrant cultural and intellectual hub for the college community. It organizes a variety of events, including book readings and book fairs, celebration of commemorative days, which enhance the academic atmosphere and cultivate a sense of intellectual curiosity among both students and faculty. Moreover, the library curates a diverse collection of high-quality research journals. Books are accessioned and classified using DDC 21 Classification system.

Along with approximately 18,652 conventional documents, library deployed ICT enabled services for its users. The library has subscribed to **N-LIST database**, **Oxford Academic** database with 14 directly purchased books which are available for both faculty members and students to utilize. The library operates a consistent process for removing outdated materials and acquiring new ones, with ongoing assessments of the book inventory. During the pandemic, Rani Birla Girls' College Library initiated the process of digitizing, creating an **E-REPOSITORY, a database for university question papers, syllabuses, teacher's study materials**.

The SOUL 2.0 software debuted in January 2009, followed by the release of the latest iteration, **SOUL 3.0**, in February 2023, upgraded by library which is partially automated. The library at Rani Birla Girls' College has been granted approval to install an enhanced version of KOHA, an open-source integrated library system (ILS). Additionally, the library has been awarded a grant for automating and upgrading its RFID system.

Specialized services provided by the library

- Reference: Yes

- Reprography: Yes (Books from Reading Room only)

- Information Notification: Library Notice Board, College Notice Board,

Website

- Internet Access: Yes

- Downloads: Yes

- Printouts: Yes

Reading list/ Bibliography compilation: Yes (On demand)

- In-house/remote access to e-resources: Yes

- User Orientation: Yes

- Assistance in searching Databases: Yes

- INFLIBNET/IUC facilities: Yes

- Extension Services to Ex- Students and Teachers: Yes

The library at Rani Birla Girls' College boasts a unique collection focusing on Kolkata, titled "Exploring Our City," alongside another specialized assortment dedicated to Rabindranath Tagore. Additionally, the Reference Section and Biography Sections further enhance the library's array of reading materials. Library is working on creation of separate section relating to Indian Traditional Knowledge.

Fire extinguishers are present in the rooms of library to meet any fire emergency.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Rani Birla Girls' College in Kolkata is equipped with adequate IT infrastructure to support its students' academic needs. For the benefit of the students, this College continuously upgrades its IT infrastructure and manages essential administrative functions.

The college is working with 54 Desktops and 7 Laptops which are divided in various departments for official work and student's use. Among them 40 desktops are allotted for student's use and the rest 14 desktops and 7 laptops were segregated among different departments for administrative work.

The administrative hubs like IQAC room is equipped with three desktops and two laptops. Principal's Room equipped with one desktop, one photocopy machine and the main CCTV DVR is also installed inside Principal's room. Nine classrooms are equipped with projector facilities, while the college boasts a spacious auditorium hall, which is fully outfitted with projectors and features a permanent sound system.

The library of Rani Birla Girls' College boasts four desktop computers and a laptop, while the office is equipped with four desktop computers. All floors of the college, departments, library and college office enjoy robust Wi-Fi connectivity with minimum of 16 MBPS bandwidth ensuring seamless and efficient operations using AIRTEL FIBRE, BSNL and LOCAL Cable BROADBAND to provide LAN access across college premises.

The accounts section is working on "Tally" software, along with customised Account's and Student's Management Software. Regular maintenance and repairing or servicing of IT equipment, internet access,

and software, is conducted by external agencies selected through tender process for annual maintenance work.

The college campus is continuously monitored by 19 CCTV cameras operating 24/7. These cameras are strategically installed in all key areas to ensure comprehensive security coverage. In the 2024 session, four new cameras were added to the existing network. The CCTV system is maintained by the college under an Annual Maintenance Contract (AMC) to ensure its smooth operation over the years.

Along with other IT networks, the college's website is playing a pivotal role as an information gateway providing information about::

1. Admission Portal: Online Application
2. All necessary notices
3. Library connections
4. Students Support Services
5. Feedback
6. Anti-Ragging Cell
7. Grievance Redressal Cell
8. Career Counselling Cell
9. Physical and Mental Wellbeing
10. Skill Development Programmes

Among the many online portals, those valued for their frequent use in administrative tasks are:

1. UGC - https://www.ugc.gov.in/
2. NAAC - http://naac.gov.in/index.php/en/
3. BanglarUchchaShiksha - https://banglaruchchashiksha.wb.gov.in/
4. CUEXAM portal - https://www.cuexamwindow.in/
5. WBIFMS/HRMS - https://www.wbifms.gov.in/
6. WBHS - https://wbhealthscheme.gov.in
7. WBCAP- https://wbcap.in

In conclusion, the institution consistently upgrades its IT facilities and ensures ample internet bandwidth, thereby supporting the technological needs of its students and faculty. These ongoing improvements facilitate seamless access to online resources, enhance the overall learning experience, and keep the institution at the forefront of digital advancements in education.

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

4.3.2

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

Response: 15.57

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

Response: 44

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 24.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.0995	2.2404	2.9661	8.25537	4.80562

File Description	Document
Institutional data in the prescribed format	
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 31.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
271	257	255	173	36

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 41.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
384	401	186	69	260

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 18.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	29	04	01	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	147	155	194	133

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 2.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	03	04	02

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	03	03	03	00

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

5.3.2

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

Response: 7.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	06	08	05

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Rani Birla Girls' College has a registered Alumni Association (Registration no. S/IL/14882) that contributes significantly in the development of the institution through financial and /or other support services.

The Rani Birla Girls' College Alumni Association was formed on 9th April, 2003 by the former students, teachers and non-teaching employees of the college to promote fellowship and establish, renew and maintain contact among themselves. It was officially registered under West Bengal Societies Registration Act XXVI of 1961 and has its registered office in the college premises. All AGMs, Governing Body meetings and committee meetings and various events are held here.

The registered members actively participate in college activities like Annual Day and Farewell Programme; seasonal meets fetes; career fair book fair; talks and seminars. The Association works hand in hand with the institution's Social Service Sub- Committee to lend support to under-privileged, destitute, homeless women inmates of local NGOs including those founded by few eminent alumnae of the institution. Regular stalls are set up to sell products made by such women, sales proceeds of which are donated to the organisations they belong to. College students regularly visit the shelter/home to provide support service and make donations of clothes stationary etc.

At the end of every Academic session the Association awards a medal to the College Topper at the Annual Day Prize Distribution ceremony of the institution.

A large number of alumni participate in the Reunion held every year except the Covid years. Registered members from not only the city but other parts of the country and many from overseas get an opportunity to reconnect on these occasions. Outgoing students are also invited to participate and they too get an opportunity to meet their senior alumnae. The Association also organised Best of Luck parties for the outgoing students to wish them luck for their journey post-graduation. This custom got discontinued due to the pandemic but will be resumed soon. Members also connect on the Association's official social media handles. The Institutional website also hosts information about the Association namely Governing Body members and office bearers; notices; contact details; upcoming events.

Over the years, with a noble aim to promote environment and differently abled friendly atmosphere in their Alma Mater, alumni members have contributed Solar Lights, wheel chairs, waste bins for both degradable and non-degradable refuse.

The Association is proud to have as members who have made notable contributions to society in varied fields like Academics, Performing Arts, games and Sports, Social work and so on. Many amongst them have acted as Resource persons for Seminars and workshops and cultural programmes organised by the IQAC of the institution. The college hosts Alumni Lecture Series from time to time where RBGCAA members deliver lectures to students of various departments on curricular as well as co-curricular topics. Entrepreneur members have offered internship facilities and training programmes for students of the institution. Three RBGCAA members continue to serve their alma mater till date as faculty members.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institutional governance and leadership refer to the structures, policies, and practices that ensure the institution operates effectively and aligns with its mission and vision. Following narrates how these aspects function:

The college *closely aligns with its Vision and Mission*. These articulate the core values, and primary objectives of the college. Effective governance and leadership ensure all institutional activities and policies align with these guiding principles. The College administration develops and implements strategic plans that reflect the vision and mission, ensuring all departments and stakeholders are moving in the same direction.

Implementation of NEP has been of core importance in the recent past. Curriculum reforms have been implemented aligning the college curriculum with NEP guidelines and as guided by the affiliating University to promote multidisciplinary and holistic education. Skill Development has been an area of major focus, and it has been implemented by introducing new courses and programs focused on skill development, entrepreneurship, and innovation as per NEP recommendations. Students were provided with flexible learning paths by implementing flexible academic structures such as multiple entry-exit points.

Sustained institutional growth is a vital duty of the college administration. It has been a major focus in the past years with infrastructure development through continuous investment in campus facilities, laboratories, libraries, and digital infrastructure to support academic and extracurricular activities. Pursuing academic excellence by enhancing faculty qualifications, research output, and academic performance through regular training, workshops, and conferences. Providing robust student support services like counselling, career guidance, and mentoring programs to foster student growth and well-being.

Decentralization has been the core motto of governance and it has been achieved through, empowerment of departments and delegating decision-making powers to academic departments and units to foster a sense of ownership and accountability. By establishing various committees (e.g., academic sub-committee, finance committee, Tender-purchase sub-committee etc.) with specific roles and responsibilities to ensure smooth and efficient operations. To ensure faculty and student involvement in governance through representation in committees and councils, ensuring their voices are heard in decision-making processes.

The college strongly believes in *participatory institutional governance*. Encouraging participative

leadership where inputs from faculty, staff, students, and other stakeholders are considered in policy-making and implementation. Maintaining open channels of transparent communication to keep all stakeholders informed about institutional decisions and changes. The college promotes collaborative environment by promoting a culture of collaboration and teamwork to achieve common goals.

The institutional governance and leadership meticulously plan *short-term and long-term goals*. The short-term plans are targeted by setting and achieving specific, measurable goals within an academic year, such as introducing new courses, improving student pass rates, and enhancing campus facilities. Efficiently utilizing resources for immediate needs and projects and regularly monitoring and evaluating progress through performance metrics and feedback mechanisms. The long-term plans aim at crafting long-term vision documents that outline strategic priorities and developmental goals for the next decade. These focus on sustainable development practices in areas like energy use, waste management, and green campus initiatives. It also aim at anticipating future trends and preparing the institution to adapt to changes in higher education, technology, and job market demands.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Institutional Perspective Plan is the cornerstone guiding the operation of college departments. This comprehensive plan is integral to the seamless functioning of college, ensuring that all institutional activities are aligned with the institution's vision and mission. The success of a college hinges on the effective deployment of its institutional perspective plan, which outlines strategic objectives and actionable steps, ensuring that all facets of the institution work in harmony toward common goals. The efficient functioning of institutional bodies is a testament to this alignment, reflected in well-defined policies, robust administrative setups, transparent appointment processes, comprehensive service rules, and streamlined procedures.

Organizational Structure and Governance: The institution boasts a well-structured organizational setup headed by the Governing Body/Administrator, appointed by the Department of Higher Education. This entity serves as the highest decision-making authority, working alongside the Principal, who acts as the Head of the Institution and Secretary to the Governing Body/Administrator. Together, they foster a transparent and efficient work environment. The Governing Body/Administrator is entrusted with critical decisions regarding appointments, service rules, recruitment policies, and promotional procedures, following the directives of the University of Calcutta and the Department of Higher Education, Government of West Bengal.

Role of the Principal: The Principal is pivotal in implementing institutional policies across academic and administrative spheres. Providing leadership and direction, the Principal ensures that the institution's mission, vision, and goals are clearly communicated and pursued. The Principal is also key in strategic planning, facilitating the attainment of both short-term and long-term objectives. By employing effective implementation approaches, the Principal guarantees that initiatives are executed efficiently and effectively.

Internal Quality Assurance Cell (IQAC): The IQAC functions as the quality assurance body, promoting a culture of academic excellence. It encourages innovative teaching methods, curriculum development, and faculty development initiatives, continuously improving teaching and learning practices. The IQAC engages various stakeholders, including students, parents, faculty, staff, alumni, and the broader community, fostering trust and collaboration. This engagement strengthens the institution's reputation and support base.

Teachers' Council and Sub-committees: The Teachers' Council, along with its sub-committees, oversees academic and co-curricular affairs, with the Principal serving as chair. It assists the Principal in academic matters, student welfare, timetabling, examinations, and other m academic activities. Regular Council meetings facilitate effective planning and implementation of institutional activities. The Academic Sub-committee, chaired by the Principal and comprising departmental heads, monitors and implements teaching-learning processes, operational structures, and learning outcomes periodically. Departmental heads implement policy decisions taken by the Academic Sub-committee and the Teachers' Council at the departmental level.

Decentralized Administrative Functioning: The institution's administrative functioning adheres to a decentralization policy, forming various statutory and non-statutory committees and cells. These committees/cells ensure operational autonomy, enhancing the efficiency and effectiveness of institutional operations.

Student Representation: Duly elected Students' Representatives, along with Class Representatives (CRs), collaborate with teachers and administration to conduct extracurricular and co-curricular activities.

Library Management: The college's well-equipped library, headed by the Librarian and supported by efficient staff, manages learning resources. The Library Sub-committee aids the Librarian in planning, developing, and efficiently running the library.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

To foster a thriving and motivated workforce, we have implemented comprehensive systems and measures that cater to the professional and personal growth of both our teaching and non-teaching staff. These initiatives include:

Performance Appraisal System: Our performance appraisal system is designed to evaluate and enhance the contributions of our staff. The College follows:-

- **Top-down Appraisal**: The Principal assess the teaching and non-teaching faculty.
- **Bottom- Up Appraisal**: The faculty assess the Principal. Students assess the teaching faculty.
- **Self-Appraisal**: Employees evaluate their own performance, which can facilitate self-reflection and goal setting.

Based on the appraisal, development plans are created to support employees in improving skills and achieving career goals.

Welfare Measures: We prioritize the well-being of our staff by offering a range of welfare measures. These include:

- Retirement benefits like GPF/CPF, Gratuity, pension and encashment of earned leaves are available to employees. Teachers are eligible to avail loan facilities from Provident Fund as per Government rules.
- Superannuated teachers and non-teaching staff are felicitated in appreciation of the services they have rendered.
- Free/subsidized health care is available under the WB Health Scheme (WBHS) in Government hospitals and empanelled private hospitals.
- Free Monthly Health checkups from a certified medical practitioner are available to both the teaching and non-teaching staffs of the College.
- Departmental/ Seminar libraries have been established in each department. Spacious central library with e-resources and a wide range of books/journals and a dedicated teachers reading section.
- The College campus is Wi-Fi-enabled to ensure that faculty and staff have easy access to the internet. This enables them to conduct research, access online resources, communicate, and collaborate effectively.
- To enhance flexibility and productivity in their work, the College has provided the faculty members with laptops to ensure that they have the necessary tools to prepare lectures, conduct research, grade assignments, and communicate with students and colleagues from anywhere on campus.
- As a part of recreational activity, annual picnic is organized for both teaching and non-teaching staff of the institute. Both the teaching and non-teaching staff are encouraged to participate in games on Annual Sports Day.

Career Development and Progression: For the staff to achieve their career aspirations and contribute meaningfully to the institution's mission. The major initiatives are:

- The College provides valuable opportunities for both teaching and non-teaching staff with regards to professional and career growth like publication in the college Journals, participation in College

conducted seminars, workshops, etc. providing opportunities for learning, networking, and staying updated on current trends and developments.

- Permission is duly granted to participate in Refresher Courses/ Orientation Programmes/ Short-Term Courses to the teaching staff for professional development.
- Administrative Training Programmes are also conducted at regular intervals so as to enhance skills related to organizational management, leadership, communication, and decision-making, preparing individuals for roles with increased responsibilities.

By integrating these systems and measures, the college creates an environment where staff feel valued, supported, and empowered to excel in their roles.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 8.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	7	6	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	17	17	17

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Sound financial management and the efficient utilization of resources are pivotal to our sustained success and growth. The college is committed to ensuring that our financial practices are transparent, accountable, and strategically aligned with our mission. To achieve this, we have implemented comprehensive strategies that encompass the *mobilization of funds, optimal resource utilization, and rigorous financial auditing processes.*

Mobilization and Optimal Utilization of Resources: Our institution actively seeks to mobilize resources and funds from diverse sources, including government grants, non-government organizations, and private sector partnerships. By leveraging these varied funding streams, we enhance our financial stability and capacity to invest in key initiatives. We also ensure that these resources are utilized optimally to maximize their impact, fostering innovation and excellence in our programs and operations.

- The College receives a financial aid in the form of salary of substantive teachers, substantive non-teaching staff & State Aided College Teachers (SACT) from the Govt. of West Bengal.
- The salary of Contractual Non-Teaching Staff, college infrastructural maintenance developmental activities, teaching-learning activities (Seminars, Workshops etc.) and miscellaneous expenses are done through the college fund raised from student's fees collection, bank interest and sundry incomes. Fifty percent of the tuition fee component of the students' fee is submitted to the Govt. of West Bengal as per state directives.
- The college also receives funds from State Government, UGC and Industrial houses from time to time.

- All income and expenditure of every financial year is done based on meticulously planned annual budget prepared by the accounts section of the college and passed by the Finance Sub-committee

and subsequently by the Governing body/ Administrator. The budget is prepared on the basis of requisitions and past 3 years expenses.

- All the major purchases are done through the approvals of the Tender-Purchase Subcommittee and Finance Subcommittee to ensure transparency and fairness in the procurement process.
- All Payments are made through cheques or account transfer. Payment through cash is restricted to amount below Rs. 5000/- (excluding few exceptional cases).
- All the expenses related to repair and maintenance work of the college are undertaken by the administration after conducting a feasible survey with the help of the Infrastructure Sub-Committee.
- The College adheres to maintaining comprehensive bookkeeping records, including stock registers which are essential for tracking financial transactions and ensuring accountability for assets and resources.
- The College encourages efficient budgetary-capping, and adequate use of financial resources while discouraging non-essential expenditures.

Regular Financial Audits: To maintain the highest standards of financial integrity and accountability, the college conducts regular financial audits. These audits, both internal and external (statutory), provide an objective assessment of our financial practices, ensuring compliance with regulatory requirements and the effective management of our financial resources. Through these audits, we identify areas for improvement and implement best practices to strengthen our financial governance.

By adhering to these financial management strategies, the college upholds its commitment to transparency, accountability, and strategic resource management.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a crucial role in fostering a culture of continuous improvement and excellence. The IQAC is dedicated to institutionalizing quality assurance strategies and processes that enhance the overall effectiveness of our educational environment. The major goals of

IQAC may be considered as follows:

- **Commitment to Quality Assurance**.
- **Periodic Reviews and Assessments**
- **Incremental Improvements**

The above goals are achieved through the following processes:

Focus on Teaching and Learning Process

- **Implementation of Key Educational Frameworks**: The IQAC facilitates the institution's adherence to the basic principles and requirements of the previous Part system, Choice Based Credit System (CBCS), and Course Credit Framework (CCF).
- **Outcome-Oriented Education**: By focusing on program outcomes and course outcomes for all subjects, the IQAC ensures that educational objectives are met effectively.

Continuous Internal Assessment (CIA)

- **Introduction and Monitoring**: The IQAC has introduced the system of Continuous Internal Assessment, which enables ongoing academic improvement by setting new goals and standards.
- **Continuous Improvement**: CIA fosters a culture of continuous academic enhancement within the institution.

Standardization of Teaching-Learning Process:

- **ICT-Enabled Teaching**: The IQAC motivates and inspires faculty to adopt Information and Communication Technology (ICT) enabled lecture methods, enhancing the teaching and learning experience.
- **Student Feedback and Academic Audits**: Regular feedback from students is used to improve academic quality. Academic audits are organized to initiate quality checks, ensuring compliance with university curriculum and UGC guidelines.

Faculty Development and Research

- **Workshops and Seminars**: Faculty members are encouraged to participate in workshops and seminars to stay updated with the latest educational trends and practices.
- **Research and Publications**: The IQAC supports faculty in undertaking research projects and publishing books relevant to their areas of expertise.

Library and Learning Resources

- **Streamlined Library Resources**: The IQAC ensures that library resources are well-maintained and easily accessible to both students and teachers. The e-repository of Rani Birla Girls' College is a notable example of this initiative.

Environmental Initiatives

- **Green Campus Initiatives**: The IQAC has undertaken several MoUs and strategies to maintain a

healthy and green environment on campus, reflecting the institution's commitment to sustainability.

Regular Meetings and Updates

- **Communication and Coordination**: Regular meetings are organized by the IQAC to update members and faculty about the actions taken and outcomes achieved in various academic and administrative ventures.

Skill Enhancement for Students

- **Skill Enrichment Courses**: The IQAC organizes skill enhancement and enrichment courses on various subjects, enabling students to apply the knowledge learned in their basic curriculum to real-life situations.

Through these comprehensive initiatives, the IQAC at Rani Birla Girls' College ensures continuous improvement and maintains high standards of quality in education and institutional practices.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

1. Gender Audit

A Gender Audit was conducted by Rani Birla Girls' College to assess the extent to which gender parity is effectively institutionalized in the college's policies, curricular and co-curricular programmes and organizational structure. The objective was to identify and rectify any existing lacunae in such matters. The 2023-24 Gender Audit report suggests a favourable thrust towards gender equity in the College's activities, curricula and faculty.

2. Curricular aspects

Curricula in undergraduate programmes run by the University of Calcutta (to which the college is affiliated) are designed (e.g. in Education, Sociology, English, Political Science etc.) to disseminate theoretical knowledge about A. constructions of gender and their social-political implications; B. the history of resistance, global and in India, to gender-stereotyping. Individual departments in the college supplemented such curricular agenda through invited lectures, seminars and relevant film screenings. Thus, the Department of English screened the film, *Suffragette*, on the history of women's struggle to gain voting rights; the Department of History organized a student seminar on "Women Revolutionaries of Bengal".

3. Co-curricular activities

Through its committees and clubs, the college organized co-curricular activities such as poster-making, debates (e.g., on "Women in the Military: A True Step Towards Gender Equality") and photography competitions (e.g., on "The Contemporary Woman") to commemorate International Women's Day and Kanyasree Day.

4. Statutory bodies

To address any gender-related grievances of students, faculty and staff, the college has instituted (according to UGC Regulations) an Internal Complaints Committee, a Grievance Redressal Cell, an Anti-ragging Cell and a Women's Cell. Information regarding the constitution and objectives of these statutory bodies is displayed in the college website and stated in the College Brochure. Further, stakeholders are apprised of the modalities of functioning of these bodies through orientation programmes and signage on the college premises.

5. Initiatives to promote gender equity

The college promotes women's empowerment as the foundational step towards gender equity. For this, awareness programmes were conducted by the Women's Development Cell and Physical and Mental Well-being Cell, e.g. on menstrual hygiene, nutrition for women's health and legal provisions for women under the IPC. Memoranda of Understanding were signed with two NGOs (Ankur Kala and Iswar Sankalpa), which work for socio-economically disadvantaged women. Food and handicrafts produced by these women were exhibited for sale at the College Fete and Book Fair. Also, the college actively promotes sensitivity regarding third gender issues. Faculty and students participated in a Pride Walk and visited an exhibition showcasing works by artists from the LGBQTI community.

Facilities for students:

- a Common Room with amenities for sports and recreation
- separate washrooms for women
- a well-equipped wellness-centre
- a sanitary napkin dispensing machine; an incinerator
- security guards at the main gate 24X7; guards from a private security agency and college-appointed full-time contractual guards
- 24X7 CCTV surveillance of the campus

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

Rani Birla Girls' College plays a vital role in fostering an inclusive environment and promoting tolerance and harmony among its stakeholders. Here are several key efforts and initiatives implemented to achieve these goals:

Cultural, Regional, and Linguistic Inclusivity

1. **Diversity Programs and Events**
   - **Cultural Festivals:** Hosting events that celebrate various cultures, languages, and traditions.
   - **Interfaith Dialogues:** Facilitating discussions and activities that promote understanding and respect for different religious beliefs.
2. **Inclusive Curriculum**
   - **Multicultural Education:** Integrating content that reflects diverse cultural perspectives.
   - **Language Support:** Offering courses and resources for students to learn multiple languages and support for non-native speakers.
3. **Clubs and Societies**
   - **Cultural Clubs:** Establishing various clubs and committees focused on cultural exchange and celebration.
   - **Language Clubs:** Promoting linguistic diversity and proficiency through language-specific clubs.

Socioeconomic Inclusivity

1. **Financial Aid and Scholarships and Felicitations**
   - **Merit-Based Scholarships:** Rewarding academic and extracurricular excellence, through government scholarships and institution level felicitation.
2. **Support Services**
   - **Counselling and Mentorship:** Offering guidance and support to students facing socioeconomic challenges.
   - **Career Services:** Providing career counselling and job placement assistance to enhance employability.
3. **Community Engagement**
   - **Outreach Programs:** Engaging with local communities to provide educational opportunities and resources.
   - **Volunteering Initiatives:** Encouraging students and staff to participate in community service.

Sensitization to Constitutional Obligations

1. **Civic Education**
   - **Courses on Constitution and Rights:** Including mandatory courses on the country's constitution, citizens' rights, and responsibilities.
   - **Workshops and Seminars:** Organizing events that discuss constitutional values and civic duties.
2. **Awareness Campaigns**
   - **Rights and Responsibilities Campaigns:** Promoting awareness about the rights and duties of citizens through various media.
   - **Anti-Discrimination Initiatives:** Educating the community about the importance of equality and anti-discrimination laws.
3. **Institutional Policies**
   - **Code of Conduct:** Implementing and enforcing a code of conduct that promotes respect, equality, and non-discrimination put up in college website.
   - **Grievance Redressal Mechanisms:** Establishing processes for reporting and addressing grievances related to discrimination or harassment.
4. **Student and Employee Training**
   - **Diversity Training:** Conducting workshops and training sessions on diversity, inclusion, and cultural competence.
   - **Ethical Leadership Programs:** Encouraging leadership that upholds constitutional values and promotes social justice.

Creating a Harmonious Environment

1. **Inclusive Governance**
   - **Student Representation:** Ensuring diverse student representation in governance bodies.
   - **Employee Diversity Committees:** Establishing committees to address diversity and inclusion issues among staff.
2. **Physical Accessibility**
   - **Infrastructure:** Ensuring campus facilities are accessible to individuals with disabilities.
   - **Assistive Technologies:** Providing technological support for students and employees with special needs.
3. **Inclusive Practices**

- **Flexible Policies:** Adopting flexible academic and work policies to accommodate diverse needs.
- **Inclusive Language:** Promoting the use of inclusive and non-discriminatory language across all communications.

By implementing these initiatives, the institution has created an environment that not only respects but celebrates diversity, promotes equality, and educates individuals about their constitutional obligations and the importance of a harmonious society.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title Community Outreach

Objectives

The broad aim of this practice is to extend teaching-learning beyond academics, in order to motivate students to become responsible citizens, who would work proactively for the betterment of the larger community. In view of this, the following specific objectives are envisioned:

- to sensitize students towards the socio-economically disadvantaged sections of the community;
- to familiarize students with the ways and means of making impactful contributions to the community through collaborative effort;
- to provide practical experience of actual outreach enterprises, so that students are initiated into the in-field protocols of interacting with target subjects and collaborative partners (NGOs etc.);
- to inculcate in students, the skills of entrepreneurship, human resource management, creative thinking etc.

The Context

The National Education Policy (2020) states that undergraduate education should be "holistic" and "help to develop well-rounded individuals" who possess, among other things, "capacities in vocational fields" and "an ethic of social engagement". Herein lies the context for prioritising the practice of Community Outreach, namely, in the college's endorsement of the NEP's recommendation that higher education should be geared both towards creating responsible and socially committed citizens as well generating entrepreneurial employment for learners.

The Practice

The college seeks to instill in its students, a moral commitment to community outreach. For this, it has formed a dedicated Social Service Sub-committee, under the Teachers' Council. To expand the ambit of its outreach, the college has signed Memoranda of Understanding with three organizations, UDYOG, 'Foundation of Unified Youths of Gayeshpur', Iswar Sankalpa and Ankur Kala.

Evidence of success

- The NGOs with which the outreach activities were conducted issued certificates of appreciation to the college.
- According to student feedback, participation in outreach activities a. enhanced their sensitivity towards the marginalized sections of society; b. honed their skills of entrepreneurship, human resource management, creative thinking etc.

Problems encountered and resources required

The chief challenge that the Social Service Sub-committee faced was a funds crunch at the time of planning its activities, which is reflected in the limited programmes that could be organized during certain sessions. The sub-committee also recognized that more MOUs with NGOs and social organizations are required to extend the ambit of its outreach activities.

Best Practice 2

Title Initiatives for Women's Empowerment

Objectives

Rani Birla Girls' College is committed to imparting higher education to women so as to empower them through academic accomplishments and gainful employment. Additionally, it promotes a holistic development of students so as to produce confident women who are capable of holding their own in any situation. In view of these, the college's initiatives for women's empowerment, have the following objectives:

- to motivate students to pursue studies beyond graduation;
- to instil the ethic of economic independence, particularly, the spirit of entrepreneurship, so that students will be "job-creators" rather than "job- seekers";
- to promote a culture of respect and equality for women;
- to ensure that sexual harassment is treated as an unacceptable social behaviour on campus and in society;
- to prioritize women's health and well-being.

The Context

The principle of gender equality is enshrined in the Indian Constitution. Accordingly, the National Education Policy (2020) envisions an equitable access by women to quality education in order to enhance their employability. It also emphasizes a gender-sensitive institutional environment with complaint redressal mechanisms, and measures to safeguard women's health. The constitutional mandate, the NEP's guidelines and, over and above these, the college's enlightened dedication to its

vision-mission as an institution of higher education for women – all these constitute the context for the college's initiatives for women's empowerment.

The Practice

Women's empowerment is translated into a pre-eminent practice by the college's initiatives in the following areas:

1. **Motivating students to pursue post-graduate education and/or gainful employment**

- The Career Counselling Sub-committee organized seminars, lectures and workshops to alert students to opportunities of (A) post-graduate studies and government incentives and scholarships for the same; (B) vocational training and associated employment options.

2. Enforcing gender equity on campus through administrative mechanisms

- Statutory bodies were formed (according to UGC Regulations) to address gender-related grievances of students, faculty and staff. These include an Internal Complaints Committee, a Grievance Redressal Cell and an Anti-ragging Cell. Information regarding the constitution and objectives of these statutory bodies is displayed in the college website and stated in the College Brochure.
- A 'Women's Development Cell' was formed to provide an exclusive forum for discussion of women-centric issues and welfare projects for women.

1. **Designing co-curricular activities to reiterate the spirit of women's empowerment**

- International Women's Day and Kanyasree Day were commemorated with a range of activities for students, e.g., a debate competition on "Women in the Military: A True Step Towards Gender Equality", and a photography competition on "Aajker Nandini" (The Contemporary Woman).

4. Prioritizing women's health and well-being

- The college offers regular, free-of-cost access to a female doctor and two certified female psychological counsellors, on campus so that students can freely discuss their health issues and seek advice.

5. Supporting the cause of marginalized/underprivileged women in society

- To take its agenda of women's empowerment beyond campus, the college has signed Memoranda of Understanding with two NGOs (Ankur Kala and Iswar Sankalpa), which work for socio-economically disadvantaged women. In collaboration with these, the College arranged outreach activities.
- Mrs. Sarbani Das Roy, founder of Iswar Sankalpa, was invited to address all stakeholders on the protocols for rehabilitation of destitute women and children to raise awareness among students on these issues.

Evidence of Success

That the college's initiatives to create a campus-environment where women feel safe, supported, and empowered to excel in their academic and professional pursuits, have borne fruit is evidenced in: A. the fact that there has been no reported case of infringement of women's rights and dignity on campus, till date; b. a sizable number of students have proceeded onto post-graduate studies in various disciplines and have secured gainful employment, after graduation.

Problems encountered and resources required

Implementation of the session-wise plans and their monitoring have become a tough task in view of the tight academic schedule. Also, due to limitations imposed by the pandemic situation, several initiatives had to be abandoned. The college recognizes that more funds would qualitatively enhance its initiatives for women's empowerment.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

7.3.1 Institutional Distinctiveness

Physical and Mental Well-being of Students, Faculty and Non-teaching Staff

As an institution of higher education, Rani Birla Girls' College is committed to academic excellence. Hence, it seeks to ensure that teaching-learning takes place effectively, in optimal conditions of physical and mental well-being of students, faculty and non-teaching staff. To this end, the college has put in place a comprehensive set of measures, including free medical check-up, psychological counselling, training in yoga and techniques of self-defence. The immediate aim is to address any existing mental and physical health issues vis a vis their impact on teaching-learning, e.g., exam-related stress in students, addictive habits, spondylosis, nutritional deficiencies etc. The long-term objective is to inculcate an awareness of healthy life-style practices. This is particularly relevant in the context of the globalized, hyper-digital, post-Covid Indian society. First, the pandemic has brought an overwhelming awareness of the fragility of our physical and mental health, having triggered or exacerbated health complications in individuals. Second, the impact on individual stakeholders of obsessively materialistic life-pursuits, cut-throat academic/professional competition and routine exposure to digital media, would range from clinical depression to lifestyle diseases like hypertension etc.

To implement an inclusive programme of physical and mental well-being with streamlined efficiency, the college has instituted a 'Physical and Mental Well-being Cell'. Functioning in alliance with the IQAC and other statutory cells and subcommittees in the college (and, thus, reflecting a concerted effort by the whole college), it has taken the following measures and initiatives:

    1. PRIMARY MEASURES TO SECURE PHYSICAL AND MENTAL WELL-BEING

- **Free Medical Check-up**

Dr. Shabana Roze Chowdhury (MBBS) conducted regular, free-of-cost medical check-up of students, faculty and staff in the college. The purpose was to facilitate early diagnosis of health problems and offer guidance for further treatment.

- '**Student Health Home' scheme**

The college has subscribed to the 'Student Health Home' scheme. Under the 'Universal Membership of Rani Birla Girls' College', all students of the college are entitled to consultation with doctors, pathological tests, medicines, treatment in hospitals etc. at subsidized rates.

- **Medical Camp**

On 4.1.24, a one-day screening camp for anemia, thyroid, blood sugar and bone density was organized in college, in association with the Rotary Club of Salt Lake Metropolitan and Kolkata Menopause Society.

- **Regular psychological counselling**

The college made provisions for regular psychological counselling – in-house, by Mrs. Pampa Chatterjee (Associate Professor, Dept. of Education) – and, by a visiting psychological counsellor, Ms. Syeda Tania Islam.

- **Mentoring of students**

Following UGC norms, all students were assigned a faculty-mentor, who addressed their problems related to academics as well as mental health. Mentor-Mentee lists were updated in every session; registers of mentoring activities were maintained.

1. ADDITIONAL INITIATIVES TO ENHANCE PHYSICAL AND MENTAL WELL-BEING

- **Emphasis on Yoga**

The college encourages yoga practices among all stakeholders for their holistic well-being. A certificate course on "Yoga, Physical and Mental Well-being" was conducted in 2020. On 11.2.20, the IQAC organized 'Living Well: A One-day Yoga Camp and Meditation Session'. World Yoga Day, 2022 and 2023, were commemorated, respectively,with a yoga camp on campus and an online quiz for students on the benefits of yoga.

- **Training in techniques of self-defence**

As an empowering exercise in physical fitness, students received training in techniques of self-defence, under the Sukanya Project. This was an initiative of the Kolkata Police, the Women and Child Development and Social Welfare Department, Government of West Bengal.

- **Emphasis on sports**

Students were encouraged to participate in sports activities (badminton and throwball tournaments, the Annual Sports etc.) organized by the Sports Sub-committee and the Sports Club. A coach was employed to train students in kho kho and kabaddi. Students represented the college in kabaddi, kho kho and tug-of-war and won prizes

1. AWARENESS PROGRAMMES ON MENTAL AND PHYSICAL WELL-BEING ISSUES

- On 30.11.21, World AIDS Day was commemorated with an online lecture, "Generating Awareness on AIDS". The speaker was Dr. Sachchidananda Roy, Assistant Professor, Bankura Christian College.
- On 3.1.23, the Department of Education organized a lecture, "I Know my Body" by Dr. Vineeta Kaul to discuss gynaecological issues.
- On 31.3.23, the Department of English and IQAC organized a workshop, "Perspective of Film as a Multi-disciplinary Text on Mental Health Research". Mr. Sourav Sarkar, noted film director, screened and analysed two films on mental health problems related to childhood and old age.
- On 22.8.23, Dr. Shabana Roze Chowdhury, addressed students on "Menstrual Health and Hygiene and increased rate of Polycystic Ovarian Syndrome".
- On 3.9.23, World Sexual Health Day, students and faculty participated in a walk organized by the Bengal Obstetric and Gynaecological Society, to raise awareness on the sexual health of women.
- On 3.10.23, Dr. Nilanjana Moulik, Secretary General, Alzheimer and Related Disorders Society of India – Calcutta Chapter, conducted a seminar on "Forgetfulness: Is it a disease?" She discussed the causes, symptoms and treatment of dementia.
- On 10.10.23, Dr. Vineeta Kaul conducted a seminar, "Awareness on Breast Cancer".
- On 1.12.23, students participated in an essay competition on 'Awareness on AIDS'.
- On 15.12.23, a "One-day Workshop on Beauty and Wellness" was organized by the Student Advisory Committee in collaboration with Orane International.

- On 13.3.24, a "One-day Awareness Programme was organized on 'The Benefits and Facilities from Student Health Home under the Universal Membership of Rani Birla Girls' College". The resource person was Ms. Sunita Srivastav.
- On 22.3.24, Dr Ausmati Thakur spoke on "Feminine Health and Nutrition". The lecture was organized in collaboration with the Rotary Club.
- On 11.3.24, a lecture on 'Prevention of Some Common Women-Cancers' was organised in collaboration with Dumdum Motijheel College. The speaker was Dr. Shankar Kumar Nath, an eminent oncologist.

In the course of running this comprehensive programme, the Physical and Mental well-being Cell met regularly to discuss plans and modalities of programmes, problems, e.g., shortfall in funds etc. Through a rationalized promotion of physical and mental well-being of its stakeholders, the college seeks to offer an experience of teaching-learning that is holistic and sustainable. It projects this as the foundational principle of academic and professional success and, generally, of a good life.

File Description	Document
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

The college was established in 1961 as a Trust College run by the Hindustan Charity Trust formed by the Birla Group. The College functioned as a Trust run private college affiliated the University of Calcutta for around four decades till 1997. During this period recruitment for all teaching and non-teaching posts was done by the college through a selection committee formed by the trust and with representatives from the affiliating university.

With effect from 01/07/1997 the college transitioned from being a Trust College to a Government- Aided College and the teaching staff of the college were brought under the umbrella of West Bengal Non-Government Colleges (Payment & Salaries) Act, 1976 [vide G.O No. 224-Edn (CS) dated 30/03/1998]. Subsequently fixation of pay of 24 existing teachers on the college payroll and the post of Principal and Librarian, was revised & fixed as per the new UGC Pay- Scale,1986 by the Department of Higher Education, Government of West Bengal.

All teaching staff were brought under the Death Cum Retirement (DCRB) Scheme in the year 2005, and was made eligible for post-retirement pensionary benefit.

Two more teaching posts were created by the Government of West Bengal in 2006 and 2008 respectively.

The Non-teaching staff of the college, who were appointed during the trust regime was also brought under the aegis of the Government of West Bengal in 2007.

The college is presently a government-aided college which is under the Department of Higher Education, Government of West Bengal, and all recruitments are done through West Bengal College Service Commission.

Concluding Remarks :

In conclusion, the Self Study Report of Rani Birla Girls' College, reveals a strong dedication to academic excellence, student engagement, and institutional growth. The college excels in several key areas:

1. **Faculty and Staff:** The faculty members are highly qualified and committed to providing a holistic education to the students. Continuous professional development opportunities are provided to ensure faculty members stay abreast of the latest educational trends and methodologies.
2. **Curriculum and Academic Programs:** Though the curriculum is structured by the affiliating University, the college integrates it with modern and effective teaching-learning methods, ensuring that students are well-prepared for their careers. There are diverse academic programs and several add-on and skill enhancement certificate courses that cater to a wide range of interests and career paths.
3. **Infrastructure and Facilities:** The college boasts modern facilities and state-of-the-art infrastructure that enhance and enrich the learning environment. This includes well-equipped laboratories, libraries, and digital resources that support both teaching and research activities.
4. **Student Satisfaction and Support:** High levels of student satisfaction reflect the effectiveness of the college's support services, including academic mentoring, career counselling, physical-mental wellbeing, and extracurricular activities. These services are crucial in fostering a supportive and

enriching student experience.

Despite these strengths, the assessment has also identified areas for improvement:

1. **Research Opportunities:** Expanding research opportunities for both faculty and students is essential. This includes increasing funding for research projects, fostering collaborations with industry, and encouraging publications in reputable journals.
2. **Technological Integration:** There is a need to enhance the integration of technology in teaching and administrative processes. Implementing advanced learning management systems, virtual labs, and online resources can further support the academic journey.
3. **Student Support Services:** While current support services are effective, there is room for improvement in areas such as, peer mentoring programs, and greater career placement assistance, better common rooms and better sports facilities. Strengthening these services will contribute to overall student well-being and success.

The self-study report will assist Rani Birla Girls' College in its continuous efforts towards improvement. By addressing the identified areas, the college can enhance its educational offerings, meet the evolving needs of its student population, and maintain its reputation as a leader in higher education.

Overall, the report underscores the achievements of Rani Birla Girls' College and presents a strategic perspective plan for future enhancements. The college believes that it is well-positioned to achieve its mission and vision, ensuring a sustainable and prosperous future for its academic community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 286 Answer after DVV Verification: 283 Remark : DVV has made changes as per the report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	13	12	7

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

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

Answer After DVV Verification :

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

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

Metric ID	Sub Questions and Answers before and after DVV Verification
3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	08	08	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	06	08	01	02

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	04	01	04	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	02	00	06

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

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

Answer before DVV Verification :
Answer After DVV Verification :22
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.30601	3.60175	0.06950	0.07847	3.0782

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.07	0.07	0.06	3.62	2.32

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	09	13	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	06	08	05

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

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has considered the given input as none of the teachers are provided with the financial support of Rs. 2000 and more.

| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative* |

training programs during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	26	34	6	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	7	6	2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	17	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	17	17	17

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

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
	1. **Green audit / Environment audit**
	2. **Energy audit**
	3. **Clean and green campus initiatives**
	4. **Beyond the campus environmental promotion activities**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations