



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

P. N. DAS COLLEGE

**SANTINAGAR, PALTA, P.O. -BENGAL ENAMEL, P.S.- MOHANPUR, DISTRICT-
NORTH 24 PARGANAS**

743122

www.pndascollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

P.N. Das College is a government-aided co-educational undergraduate institution, affiliated to the West Bengal State University, offering 11 programmes in Arts, Science and Commerce disciplines. Located in a scenic landscape under the rural ambience of Mohanpur Gram Panchayat in the North 24 Parganas district of West Bengal, the college was established in 1962 with the express objective of catering to the educational needs of refugees who were forced into displacement by the 1947 Partition of India. A large majority of the inhabitants of the area are people who settled in the Babanpur and Jaffarpur Mouzas from the early 1950s to 1971, and even thereafter, mostly from the Gopalganj, Dhaka, Barisal and Faridpur districts of East Pakistan (now Bangladesh). Most of these refugees belonged to the socio-economically backward communities with minimal social, educational and economic support required for a respectable life. The challenge, therefore, was to raise them to a level of respectable social-economic-educational attainment. Hence, the founders of the college envisioned an institution that would endeavour “to achieve excellence while remaining faithful to its commitment to the empowerment of the weaker sections of the society through knowledge that equips and enlightens.” (Vision of the Institution)

With the passage of time, and the development of socio-economic-educational conditions of the people in the area, the fast changing educational and employment scenario and evolving methodologies, modes and means of delivery, rapidly changing curriculum frameworks and national and global challenges, the institution has also evolved its mission in keeping with its vision as well as the changing needs and challenges in the domain of education.

The college is presently following Choice Based Credit System introduced by the affiliating University from 2018-19. It was accredited for the first time in 2016 with Grade B.

Vision

The Vision of the institute is to achieve excellence while remaining faithful to its commitment to the empowerment of the weaker sections of the society through knowledge that equips and enlightens.

Mission

The stated Mission of the institution, as it stands now is:

- To equip and empower students, especially from displaced (consequent to the Partition of the nation) and socio-economically backward families with updated knowledge, competence and creativity to face

global challenges.

- To impart value-based and value-added education to breed a set of socially responsible and self-confident citizens for the future.
- To educate pupils from socially and economically backward communities and to enlighten them with the idea of and pride in the rich cultural tradition of our nation.
- To evolve innovations in teaching-learning, research and extension activities to achieve national standards.
- To promote women's education.
- To generate consciousness of our national heritage, culture and value system along with a rational, scientific temper, well aware of issues related to human rights and environment.
- To realise the constitutional goal of equity through education to all, irrespective of caste, creed and linguistic background.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactive Governing Body of the institution
- Stress on participatory management
- Qualified and dedicated faculty.
- Highly efficient support staff.
- The institution imparts higher education to students of which a significant percentage form first generation learners, coming mostly from socially and economically backward communities.
- The average pass percentage at UG level is 89.26. Many students have been rankers over the last few years.
- Spacious and airy classrooms, air conditioned seminar hall - cum - studio with video recording facilities, spacious and air conditioned auditorium, well equipped library and laboratories. LCD projectors in most of the classrooms.
- Extensive use of ICT in teaching-learning-evaluation to improve the learning experiences of the students through the use of Google classroom, WhatsApp Groups, e-modules.
- Fully automated central library on KOHA cloud having more than 15,549 books, INFLIBNET N-List subscription, periodicals, desktops, printers, reprography machine, etc.
- Two playgrounds, Multigym, etc. to facilitate games and sports.
- Dynamic website with ease of access to all necessary information.
- The college has a strong NSS unit committed to social service through various programs in and outside the campus.
- Multi-lingual delivery of classroom instruction.
- Holistic development of students ensured through seminars, workshops, add on courses, extension programmes, etc.
- Lush green eco-friendly campus with a huge number of tall trees, a beautiful garden, two well maintained water bodies, mechanism for solid and liquid waste management, e-waste management, and rainwater harvesting, etc.

Institutional Weakness

- Locational disadvantage owing to the distance from arterial roads and railheads, and the non-availability of bus routes.
- Lack of sufficient number of teachers, administrative and support staff.
- Inadequate number of classrooms.
- Low student enrolment.
- Inadequate Development funds

Institutional Opportunity

- Ample scope for the introduction of new courses, especially skill oriented courses, to meet the requirements of the global employment market.
- There are opportunities for the expansion of the network of collaboration with organisations and institutes at the national and international level to facilitate teacher and student exchange programmes, introduction of new skill oriented courses, etc.
- To widen the scope of institution-industry interaction.
- Adequate space for improvement of the physical infrastructure.
- To improve upon the multi-cultural and multi-linguistic atmosphere of the institution, keeping in tune with the renewed positive thrust of the NEP 2020.

Institutional Challenge

- The presence of a number of Degree Colleges in the vicinity with greater locational advantage poses serious challenges.
- To generate resources to meet expenses in the context of the gradual depletion of public funds, aids and grants.
- To take initiatives for the creation of new posts and recruitment therein to meet the academic and administrative challenges arising out of the introduction of the CBCS system, as well as the NEP 2020 with a heavier emphasis on multi-disciplinary and multi-lingual curriculum framework.
- To increase student enrolment.
- Strengthen the culture of research and enhance the quality and number of publications by faculty members.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- CBCS curriculum has been implemented in all the 11 programmes.
- Teachers play a pivotal role in curriculum development and planning for the various add-on/value-added courses conducted by the college.
- BoS members from the college play their role in curriculum development at the university level.

- Feedback mechanism, on the curriculum, is in place for stakeholders, including teachers, students, and employers. Feedback analysis is forwarded to the university authorities. Some teachers send their feedback directly to the respective BoSs. In some cases, BoSs have accepted and acted upon them.
- Planning and implementation of the delivery of the curriculum framework are done through the following steps:
 - Preparation of the learning outcomes, and their circulation (from 2016-17).
 - PO/CO attainment being assessed from 2021-22.
 - Departmental distribution of course components before the commencement of sessions.
 - Academic Calendar prepared by departments and Academic Committee in consultation with the IQAC and the Examination Committee. Any deviation towards conduct of CIE is communicated to all students.
 - Orientation Programmes for the students conducted by the Principal and Departments at the beginning of semesters.
 - Library Orientation conducted by the Librarian.
 - Academic monitor (digital/physical) to ensure adherence to Academic Calendar.
 - Extensive use of ICT in teaching-learning-evaluation: E-modules, Google Classrooms, WhatsApp Groups, etc. from 2018-19. Institutional LMS from 2019-20.
 - Subscription to G-Suite in 2018-19 to facilitate the creation of departmental websites to facilitate delivery of TLM for advanced and slow learners.
 - Field Work and Project Work are part of the curriculum of several departments. Besides, the departments arrange educational tours.
 - Collaborative learning through projects, Wall Magazines, etc. Some departments train students to prepare powerpoint presentations and Digital Magazines.
 - Free basic computer training for students.
 - PTMs to report the performance of students to guardians.
- Feedback from students, teachers, guardians, employers and alumni taken and analysed. Curative measures are suggested, and actions taken.
- Various cross-cutting issues are incorporated in the curricula of regular and add-on/value-added courses. Extension activities, seminars and awareness programmes are also conducted on these issues.
- Wide range of combinations to ensure optimum academic flexibility.
- 12 add-on/value-added courses are conducted, three being repeated over the years.

Teaching-learning and Evaluation

- The college has endeavoured to maintain utmost transparency in the dissemination of knowledge and assessment of the performance of the pupils.
- The admission process is fully online.
- 47% of students belonging to the SC/ST/OBC-A/OBC-B categories (during the assessment period 2021-22).
- Approximately 35% of the students are first generation learners.
- The vision and mission of the institution reflect the demographic picture of the area and the relevant educational needs of the locality. The institution has endeavoured to adhere to its vision and mission to deliver education with the aim to provide holistic education with modern technological and pedagogical innovations.
- Extensive use of ICT in teaching-learning-evaluation, with a focus on student-centric methods, is ensured through the following steps:
 - Use of Google classrooms was initiated in 2017-18.

- E-modules, WhatsApp Groups, Institutional LMS is functional from the academic session 2018-19. Subscription to G-Suite in 2018-19 to facilitate the creation of departmental websites to facilitate delivery of Learning Material for advanced and slow learners.
- LCD projectors in most of the classrooms.
- Free wifi facility throughout the campus.
- ICT used extensively in CIE
- Regular ICT retraining for Teachers and non-teaching staff.
- Seminars, webinars on the recent trends of teaching-learning-evaluation.
- Video centre for e-module preparation set up.
- The Virtual classroom used regularly.
- The College initiated the shift towards OBE through statement of learning outcomes in 2016-17. PO-COs were prepared and circulated 2019-20. Expected outcomes explained to students through orientation and induction programmes.
- Assessment of outcome attainment started in 2021-22.
- Slow and advanced learners identified and learning materials, according to learning levels, provided through classroom interactions, Departmental websites, WhatsApp, etc.
- The External Examinations is conducted by the parent university. Formative assessments are conducted by departments through CIE. Utmost transparency is maintained during the conduct of Internal Examinations.
- Awards are given out to departments for use of ICT, documentation, planning and compliance. University rank-holders and departmental toppers are felicitated.
- Pass percentage: 89.26%.
- Many students of the college are rank holders at the university level.
- Many students are pursuing higher studies in the WBSU as well as other renowned universities like the University of Calcutta.

Research, Innovations and Extension

- Administrative support is extended to the teachers actively involved in Research, 11 teachers have Doctoral degree and 8 teachers are pursuing Ph D.
- An active Research Cell is in place for promotion of Research. There is provision of seed money for research activities teachers and staff are offered financial assistance for attending seminars, FDPs, etc. On-duty leave is granted for attending seminars or field work. Leave is also for PhD course work. Teachers are encouraged to submit research proposals.
- Annual subscription to INFLIBNET N-List allows access to 1,99,500+ e-books and 6000+ e-journals.
- Seminars on Research Methodology, and Intellectual Property Rights are organised by the IQAC..
- The Institution has conducted 77 Seminars and workshops during the last five years.
- 25 functional MOUs and 9 academic linkages are in place.
- Workshops on Fine Arts and Handicraft, GST, and Journalism, as well as an add-on course on baking, etc. were conducted to facilitate entrepreneurship development.
- Institutional Incubation Centre (IIC) has been set up in the college. Collaborations with other colleges are in place for the improvement of the IIC. To boost start-ups exhibition-cum-sale of products of young entrepreneurs are organised. Joint exhibitions with other colleges were also organised to encourage the students involved in these centres.
- The college has arranged extension programmes with the objective of holistic development of its pupils, in tune with the spirit of NEP 2020. The NSS and NCC units also organised extension activities
- The Medical Unit offers free medical check-ups to students, teachers, non-teaching staff, guardians, and

local people.

- Students and teachers contributed funds and participated in Relief programmes during Covid, Amphan, and Yaas disasters.
- The Women's Cell felicitated women in a backward village in the Sunderbans, who work for the conservation of mangrove forest, in March 2022. The college also extended a small financial support to a primary school in Sunderbans.
- The college offers regular support to the local children's home, Shishu Bhawan. In addition, special programmes, health check up and awareness programmes are arranged by the NSS unit.

Infrastructure and Learning Resources

- The college campus extends over 4.285 acres with a built up area of 3511 sq.m. There are 25 classrooms out of which 14 are ICT enabled (including 1 smart classroom). The IQAC room is used for small seminars and has a video recording set-up.
- The Central Library is automated and has about 15549 books, 1,99,500+ e-books and 6000+ e-journals accessible through INFLIBNET N-List. The expenditure for purchase of books and subscription to journals/e-journals during assessment period is Rs. 486823/-
- The laboratories are well equipped for conducting experiments and are upgraded from time to time.
- The college has 65 computers and laptops, in working condition, out of which 51 are for academic purposes.
- High speed internet connectivity is available throughout the campus with a maximum speed of 200 MBPS.
- There is a Teaching Aids and Computer committee to put forward proposals of augmentation and upgradation of ICT facilities.
- The college also boasts of a landscaped garden, a herbal garden, 2 water bodies, and a Green House.
- There are two playgrounds with arena for handball, volleyball, football, cricket, etc.
- There is also an arena for badminton and basketball.
- There is a Multi- Gym, space for Yoga and meditation.
- The common rooms have Table Tennis Board and carrom boards.
- There is a Cheap store and a canteen in the campus; the college provides subsidy for canteen operation so that students get food at a subsidised rate.
- A synopsis of the expenditure on augmentation and maintenance of physical and academic facilities, during the assessment period (2017-22) is given below:
 - 38.94 % of expenditure, excluding salary, for infrastructure augmentation:
 - 27.34 % of expenditure, excluding salary, on maintenance of physical and academic support facilities

Student Support and Progression

- The institution has constituted various cells and committees, like Anti Ragging Cell, Internal Complaints Committee, Equal Opportunity Cell, Women's Cell, Career Counselling Cell, Grievance Redressal Cell, Students' Aid Fund Committee, RTI Cell, etc.
- For implementation of and compliance with statutory guidelines, as well as for awareness and sensitisation of students on issues like ragging, sexual harassment, and equal opportunity for students belonging to SEDGs, regular programmes are organised by the cells/committees. Display boards and banners have also been put up in the campus.

- Names of various committee convenors along with phone numbers are hosted on the website and displayed in prominent locations in the campus.
- Provisions for online submission of grievances are made available through the college website.
- The concerned committees meet regularly for redressal of grievances, if any, with utmost transparency.
- Students are benefitted from various Government scholarships
- Needy students can apply for concession in fees, through the merit-cum-means scholarship scheme
- Earn-While-You-Learn Scheme in the Central Library for needy students.
- During the pandemic partial fee waivers were offered to all students to meet the expenses of online education.
- Career Counselling Committee arranges a career fair every year.
- Add-on course on Employability Skills offered for the acquisition of soft skills, communication skills, General Knowledge, General Intelligence, Mathematical Aptitude and computing skills, etc.
- Add-on Certificate courses on Yoga and Self Defence (Karate) for acquisition of life skills .
- Free Basic Computer Training for students.
- Orientation in the Central Library on the use of e-resources in education.
- Collaborative assignments, quiz classes, cultural programmes and competitions are arranged.
- A sizeable number of students have received medals at university and state level competitions.
- Many students have secured berths in the university teams.
- Adequate infrastructural facility for sporting and cultural activities.
- Annual sports and frequent cultural events are organised.
- Publication of magazines, wall magazines, e-magazines, etc. help the students excel in extra-curricular and co-curricular activities.
- The Alumni Association has been registered. The alumni participate in extension activities of the institution, donate books and interact with current students on issues like career development. An alumnus has played vital role in the construction of a Divyang Toilet.

Governance, Leadership and Management

- The institution runs in adherence to the principles of decentralisation and participative management, under the guidance of the Governing Body. Governing Body is the highest decision -making body of the college and has representatives from teachers, non-teaching staff, students, affiliating university and government. Participative management is evident from the number of Committees and Cells. The resolutions of various committees are placed to the Governing Body and IQAC for approval and action. The Principal takes necessary steps for implementation.
- The college has been working for sustainable growth through quality education, awareness programs on cross-cutting issues, environment friendly activities and extension programs.
- The IQAC plays a pivotal role in providing benchmarks for academic and administrative activities and realising the same to ensure quality improvement and sustenance. Professional development programs are organised at regular intervals by the IQAC.
- The IQAC conducted internal Academic and Administrative Audit (AAA) for all the years in the assessment period. AAA by External Peer Team has been conducted thrice during the assessment period. The quality in teaching-learning is ensured by the IQAC through various training programmes, regular feedback, etc.
- Under the guidance of the IQAC, Departmental Learning Outcomes were prepared and circulated from 2016-17. Attainment of POs and COs is being assessed from 2021-22.
- Performance Appraisal is maintained by teachers. Feedback on administrative and academic matters is sought and analysed.

- The institution conducts regular internal and statutory financial audits.
- Student related data are stored in the AIMES Cloud. Formative assessments, TLM management and some examinations, E-modules, etc. are broadly done online.
- Perspective plans are drawn from time to time.
- Welfare schemes in the form of Ex-gratia and interest free Festival Advance have been implemented for the employees. A registered staff credit co-operative society has been established; the college has provided a room for its office. A medical practitioner attends to patients every Monday. The college has obtained membership of Students' Health Home for cheaper treatment of students. A Group Insurance policy allows students the benefit of an accident-cum-death benefit scheme against a nominal premium.
- The institution has applied for NIRF ranking for the year 2023.

Institutional Values and Best Practices

- The college has contributed to **gender** equity and awareness through the following steps:
 - Orientation programmes every year, to address various gender related issues, organised by the ICC.
 - Programmes are arranged by the Women's Cell to promote Gender equity.
 - Beti Bachao Beti Padhao programme was organised by the NCC unit.
 - Gender Audit was completed for all the years during the assessment period
 - Sanitary Napkin Vending Machine in the Girls' common room.
- For protection of **environment** and awareness on environmental issues the institution takes the following measures:
 - Seminars on conservation, climate change etc. by the IQAC, NSS and Nature Club.
 - Maintenance of the garden, herbal garden, and Green House.
 - Identification of various plant species in campus by the Nature Club.
 - Compost pit, Tree plantation, Rain water harvesting, energy audit, green audit, carbon footprint measurement, installation of solar lamps, replacement of tubelights by LED lights, etc.
 - Comprehensive mechanism for disposal of liquid, solid, chemical and e-wastes.
 - Awareness programmes on dengue and other vector borne diseases inside and beyond the campus.
 - Tree plantation and cleanliness drives, awareness campaigns on handwashing, etc.
- For the promotion of a disabled friendly and **inclusive environment** the college has taken the following steps:
 - Ramps and Wheelchairs for physically challenged in nearly all buildings.
 - A Divyang toilet constructed with financial assistance from GoI.
 - Organising programmes like Rabindra Jayanti, Ambedkar Jayanti, Hindi Diwas, Sanskrit Day, Bhasa Diwas, Constitution Day, etc.
 - Some departments and the Cultural Committee encourage students to present cultural forms of different states to showcase the rich cultural heritage and diversity of the nation.
- Extensive relief programmes were taken up by the institution and its stakeholders through donations and distribution of relief materials during pandemic and natural disasters.
- National and international commemorative days like Independence Day, Republic Day, International Day of Yoga, Environment Day, National Science Day, Earth Day, Aids Day, etc. are

celebrated/observed.

- Regular retraining programs for effective use of ICT in education and administration, AAA, Extension programs and social work are some of the best practices that have evolved over the last few years.
- 360° Teacher-Appraisal and Student Profiling are being developed as good practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P. N. DAS COLLEGE
Address	Santinagar, Palta, P.O. -Bengal Enamel, P.S.- Mohanpur, District-North 24 Parganas
City	Barrackpore
State	West Bengal
Pin	743122
Website	www.pndacollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sharmila De	033-25921327	9748329535	-	pndc.principal11@ gmail.com
IQAC / CIQA coordinator	Madhuchhan da Lahiri	033-25921326	9433264133	-	iqac2017pndc@gm ail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	West Bengal State University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-08-1962	View Document
12B of UGC	20-08-1962	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	Santinagar, Palta, P.O. -Bengal Enamel, P.S.- Mohanpur, District-North 24 Parganas	Rural	4.285	3511

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	Higher Secondary or Equivalent	Bengali	111	3
UG	BA,English	36	Higher Secondary or Equivalent	English	91	24
UG	BA,History	36	Higher Secondary or Equivalent	English,Bengali	58	19
UG	BA,Political Science	36	Higher Secondary or Equivalent	English,Bengali	58	8
UG	BA,Education	36	Higher Secondary or Equivalent	English,Bengali	46	8
UG	BSc,Geography	36	Higher Secondary or Equivalent	English	20	12
UG	BA,Geography	36	Higher Secondary or Equivalent	English	13	8
UG	BCom,Commerce	36	Higher Secondary or Equivalent	English	81	24
UG	BCom,Commerce	36	Higher Secondary or Equivalent	English,Bengali	150	16
UG	BA,Ba	36	Higher Secondary or Equivalent	English,Hindi,Bengali,Sanskrit	600	375
UG	BSc,Bsc	36	Higher Secondary or Equivalent	English,Bengali	100	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				9				9			
Recruited	0	1	0	1	5	4	0	9	6	3	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	8	8	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	13	1	0	14
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	3	2	0	4	1	0	11
M.Phil.	0	0	0	0	1	0	2	2	0	5
PG	0	0	0	2	1	0	8	8	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	483	0	0	0	483
	Female	585	0	0	0	585
	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	199	152	151	162	
	Female	191	162	164	145	
	Others	0	0	0	0	
ST	Male	5	6	5	2	
	Female	4	6	7	7	
	Others	0	0	0	0	
OBC	Male	42	34	29	23	
	Female	61	56	48	23	
	Others	0	0	0	0	
General	Male	237	196	184	168	
	Female	329	282	246	188	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		1068	894	834	718	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	“Multidisciplinary and holistic education across sciences, social sciences, arts, humanities and sports for a multidisciplinary world, is the highlight of NEP2020. This education will help to develop all
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capacities of human beings-intellectual, aesthetic, social, physical, emotional, ethical and moral in an integrated manner.” (Curriculum and Credit Framework for Undergraduate Programmes, UGC). With the advancement of science and technology and user-friendly software and tools, the combination of social sciences and humanities with technology cannot be overlooked. A clear demarcation between qualitative and quantitative approach may cease to exist and it may be imperative to supplement observations with data for conclusive studies. It is quite possible that a student is interested in science as well as creative art or social sciences and the new policy ensures that there is no restriction over choice; a student must be allowed to follow their passion. Though in the present syllabi prescribed by the affiliating university, admission and choice of subjects are largely compartmentalised into the broad disciplines of Arts, Science and Commerce, interdisciplinary and multidisciplinary education has been part of the curriculum over the years. With the introduction of the CBCS system the approach towards interdisciplinarity has got a has gradually permeated into the curricula. There are various interdisciplinary topics already incorporated in the syllabi of different departments. Moreover, the institution has endeavoured to strengthen the multidisciplinary culture by organising seminars aiming at the convergence of disciplines. Teacher exchanges between departments also pave the way for interdisciplinary studies. Students' workshops, add-on courses and seminars on topics like Yoga, journalism, Partition Literature, GST, Baking, handicraft, environmental science etc., as well as the entry-in-service coaching and basic computer training, have contributed towards the integration of the knowledge systems cutting across the fields of mathematics, technology, social and physical sciences, and humanities. With the publication of the National Education Policy, a greater emphasis is being given to multi and interdisciplinary educational initiatives. Accordingly, the college is also aiming at a reorientation of the curricula with the introduction of programmes/courses/workshops, etc. (Like Gender / Women's Studies, journalism, etc.) that provide a wider scope for the integration of STEM with humanities and social sciences. Many courses have field work and survey in their syllabus. Though

	<p>community engagement projects are only in form of Field surveys in the present curriculum, the college engages the students in community services. The National Service Scheme volunteers play an important role in serving the community through their activities in adopted village and locality. An add-on course on the IKS, introduced in the 2022-23 session, also lends an impetus to the drive towards the integration of ancient science, technology and engineering and mathematics with philosophy, literature, aesthetics and fine and performing arts. Besides, the Incubation Centre, functioning in a collaborative framework, aims at such a convergence of disciplines along with a thrust on entrepreneurship development. With all these initiatives and mechanisms in place, we are confident of a easeful transition towards multi-disciplinary education, as envisaged by NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>One of the prime anchors of the NEP 2020 is to offer optimum flexibility, so that “learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.” In keeping with the NEP recommendations, the UGC has developed a new Curriculum and Credit Framework for Undergraduate Programmes. The said Framework reflects some of the recommendations of the NEP 2020, like restructured degree programmes, multiple entry and exit, flexible degree option with single major, double major, multi/inter-disciplinary choices, and a curriculum built with employability skills in addition to academic subjects. The Policy document of the UGC on the framework clearly states that “The new curriculum framework will have the following features: i. Flexibility to move from one discipline of study to another; ii. Opportunity for learners to choose the courses of their interest in all disciplines; iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured; iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning; v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning). There is no scope for the provision of the Academic Bank of Credit per se in the current curriculum framework of the parent</p>

	<p>university. However, the Government of West Bengal has recently constituted a committee to explore the possibility of implementing the new UGC framework from the forthcoming session (23-24). Presently, the Credits earned by a student in a particular semester are carried forward to the next semester. In addition, there is a provision for the carry forward of the credits in cases where students migrate to other colleges under the affiliating university. Necessary back-end data management and storage of data related to ABC, as well as digital infrastructure to extend the facility of ABC to the students, are already in place. As proposed in the NEP, the institution has initiated registration in the National Academic Depository Digital Locker in April 2023. Once registration is completed, steps to upload testimonials of students will be taken as per the Guidelines of affiliating University, to facilitate credit transfer in case of multiple entry and exit options with UG certificate/UG Diploma/UG Degree. In tune with the shift towards Outcomes-Based approach already in the process of implementation in the institution, transition to learner-centric and participatory pedagogies. Along with the introduction of a number of skill-oriented courses, greater emphasis has been placed on practicum and field-based learning; e-learning resources and other self-study materials; ICT-based projects, collaborative surveys and projects, and other such activities aimed at the development of generic and subject-specific skills.</p>
<p>3. Skill development:</p>	<p>With the introduction of the CBCS system in 2018, 2 Credit Skill Enhancement Courses have become part of the curriculum. A wide range of courses, like C-Programming Language, Elements of Ayurveda, Yogasutra of Patanjali, Media Ethics, Business Ethics, Survey Methodology and Indian Official Statistics, English Language Teaching, Creative Writing, Literature and Cinema, Printing and Publishing, Survey Methodology, Information Technology & its Businesses Application, Tax Return & Filing of Tax Return, Remote Sensing, etc. are on offer for the students, as 2 credit Skill Enhancement Courses; they can choose from a number of courses available in the list. Apart from the courses offered in the prescribed syllabus, the college has introduced four skill development courses(Add-on) , viz. GST, Baking, Martial Arts</p>

	<p>and Yoga. The institution also runs an Add-on course on Employability Skills that incorporates components like Spoken English, Soft Skills, mathematical aptitude, General Knowledge, Reasoning, etc. The college also runs a computer centre with the evident purpose of equipping students with the basic skills of computation. Apart from that, workshops on journalism, handicrafts, drama, etc. have been organised from time to time to orient students towards the acquisition of various skills. Many of the courses offered by the institution were conducted online during the pandemic period. Therefore, necessary infrastructure and human resources are available for the conduct of such courses in both online and offline modes, as well as in dual mode. In sync with the local and global market demands, and the recommendations of NEP 2020, the institution has planned to introduce dual mode courses in emerging areas like photography and filmmaking. Keeping that in mind a workshop entitled "Perspective of Film as a Multidisciplinary Text" was recently organised at the college.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>It is important to know about the history of own country to explore our identity as a nation. It teaches us to value our culture and heritage and feel proud as a nation; it is not to have a debate on claims of the discoveries and inventions but to be proud that history proves that our civilization had made advancement in the field of Science and Technology, Medicine and Mathematics and all other fields of culture. Several aspects of the Indian Knowledge system, from the study of Indian mythologies, religions, philosophy, literature, to its rich history and culture are incorporated in the syllabi of several subjects. The institution has endeavoured to showcase the diversity of Indian culture and languages through annual programmes like Hindi Diwas, International Mother Language Day, Rabindranath's Birthday, Dolyatra (Holi), etc. Hindi, Bangla and Sanskrit are taught at the UG level. The medium of instruction for all degree courses, except the languages, is bi-lingual, with a thrust on the local language, Bangla, which happens to be the mother tongue of all teachers (except one) and students. However, many teachers also use Hindi for Hindi speaking students. As part of the experiential learning, trips to heritage sites are often conducted by</p>

	<p>some of the Departments to make the pupils aware of the richness of our heritage and the principle of Unity in Diversity cherished for years by the Indian people. Parallely, some departments like English, having ancient Indian texts and aesthetics as part of their curriculum, use the performance of various Indian dance forms to acquaint students with aesthetic concepts like Rasa theory. Apart from that, the syllabi of subjects like Sanskrit, Bengali, Philosophy, Education, History, etc. have a wide variety of components pertaining to the IKS, like Indian ancient traditional knowledge, Indian Arts, Indian Culture and traditions, though in a much unstructured way. Alongside, an add-on course in Yoga has also been running for the last two years. Prior to that during the pandemic period, Weekly Yoga classes were taken online by the Physical Education teacher. Since the announcement of the NEP 2020, the institution started to prepare itself for the paradigm shift in the curriculum framework. With a perspective plan to put IKS in perfect sync with the curricula, the college has planned an add-on course on Indian Knowledge System, in collaboration with Dr. BR Ambedkar Satabarshiki Mahavidyalaya, from the current session. With an eye on the need to begin with an orientation of teachers on the concept of IKS, a dual mode state level seminar on “Science and Culture in Ancient India” was organised by the college in collaboration with Dr. BR Ambedkar Satabarshiki Mahavidyalaya and two other colleges on 13/4/23. With these plans and activities already in place, the institution is well prepared for the integration of all aspects of IKS into the curriculum framework of the institution in the near future</p>
5. Focus on Outcome based education (OBE):	<p>The basic principle behind the outcome-based curriculum planning, development and delivery, as proposed by the UGC and the National Education Policy, 2020, is the achievement of outcomes expressed in terms of academic standards of knowledge, understanding, skills, attitudes and values. Accordingly, the college had initially started with the preparation of the expected learning outcomes at the programme levels as early as in the year 2017-18, though there is limited scope for the development of the curriculum at the college level under the West Bengal State University. To begin with, programme level learning outcomes were</p>

	<p>prepared by the departments, in tune with the indicative LOCFs published by the UGC from time to time, and circulated through the college website and institutional, as well as, departmental orientation programmes. Thereafter, from the 2019-20 session, course outcomes and programme specific outcomes were also drafted. The course outcomes were thereafter tagged to the programme outcomes and the mapping of COs with POs was effectively done. These learning outcomes are circulated among the students and have been uploaded on the college website for the reference of all stakeholders. At the beginning of every academic session and semester, the students are made aware of the POs through the general orientation programme. The COs are explained by the departments in the Induction and Departmental Orientation Programmes and also later through the programmes. From the present academic session, the departments have started to track and assess the attainment of the outcomes. Feedback questionnaires on POs and COs are prepared by the departments, and circulated among the students at the end of the programmes. The attainment levels are then measured through direct and indirect methods with the help of the feedback and performance of students in formative (internal) and summative (end semester) assessments (with an 80:20 weightage on direct and indirect assessments, respectively) to ascertain the achievement of target levels. The departments then decide on the course of action subsequent to the analysis of the outcome assessment related data. The data thus processed is subsequently forwarded to the HEI and the IQAC for necessary action and uploaded on the college website. The assessment of the learning outcomes, therefore, has, over the last five years, been gradually developed and integrated to the very system of curriculum planning, delivery, quality assessment and enhancement. The college is, therefore, adequately prepared for the OBE, as envisaged by the NEP 2020.</p>
6. Distance education/online education:	<p>There is no provision in the statutes of the parent university for the conduct of distance / online courses by affiliated colleges. However, since the previous NAAC assessment, the institution has embarked on a process of technological upgradation with an increased use of ICT. Blended education became part and parcel of the academic culture of the college. The</p>

college has developed the institutional Learning Management System, as a repository of learning materials as well as a platform for the conduct of internal evaluation. Prior to that other platforms like Google Classroom were used for the delivery and storage of Teaching Learning Material (TLM), as well as for conducting examinations. After the end of the pandemic period, all the departments have developed Departmental Websites, where TLM, with easy and defined access for slow and advanced learners are uploaded along with the questions of previous examinations. Almost all departments have started preparing e-modules, and conducting online examinations. Regular training and retraining programmes for teachers and non-teaching staff keep them updated on latest developments in educational technology. Cloud based storage of student related data, including results, has lent strength to the institutional digital culture. After the onset of the Covid19 pandemic, the institution made a smooth and rapid transition towards online education, within a few days of the enforcement of Lockdown with an increased use of digital platforms for taking classes, conducting conferences and meetings. The new normal has redefined education with the rupture of geographical bounds, paving way for interaction between teachers, students, experts across the globe. After the reopening of educational institutions, the institution continued with the hybrid mode of education. Several courses, seminars and workshops were conducted in the hybrid mode. With the access to online resources by educators and students, the rich repository of teaching-learning materials on the institutional LMS and other platforms, the skill of teachers to prepare e-modules and to conduct online examinations, therefore, transition to ODL will not be a hurdle anymore. On the other hand, the institution has been running several skill development courses, both in the university curricula and the ones developed indigenously, in online/offline/dual mode. During the pandemic period Skill oriented courses on Yoga, GST, Baking, etc. were conducted regularly in the online mode. Presently, one such course, on Individual taxation (AY 2023-24), is being conducted online. Another online course on IKS is being conducted in collaboration with Dr. B.R. Ambedkar Satabarshiki Mahavidyalaya. A blended-mode course on film making is also in the anvil. Therefore, the

college is adequately prepared for the conduct of distance / online courses in adherence to the recommendations of the NEP 2020. (432 words)

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	(a) Yes (b) Yes (c) Yes, Students from all classes, genders and even differently abled students are members of the club.
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.	1. National Voters' Day was observed online, with a seminar on 25.01.2023 by the ELC, P.N. Das College, in collaboration with the ELCs of New Alipore College and Muralidhar Girls' College. Dr. Ruchi Tripathi, Assistant Advisor, NAAC, inaugurated the programme and delivered the keynote address of the seminar. Dr. Somdatta Banerjee, Assistant Professor, Department of Political Science, New Alipore College, attended the seminar as the Resource Person. The seminar was attended by teachers and students of all the three organising colleges. 2. An online survey was conducted among the students to generate awareness about the status of their participation in the electoral process. 3. Recently, a workshop on online New Voter Registration (Form 6) was organised by the ELC on 11.05.2023 for students whose names were not included in the electoral roll. The workshop was conducted by Prof. Suman Ranjan Bandyopadhyay, member of the college ELC. Student and teacher members of the ELC, including the Nodal Officers, attended the said workshop.
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.	1. A voter awareness camp was organised at the college in collaboration with the Election Cell, 107 Noapara Assembly Constituency, on 07-03-2019. 2. The Constituency Day was organised every year on 26th November, since 2019, to generate awareness about the importance of participative democracy, as well as, the right to elect and be elected. 3. Students were encouraged to participate in Youth Parliament programmes, and students of the college participated

	<p>in the Youth Parliament Competitions organised by the parent university twice: a) 6/9/17 - 7/9/17 and b) 19/9/22 - 21/9/22. The programmes were organised and encouraged to understand and know about the varied aspects of Parliamentary Democracy and the rights of the electors to have an idea about the roles and functions of their representatives inside the Parliament and state legislative assemblies. 4. The ELC recently conducted a month-long online survey among the students of the college, from 22.04.2023 to 23.05.2023 to ascertain the number of students above 18 years who have not registered their names in the electoral rolls of respective assembly/parliamentary constituencies. 274 students participated in the survey. It was found that 31% students, mostly of the second semester, did not register for the inclusion of their names in the electoral rolls. 5. The ELC then initiated a series of activities, starting with a workshop for nodal officers and student members, regarding the processes of online registration, the rules and regulations thereof, and the documents required for registration</p>
<p>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.</p>	<p>1. The report on the online survey conducted by the ELC reveals that 31% of the students, who have or are going to attain the age of 18 years by 01.01.2024, are not enrolled as voters in the electoral rolls. 2. The ELC has initiated organisation of workshops and camps for online registration of such candidates.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1068	894	833	727	655

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: 36

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	18	18

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
35.55	14.84	64.64	20.87	35.72

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:

There is a well planned, organized, efficient and documented mechanism in place to ensure an effective curriculum delivery integrating the four quadrants of curriculum planning, implementation, monitoring and documentation.

Curriculum Planning:

- Workshops on revised curriculum are arranged by the University BoSs on the relevance of the curricula.
- Departmental meetings are held at the beginning of every session to analyse the syllabi, prepare Academic Calendars and distribute components among faculty members.
- Departments allot classes in accordance with the central routine prepared by the Routine Committee.
- Induction programmes and orientation programmes are conducted to make the students aware of the course contents and learning outcomes.
- Library Orientation Programmes are conducted by the Librarian to train students to use the library and e-resources.
- The Academic Calendar, syllabus, question papers, TLM etc. are uploaded on Institutional and Departmental Websites, LMS, etc.

Curriculum Implementation:

- Traditional Chalk and Talk method
- ICT-enabled teaching-learning method.
- Distribution of Teaching Learning Materials (TLM) through the College LMS, Google Classroom, WhatsApp, Departmental websites, etc.
- Seminars and Extension Lectures by teachers from other institutions.
- Teacher-exchange programmes with other academic institutions.
- Film shows, video lectures, etc.
- Student seminars.
- Project work by students.
- Collaborative learning methods, like wall magazines, digital magazines, etc.
- Books and journals at the central library and departmental libraries.
- e-books, e-journals through INFLIBNET N-LIST, internet facilities, etc.
- Proper and adequate instrumentation facility provided for practical classes.
- Field works, surveys and educational excursions conducted by the departments.
- Continuous Internal Assessments.
- Remedial and tutorial classes

Monitoring and Documentation:

The Principal, the IQAC and HoDs actively monitor the process of curriculum delivery and attainment of learning outcomes in various ways, like:

- Departmental meetings to monitor the progress of Syllabus, students' results, etc.
- Academic e-Diary to monitor the adherence to Academic Calendars, delivery of TLM, etc., documentation of classes taken, and portion of syllabus covered.
- Regular student and guardian feedback and analysis of the same.
- Academic and Administrative Audit.

CONTINUOUS INTERNAL ASSESSMENT

1. Tentative schedule of Internal Assessments is mentioned in the Academic Calendar. Students are also apprised of the modes and schedule of assessments during the induction and orientation programmes, as well as, during classes throughout the year.
2. Changes in modes and schedules of University Examinations are communicated to the students. The Internal Examination is managed entirely by the Examination Committee.
3. The CIE has been integrated to the POs and COs, and the questions are framed in such a manner that the attainment of learning outcomes can be measured.
4. Departments hold regular faculty meetings to ensure that continuous assessments are executed efficiently and transparently.
5. As part of the process of CIE, performance of students is assessed continuously through tests, assignments, preparatory tests, self assessment forms, project works, students' seminars, collaborative works like digital magazines, surprise tests, self assessment tests. Methodologies vary from department to department.
6. Performance of students is communicated through declaration of results and oral communication in classrooms.
7. Practical exams are held in a time bound manner.

SUMMATIVE EVALUATION: Summative evaluations are conducted as per the university guidelines.

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

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: 40.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
596	484	0	313	307

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

1.3 Curriculum Enrichment

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

Response:

In almost all the eleven programmes taught in the college, the cross cutting issues pertaining to Professional Ethics, Gender, Human Values, Environment and Sustainability etc. are part of the curriculum, as designed by the University.

Professional Ethics

- Apart from the regular curriculum, the institution organises seminars on issues that are integrally connected to professional ethics, like the ones on Intellectual Property Rights.
- Certain aspects of professional ethics have been incorporated in the syllabus of Commerce, Education, Philosophy and other subjects.

Gender

To cite a few examples:

- The syllabus of Political Science contain some important topics like gender politics, reservation policy etc.
- Besides, a plethora of texts scattered in the syllabi of different courses in English, an entire paper on Women's Writing, containing background studies on race, caste and gender, and feminist writings of eminent writers like Mary Wollstonecraft, Ramabai Ranade, and Rassundari Devi, has been dedicated to Gender studies.
- The syllabus of Geography contains gender related issues like sex ratio.
- Gender issues find a predominant place in the syllabus of Education, Economics, History, Bengali, Hindi, and Sanskrit literature. In addition, LGBTQ issues are addressed in the syllabus of English.

Human Values

- Issues like race, caste, non-violence, traditional values, customs and religious faith, human rights, that instill a deep sense of human values, are present in the syllabi of Political Science, Philosophy, History, English, Bengali and other subjects.

Environment and Sustainability

- Environmental Studies is a compulsory paper for the students of all streams.
- Moreover, environmental issues are included in the syllabi of Geography, English, Bengali, etc.
- Environment and environmental sustainability have a prominent place in the syllabi of several departments, including the literature courses.

Apart from the issues covered in the curriculum, the various cells, committees and units of the college organise programmes aimed at sensitization of students towards the discourses and issues like Professional ethics, Human Values, Gender, Environment, etc. through seminars, workshops and Extension activities. Some of them are listed below:

- The Internal Complaints Committee and the Women's Cell organize programmes on gender sensitization.
- The NSS unit organises programmes to generate awareness of issues related to human values, environment and environmental sustainability.
- The Nature Club of the college that organises programmes on environmental sustainability. Under the aegis, identification of species in the campus including medicinal plants, bird nest installation, etc. have also been done for spreading awareness among pupils.
- The IQAC organises programmes in collaboration with different cells and organisations to sensitise students about an array of issues from traditional values to environment, professional ethics, codes of conduct, intellectual property rights, research methodology, etc.
- The Induction and orientation programmes conducted by the college and the individual departments also integrate the cross cutting issues relevant to the enrichment of the sense of values and ethics.
- Observations of Earth Day, World Environment Day, etc go a long way to ensure environmental education.
- Observance of Constitution Day, organisation of Youth Parliaments, Voter Awareness Programmes, etc. also contribute towards the inculcation of constitutional values.

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

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

Response: 42.7

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

Response: 456

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

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 25.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
504	422	454	408	326

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1328	1728	1728	1728	1728

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

Response: 26.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
225	188	202	203	170

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

2021-22	2020-21	2019-20	2018-19	2017-18
598	778	778	778	778

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

2.2 Student Teacher Ratio

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

Response: 29.67

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:

In accordance with the growing demands and global advancements, the institution continually upgrades its pedagogical practices and technologies to make the teaching-learning process more student-centric. Some of the said methods are enumerated below:

Experiential, Participative, Collaborative Learning:

- Departments of Physics, Chemistry, Computer Science, Geography use laboratories for experiential learning. Students of Geography department use Remote Sensing and GIS. Some departments have shared YouTube links of practical sessions in the students' WhatsApp groups. Presently, some departments are using Virtual Labs (an initiative of Ministry of Education, GoI under the NMEICT), and other platforms.
- Students are trained to prepare ICT based projects, PPT presentations, e-magazines as part of experiential and collaborative learning.
- Students of selective departments also use excel sheets for data entry and processing, including preparation of cartograms, diagrams, charts, columns, etc. digitally.
- Participative learning is also encouraged through organisation of Seminars, student seminars, mock parliaments, wall magazines, Anubhab (the College Magazine), quizzes, etc.
- During the pandemic period students participated in online cultural programmes organised by the departments, like Shakespeare Day, Rabindra Jayanti, Independence Day, etc., where they presented songs, speeches, dance, Sanskrit Sholka Chanting, as part of experiential and collaborative learning through the use of ICT.
- Drama workshops are regularly conducted for students. However, during the pandemic period the college also arranged for online workshop.
- Several other online courses like the ones on GST, baking, fine arts, etc. were conducted online.
- Online workshops organised by organisations like SEBI help students acquire hands-on experiences pertaining to course components in their Commerce syllabi.
- Literature and history departments arrange film shows based on topics in the syllabi.
- Field study is an integral part of the syllabus of the Departments of Education and Geography. Every year students are taken to designated places of relevant academic interest and students collect data and conduct surveys under the guidance of the teachers. However, during the pandemic, the Education department shared YouTube links of places like Shantiniketan as part of the Field Work activities.
- Some departments, like English and Education, also shared links and videos of places and events pertaining to the topics in the syllabus, alongside on-site visits.

Problem Solving:

- Departments of Mathematics, Physics, Computer Science, Economics and Commerce address various techniques of problem solving.
- GI. Logic and Mathematics classes are in the Employability Skills Courses.

Project Work:

- Subjects like Commerce, English, Mathematics, etc. have offline and online Projects in their curriculum.

One of the key areas of advancement in terms of educational technology has been the development of departmental websites to host TLMs, previous year question papers, e-modules, etc. Websites of some departments host materials for slow and advanced learners. Use of PPT and internet resources to supplement the chalk-and-talk method has also been an integral to the institutional educational culture. Alongside, use of platforms like Google Classrooms, WhatsApp, Telegram, and the college LMS has been popularised. Teachers and students are also encouraged and trained to use ICT tools like, Google Docs, Google Forms, etc. ICT now pervades all aspects of the institutional teaching-learning process.

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: 100				
2.4.1.1 Number of sanctioned posts year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	18	18
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: 20.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	10	1	17

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

2.5 Evaluation Process and Reforms

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

Response:

Since the institution is affiliated with the West Bengal State University, much of the examination system is guided by the norms of the affiliating University. However, over the years, the college has evolved a strong mechanism for the conduct of timely and transparent internal evaluation. The CIE are conducted in accordance with the decisions of the institutional Examination Committee, while the summative assessments abide by the university guidelines.

TRANSPARENT MECHANISM OF ASSESSMENTS:

Internal Assessment:

- The schedule of the Internal Assessment is declared in the Academic Calendars.
- The Examination Committee conducts the Internal Assessment in a well planned manner, drawing the Routine, declaring the dates of submission of Question Papers, sealing packets containing question papers, etc. Any change in schedule is communicated, well in advance, on the website and Social Media Groups.
- The departments communicate/declare portions of the syllabus and question pattern, as well as the schedules of students' presentations of projects for Internal Evaluation well in advance.
- Many of the internal examinations are conducted using self-assessment forms for the sake of transparency and immediate score viewing options.
- During the examinations, adequate number of invigilators are posted in the examination halls. The Examination Committee members conduct surprise checks in the halls to contain cases of irregularities.
- Improvement Tests and tests for students unable to take examinations due to unavoidable reasons are arranged.

External Assessment:

- The Semester End Examination is conducted by the Affiliating University. Subsequent to submission of requisite fee, Admit Cards generated by the university are verified by the HoI. In case of any discrepancy, the students apply to the HoI and the college takes necessary steps for amendment of the same. The Examination Centre and dates for theoretical and practical examinations are notified to the students well in advance through the website and social media groups.
- Question Papers are set as per the Pattern declared by the respective BoSs at the beginning of every semester.
- Adequate number of invigilators are posted and surprise visits are conducted to prevent malpractices.

MECHANISM OF GRIEVANCE REDRESSAL:

Internal Evaluation:

- Answer scripts of CIE are shown to the students and thoroughly discussed. Grievance, if any, is addressed by the concerned departments. Students not satisfied with the process may fill in the Grievance Redressal Form available on the college website.
- The departments conduct parent-teacher meetings where the performance of students are communicated to the guardians.
- Prior to the introduction of CBCS, the Examination Committee used to conduct Half Yearly and End-of-the-year Tests. The answer scripts, thereof, were shown to the students and their performances were discussed by the teachers.

External Examinations:

- After publication of results, the University invites applications for re-evaluation. Students can apply online for the process and the list of applicants is forwarded by the HoI. The results of re-evaluation are usually published within 45 days of the last date of application.
- The results of re-evaluation are published by the University at the earliest. There is also a provision for inspection of answer scripts by the students through RTI applications.

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:

Wide publicity is given to the learning objectives and expected Programme and Course Outcomes offered by the Institution. Teaching-learning strategies are accordingly designed by the departments at the departmental meetings in compliance with course components of the syllabi. The learning objectives and expected outcomes are then disseminated through the following means:

- All POs, PSOs and COs are uploaded on the college website and departmental websites.
- At the beginning of every academic session induction (for freshers) and orientation programmes are organized by the college. Along with the students, teachers also attend the programmes.
- In the department wise Orientation cum Induction Program, the Programme Specific Outcomes and Course Outcomes are discussed by the Head of the Department and senior teachers of the department.
- The University Boards of Studies of some departments prepare their PSOs and COs, for dissemination among teachers and students. The concerned departments share these outcomes with their students. The other departments follow the UGC guidelines and outcomes for preparation of PSOs and COs.
- Some departments also share soft copies of PSOs and COs in the Social Media groups with students.
- Copies of the POs, PSOs and COs are also made available at the central library for the students and teachers.
- The syllabi of all courses are also shared with the students in the students' WhatsApp groups and hard copies of the same are made available at the central library.
- The departments organise workshops and/or orientation programmes, whenever there is a revision of the syllabus, to make the students and teachers aware of the learning outcomes pertaining to the newly introduced **course components**.

Through well defined PO-CO, the teachers promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts.

- Students are encouraged to remember or retrieve previously learnt information for ensuring proper understanding of the topics.
- Efforts are taken to ensure that students can comprehend the meanings, translations, and interpretation of instructions and problems and to state a problem in one's own words.
- Proper guidance is provided to use a concept in a new situation or unprompted use of an abstraction and also to apply what was learnt in the classroom into novel situations in life.
- Students are trained to segregate the concepts into components so that the organizational structures may be understood. They are also trained to distinguish between facts and inferences.
- Teachers try to inculcate the thoughts among the students to make judgments about the value of ideas or subject matters.
- Measures are taken to help the students build structures or patterns from diverse elements and put parts together to constitute a whole, with emphasis on creating a new meaning or structure.
- Students are encouraged to ask questions and think critically so as to enable them to understand and analyse contemporary societal, environmental and cultural problems.

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 being an affiliated institution, there is little scope for development of curriculum, excepting the Add-on/Value-added Certificate Courses offered by the college. However, programme level learning outcomes and course outcomes are prepared by the departments, in tune, often, with the indicative LOCFs published by the UGC from time to time, and the ones prepared by some BoSs. The COs are, thereafter, tagged to the POs and the CO-PO mapping is effectively done. The same are disseminated through the institutional website for the reference of all stakeholders. At the beginning of every semester, the students are made aware of the POs through the general orientation programme. Soft copies of the PO-COs are also circulated on the class-wise social media groups. Copies of the same are kept in the Central Library too. The COs are explained by the departments in the Induction and Departmental Orientation Programmes and also later through the programmes.

For the attainment of the Learning Outcomes, focus is shifted towards student centric approaches, like use of ICT, increased interaction with students, regular feedback from students, involvement of students in extra-curricular activities of their choice and arrangement of skill development programs.

From the academic session 2021-22, the departments have started to track and assess the attainment of the outcomes. Teachers have been trained to frame questions suitable for the assessment of outcome attainment during formative assessments. Alongside, feedback questionnaires on POs and COs are prepared by the departments and circulated among the students at the end of the programmes.

The attainment levels are then measured through direct and indirect methods with the help of the performance of students in formative (internal) and summative (end semester) assessments and student feedback on the PO-COs (with an 80:20 weightage on direct and indirect assessments, respectively) to ascertain the achievement of target levels:

1. Direct Method:

Result Analysis: This pertains to the assessment through performance of students in internal (formative assessments) and end semester examinations (summative assessments), with equal weightage given to the marks obtained in internal and end-sem examinations.

2. Indirect Method:

Feedback: Feedback forms, on a five-point scale, are filled in by the students at the end of each summative assessment to assess their opinions on the attainment of Programme Outcomes and Course Outcomes. 20% weightage is accorded to this aspect.

Thereafter, the departments analyse the data received from both the methods to assess the attainment of the

target level set for each CO and PO, and thus come out with a comprehensive quantifiable analysis of micro-level and macro-level attainment of POs and COs.

The analyses are then sent to the HoI for upload on the website in the form of both detailed data analyses and graphical representations thereof.

The departments and the authorities then decide on the subsequent course of action. The assessment of the learning outcomes, therefore, has, over the last five years, been gradually developed and integrated into the very system of curriculum planning, delivery, quality assessment and enhancement.

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: 89.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	184	122	67	84

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

2021-22	2020-21	2019-20	2018-19	2017-18
234	184	133	101	121

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.96	
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: 2.3

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.3

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:

In line with NEP, 2020, P.N. Das College actively promotes the concept of self-employment among the graduates which is to promote the entrepreneurship spirit among students and to transform them from being job-seekers to job providers. The programme curriculum has been qualitatively upgraded and made dynamic by providing the students with manifold opportunities for innovation-

1. To promote and impart entrepreneurship skills, seminars and workshops by technical and financial experts are organized.
2. Seminars/workshops on IPR and RTI were organized by the institution during the assessment period.
3. Three seminars/workshops on financial training and financial literacy were conducted by SEBI. A workshop on GST conducted in 2017, was attended by many local businessmen.
4. A 42-hour online add-on course on GST was organized by the college during the pandemic period for students of the institution and outsiders.
5. Research Committee and Seed Money: The Research Committee encourages teachers to participate in seminars and engage in research. To encourage research a Seed Money is given for research projects, and undertaking research related activities. Seed money has been awarded to faculty

members for the stated purposes during the last five years. Efforts are made for publication of volumes comprising research articles at regular intervals. Subscription to N-LIST and several journals and magazines aims at a healthy research culture.

6. The institution has also signed MoUs several institutions/organisations for the transfer and sharing of knowledge in areas like research, innovations, teacher & student exchange, life skills, etc.

7. Incubation, entrepreneurship and Start-ups:

- The IQAC conducted a 30-hour free online add-on course on Baking for the students in June-July 2020. Subsequently, three students have started their own business.
- Sale-cum-exhibitions of cakes and bakery products were organized by the college on 24th of December 2021, during Christmas Carnival 2022 to inspire other students to plan their own start-ups.
- The Women's Cell organized an online workshop on baking on the occasion of International Women's Day on 8th March 2021 to celebrate the theme of the year: "Women Entrepreneurship"
- During the Diamond Jubilee celebrations of the college a sale -cum- exhibition of cakes and handicrafts of students was organised.
- A week-long online add-on course on Art and Craft was organized by the IQAC during the COVID period.
- The Incubation Centre endeavours to engage students and inspire them through meetings, workshops and lectures on innovations, incubations and start-ups.
- A MOU for Development of Incubation Centre was signed between P.N. Das College and three other colleges to promote mutual interest with the following objectives:

1. *Facilitating start-up courses and promoting innovative ideas.*

2. *Providing support for the transformation of innovative ideas into social realities.*

3. *Providing necessary infrastructure for the development of entrepreneurship skills.*

4. *Facilitating industry interaction and access.*

5. *Providing opportunities to acquire skills for commercialization of products.*

6. *Exchanging young entrepreneurs of the collaborating institutions to incubate their businesses on campus, etc.*

- An exhibition-cum-sale of bakery items and handicrafts was held in the College with participants from the institution and Hiralal Mazumdar Memorial College for Women.

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

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

Response: 75

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	20	14	13

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:** 0.17**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	1	0	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	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:** 3.03**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**

2021-22	2020-21	2019-20	2018-19	2017-18
47	9	11	21	21

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

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:

P.N. Das College organizes regular extension activities, in the neighbourhood community and adopted village, and also organizes programmes to sensitize students towards cleanliness, environmental and community issues, gender disparities, social inequity, etc.

1) Extension Activities Carried Out in the Neighbourhood Community:

- **Health awareness programmes and free medical check-up camps:** Awareness programmes on Covid, vector borne diseases like Dengue, Malaria, free health check-up including eye-check up, thalassemia and thyroid screening, Blood Donation Camp, etc.

Activities at Shishu Bhavan, the adopted Children's Home

The NSS Unit undertakes several programmes throughout the year.

- Cleanliness and sanitation, as well as awareness drive
- White-wash/Painting of the walls of the orphanage (2017-18)
- Activities under Special Camp

The Teaching and Non-teaching staff of the college donate

- Gifts in the form of new dresses, essentials at the time of Durga Puja, Children's Day, Christmas
- Grocery and other essential items at the time of Covid 19
- Books, notebooks and other stationary items

NSS Village Adoption & Special Camps:

The NSS unit has adopted the local Babanpur village. Some of the following programmes are organised there during the Special Camps and on other occasions:

- Survey on health-related problems and social awareness programmes
- Health Camps
- Cleaning Programmes
- Tree Plantation

Lockdown & Amphan Relief:

- Staff contributed to Covid Relief to the CM Relief Fund
- Teachers, alumni and students visited Shishu Bhavan and distributed sanitizers, masks, grocery items, etc. among the children.
- Amphan relief work carried out by teachers in local areas as well as flood-affected areas near Sundarbans.

2) Sensitizing Students on social issues for their holistic development:

- Women Cell organises programmes to sensitize students to work for an equitable, safe, and just society for women through various activities such as poster making, dramas, seminars, quiz and an annual event on every International Women's Day.
- Equal Opportunity Cell organizes programmes on social justice and equity through programmes like the celebration of Ambedkar Jayanti.
- Nature Club works towards promotion of the ethos of preservation and protection of environment and to instil a feeling of responsibility for a greener, and cleaner environment.

Some of the initiatives of the Nature Club are:

1. a lush green garden in the frontside with medicinal plants and seasonal flowers adorning the lawns.
2. Nature Club has undertaken the work of identifying the plant species in the campus to sensitize students on environmental issues.
3. Construction of a Green House

IMPACT

- The college boasts of a lush green campus, with a large number of plant and animal species
- Plastic free campus
- Students are aware of the need to reduce electricity usage.
- A healthy ambience now prevailing in the orphanage and the adopted village.
- College has received recognition for its initiatives from the local Panchayet.
- Very few complaints related to ragging, sexual harassment, and other grievances.
- Hygienic and cleaner surroundings.
- Strong student-community bonding, social values among students

File Description	Document
Provide Link for Additional information	View Document

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

Response:

The students, teachers, the various cells and units of the institution have received recognitions and accolades for outstanding contribution in extension activities from central and state governments and government recognised bodies/agencies. Some of them are enlisted hereunder:

1. 10 NCC cadets of the College represented West Bengal and Sikkim State Contingent of National Integration Camp organized at National Institute of Technology, Silchar, in December 2016. One of the girl cadets secured Runners-up medal in the Solo Dance competition.
2. The local administrative body, Mohanpur Gram Panchayet approved the adoption of the Babanpur Village by the college on 25.01.2017 in recognition of services provided by the NSS unit of the college in areas under its jurisdiction.
3. The Panchayet has also hailed the college for all the extension activities undertaken by its stakeholders during the assessment period through Certificates of Appreciation.
4. The Government of Kerala recognised the valuable contribution of the college towards Chief Minister's Distress Fund through an Appreciation letter dated 19.12.2018.
5. Dr. Bablu Biswas, Programme Officer of the NSS-Unit was presented with the Ambedkar Social Service Award in recognition and appreciation for his outstanding contribution to social service on 21.04.2019 by Indian Ambedkar Researchers Association, Tiruchirappalli, Tamil Nadu.
6. The Mahatma Gandhi National Council of Rural Education, under Ministry of Education, Government of India recognized P.N. Das College as a member of Beat Covid Campaign initiative.
7. The West Bengal State University lauded the efforts of the NSS volunteers of the college in a Letter-of-Appreciation for participating in thirteen programmes conducted by the NSS Cell of the university during the 2017-18, 2018-19 and 2020-21 sessions.
8. Hulladek, an ISO certified company, presented a certificate of appreciation, for E-Waste Recycling, to the college for the session 2021-22.
9. The Indian Medical Association (IMA) recently issued Certificates of Appreciation to the staff members of the institution for their outstanding service to the society.
10. The Thalassaemia Control Unit, Calcutta School of Tropical Medicine, presented a Certificate-of-Appreciation to the institution's NSS Unit for Thalassaemia Awareness and Screening Test Programmes conducted every year since 2016-17.
11. The National Intellectual Property Awareness Mission (NIPAM), presented a certificate to the Principal, Dr Sharmila De, in recognition of her role in the conduct of Intellectual Property Awareness Programme under Azadi ka Amrit Mahotsav.
12. The NSS Cell, WBSU issued a Letter of Appreciation to gratefully acknowledge the invaluable and immense contributions of the Programme Officer, Ms Priya Biswas, Assistant Professor, Department of Economics and volunteers of NSS unit, P.N. Das College in the management of control room, transport & logistic and hospitality for different stakeholders at the programme conducted by the Government of West Bengal on 07.07.2022.

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: 76

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	5	20	18	19

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: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Keeping in view the holistic development of students, spanning across areas like interactive classroom teaching, experiential learning, self-paced, collaborative and participative learning using ICT tools, cultural and sporting activities, and acquisition of life-skills, as well as to cater to the needs of other stakeholders, including teachers and staff, and the smooth run of the administration, the institution has developed adequate physical infrastructure to upgrade itself in sync with the challenges of modern education. A comprehensive drive has also been undertaken to upgrade the IT infrastructure with the use of state-of-the-art technology.

The college boasts of a sprawling 4.285 acre green campus dotted with tall trees, two water bodies, and a landscaped garden. The total Built-up area is 3511 sq.m.

The academic and administrative blocks extend over five buildings, viz.:

- **Old block** comprising classrooms, Teachers' Recreation Room, Boys' Common Room, NSS Room, etc.
- **Main block** : Principal's Chamber, Office, Accounts Section, Staff Room, Departmental Cubicles, classrooms, Computer Centre, Medical Unit, etc.
- **Science Building** comprising classrooms, two laboratories, one Virtual Classroom, cubicles etc.
- **Library Building** comprising the Central Library, IQAC office, classrooms, Cheap Store and Reprography Room.
- **Nihar Basu Memorial Block** comprising the Geography Department and Lab, Gymnasium, Auditorium and Reception.

Apart from the Administrative and Academic Blocks, the campus also houses two other buildings:

- **Ladies' Hostel Building** with a capacity to house 19 boarders.
- **Canteen Building** comprising one open air and one indoor food-corner.
- Staff Quarter

A brief synopsis of the infrastructure and physical facilities is given below:

Academic Facilities:

Classrooms (including 13 fitted with LCD projectors & 1 with Smart Board)	25	
Seminar Hall	1	
Central Library with Reading Room (Fully automated, using ILMS Software KOHA)	1	
Central Library: Books	15549	
Central Library: Journal Subscription	5	
E-books through INFLIBNET NLIST Subscription	1,99,500 +	
E-journals through INFLIBNET NLIST Subscription	6,000 +	
Departmental Libraries	16	
Physics Laboratory	1	
Chemistry Laboratory	1	
Computer Science Laboratory	1	
Geography Laboratory	1	
Departmental Cubicles	16	
ICT Infrastructure:		
The student-computer ratio	27:1	
LMS	Functional	
Institutional Data Management & Storage	AIMES Cloud	
Desktop Computer	37	
Laptop	28	
LCD Projectors	16	
Smart Board	1	
Printer & Scanner	14	

CCTV Cameras	16	
Internet Connection (with high-speed Wi-Fi facility: Max speed 200 Mbps)	7 (throughout the campus)	
Sound System with Speakers	4	
Video Recording Set for (E-module Preparation)	1	
Reprography Machines	2	
Co Curricular Facilities:		
Gymnasium	1	
Yoga & Meditation Room	1	
Boys' Common Room	1	
Girls' Common Room	1	
NSS Office	1	
Playground	2 (with football, cricket, hand courts, etc.)	
Indoor Sports Unit (Under-construction)	1 (with badminton & basketball)	
Auditorium (ICT enabled)	1	
Garden	1	
Herbal Garden	1	
Green House	1	
Extra Curricular Facilities:		
Table Tennis Board	1	
Carrom Boards	3	
Multigym	1	
Bench Press	1	

Treadmill	2	
Keyboard/Synthesizer	1	
Harmonium	1	
Tabla	1	
Support Facilities:		
Medical Unit	1	
Women's Cell	1	
Alumni Room	1	
Student's Union Room	1	
Guard's Room	1	
Cheap Store cum Reprography Room	1	
Canteen	1	
Ladies' Hostel	1	
Teachers' Recreation Room	1	
Water Purifiers	6	
Green Generators	2	
Water Coolers	3	

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: 38.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.78	1.01	49.04	0.53	13.47

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:

A. Library Management System

- The Central Library is fully automated using cloud based ILMS software KOHA, integrated with the institutional website.
- The present version of KOHA is 22.05.12.000. It has 12 Modules, viz. Circulation, Patron, Advance Search, Lists, Authorities, Cataloguing, Serials, Acquisition, Reports, Tools, Koha Administration and About Koha.
- Remote access to the library holding is available.
- Digital library cards are issued to members.
- Users can get access to advanced search facilities by the Author, Title, Subjects, Barcode (Accession No.), and Shelving location, ISBN, ISSN Books, CDs, Serials and other different types of entity which are entered through Cataloguing Module.
- The Librarian receives reports on most checked out, most circulated items, etc.
- Patron cards and barcodes are prepared from this software.
- Web-OPAC services are available and adequate terminals for the same have been arranged.
- UG question papers are also uploaded on the Library portal .
- A total of 9 computers are dedicated to the Library.

B. Subscription to e-resources

- The institution has subscriptions for e-journals and e-books through N-LIST. It allows access to 6000+ e-journals and 199,500 e-books under N-LIST, along with access to electronic resources like Shodhganga.
- Provision for link to OER Repository has been initiated.
- The subscription to NLIST has helped the institution to augment the number of books, beyond the physical holdings, and has thereby brought down the library expenditure considerably.
- Regular Library orientation programmes, especially on use of e-resources organised.

C. Expenditure on purchase of books and journals during the last 5 years:

Library Resources	2021-22	2020-21	2019-20	2018-19	2017-18
Books	81037	58050	-	97496	1929
Journals	4880	196	6301	6326	1022
e-books & e-journals	5900	5900	5900	5950	5750
Total Library Expenditure	91817	64146	12201	109772	2088

- Audited statements of accounts pertaining to the expenditure of books and journals are strictly maintained.

D. LIBRARY USAGE

- Days of usage of library, by teachers and students, as well as, footfalls and login data for online access are regularly documented by the Librarian.
- The average usage of the library is satisfactory.
- During lockdown, despite the closure of educational institutions, the library was open for physical access. On other days the access could be made virtually.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

P.N. Das College has adequate IT infrastructure for teaching-learning and administration. The college frequently updates its IT facilities with addition of Laptops, Desktops, Projectors, CC cameras, WIFI

connections etc. as shown in the table below:

IT Facilities & Its Updation

IT infrastructure & its New Purchase	Desktops	Laptops	Projectors	C.C.Camera	WIFI
Opening balance as on 01.07.2017	34	21	12	16	9
Additions/New Purchases					
2017-18	6	8	3	0	Bandwidth
2019-20					3
2020-21		1			3
2022-23	4		3	8	

1. In 2017, the college had 21 laptops and 34 desktops for use by teachers, students and in offices. On 22.5.2017 one desktop was purchased. Eight laptops were purchased on 23.08.2018. Moreover, five desktops were purchased on 28.03.2018. One new laptop was purchased on 2.12.2020. Four new desktops were purchased on 31.5.2022
2. Thirteen classrooms, one Seminar Room and the Principal's Chamber are fitted with LCD projectors; one houses a Smart Board. Three new projectors were purchased on 27.03.2018, two on 26.09.2022 and one was purchased on 06.01.2023.
3. The whole campus is under CCTV surveillance. There were 16 CC cameras installed during 2017. Eight new CC cameras were installed on 22.04.2022
4. The entire campus has high bandwidth WIFI connectivity. Nine WIFI connections (5 - 512kbps, 3 - 1 mbps, 1 - 10 mbps) were available in 2017. On 20.2.2018, eight of the said connections were upgraded and converted to 10 mbps. On 4.12.2019, a new connection was installed (2951-1012), with bandwidth more than 50 mbps. Two more connections (2951-1010, 2951-1011) of more than 50 mbps were installed on 7.12.2019. During March 2021, another new connection (2951-1013) was installed. On 23.11.2021 another two connections (2592-1200, 2592-1300) having bandwidth more than 50 mbps were installed. At present the college has 14 WIFI access points details of which are shown in the following table: -

Wifi ID	Bandwidth
PNDAS	Upto 100 mbps
BSNL-OF	Up to 100 Mbps
PNDC-STUDENT-2	Upto 100 mbps
CUBICLE WIFI NEW	Up to 100 Mbps
PNDC-GF-WIFI	Up to 100 Mbps
SCIENCE-2.4	Up to 200 Mbps
SCIENCE-5	Up to 200 Mbps
MATH-2.4	Up to 200 Mbps
MATH-5	Up to 200 Mbps
IQAC-WIFI	Up to 100 Mbps
BSNL-AP	Up to 100 Mbps
LIBRARY-WIFI	Up to 100 Mbps
GEO-LAB	Up to 60 Mbps
AUDITORIUM-WIFI	Up to 60 Mbps

5. Softwares have been acquired for online admission and maintenance of all financial data and transactions. The college frequently updates its softwares. New software for back-office Student Management System (AIMES) and accounting system software were installed on 22.09.2017. The library is automated using KOHA software with remote access to stakeholders.

6. The college LMS (eTLMS) was purchased on 13.06.2020. All the computers of the office are connected through LAN. All data are stored on the AIMES cloud.

7. Biometric attendance was installed for teaching and non teaching staff of the college on 30.08.2019

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

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

Response: 26.7

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

Response: 40

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 27.34

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)

2021-22	2020-21	2019-20	2018-19	2017-18
16.37	5.04	8.49	9.11	7.91

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 70.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
1068	823	383	296	367

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: 27.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	172	88	402	256

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

5.2 Student Progression

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

Response: 14.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	21	11	5

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	184	122	67	84

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: 1.7

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	4	0

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

5.3 Student Participation and Activities

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

Response: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	9	18	8

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: 33.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	17	38	49	29

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:

Alumni Association of P N Das College is a registered association (West Bengal ACT, XXVI of 1961, Reg No – S0035442) that contributes significantly to the development of the institution. Alumni Association is the mirror of the college, reflecting the professional and personal achievement of the students. The number

of registered Alumni presently stands at 106

Vision: Aims to create a beneficial bond between present students and alumni.

Mission:

- 1) To promote exchange of academic and other experiences with the present students.
- 2) To advice and conduct activities motivating skill of the students.
- 3) To provide career guidance to present students by notable alumni.

Activities:

The Alumni Association organizes reunions of ex-students; arranges for cultural programs, and collaborates with NSS in participation and contribution in social activities. Distinguished Alumni members regularly share their expertise on key development areas such as soft skill development, career growth, etc. and are actively involved in advising the Placement Cell of the college.

Some of the salient activities of the Alumni Association are:

1. Donation and active participation in the distribution of books;
2. Active participation in Covid relief programme.
3. Active participation in Amphan relief programme

One of the alumni members has arranged for a financial aid for construction of a Divyang Toilet.

During Covid, many ex-students assisted in spreading Covid awareness and implementation of Covid norms among the students.

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:

Vision and Mission:

The vision and mission of the college are redefined keeping in mind the changing trends of the society. They also reflect the commitment to provide knowledge supplemented with values, culture and scientific temper.

The Governing Body and the Principal work together to frame and implement institutional policies.

Various committees, under the Principal's leadership, work for enhancement of the quality of education, improvement of infrastructure and policy implementation to achieve the Vision and Mission of the institution.

Equal Opportunity Cell, Women's Cell, Grievance Redressal Cell, etc. steer the institution towards attainment of the goals of inclusive education.

Finance Committee, Purchase Committee, Academic Committee, Student Aid & Concession Committee, Building Committee, and Examination Committee, ensure the maintenance and protection of the goals of inclusive and holistic education, and the interests of students from SEDGs.

NEP & Institutional Perspective Plan:

An Institutional Development Plan (IDP) was adopted in 2018-19 for long-term planning on sustainable growth. The IQAC, on the other hand, makes most of the short-term perspective plans.

The institution has evolved a strategic plan of e-governance in all areas of institutional functioning.

The NEP 2020 has pumped in a new spirit and a paradigmatic shift in virtually every aspect of education, both in terms of content and pedagogy – from an increased use of ICT to a renewed thrust in skill-enhancement coupled with IKS and transition towards OBE. The IQAC responded immediately to the changes envisioned in the NEP. Consequently, new value-added courses were introduced, pedagogical tools and equipments were planned for upgradation, learning outcome attainments were assessed, Incubation Centre and Electoral Literacy Club were set up. A host of similar shifts were planned under the aegis of the IQAC. The Governing Body too adopted a resolution on 20.12.22 to recast the IDP in compliance with the NEP.

The IQAC plays a pivotal role in planning and organizing programmes through Annual Action Plans. It organizes workshops and seminars, FDPs and Capacity Building Programs for teachers and Administrative

Staff, programs for the promotion of scientific temper, eradication of gender disparity, innovative use of technology in teaching-learning-evaluation and governance, etc.

Decentralisation and Participative Management:

The institutional governance is characterised by a policy of decentralised participative management with the governing body as the apex policy making body. Autonomy and powers are devolved to the various committees and cells that submit reports and recommendations to the HoI. The departments enjoy substantial freedom in curriculum planning, implementation and delivery. An overview of the manner in which powers are devolved is reflected in the following table reflecting some of the functional committees, cells, clubs, units:

Area	Committees/Cells/Clubs/Units					
Academic Affairs	Academic	Routine	Examination	Teaching Aids & Computer		
Administrative	Finance	Purchase	Building	Library		
Student Affairs	Student Aid, Scholarship Stipend	Equal Opportunity & Cell	Grievance Redressal Cell	Women's Cell	Internal Committee	Comp
Cultural & Sports	Cultural	Magazine	Sports	Music Club		
Extension, Awareness, etc.	NSS	Nature Club	Career Counselling	Incubation Centre Committee	Electoral Club	Lit

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:**1. Appointment Procedure:****Teaching Staff:**

- In case of vacancy against post of Assistant Professor, the college sends requisition to the West Bengal College Service Commission. The recommendation of the Commission is placed in the Governing Body and after its approval appointment letter is issued.
- SACT teachers are appointed by the State Government, though selection is done by the college following all government rules.

Non-Teaching Staff:

- The appointment process of non-teaching staff is conducted in a transparent manner by the college and after approval from the Government, appointments for the various posts are finalised.
1. The **Service Rules** are dictated by the West Bengal College and University Act, 2017 and the Statutes of the affiliating University. Institutional Codes of Conduct for teaching and non-teaching staff are also in force.
 2. **Administrative Set up:** The policy of decentralised, participative management is reflected in the institutional Organogram.

2. Deployment of Strategic Plan:

- Steps are taken to ensure alignment of the strategic plan to the institutional vision and mission.
- At the beginning of each session, the IQAC prepares the Annual Action Plan. The Finance Committee chalks out the annual budget. The resolutions of the Finance Committee are placed in the Governing Body for approval. The Principal oversees the implementation of the action plans.
- Annual Academic and Administrative Audit and students' result analysis helps to gauge improvements, innovate and strive for better results.
- A long term plan has been incorporated in the IDP prepared in the 2018-19 session and necessary steps are taken for its implementation.

Case Study: The **Strategic Plan** of the Institution has been Implementation of **e-Governance** in all areas. Through continual efforts of the college administration and involvement of all stakeholders the college has achieved maximal use of ICT in all the aspects of governance. The following steps have been taken for the use of ICT:

- Classrooms are fitted with LCD projectors and PPT presentations are done by teachers & students since 2016-17.
- FDPs, workshops and Staff Development Programmes are arranged by the IQAC to update teachers and staff on evolving technologies.
- Complete Online admission and provision for fee payments through payment gateway.
- Shift to AIMS Cloud and availability of all student and financial records on cloud.
- Shifting library database to KOHA Cloud.
- Introduction of biometric attendance for staff members.

- Online feedback collection from 2017-18.
- Availability of all feedback forms on the college website.
- Collection of all documents in the form of soft copies from departments.
- Use of digital applications, like Google Forms, Google Sheets, etc, for online collaborative projects by students, and documentation for academic and administrative purposes.
- Gradual transition to digital intensive teaching-learning through the use of Google Classroom in 2018 followed by, College LMS, Whatsapp and Telegram groups not only for teaching-learning-evaluation, but also for administrative communication.
- Improvement of the wifi connectivity with wider access to stakeholders.

Some Innovations have been introduced to recognise the performance of teachers and encourage all the departments :

- Award to the Department for best use of ICT.
- Award to the Department for best record keeping.

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:

A. Staff Welfare:

Besides extending all welfare measures instituted by the Government of West Bengal, like GPF, Pensionary benefits, Child Care Leave, Maternity Leave, Paternity-cum-Child Care Leave, Medical Leave, Study Leave, Leave Encashment, Gratuity, LTC, West Bengal Health Scheme (for substantive teachers: enrolled by most of the teachers), SwasthyaSathi scheme, the institution has initiated several staff-welfare schemes of its own.

- The P.N. Das College Employees' Credit Cooperative Society, registered in 2019 under the WBCS Act, 2006, has membership of 34 teachers and non-teaching staff. It provides short term loans at a nominal interest rate. 13 loan applications amounting to a total of Rs. 6,85,000/- were sanctioned by the society till 31.03.2022.
- A consolidated salary advance is offered to newly appointed staff-members till the regularisation of pay by HED, Government of West Bengal.
- Interest-free Festival Advance, adjustable in 10 EMIs, is offered to staff-members.
- The Management provides ex-gratia to the casual staff every year before festivals.
- Medical Unit: Free medical advice by a Registered Medical Practitioner every Monday is available for all staff-members and students.
- Free Multi-gym facility and Yoga (weekly) sessions are offered to all staff-members.
- The College extends On-Duty Leave and financial assistance (in some cases) to staff-members for attending various FDPs/ Capacity Building Programmes /Orientation/ Refresher Courses/ Workshops Seminars, etc.)
- A seed money is extended, on application, to teachers for undertaking research work.
- A recreation room has been developed for teachers and staff.

- Annual Staff picnic, celebration of birthdays, anniversaries of staff arranged.

B. Performance Appraisal:

- **Performance Based Appraisal System (PBAS) for teaching staff:**

- It is obligatory for the faculty members to fill and submit monthly self appraisal reports to the HoI. The Self Appraisal Report records the number of classes allotted and taken by the teacher.
- The format of Self Appraisal was modified in 2021-22 with provisions for recording upload of study materials.
- An academic monitor (e-monitor) is maintained by the teachers to support the self appraisal report. This in turn is directly linked to the Career Advancement Scheme for teachers.
- All the above, along with the student feedback analysis and Annual Academic and Administrative Audit (since 2016-27), are taken into account by the administration and IQAC for promotion and motivation to improve upon their performances.
- 360° Teacher Appraisal System has been initiated.
- Biometric attendance records are maintained along with physical registers and are taken into account for the appraisal.

- **Appraisal of non teaching staff:**

- Performance of non teaching staff is monitored by the HoI.
- Attendance records are maintained through the biometric registers along with physical ones.
- Feedback from students on the office helps to identify the lacunae and necessary steps are taken.

C. Career Development:

- CAS for substantive teachers is based on PBAS and guidelines of the state government and UGC. SACT II teachers are also extended the opportunity to upgrade their qualifications for promotion under the guidelines of the state government. 8 teachers are pursuing PhD.
- The promotion of non-teaching staff is linked to service tenure and/or selection procedure of the state government.

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: 20.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	5	9	8

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

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:** 99.02**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**

2021-22	2020-21	2019-20	2018-19	2017-18
48	46	47	30	31

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

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:

A. Resource Mobilisation:

The institution explores an array of resource pools for the mobilisation of financial and other resources. Some of the major sources are listed below:

- Grant-in-aid received from Government of West Bengal to meet expenses under the salary head.
- Admission, Development, Monthly Tuition fees, etc. receivable from students.
- MLALADS fund under the BEUP Scheme of Government of West Bengal. (Rs. 29,27,044/- received recently)
- Infrastructure development funds from Government of West Bengal. (Rs. 32,00,000/- received for extension of Science Block)
- Development, seminar, and research grants from UGC and other statutory bodies.
- Funds from statutory bodies like NAAC for organisation of seminars, etc.
- Donations from philanthropes, staff-members, alumni and persons interested in education. Generous donations, amounting to Rs. 2,00,000/-, from Dr. KK Bardhan, member of the college IQAC, is worth a special mention in this context.
- Funds collected from e-waste disposal.
- Tapping funds/projects from CSR schemes. A Divyang toilet has been renovated with one such grant.
- Application for installation of roof-top solar panels to Ministry of Non-Conventional and Renewable Energy, Government of West Bengal.
- Applying for resources from local bodies, like Mohanpur Gram Panchayet, for works like water conservation and tree plantation.
- The Finance Committee, Building Committee, Purchase & Repair Committee work in tandem for

preparation of proposals.

The institution takes all possible measures for mobilisation of funds – from applications to authorities and persons to timely data entries in portals and submission of UCs for further grants.

B. Resource Utilisation:

- The utilization of resources is given top priority and is monitored by the Finance Committee, which prepares annual budgets and recommends other resource utilisation plans to the GB for its final approval.
- All expenditure pertaining to the development of the institution and the activities of the various cells/committees/departments are approved by the GB upon recommendations of the Finance Committee.
- Cash payments, exceeding Rs. 5,000/- are avoided.
- Online payment is usually preferred to cheque transactions to avoid travel expenses, etc.
- All standard rules related to purchase, construction, renovation, etc. – from inviting quotations/tenders on college website to e-tenders – are followed.
- Committees like Building, Teaching Library, Teaching Aids and Computer Sub-Committees / Committees, etc. ensure optimal utilisation of infrastructure, like the Smart Classroom, LCD projectors, Seminar rooms, auditorium, etc.
- Initiatives are taken for timely audit and submission of Utilisation Certificates to sponsoring agencies for disbursement of balance funds.
- Asset and inventory registers are properly maintained.

C. Financial Audits:

- The institution conducts financial audits (internal and external) regularly. The statutory (external) auditor is appointed by Government of West Bengal, while the Internal Audit is carried out by auditors appointed by the GB.
- Audit objections and recommendations are duly complied with.
- Internal audits have been completed till 2021-22. However, the statutory audit for the last two financial years could not be conducted owing to the absence of any recommendation/appointment of auditors by the Government of West Bengal.

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 IQAC plays an instrumental role in promoting measures for institutional functioning towards quality enhancement through internalisation of quality culture and institutionalisation of all good practices.

It contributes substantially towards the **institutionalisation of quality assurance strategies and processes**. Some of the contributions of the IQAC, in this regard, are:

- Annual Action Plan is drawn at the start of every session and implementation is monitored through Action Taken Reports (ATR)
- Internal and External AAA are conducted. Compliance with recommendations thereof is rigorously monitored.
- There is a structured mechanism for collection and analyses of Feedback from students, guardians, staff, alumni, and employers. The analyses are uploaded on the website and compliance is monitored.
- IDP and Institutional Strategic Plan (e-governance in all areas of functioning) are published and incremental developments are monitored.
- Timely submission of AQAR.
- IQAC Coordinator recommends proposals of MoUs with other institutions/ organisations & also coordinates collaborative activities, including teacher-exchange, seminars, FDPs, etc.
- Maintenance of records pertaining to quality initiatives.
- New skill oriented courses are introduced on recommendation of the IQAC.
- A NAAC Sponsored Seminar on SSS was organised by the IQAC in 2019-20.
- Incubation Centre was established under active guidance of the IQAC, and start-ups are aggressively promoted.
- A Seminar on IKS was organised recently and the IQAC has introduction of a course on Ancient Indian Knowledge System in collaboration with Dr. BR Ambedkar Shatabarshiki Mahavidyalaya.
- Capacity Building/Staff Development Programmes for Teachers and Administrative Staff are planned and organised regularly.
- 2 FDPs for teachers and 1 Staff Development Programme for Non-teaching staff were organised in collaboration with other institutions in 2022-23.

The IQAC works in unison with other committees and cells for **periodic review of teaching learning processes, structures and methodologies of operation, and learning outcomes** through the following measures:

- Monitoring the optimization and integration of modern methods of teaching-learning.
- Constant review of CIE and Result analysis.
- Ensuring regularity of classes and remedial classes.
- Academic / e-monitors to ensure use of ICT, LMS, etc. and adherence to academic calendar.
- Organising retraining programmes to review technological advancements of teachers and staff, as well as to train them for necessary upgradation.

- Review of the activities of the Career Counselling Cell, structured mentoring, feedback on syllabi by teachers, alumni, employers, etc.
- Review of induction and library orientation programmes, e-resource and ICT infrastructure optimization.
- From 2016-17, the IQAC started focusing on the preparation of broad-based Learning Outcomes. Thereafter, from 2019-20 PO-COs were defined and disseminated. Subsequently PO-CO mapping was also done. Assessment of PO and CO attainment levels was initiated in 2021-22. The same were reviewed and uploaded on the institutional website.

The IQAC records incremental improvement of various activities through:

- Analysis of Feedback responses and compliance with recommendations thereof to record developments in teaching-learning, resource generation and optimisation, etc.
- Documentation of various programmes/activities leading to quality improvement.
- Result analyses to record improvements.
- ATR to evaluate incremental improvements in quality initiatives.
- Upgradation of IT infrastructure and support facilities/services.
- Increase in the quality and number of extension activities.
- Incremental improvements of Best Practices.

File Description	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:

A. Gender Audit

- The Women's Cell has got the Gender Audit, for all the 5 years under the assessment period, done by three external auditors.

B. Gender Sensitisation Plan

- Annual Gender Sensitisation Plans are drawn and published.

C. Measures for promotion of gender equity

- **Facilities**

- Girls' Common Room with sanitary napkin vending machine and indoor games facilities
- Adequate number of toilet blocks for women, both students and staff
- 'Kanyasree' Scholarship Scheme exclusively for female students
- Outdoor games and sports facilities
- Multi-Gym
- Yoga Course
- Free Self Defense Course (only for girls)
- Baking Course
- Workshops on handicraft
- Medical advice by registered medical practitioner
- Medical check-ups, Thalassemia screening and Thyroid Test
- Psychological counselling and mentoring.
- Incubation Centre for training, sensitisation, and promotion of start-ups, and exhibition-cum-sale of products like cakes, chocolates, handicrafts, etc.

- **Security:**

- CCTV surveillance throughout the campus
- Internal Complaints Committee for addressing complaints
- Posters and boards declaring Zero-Tolerance Policy
- Display of phone numbers of designated officials of ICC and Women's Cell

- **Awareness and Sensitisation Programmes:** Some of the programmes / Seminars / Workshops

organised in this regard are listed below:

- International Women's Day observed every year.
- Awareness on gender equity, women's rights and laws during the general orientation programmes at the start of each session for new entrants
- Youth Parliaments with key roles played by girls
- Drama on women's issues, like marriage and property rights
- Seminars on gender equity and civil rights of women organised by the ICC
- Observance of National Constitution Day, with emphasis on constitutional rights of women
- Online poster competition on 'Women in Leadership'
- Online drama workshop participated only by women
- Awareness programme on female hygiene
- Workshop on Martial Arts for Women's Safety
- Quiz contest on Women and their contribution to the society
- "Beti Bachao, Beti Padhao" campaign by NCC
- Webinar/Seminar on Women Empowerment

D. Gender sensitization in curricular and co-curricular activities

- **Gender equity & sensitization in the curricula:**

- Topics like gender, politics, reservation policy etc. incorporated in the Political Science syllabus
- Certain texts in the syllabi of different courses address gender issues. In the English Honours syllabus, an entire paper on Women's Writing contains background studies on gender, and feminist writings of eminent writers like Mary Wollstonecraft, Ramabai Ranade, and Rassundari Devi, etc.
- The Geography syllabus contains gender related issues like sex ratio, female literacy, etc.
- Gender issues (including LGBT) find a predominant place in the syllabus of subjects like English, Education, Economics, History and Bengali, Hindi Sanskrit.

- **Sensitisation through co-curricular activities:**

- Female students are encouraged to participate in cultural activities, which contributed to the increasing participation of girls in cultural programmes over the years.
- Female students are also encouraged to participate in games and sports. This has led to better performance of female students both at the college and university levels in track-and-field events and games like Taekwondo. The college girls' team participated in the university handball competition.
- 59 of the 100 NSS volunteers of the 2021-22 session are girls.

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: A. All of the above

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

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

Response:

A. INCLUSIVE ENVIRONMENT:

The institution endeavours to provide an inclusive environment in tune with the heritage of our country to promote **tolerance and cultural, regional, linguistic, and communal harmony** through varied activities. A brief overview of the institutional initiatives in this regard is given below:

- Quiz Competition and Exhibition on India's Struggle for Independence:1857-1947, on 24.08.2017 and 25.08.2017.
- Departmental wall magazines on 70 years of Independence to promote the sense of nationalism.
- Film screenings to mark 70 years of independence and 75 years of Quit India Movement.
- Hindi Diwas, Sanskrit Diwas and International Mother Language Day celebrated to respect linguistic diversity.
- Ambedkar Jayanti celebrated as Equality Day by Equal Opportunity Cell.
- Vasantotsav and Raksha Bandhan celebrated every year to promote the spirit of love and joy, as well as to promote the ideals of unity and brotherhood, as envisioned by Gurudev Rabindranath Tagore.
- National Youth Day celebrated to spread the values and teachings of Ramakrishna and Vivekananda.
- Teachers' Day celebrated centrally and severally by departments to instil the age-old values of Guru-Shishya relationships.

The institution also organises events, programmes, and year-long extension activities to imbibe the universal spirit of **compassion and sensitivity towards socio-economically disadvantaged sections**. Some of the initiatives are summarised below:

- The students and staff members of the college spend whole days with the children of the local orphanage, Shishu Bhavan, on Children's Day, Durga Puja and Christmas, distributing gifts.
- Arrangement for clothes, books, food and stationery and miscellaneous items by the staff members as and when required.
- Health check-ups are organised from time to time.
- NSS Special Camp and programme on Mental and Physical Health and Child Nutrition in February 2017.
- The involvement of the NSS volunteers in the activities organised at Shishu Bhawan instils the feelings of compassion and empathy.
- Blood Donation Camps.
- Saraswati Puja celebrated every year.
- Cultural programmes arranged during the Diamond Jubilee Celebrations were mostly focussed on celebrating the linguistic, cultural and regional diversity of India.

- Programmes arranged by the NSS and NCC units to ensure that the duties and responsibilities of a good citizen are imbibed in the students.
- Cleanliness drives, Swachh Bharat Abhiyan, Swachhata Pakhwada, Handwashing workshops, and tree plantation inside and outside the campus by NSS and NCC units.

B. SENSITISATION OF STUDENTS AND EMPLOYEES TO THE CONSTITUTIONAL OBLIGATIONS:

The institution arranges various sensitization and awareness programmes for the students and staff members to instil the spirit of nationalism and constitutional values of equality, liberty and fraternity, as well as rights and duties of a responsible citizen, and also to promote respect for International Laws:

- Independence Day
- Republic Day
- Constitution Day
- Netaji Jayanti
- International Women's Day to celebrate the achievements of women in all walks of life.
- Seminars on Intellectual Property Rights, Right to Information, Right to Privacy
- Seminars on 'Fostering Scientific Temper'
- Youth Parliaments
- Activities of the Electoral Literacy Club for sensitising students on constitutional democratic rights of citizens.

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

7.2 Best Practices

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

Response:

BEST PRACTICE#1

1. TITLE: REGULAR ICT RETRAINING PROGRAMMES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS & NON-TEACHING STAFF.

2. OBJECTIVES:

- To equip teachers to use ICT tools and e-resources effectively.
- To enable them to integrate ICT into teaching-learning-evaluation.
- To empower teachers and staff to collaborate with wider institutional networks for better curriculum planning, implementation and monitoring.
- To use ICT for making classrooms and the institution more inclusive.
- To use ICT for financial management, record keeping, scheduling and effective communication with stakeholders.

3. THE CONTEXT: The field of education has seen exponential growth in the neo-liberal economy. In this precise context, NEP 2020 has suggested drastic changes in the planning and delivery of outcomes-based education with access and equity through the transformative use of digital technologies. Hence, the call of the day is to avail of these opportunities to bring in gainful changes in infrastructure, and improve skill-sets of teachers and staff.

The institution has drawn a Strategic Plan for implementation of e-governance in all areas of functioning. Periodic retraining of teachers and staff, therefore, has become imperative to the success of the Plan.

4. THE PRACTICE: Immediately after the last NAAC assessment, the institution embarked on a comprehensive and continuous drive for upgradation of the technological skills of teachers and staff through a series of retraining programmes, e.g. Workshops, FDPs and Staff Development Programmes, on the use of ICT tools, software, and digital resources, in the following major areas of educational management :

- Learner-related: Admission, fee-payment, routine, attendance, etc.
- Teacher-related: Teaching-learning-evaluation, maintenance of records – feedback, result, outcome-attainment, etc.
- Institutional Functioning: Staff attendance, leave management, student and financial data management, use of government and University portals, communication through e-mails, bulk SMS, Website management, etc.

More than 24 ICT retraining programmes were organised during the assessment period.

5. EVIDENCE OF SUCCESS:

- Regular online classes started within five days of the enforcement of lockdown.
- All teachers prepare PPTs and e-modules, and also upload TLMs on LMS and social media platforms.
- ICT tools are effectively used for CIE.
- E-monitors are maintained for retaining records on classes.
- All departments have developed departmental websites.
- Learning outcomes analyses and PO-CO attainment measurement are done using ICT tools.
- The library is fully automated with remote access.
- Students are able to make PPT presentations and submit assignments and answer scripts online.
- All student data is managed effectively through the cloud based AIMES software.
- All financial data and government portals are effectively managed online.
- All communication is done through the use of ICT. Bulk SMS system is integrated into the website management system.
- Teacher-Exchange Programmes, several courses, events, and co-curricular activities were carried

out during the lockdown.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- Inadequate funding for the procurement of more advanced softwares and set-ups like a proper recording centre.
- Socio-economic disadvantages of students hindering access to digital resources beyond the campus.

7. NOTES:

- 'Best ICT Use' Annual Award for Department making the best use of ICT has been instituted.
- Online and dual mode classes, teacher-exchange, workshops, seminars are being continued. Online classes were held recently, when the government announced temporary closure of colleges in April-May 2023.

BEST PRACTICE #2

1. TITLE: ANNUAL ACADEMIC AND ADMINISTRATIVE AUDIT

2. OBJECTIVES:

- To assess the strengths and weaknesses of the Departments and Administrative Units and to suggest methods for improvement and for overcoming weaknesses.
- To suggest the methods for continuous improvement of quality keeping in mind criteria and reports by NAAC and other bodies.

3. THE CONTEXT:

NAAC guidelines encourage HEIs to conduct AAA to track and assess institutional functioning through internal and external peer review processes.

The institution conducts internal and external AAA to encourage departments to assess their quality initiatives and academic standards and to suggest avenues of quality enhancement in terms of curricular and co-curricular activities, as well as, resource mobilization and management, infrastructure and support services.

AAA also allows the institution to review its strengths, weaknesses, opportunities and challenges and adopt remedial measures and implement suggestions for further improvement.

4. THE PRACTICE

In accordance with the NAAC guidelines, the college has instituted both the types of audit – internal and external – as a regular affair. During the assessment period, the institution has consistently conducted Internal AAA for all the five years, and external audit for three years. It may be noted in this context, that during even the pandemic period the entire process of departmental self-study preparation and evidential documentation went online, so that the processes of audit were not disrupted.

The external AAA peer teams have had representations from the HoIs of several colleges, eminent Professors, and administrative officers of the government and universities.

The AAAs have usually gone through the following stages:

- Preparation of evidence-based departmental SSRs on suggestive formats, in line with the 7 criteria
- Internal peer review.
- Corrective measures in accordance with the reports thereof.
- External peer visit.
- Implementing the suggestions and recommendations of the external audit report.
- To encourage the departments to further improve upon their performance, annual awards in the fields of “Documentation”, “Planning and Compliance”, and “E-classrooms and ICT Usage” have been instituted.

5. EVIDENCE OF SUCCESS:

- There is a marked improvement in the Departmental activities, record keeping has evolved and there is a competition amongst departments since the Best Department Award is declared on the basis of activities and record keeping.
- Better results in formative and summative assessments.
- Better Teacher Feedback responses.
- The AAA Peer Team for 2018-19 had appreciated the use of ICT and the dedication of the faculty members.
- Perceptible increase in the number of research articles.
- Better evidence-based documentation.
- Increase in the number of collaborative programmes, retraining programmes, FDPs and Capacity Building Programmes.
- Opening of a number of skill based value-added/add-on courses.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- Lack of awareness among students regarding their role in the AAA process.

7. NOTES:

- The AAA specially focuses on the institutional practices regarding implementation of Outcome-Based Learning, PO-CO mapping and assessment of the attainment of learning outcomes.

Student Profile Mapping has also been initiated as a Best Practice.

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:

AREA OF DISTINCTIVENESS: FINANCIAL ASSISTANCE AND COMMUNITY SERVICES BY STUDENTS, STAFF AND ALUMNI AT 'SHISHU BHAVAN' ORPHANAGE & DESTITUTE CHILDREN'S HOME

BACKGROUND:

The college is located in a Gram Panchayat, with a history of immigration of hapless victims of the 1947 Partition, most of whom hailed from the socio-economically backwards areas of erstwhile East Pakistan and belonged to the Matua community represented chiefly by the Namasudra (SC) caste. It was to meet the steep challenge of providing education to the children of the Partition victims that Late Nihar Basu embarked on the noble mission of establishing educational institutions in the area, which culminated in the establishment of P.N. Das College in 1962.

The college still adheres to the initial ideas that went behind its establishment and are reflected in its Vision statement, i.e., "to achieve excellence while remaining faithful to its commitment to the empowerment of the weaker sections of the society through knowledge that equips and enlightens." The Missions of the institution also reiterates its commitment "to impart value-based and value-added education to breed a set of socially responsible and self-confident citizens for the future," so that the students and the institution itself remain true to the ideas of the founding fathers to empower students from "displaced (consequent to the Partition of the nation) and socio-economically backward families ..."

It was precisely in this context of rampant displacement and destitution, as an aftermath of the "long"

Partition, that Late Nihar Bose, a Freedom Fighter, and a visionary leader of the refugee settlement movement, also laid the foundation of the movement to give shelter to orphan and destitute children with the establishment of the Shishu Bhavan Trust in 1963.

The college, therefore, decided to pay tribute to its founder and show its commitment to the realisation of an equitable society by getting associated with Shishu Bhavan in every possible manner – from extending financial support to involving management representatives, students, teachers, staff and alumni in various community services in the children's home.

The idea behind such engagement is not only to remain true to the Vision and Mission of the college, but also to take small steps towards a more holistic education as envisioned by NEP 2020 (11.1 - 11.12)

OBJECTIVES:

- To make students aware of the society they inhabit, and know disadvantaged people around them.
- To enable students to realise that they can make a difference.
- To breed a set of caring and socially responsible citizens
- To encourage the local community through exemplary services.
- To foster the spirit of teamwork, co-operation, integration and unity among stakeholders.
- To develop leadership quality in the students through their participation in social work.
- To develop well-rounded individuals by facilitating holistic education, through social engagement and lessons in *seva*, as recently envisioned by **NEP 2020** (Sections 11.3 & 11.8).

PRACTICE:

A brief account of the varied activities undertaken by the college to support the children and management of Shishu Bhavan is given below:

- A monthly endowment of Rs. 1,000/- is extended to the management.
- Involvement of NSS and NCC units in various community services, related to health and hygiene, by undertaking periodical cleaning and disinfection programmes. The expenditure was mostly incurred from the unit and the college funds. Programmes like Swachhata Pakhwada and handwashing awareness were conducted at the home. A part of the Swachh Bharat Internship was held at Shishu Bhavan.
- To extend emotional support to the inmates, NSS volunteers pay visits to the home off and on to participate in games and sports with them. Sporting items were distributed during the lockdown period to keep the children engaged in games and sports..
- The general health of the children were assessed through General Health check-up and Eye Check-up camps at Shishu Bhavan, and also at the college by Disha Eye Foundation, IMA, Noapara Branch, and Dr. RK Sarkar, member, GB. The children are asked to see Dr. Sarkar at the Medical Unit of the college on Mondays, in case of any illness.
- To prevent cases of infection as well as any sense of isolation and destitution among the children during the lockdown period the teachers and alumni visited the home several times to distribute dry food, confectioneries, masks, sanitizers, slippers, grocery items, etc. Even the New Year was celebrated at the home in 2021.
- To support the educational needs of the children, the NSS volunteers help them prepare their lessons. Books, pens, pencils, exercise books are also distributed.

- To encourage the children to participate in life skills like Yoga and Martial Arts, Yoga practising and martial arts sessions were conducted by the Department of Physical Education and NSS unit respectively.
- The teachers and staff, NSS and NCC volunteers, and other students, visit the home just before the festivals like Durga Puja, Christmas, Children's Day, New Year Day, etc. to spend some time with the inmates and distribute gifts, confectioneries, stationery items, and even blankets. Cake-cutting on days like Christmas, New Year and Children's Day are a regular affair.
- Tree plantation has been done in the campus of the home to generate environmental awareness among the children.

IMPACT:

- The happiness of sharing and caring has made a deep impact on the stakeholders, so much so, that they have developed a strong attachment with the home and the children.
- The programmes have helped the participants to integrate morality, compassion and sympathy and service into their curricular engagement.
- The spirit of teamwork and skills of organisation, teamwork and co-ordination have seen substantial development among students.
- The activities have inspired the local community. Many have been motivated to engage in services at Shishu Bhavan.
- Several other organisations have subsequently come forward with assistance. The Shishu Bhavan management has received donations in cash and kinds from various quarters. The building got a facelift with repairs, fresh coats of paint, new two-tier iron beds have replaced the older damaged wooden beds; the kitchen has become much more hygienic.

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

5. CONCLUSION

Additional Information :

Some of the achievements of the institution are listed hereunder:

- The IQAC successfully organised one of the earliest NAAC Sponsored Seminars on 14.09.2019 to generate awareness among teachers and students regarding the importance and methodology of the then newly introduced Student Satisfaction Survey especially, the definitive role of students in the entire process of quality assurance in HEIs.
- 3 ISBN Volumes of research-based articles by faculty members were published during the assessment period.
- An FDP on "Research Methodologies of Social Science Research" was organised in collaboration with other colleges in 2022-23.
- Students are encouraged to undertake internships. Two students have completed internships under Internshala.
- Motivational Seminars are organised to assist students, teachers and non-teaching staff to fight emotional crises and overcome motivational deficits.
- An Incubation Centre has been set up for the development of entrepreneurship and encouragement for start-ups. Workshops and courses are organised frequently for the training of students, and to motivate them for start-ups. Exhibition-cum-Sale of their products are also organised. A functional MoU with two colleges is in place for the development of the institutional Incubation Centres.
- Recently, an FDP on the Revised Accreditation Framework was organised in collaboration with several other institutions in September 2022.
- Capacity Building Programmes for NTS are regularly organised. For instance, a series of trainings in collaboration with 5 other colleges culminated on 27/05/23.
- A comprehensive drive towards outcomes-based education is one of the distinctive features of the institution. After the publication of the NEP 2020, the institution has evolved a mechanism for the measurement of the levels of P.O.-C.O. attainment and concomitant curative measures.
- In response to the focus of the NEP 2020 on the necessity to generate awareness among students on the rich cultural treasures of our ancient heritage, the institution has planned a value-added course on IKS, in collaboration with Dr. BR Ambedkar Shatabarshiki Mahavidyalaya. To start with, a dual mode seminar on Science and Culture in Ancient India was hosted by the college in collaboration with other HEIs on 13.04.2023.
- A webinar on Cyber Security was organised on 13.01.2021.
- A workshop on Ethical Hacking was organised on 14.03.2023.

Concluding Remarks :

The institution has completed 60 years of service to the nation, remaining faithful to its commitment to provide modern education while being rooted in traditional knowledge and values. Over the years, it has also combined curricular activities with community service and sensitivity to socio-economic, moral and ethical issues.

The institution has also responded positively to every change in the fields of technology and education and has always come up with strategies to cope with evolving situations, especially the paradigm shift toward outcome-based and holistic education.

Accordingly, strategies have been drawn and implemented to address the burgeoning application of ICT in education. The IT infrastructure is being continually upgraded and employees and students are being trained and updated to meet the challenges of the network age.

In response to the recommendations of NEP 2020, the institution has planned and initiated measures in areas like Outcomes Based Education, Multi-disciplinary and Holistic Education, Skill Development, and Integration of Indian Knowledge Systems into the Curriculum. Some of the measures taken by the institution in this direction is given below:

- Assessment of learning outcome attainment levels has been taken up.
- Student Profile Mapping is being carried out to facilitate personalised care, treatment and delivery of learning materials.
- 360° Teacher Appraisal System has been introduced to infuse greater accountability.
- OER Repository to boost the usage of library resources.
- New Skill-based courses corresponding with the market requirements.
- Introduction of a course in Ancient Indian Knowledge Systems.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 446</p> <p>Answer after DVV Verification: 456</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>247</td> <td>188</td> <td>202</td> <td>203</td> <td>170</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>188</td> <td>202</td> <td>203</td> <td>170</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>778</td> <td>778</td> <td>778</td> <td>778</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>778</td> <td>778</td> <td>778</td> <td>778</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	247	188	202	203	170	2021-22	2020-21	2019-20	2018-19	2017-18	225	188	202	203	170	2021-22	2020-21	2019-20	2018-19	2017-18	598	778	778	778	778	2021-22	2020-21	2019-20	2018-19	2017-18	598	778	778	778	778
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Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	19	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	18	18

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

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	27	18	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	10	1	17

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	14	20	15	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	20	14	13

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	1	0	2

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
24	33	12	3	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47	9	11	21	21

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 :25

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	34	20	11	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	21	11	5

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
233	184	122	67	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
233	184	122	67	84

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
48	46	47	30	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	46	47	30	31

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	12	13	13	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

Remark : As per IIQA number of non teaching staff is 12 for all years

2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations