P. N. DAS COLLEGE

Santinagar, Palta, P.O.: Bengal Enamel, North 24 Parganas, Pin - 743122 (W.B.)
Phone : (033) 2592 1327, Fax : (033) 2592 1326, e-mail : pndc.principal11@gmail.com
Website : www.pndascollege.in

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BEST PRACTICES OF THE INSTITUTION

A) REGULAR ICT RETRAINING PROGRAMMES ORGANISED BY THE IQAC FOR PROFESSIONAL DEVELOPMENT OF TEACHERS & NON-TEACHING STAFF

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

2. OBJECTIVES OF THE PRACTICE

- To equip teachers to use ICT tools and e-resources effectively.
- To enable them to integrate ICT into teaching-learning and evaluation.
- To develop skills for the acquisition and organisation of e-resources.
- To empower teachers and staff to collaborate with wider institutional networks for better curriculum planning, implementation and monitoring.
- To use ICT to meet the requirements of 'digitally native' students.
- To use ICT for making classrooms and the institution more inclusive.
- To use ICT for financial management; record keeping and maintenance; data processing and analyses; 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, the 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. ICT has opened up varied avenues to usher in progressive changes in processes like teaching-learning and management in educational institutions. Hence, the call of the day is to avail of these opportunities to bring in gainful changes in infrastructure, and improve skill-sets required by teachers and staff.

In keeping with the rapid changes in network-age education, P.N. Das College has drawn an Institutional 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 Strategic 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, with every new change in the domain of educational technology, through a series of retraining programmes. Workshops, FDPs and Staff Development Programmeson the use of ICT tools, software, and digital resources were organised in the following major areas of educational management:

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

An indicative list of such programmes is given below:

P.N. DAS COLLEGE		
RETRAINING PROGRAMMES FOR TEACHERS & NON-TEACHING STAFF (NTS)		
Sl. No.	**TITLE/TOPIC**	**DATE**
1	Training forNTSon Office Management and Accounts Software	22-03-2017
2	Training on National Digital Library for Teachers	29-05-2017 & 02-6-2017
3	Faculty Members' Training on Virtual Classroom	30-05-2017
4	Evolving Methodologies for Electronic Data Management in Academics and Administration	11-11-2017
5	Training on Technological Upgradation for Teachers	27-07-2017 to 05-08-2017
6	Workshop on Electronic Data Management and e-content Development	05-07-2018
7	AIMES Cloud and Financial Accounting Training for NTS	10-08-2018
8	4-Day Workshop on ICT in Teaching-Learning	10-12-2018 & 13-12-2018
9	Training on Students' Data Management	16-01-2019
10	Training on Online Admission System (for Staff)	20-05-2019

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11	Retraining Programme for Teachers on the Use of ICT	04-07-2019 & 05-07-2019
12	Retraining Programme on e-module Development	17-11-2019, 18-11-2019 & 21-11-2019
13	Teachers' Workshop on Virtual Classroom	07-01-2020
14	Workshop on Use of TeamLink as an Online Teaching Application	**27-03-2020**
15	State level Workshop on Innovative Use of ICT in Teaching, Learning and Research	6-06-2020 to 09-06-2020
16	Training for Teachers on the Use of LMS	10-07-2020 & 11-07-2020
17	One-Day Webinar on Portal Based Data Management for Teachers &NTS	24-08-2020
18	Workshop on Emerging Trends in Online Evaluation System	15-09-2020
19	Teachers' Training on e-module Recording Facility	23-12-2021
20	One-Day FDP on ICT Based Teaching-Learning (in Collaboration with 3 other colleges)	26-04-2022
21	One-Day Workshop on Website Development	29-04-2022
22	One-Day FDP on Website Designing and e-module Development (in Collaboration with 3 other colleges)	10-05-2022
23	Training Programme on HR Module (for Staff)	17-05-2022
24	One-Day Capacity Building Programme for NTS (in Collaboration 3 other colleges)	16-06-2022

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5. EVIDENCE OF SUCCESS

- Regular online classes started within five days of the enforcement of lockdown.
- 100% teachers are uploading study materials on LMS and preparing e-modules.
- ICT tools are effectively used for Continuous Internal Evaluation.
- All teachers are able to prepare PPTs and use the LCD projectors and smart board.
- E-monitors are maintained for retaining records on classes taken-allotted and TLMs uploaded.
- All the departments have developed their departmental websites.
- Learning outcomes analyses and attainment measurement are being done with the help of ICT tools.
- The library is fully automated with remote access.
- Students have trained by teachers to prepare PPTs, digital magazines, online projects, etc. They have also been able to submit assignments and answer scripts online.
- The admission process is fully online, and online monthly fee payment has been initiated.
- 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, e.g. emails. Bulk SMS system has been integrated into the website management system.
- Teacher-Exchange Programmes, several courses, events, and co-curricular activities have been / are being carried out during the lockdown and after it.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- The teachers have drawn attention to the need a proper set up for e-module preparation. Accordingly, purchase of some materials have been made.
- Unavailability of a proper recording centre.
- Inadequate funding for the procurement of more advanced software and gadgets, e.g. Language software.
- 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. Several departments have received the award during the assessment period.
- Online and dual mode classes, workshops, seminars are continuing. Online classes were held recently, when the government announced temporary closure of colleges in April-May 2023 due to heat waves.

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B) ANNUAL ACADEMIC AND ADMINISTRATIVE AUDIT

1. TITLE: ANNUAL ACADEMIC AND ADMINISTRATIVE AUDIT

2. OBJECTIVES:

The objectives of AAA as stated by the National Assessment and Accreditation Council are:

- To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest methods for improvement and for overcoming weaknesses.
- To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic, administrative and examination reforms, etc.
- To evaluate the optimum utilization of financial and other resources.
- 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 processes include a self-study and a visit by peers from both inside and outside the institution.

The purpose of the academic audit is to encourage the departments and the institution to assess their quality initiatives and academic standards on the basis of formats suggested by the IQAC and to suggest avenues of quality enhancement in terms of curricular and co-curricular activities, as well as, infrastructure and support services.

The administrative audit, on the other hand, evaluates the institution in terms of performance in areas like decentralized management, administrative policies and practices, transparency of admission processes, financial management, resource mobilisation and optimisation, grievance redressal mechanism, etc.

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 for the conduct AAA the college has instituted both the types of audit, internal and external, as a regular affairin the institution. During the assessment period, the institution has consistently conducted Internal AAA for all the 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.

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The Internal AAA peer team is headed by the Principal and comprises senior internal members of the IQAC. 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 suggestive formats, in line with the 7 criteria
- Preparation of Departmental Self-Study Reports (SSR) with evidence-based documentation
- Internal peer review
- Corrective measures and modification of the SSR in accordance with the reports of the Internal Peer Team.
- External peer visit
- Implementation of the suggestions and recommendations of the external audit report
- Compliance with the recommendations of the Internal and External audit reports is monitored.
- 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 evolvedand there is a competition amongst the departments since the Best Department Award isdeclared on the basis of the activities and record keeping.
- Better results in formative and summative assessments in comparison to the precedingyears.
- SSS feedback has gradually got bettered over the years.
- Better Teacher Feedback responses.
- The AAA Peer Team for 2018-19 had appreciated the use of ICT and the dedication ofthe faculty members.
- The research culture has developed to a great extent with a perceptible increase in thenumber of research articles. The college has published three volumes of research basedarticles during the assessment period.
- Better evidence based documentation of all the activities and initiatives of the institution.
- Increase in the number of collaborative programmes and MoUs with organisations
- Opening of a number of skill based value-added / add-on courses.
- Establishment of the Institutional Incubation Centre and encouragement for start-ups.
- Increasing focus on retraining programmes, FDPs and Capacity Building Programmes.
- Rapid development of the IT infrastructure and services.
- Teamwork and collaboration among stakeholders have bettered.
- Campus-community interaction has improved over the years

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6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- It requires regular orientation and training of faculty members and non-teaching staff, especially, new recruits.
- Lack of awareness among students regarding their role in the AAA process.

7. NOTES:

The AAA specially focuses on the following points:

- The institutional practices regarding the implementation of Outcomes-Based Learning, PO-CO mapping and assessment of the attainment of learning outcomes.
- The annual academic calendar and academic monitors / e-monitors of the departments.
- Innovations implemented for the teaching, learning and evaluation.
- Remedial coaching, Mentoring, etc.
- Research and publication, MoUs and collaborative programmes, etc.
- Seminars / Conferences / Workshops conducted by the college / IQAC / departments.
- PBAS, Feedback Analysis of teachers along with Action Taken Report.
- Initiatives including programmes / courses on Soft-skills, Life-skills, Career Skills, Time Management, etc.
- Best Practices, Green initiatives, Waste management, Gender sensitivity, Facilities for the Differently-abled, etc.
- Staff and student welfare measures.
- Extension Activities, Campus-Community Interaction, etc.
- Resource management and mobilization.
- Strengths, weaknesses, Opportunities and Challenges of the departments and the institution.

The Principal forwards the report of the External Audit team to the IQAC for implementation of its suggestions and recommendations.

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Other Good Practices

Title of the Practice: **Student Profile**

MappingObjectives:

To determine the abilities of students in an objective and quantifiable manner and identify the slow and advanced learners so that appropriate support can be provided by the institution.

The Context:

Students often face diverse challenges with respect to their skill attributes: while some may belong to economically backward families and have access to limited resources; some may be intellectually bright or slow irrespective of their economic status; others may have different skills, emotions and behaviour. A systematic assessment of these attributes of the students may help in providing an insight into their strengths and weaknesses. The profile mapping exercise enables the institution to hone the students' strengths and overcome their weaknesses.

The Practice:

- Students need to login with their login ID and password and answer an online questionnaire.
- Scores on 'General Quotient (GQ)' and 'Empowerment Quotient (EQ)' are calculated on the basis of the answers provided. The General Quotient comprises of Academic score, Intelligence score and Knowledge score. The Empowerment Quotient assesses different types of abilities. It also makes a comparison of the particular student in comparison with his/her peer group. Finally, a weighted average of GQ and EQ gives the final score, which represents the capability of the student.

Evidence of success:

- The manual method of psychometry test or profile mapping is too engaging and time consuming, whereas the online mapping is fast, accurate and error-free.
- Marks obtained in class/internal tests are not always reflective of the students' ability; external factors may affect their time spent on studies, understanding of the subject and answer writing skills. However, online mapping appraises their innate capabilities.
- Often, teachers depend on students' class performance or behaviour to gauge their level of knowledge or aptitude. However, this method is suitable only for articulate students. Online mapping is equally effective for shy and introvert students.
- The teachers assert that their assessment about the students matches with the profile mapping results, which confirms to the authenticity of the mapping mechanism.

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Problems Encountered and Resources Required:

- The major problem pertains to availability of internet facilities in college. The existing computer infrastructure is inadequate so that online profile mapping takes longer than usualtime.
- The students, mostly from poor families have limited access to high-speed data connection.
- Often the students are unable to understand the questions, and so need the guidance of teachers for filling the questionnaire.
- The resources required are competent software developer to implement the entire idea of online profile mapping alongwith adequate computer infrastructure.

Student Profile Mapping System Screenshots:

Student Login

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Welcome Page

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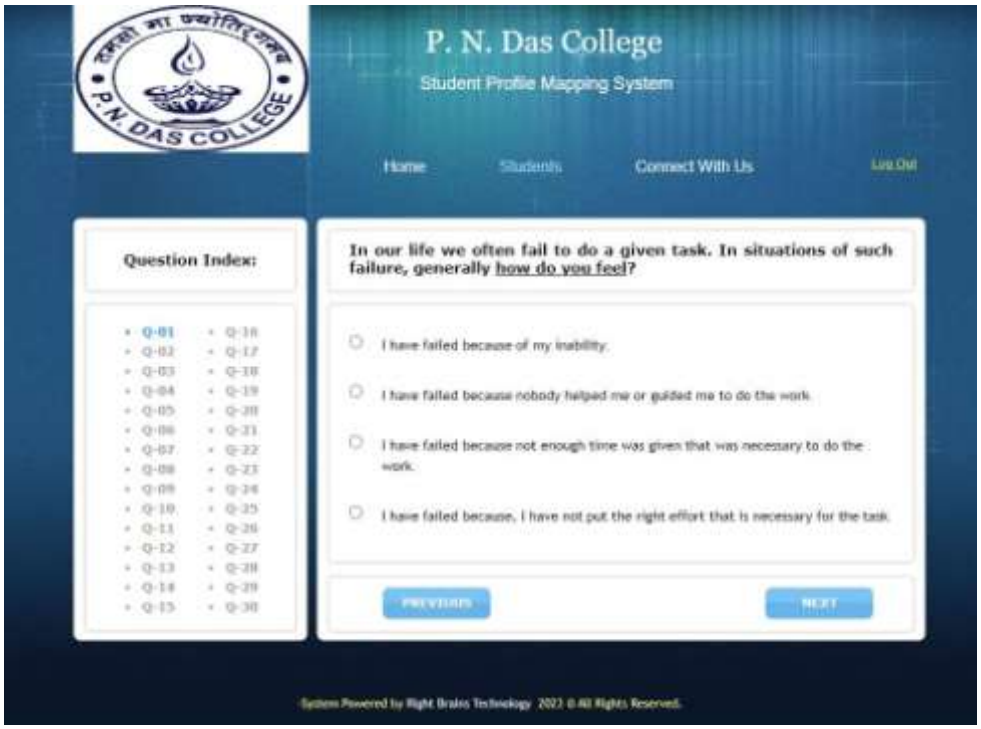
Question Page



Thanks Page

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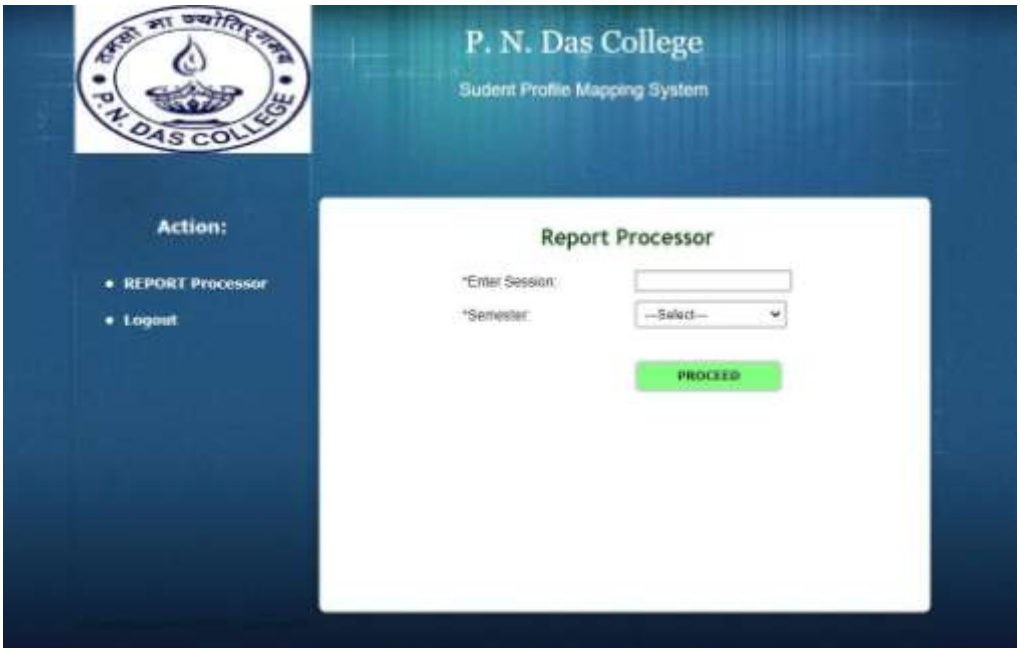
Backend Login

Report Processor



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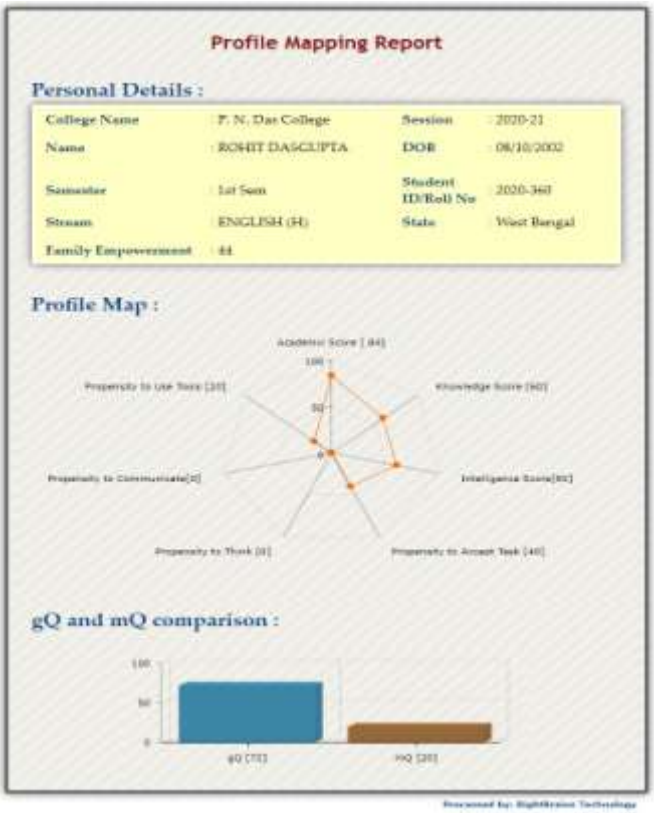
Sample Student Profile Mapping Report for the Session 2020-21



Profile Mapping Report

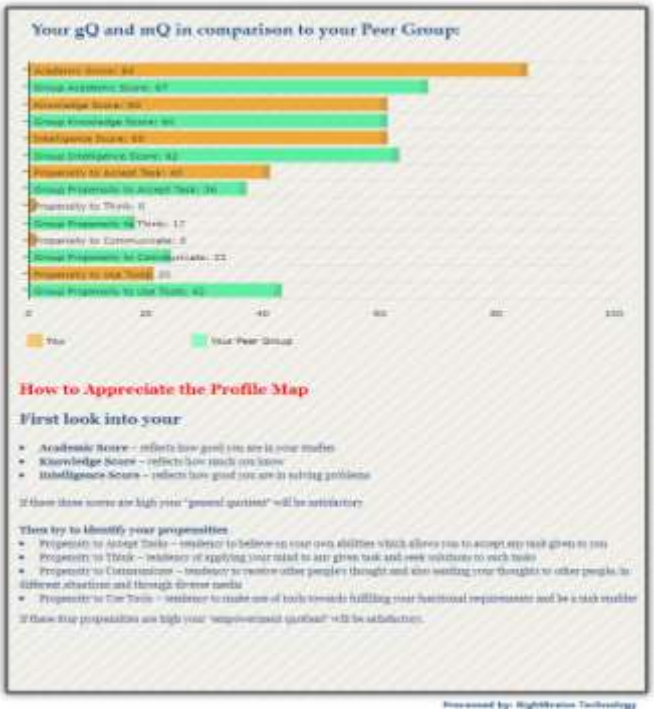
Personal Details :

College Name	: P. N. Das College	Session	: 2020-21
Name	: ROHIT DASGUPTA	DOB	: 08/10/2002
Semester	: 1st Sem	Student ID/Roll No	: 2020-360
Stream	: ENGLISH (H)	State	: West Bengal
Family Empowerment	: 44		

Profile Map :

gQ and mQ comparison :

Processed by: RightBrains Technologies



Your gQ and mQ in comparison to your Peer Group:

How to Appreciate the Profile Map

First look into your

- **Academic Score** – reflects how good you are in your studies
- **Knowledge Score** – reflects how much you know
- **Intelligence Score** – reflects how good you are in solving problems

If these three scores are high your "general quotient" will be satisfactory

Then try to identify your propensities

- Propensity to Accept Tasks – tendency to believe on your own abilities which allows you to accept any task given to you
- Propensity to Think – tendency of applying your mind to any given task and seek solutions to such tasks
- Propensity to Communicate – tendency to receive other peoples thought and also sending your thoughts to other people in different situations and through diverse media
- Propensity to Use Tools – tendency to make use of tools towards fulfilling your functional requirements and be a tech enabler

If these four propensities are high your "empowerment quotient" will be satisfactory.

Processed by: RightBrains Technologies

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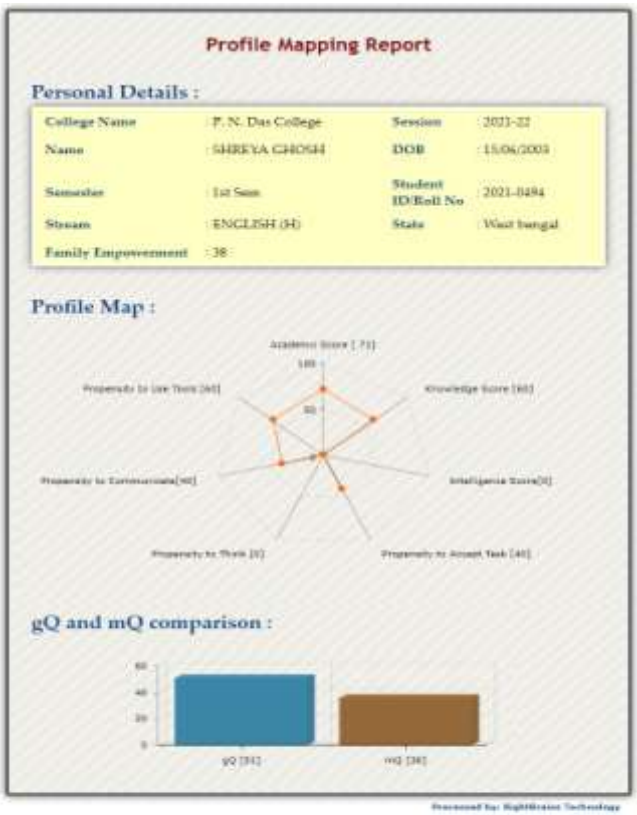
Sample Student Profile Mapping Report for the Session 2021-22



Profile Mapping Report

Personal Details :

College Name	: P. N. Das College	Session	: 2021-22
Name	: SHREYA GHOSH	DOB	: 15/06/2003
Semester	: 1st Sem	Student ID/Roll No	: 2021-0494
Stream	: ENGLISH (H)	State	: West bengal
Family Empowerment	: 38		

Profile Map :

gQ and mQ comparison :

Processed by: Rightbrainz Technology

Your gQ and mQ in comparison to your Peer Group:

How to Appreciate the Profile Map

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- Propensity to Use Tools – tendency to make use of tools towards fulfilling your functional requirements and be a risk enabler

If these four propensities are high your "empowerment quotient" will be satisfactory.

Processed by: Rightbrainz Technology

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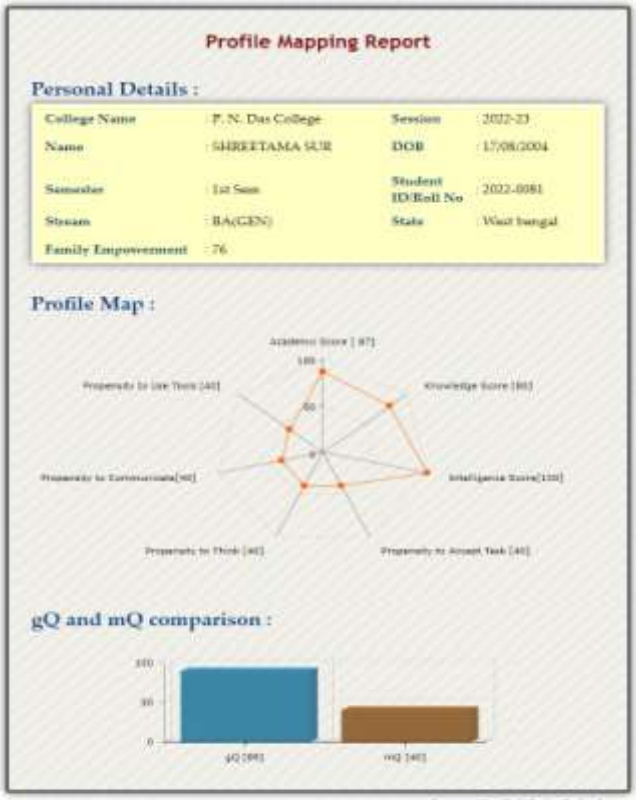

Profile Mapping Report

Personal Details :

College Name	: P. N. Das College	Session	: 2022-23
Name	: SHREETAMA SUR	DOB	: 17/08/2004
Semester	: 1st Sem	Student ID/Roll No	: 2022-0081
Stream	: BA(GEN)	State	: West bengal
Family Empowerment	: 76		

Profile Map :

gQ and mQ comparison :

Your gQ and mQ in comparison to your Peer Group:

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If these five propensities are high your "empowerment quotient" will be satisfactory.

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