



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**PRABHAT KUMAR COLLEGE, CONTAI**

VILL AND PO-KARKULI, PS.- CONTAI, PURBA MEDINIPUR  
721404

<https://pkcollegecontai.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

*The highest education is that which does not merely give us information but makes our life in harmony with all existence.*

**R N Tagore**

Conceived as a dream by the local zamindar Late Babu Biswambhar Dinda and nurtured by fellow philanthropists, Prabhat Kumar College, came into being on 15.07.1926, with the recognition of the University of Calcutta, the proposal being moved in the Senate meeting dated 27.03.1926 by Rama Prasad Mookerjee, the illustrious son of Sir Ashutosh Mukherjee, the Tiger of Bengal and the second Indian Vice-Chancellor of the University of Calcutta. It is the oldest college of the district of Purba Medinipur (East Midnapore) and the second oldest college of the undivided Midnapore district. Some watershed moments in its meandering course of close to a century are:

- 1926 : Beginning of the journey as an Arts college (upto I.A. standard),
- 1940 : Introduction of B.A. Course,
- 1947 : Introduction of I.Sc. Course,
- 1954 : Introduction of B.Sc. Course,
- 1962 : Introduction of B.Com. Course,
- 1963 : Introduction of Teachers' Training Course,
- 1985 : Got affiliated to Vidyasagar University,
- 2006 : Introduction of Postgraduate Course,
- 2007 : First Cycle of NAAC Assessment ,
- 2015 : Second Cycle of NAAC Assessment,
- 2016 : Recognition of the College as PG College,
- 2016 : Recognition of the College as CPE (College with Potential for Excellence),
- 2019 : Establishment of Interdisciplinary Research Centres in *Humanities and Social* and *Natural Sciences*.

The college that set sail initially with only thirty nine (39) students has now developed into a full-fledged multi-disciplinary one with roll strength of about six thousand students.

It is a great pleasure for us to present this Self Study Report for the Third Cycle of assessment and accreditation of the College by the NAAC. This has provided us the opportunity to measure the magnitude of our strength, efficiency and effectiveness and also to realise our weakness and shortcomings along with the opportunities and challenges.

### Vision

Coupled with the Upanishadic utterance mentioned in the logo, the academic vision of the college is guided by the great saying of Swami Vivekananda – “Education is the manifestation of the perfection already in man.”

Our vision is to promote and spread that kind of education that not only offers knowledge, but also arranges for its cultivation and flowering in a natural yet orderly fashion, leading to the development of a society founded on love, mutual respect and humane understanding. And thus to reach a stage, envisaged by Gurudev:

“Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

**By narrow domestic walls.”**

### **Mission**

- To move towards becoming a centre of excellence in Higher Education,
- To contribute the cause of Gender equality through promoting higher education among women,
- To uplift socially and economically backward students,
- To provide quality education to our students,
- To introduce job-oriented/vocational programmes to meet the challenges of livelihood,
- To reach new peaks in teaching-learning, research and consultancy,
- To create an ambience of culture and consciously promote environmental awareness, communal harmony and cultural integration,
- To impart value education, coupled with scientific knowledge, and create good future citizens for the country with competence, commitment, conscience and compassion.

An institution with such a mission attempts to realize those with the following mechanisms

- Implementation of the objectives of National Education Policy,2020
- Augmenting the existing ERP framework to strengthen the bonding amongst various strands into a more integrated one
- Reinforcing Industry-Academia interaction
- Integrating theory and praxis through innovative approaches to real-world issues under the tutelage of IIC
- Strengthening collaborations and promoting inter-institute exchanges to pave way for qualitative improvement of research and its applicability in industries
- Devising novel methods of Internal Quality Assurance Mechanism
- Exploring multiple avenues of reaching out to the taught, consequent to the experience during the Pandemic
- Emphasizing community development programmes through UBA
- Integrating curricular activities, basically project works, with a view to address problems plaguing the neighbouring areas.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

## Institutional Strength

1. Carving out a niche as a leading college and fulfilling its objectives of providing quality education with a holistic approach.
2. Offering a Multidimensional Education Spectrum: Arts, Science & Commerce streams, Teacher-Education, Certificate & Diploma Courses, and Research Programmes.
3. Strengthening Research Ecosystem through Interdisciplinary Research Centres in *Natural Sciences* and *Humanities & Social Sciences*.
4. Moving towards gender equity and spreading female education with a dominance of female learners over male (1.2:1)
5. Friendly, cordial learning/working atmosphere for stake-holders.
6. Implementing Active-Learning centric teaching approach.
7. Extremely supportive management works in consonance with all the stakeholders.
8. Over 85% teaching positions filled up and quality of teaching ensured through impressive faculty profile with 60% of the permanent Faculty possessing Ph.D. Degree.
9. Subject-wise pass percentage between 90% and 95%.
10. Excellent Research initiatives and Output by the faculty.
11. Commendable number of publications (in both books and journals) by the faculty members with noteworthy collaboration.
12. Upgraded research laboratories with modern and high-precision research equipment.
13. Automating Library and making it equipped to cater to the needs of the students and faculty.
14. Three seminar halls with adequate seating capacity for holding different programmes.
15. Well-equipped Canteen and Guest House.
16. Expansion of Infrastructural facilities like Quarters for Principal, Superintendents and Teachers and ongoing construction of New Administrative Building and New Science Building.
17. Introducing the Women's Forum as a prime platform for women.
18. Encouraging students towards innovation, skill-based training with industry exposure, and start-up through IIC.
19. Holding various extension activities of ISR including Environment awareness programmes through NSS and NCC units, UBA and Science Forum.
20. Providing students' support through fees concession *en masse*.
21. Providing important aids and arrangement for Divyangjans.
22. Continuous works under Biodiversity Management Committee.
23. NO Sexual harassment in the campus.
24. Striving towards inculcating moral values and Indian culture through a value-added course among students.
25. NO loss of teaching days for any violence/political disturbance.
26. Promoting organic farming and kitchen garden through own Vermicomposting project.
27. Making a Medicinal Plant Garden to encourage the herbal remedies.

## Institutional Weakness

1. The college is located in a semi-urban area with a predominantly rural hinterland.
2. The socio-economic background of many of the students (a sizable portion of them are first generation learners) admitted in the College is responsible for poor language competence (both in their mother tongue as well as English). This leads to an unsatisfactory level of comprehension and communication, particularly in the

first year.

3. Shortage of permanent Non-Teaching staff and constraints in creation of new teaching posts.
4. The College, being an affiliated one, does not enjoy the freedom to frame curricula of its own.
5. Limitation of financial resources required for further development and carrying out high-quality research.
6. Implementation of career oriented Vocational Courses to a great extent.

### **Institutional Opportunity**

1. Qualified and efficient teaching staff may help the college overcome other obstacles.
2. Opportunities to carry out research projects and take other research initiatives under two Research Centres.
3. Scope of promoting temper of innovation, creation, and start-up policies among students and local people through IIC.
4. Scope of streamlining and strengthening the collaboration of academia and industry.
5. Adequate space for expansion of infrastructure.
6. Opportunities for introduction of new courses/programmes, especially skill-oriented programmes to develop entrepreneurship.
7. Co-operative/Supportive Management.
8. Open door policy-Decentralization of duties.
9. The College is poised to take the initiative in publishing peer-reviewed journals.
10. Remedial and entry in service coaching for SC/ST/Minority and non-creamy layer students may be expanded for greater inclusion.
11. The vision of the College makes it imperative to engage in socially relevant programmes.
12. More outreach activities addressing local problems through NSS units, NCC units, Science Forum, and Women's Forum.
13. Self-reliance of students through career counselling cell and placement initiatives.
14. Regular interaction with parents and other stakeholders.
15. The unsung though glorious contribution of the freedom fighters of this part of the country may be given

due recognition through research work utilizing the infrastructural facilities available with Dr. Rasbehari Pal Bhawan.

### **Institutional Challenge**

1. To upgrade the Institution to a Centre of Excellence meeting the requirements of AUTONOMOUS status.
2. To implement the NEP (2020) in its proper spirit.
3. To meet the desired level in imparting quality education.
4. The academic performance graph of the students reflects a rising trend, yet there is always scope for improvement in qualitative education.
5. To create more facilities in Campus is one of the major challenges that the college has to deal with a sense of urgency.
6. Mushrooming of educational/professional institutions in surrounding areas.
7. Initiatives to get increased financial supports from different funding agencies.
8. Efforts to increase internal resource generation.
9. Further development of infrastructure to accommodate rising number of students.
10. To expedite the process of creation and recruitment of teaching and non-teaching staff.
11. To introduce more and more skill-oriented courses to enable learners cope with the challenges of present economic scenario.
12. To further minimize the drop-out rate.
13. To keep the students anchored to the basic human values at a time when there are forces/factors gradually pulling them away from it.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college with its clearly stated vision, mission and goals, in its march forward, is gradually expanding itself in terms of the programmes/courses offered and providing the infrastructural and other facilities required for these. Since it is an affiliated college, it has to work within the curricular and other frameworks as set by the affiliating University and the Central and State Government agencies. Yet within that framework and other

constraints, the college has tried to offer as much as it can for the welfare of its learner base as well as for the betterment of the society. Some of the highlights are:

- To facilitate vertical progression of our students we have introduced new PG programme (in Chemistry) in the regular mode along with the already existing regular PG programmes.
- To increase horizontal mobility of students, new Undergraduates Honours programmes in Education, Sociology and Aquaculture Management and General programmes in Education and Aquaculture Management at the UG level have been introduced during the post-accreditation period.
- Ten Certificate Courses and One Diploma Course have been introduced.
- The college has established Two Interdisciplinary Research Centres – in Humanities and Social Sciences and Natural Sciences.
- At present the college offers Two interdisciplinary Ph. D programmes, Six Postgraduate programmes, Fifty Four Undergraduate programmes (Honours and General), , one Teacher-Training programme, Ten Certificate courses, One Diploma course .
- Academic Flexibility is offered by the college by offering multiple combinations in the undergraduate programmes.
- Choice Based Credit System has been introduced in all programmes.
- Thorough revision of the syllabi of all programmes have been undertaken to meet the requirements of CBCS.
- The college has put in place multi-cornered feedback mechanism and it is being used for reforms and developments of the institution.
- College is providing horizontal support through introduction of different job-oriented coaching programmes for NET/SET/SSC/WBCS etc..

The college proposes to increase the programme options for the benefit of the pupils in near future.

### **Teaching-learning and Evaluation**

The teaching-learning process is the soul of any academic institution and hence is of utmost importance to us. Since the primary goal of the institution is to cater to the needs of higher education, its teaching learning activities reflect the importance the college assigns to it. At the same time the college takes utmost care to make higher education easily accessible to the backward sections of the society. Certain characteristic features of teaching-learning and evaluation process may be detailed below :

- There have been a series of reforms in the admission process to ensure transparency culminating in the process being fully online now.
- The college fully complies with the Govt. reservation policies in admission.
- The student profile of the college displays a remarkable increase in female students with the girl students constituting 54% of the student population in 2020-21 session.
- The college has made special infrastructural provisions for differently-abled students.
- The college devises mechanism to identify learning levels of students and takes appropriate measures accordingly.
- Institution nurtures critical thinking, creativity and scientific temper among the students to transform them into lifelong learners and innovators through Project Work and different experiential methods of learning
- Online classes, Video lectures, institutional E-learning through Dspace, Swayam NPTEL platforms

have emerged as complementary channels to direct classroom teaching.

- Increasing emphasis is given on participative learning.
- College has kept itself abreast with the innovations and technological advances in TLM and has created adequate ICT-enabled rooms, Virtual Classroom, etc.. During the Pandemic the college has purchased GSuite for use of departments in conducting online classes and examinations and hosting webinars/online workshops.
- Mentor-mentee system has been introduced and has yielded significant result.
- Teacher Quality is commendable with majority of the permanent faculty being Ph.D. holders.
- The college authority extends all possible supports in the attempts of the faculty to academically bolster themselves.
- With the implementation of CBCS, there has been a radical change in Examination and Evaluation system.
- With clearly spelt out learning outcomes of different programmes, the teaching-learning mechanism adopts methods to realize the goal and gauge the students' progression to higher studies.
- Online SSS is carried out regularly.

### Research, Innovations and Extension

The College promotes research culture that is **reflected in a well-established Research Ecosystem in the campus as evident in the following:**

- Post 2015, ONE Major Research Project and NINE Minor Research Projects sponsored by UGC have been successfully completed.
- The faculty members have undertaken FOUR WBDSTB-sponsored projects.
- TWO projects sponsored by SERB, New Delhi have been carried out.
- TWO WBBB-sponsored projects have been carried out.
- ONE project has been sanctioned under PMMMNMTT of MHRD.
- DST-FIST Project Level O has been implemented.
- There have been 255 research paper publications by the faculty in Scopus/WOS-Indexed/UGC-CARE Listed/Peer-reviewed Refereed journals with impressive Impact Factors.
- Publications in the form of Books/Book Chapters/Edited volumes by national/international publishing houses count to an impressive 144.
- During the last five years Seven scholars guided by the teachers of the college have been awarded Ph.D. degree.
- **The college has established two Research Centres – in *Humanities & Social Sciences* and in *Natural Sciences* - in 2019.**
- Twenty Four teachers of the college are recognized as Research guides.
- Along with upgrading existing laboratories, for advanced researches the college has created a **Central Nanoscience Laboratory**, and a **DST-FIST Laboratory with SciFinder enrolment**.
- The institution has entered into a MoU with **Ming Chi University of Technology, Taiwan** for exchange of Faculty, Student and Research Scholars. Several similar MoUs exist with other institutions.
- Collaborative activities by the Teachers with other eminent Institutes.
- Institute-Industry liaison has been established with teachers being on the Advisory Boards of local industrial enterprises as consultants.
- Post-2015, the college has carried out as many as sixty three extension/outreach activities, primarily



through the NSS and NCC units.

- The college has adopted Five villages of Contai-I Block under UBA .
- Awareness Programmes, Blood Donation & Health Camps are regularly arranged in the campus and outside.
- During natural calamities like Cyclonic Storms AMPHAN in 2020 and YAAS in 2021, the college community provides relief materials to the affected people.
- During the Pandemic, the college in collaboration with Contai Science Academy, provided Cooked Food, Medicine & arranged Medical Support Systems for Covid-positive patients.

### Infrastructure and Learning Resources

The institution has adequate infrastructural and physical facilities for creating a healthy ambience for teaching-learning as detailed below :

- Significant budgetary allocations for augmentation of infrastructure are made.
- Built up area has been significantly increased and the total built up area is 18171.2 sq. mts.
- The departmental classrooms and laboratories are housed in seven Blocks/Buildings, Vivekananda Bhawan and Vidyasagar Bhawan being created in post-accreditation phase. The construction of New Science Building and Administrative Building are underway.
- The classroom facilities have been significantly boosted up with 51 classrooms being ICT-enabled.
- The departments have been provided Laptops, Desktops, Printers and peripherals along with high-speed Internet connectivity.
- All the laboratories (27) have been upgraded.
- Apart from department-specific Laboratories, central facilities have been created for advanced research : **Central Nano-Science Laboratory and DST-FIST Laboratory & Mushroom Cultivation Laboratory**
- Along with **UGC Network Resource Centre**, new central computer facilities have been created: **A. K. Roychaudhuri Computer Facility and Ramanujan Computer Facility**.
- Dedicated 10 Mbps lease line & 300 Mbps sharing line provide high-speed connectivity in the campus.
- Library services are automated using Integrated Library Management System (ILMS) with **KOHA software, 20.11.00.000 version**.
- Web-OPAC services are available.
- **Library Computer Facility** with 10 terminals, is for the usage of students.
- The college Dspace for digital repositories has been created.
- The present holding of the Library stands at 62544 books, regular subscription of journals and magazines.
- The library provides/facilitates access to INFLIBNET *N-List* E-Resources of 195,000+ e-books & 6,000+ e-journals.
- The college has adequate space and provisions for indoor and outdoor games and sports and cultural activities.
- **Gymnasium and Yoga Centre** have come up under RUSA.
- The institution is increasingly moving towards a fully digital and paperless administration.
- Two new well-equipped Seminar Halls have been created.
- The Nivedita Bhawan accommodates the Canteen and the Guest House.
- Cold & Purified drinking water facility available in the campus.
- Updated Softwares and search engines used by the college community include Scifinder platform,

Linux environment softwares, Mathematica etc..

## Student Support and Progression

The success rate of our students at the final examinations is close to hundred percent with a good number of first class and rank holders. The student support mechanism is mainly behind such success. It is reflected in the salient features like:

- Increasing trend in the percentage of students receiving merit scholarships and financial assistance under different schemes from Govt. and non-Govt. agencies.
- Partial fee waiver allowed to all students in 2020-21, as a Pandemic initiative.
- Support services provided to students in NET, SET, and GATE etc. via a structured mechanism for career guidance through Career Counselling Cell.
- Supports given to slow learners via Remedial class, Tutorial Class, Mentor-Mentee Programme, Motivational video-clips and Snap oral test.
- Advanced learners provided with additional inputs for better performance like providing better Learning Resources, Special Lectures, meeting with distinguished alumni. Recommendation of some advanced learners in PG level for PG projects under distinguished experts of other universities / research institutions.
- Felicitation of Institutional and university toppers from the college in all disciplines along with additional discipline-specific medals and scholarships.
- Timely redressal of grievances through Vishakha Cell, Grievance Redressal Cell, Anti-ragging Cell, and ICC.
- Inspiring pupils to participate in Sports activities (both Indoor & Outdoor) at different levels.
- Optimal usage of Yoga Centre and Gymnasium by the college community.
- Hosting different events in Manorama Achintyanath Sanskritik Mandap and three well-equipped Seminar Halls.
- Fostering and nurturing the cultural spirit through different cultural initiatives and promoting scientific temper via the activities of several Science departments and Science forum.
- Nurturing the creative zeal of the pupils, the college encourages publication of Wall and Printed Magazine.
- Making Canteen well equipped.
- Providing well organized sanitary facilities.
- Ensuring safety with CCTV surveillance & security measures in the core campus along with the Hostels and quarters.
- A vibrant and constructive Alumni Association which always contributes towards institutional benefit and development.

## Governance, Leadership and Management

The college authority believes in decentralized and participative management. The Governing Body is the highest policy making body with the Principal as its Secretary. The Principal decentralizes the authority through a number of Committees formed under the GB or statutory provisions. The recurrent *mantra* being responsibility and accountability, the activities of the college are carried by its organs as under :

- **The Teachers' Council** advises the Principal on all affairs related to academics and academic

administration.

- **The Academic Sub-Committee** oversees academic matters.
- **The Departmental Committees** ensure smooth functioning of the departments.
- **The Finance Sub-Committee** along with **Accounts Section** monitors all financial activities.
- **The Building Sub-Committee** and **Purchase Committee** look after all infrastructural works and procurements.
- The **PG Examination Cell** controls Postgraduate examination system.
- **Ph.D. Committees** and **Steering Committees** monitor the activities of the Research Centres.
- **The Library Sub-committee** manages the services of the Central Library.
- There are project-specific monitoring bodies like **RUSA Monitoring Unit, CPE Implementation Committee** .
- The **Office** of the college, headed by the Head-Clerk, undertakes varied administrative activities.
- The extension activities are undertaken by the **NSS and NCC Units, UBA** and **IIC**.
- The **Students' Council** looks after the different student-related co-curricular activities.
- Different Cells like **Grievance Redressal Cell, Anti-Ragging Cell, Vishaka Cell, Women's Forum** look after specific grievances of the students .
- The **Hostel Administration Committee** ensures smooth running of and redressal of grievances related to the functioning of the Hostels.
- Different welfare measures for teaching / non-teaching staff are in place.
- Teachers regularly attend Conferences & workshops, participate in **OP/RC/STC** and other **FDP programmes**.
- **IQAC** is entrusted with the task of Quality Assurance and to that effect has employed mechanisms of Performance Appraisal System through SAR, and feedback from different stakeholders.
- **IQAC** looks after Teachers' promotion/placement through CAS.
- Internal and External Audit are executed timely.
- The strategic plans of the college are implemented through resource mobilization and ensuring optimal usages of the same.
- **MIS** is put in place.

### **Institutional Values and Best Practices**

With an object to augment and sustain the overall development the institution, we are committed to providing services bespeaking institutional values and best practices. The following best practices uphold the missions, visions, and objectives of the college and bear indelible marks of uniqueness:

- Gender sensitization through organising different Seminar/Webinar/Programmes like 'Save the Girl Child', 'Women & Law', 'Contribution of Women to Science', 'Sahityer Meyera', awareness programmes on Child Abuse & Sexual Harrassment.
- Organising Self Defence Camp with the female cadets of NCC unit and the female students of Department of Physical Education for demonstration of self defence techniques to the female students.
- CCTV surveillance in both college and hostels.
- Establishment of Women's Forum in 2017-18 session.
- Installing Sanitary Napkin Incinerators in the Girls' common room and Hostel.
- In the post-Covid phase the college has created a separate Cell for Psycho-social support to the girl students in general and covid-survivors in particular.
- Making a Day Care Centre operational from the session 2018-19 with a care-giver.
- Implementing effective solid-waste and e-waste management policies.

- Adopting 5 villages under UBA scheme to carefully augment villagers' quantitative and qualitative aspects.
- Promoting cultural, regional, and communal socioeconomic harmony the institutional initiatives include observance of various important days with performance of cultural events, seminars on different cultural perspectives.
- Inculcating values through commemoration of noted personalities at national and international levels.
- Green Initiatives like No-Fuel Day, Plastic-Free Campus Programme, etc.
- Introducing several important aids and arrangement for Divyangjans.
- Holding Arsenic Detection Camp for measuring Arsenic level in all wards under Contai Municipality.
- Arsenic Awareness Campaign against Arsenic Pollution in Drinking Water.
- Mounting some Clay-pots for birds in different places inside the college campus.
- Preparation of People's Biodiversity Registers of the College, Contai Municipality, and Purba Medinipur District by Biodiversity Management Committee (BMC) with members of the college community.
- Organising Bio-Tour Programme, Seminar on Ethno-biology, Biodiversity conservation.
- Developing a Medicinal Plant Garden and a Kitchen Garden.
- Transforming the existing dune to a Biodiversity Restoration Education Park.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | PRABHAT KUMAR COLLEGE, CONTAI   |
| Address                         | Vill and PO-Karkuli, PS.- Contai, Purba Medinipur                         |
| City                            | Contai  |
| State                           | West Bengal   |
| Pin                             | 721404  |
| Website                         | <a href="https://pkcollegecontai.ac.in">https://pkcollegecontai.ac.in</a> |

| Contacts for Communication |                          |                         |            |               |                            |
|----------------------------|--------------------------|-------------------------|------------|---------------|----------------------------|
| Designation                | Name                     | Telephone with STD Code | Mobile     | Fax           | Email                      |
| Principal                  | Amit Kumar De            | 03220-255020            | 9434259107 | 91322-0255020 | pkcollege.contai@gmail.com |
| IQAC / CIQA coordinator    | Pradipta Panchohadhyayee | 03220-288275            | 7908190612 | 91322-0288275 | iqac.pkc@gmail.com         |

| Status of the Institution |              |
|---------------------------|--------------|
| Institution Status        | Grant-in-aid |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular Day  |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 15-07-1926 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State       | University name       | Document                      |
|-------------|-----------------------|-------------------------------|
| West Bengal | Vidyasagar University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 01-04-1962 | <a href="#">View Document</a> |
| 12B of UGC    | 01-04-1962 | <a href="#">View Document</a> |

**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              |
|--------------------------------|---|----------------------------------|--------------------|----------------------|
| NCTE                           | <a href="#">View Document</a>                                 | 26-05-2018                       | 120                | Two units of 50 each |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**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 |

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>                                    | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Vill and PO-Karkuli, PS.- Contai, Purba Medinipur | Rural            | 17.86                       | 18171.2                         |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                              |                              |                            |                                |
|---|---------------------------------|---------------------------|------------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b>   | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Bengali                      | 36                        | Higher Secondary Exam Passed | Bengali                      | 337                        | 337                            |
| UG  | BA,Bengali                      | 36                        | Higher Secondary Exam Passed | Bengali                      | 153                        | 109                            |
| UG  | BSc,Anthropology                | 36                        | Higher Secondary Exam Passed | English + Bengali            | 60                         | 33                             |
| UG  | BSc,Anthropology                | 36                        | Higher Secondary Exam Passed | English + Bengali            | 4                          | 4                              |
| UG  | BSc,Aquaculture Management      | 36                        | Higher Secondary Exam Passed | English + Bengali            | 0                          | 0                              |
| UG  | BSc,Aquaculture Management      | 36                        | Higher Secondary Exam Passed | English + Bengali            | 22                         | 22                             |
| UG  | BCom,Commerce                   | 36                        | Higher Secondary Exam Passed | English + Bengali            | 221                        | 176                            |
| UG  | BCom,Commerce                   | 36                        | Higher Secondary Exam Passed | English + Bengali            | 8                          | 8                              |
| UG  | BSc,Botany                      | 36                        | Higher Secondary Exam Passed | English + Bengali            | 60                         | 31                             |

|    |                        |    |                                   |                   |     |     |
|----|------------------------|----|-----------------------------------|-------------------|-----|-----|
| UG | BSc,Botany             | 36 | Higher Secondary Exam Passed      | English + Bengali | 13  | 13  |
| UG | BEd,Teacher s Training | 24 | Three year B A/BSC/BCO M Graduate | English + Bengali | 100 | 100 |
| UG | BA,Educatio n          | 36 | Higher Secondary Exam Passed      | English + Bengali | 106 | 106 |
| UG | BA,Educatio n          | 36 | Higher Secondary Exam Passed      | English + Bengali | 60  | 57  |
| UG | BA,English             | 36 | Higher Secondary Exam Passed      | English           | 153 | 101 |
| UG | BA,English             | 36 | Higher Secondary Exam Passed      | English           | 19  | 19  |
| UG | BA,History             | 36 | Higher Secondary Exam Passed      | English + Bengali | 32  | 32  |
| UG | BA,History             | 36 | Higher Secondary Exam Passed      | English + Bengali | 116 | 54  |
| UG | BA,Music               | 36 | Higher Secondary Exam Passed      | English + Bengali | 1   | 1   |
| UG | BA,Music               | 36 | Higher Secondary Exam Passed      | English + Bengali | 32  | 13  |
| UG | BA,Philosop hy         | 36 | Higher Secondary Exam Passed      | English + Bengali | 116 | 54  |
| UG | BA,Philosop hy         | 36 | Higher Secondary Exam Passed      | English + Bengali | 15  | 15  |
| UG | BA,Political Science   | 36 | Higher Secondary Exam Passed      | English + Bengali | 58  | 45  |



|    |                                      |    |                              |                   |     |     |
|----|--------------------------------------|----|------------------------------|-------------------|-----|-----|
| UG | BA,Political Science                 | 36 | Higher Secondary Exam Passed | English + Bengali | 104 | 104 |
| UG | BA,Sanskrit                          | 36 | Higher Secondary Exam Passed | Bengali,Sanskrit  | 137 | 54  |
| UG | BA,Sanskrit                          | 36 | Higher Secondary Exam Passed | Bengali,Sanskrit  | 60  | 60  |
| UG | BA,Sociology                         | 36 | Higher Secondary Exam Passed | English + Bengali | 17  | 17  |
| UG | BA,Sociology                         | 36 | Higher Secondary Exam Passed | English + Bengali | 60  | 51  |
| UG | BSc,Computer Science And Application | 36 | Higher Secondary Exam        | English + Bengali | 5   | 5   |
| UG | BCA,Computer Science And Application | 36 | Higher Secondary Exam Passed | English + Bengali | 60  | 38  |
| UG | BSc,Computer Science And Application | 36 | Higher Secondary Exam Passed | English + Bengali | 60  | 25  |
| UG | BSc,Chemistry                        | 36 | Higher Secondary Exam Passed | English + Bengali | 1   | 1   |
| UG | BSc,Chemistry                        | 36 | Higher Secondary Exam Passed | English + Bengali | 60  | 39  |
| UG | BSc,Economics                        | 36 | Higher Secondary Exam Passed | English + Bengali | 42  | 20  |
| UG | BSc,Economics                        | 36 | Higher Secondary Exam Passed | English + Bengali | 2   | 2   |
| UG | BSc,Geography                        | 36 | Higher                       | English +         | 9   | 9   |

|    | hy                    |    | Secondary Exam Passed                      | Bengali           |     |     |
|----|-----------------------|----|--|-------------------|-----|-----|
| UG | BSc,Geography         | 36 | Higher Secondary Exam Passed               | English + Bengali | 88  | 79  |
| UG | BSc,Mathematics       | 36 | Higher Secondary Exam Passed               | English + Bengali | 2   | 2   |
| UG | BSc,Mathematics       | 36 | Higher Secondary Exam Passed               | English + Bengali | 116 | 53  |
| UG | BSc,Nutrition         | 36 | Higher Secondary Exam Passed               | English + Bengali | 34  | 32  |
| UG | BSc,Nutrition         | 36 | Higher Secondary Exam Passed               | English + Bengali | 36  | 36  |
| UG | BSc,Physics           | 36 | Higher Secondary Exam Passed               | English + Bengali | 60  | 46  |
| UG | BSc,Physics           | 36 | Higher Secondary Exam Passed               | English + Bengali | 3   | 3   |
| UG | BSc,Zoology           | 36 | Higher Secondary Exam Passed               | English + Bengali | 23  | 23  |
| UG | BSc,Zoology           | 36 | Higher Secondary Exam Passed               | English + Bengali | 60  | 40  |
| UG | BA,Physical Education | 36 | Higher Secondary Exam Passed               | English + Bengali | 104 | 104 |
| UG | BSc,Physiology        | 36 | Higher Secondary Exam Passed               | English + Bengali | 12  | 12  |
| PG | MA,Bengali            | 24 | Three years BA Honours Graduate in Bengali | Bengali           | 55  | 45  |
|    |                       |    |  |                   |     |     |

|                    |  |    |  |                      |    |    |
|--------------------|--|----|--|----------------------|----|----|
| PG                 | MCom,Com<br>merce  | 24 | Three years<br>BCom<br>Honours<br>Graduate             | English +<br>Bengali | 45 | 40 |
| PG                 | MA,English   | 24 | Three years<br>BA Honours<br>Graduate in<br>English    | English              | 55 | 54 |
| PG                 | MA,Sanskrit  | 24 | Three years<br>BA Honours<br>Graduate in<br>Sanskrit   | Bengali,Sans<br>krit | 50 | 35 |
| PG                 | MSc,Chemis<br>try  | 24 | Three years<br>BSc Honours<br>Graduate in<br>Chemistry | English              | 25 | 25 |
| PG                 | MSc,Physics  | 24 | Three years<br>BSc Honours<br>Graduate in<br>Physics   | English              | 30 | 28 |
| Doctoral<br>(Ph.D) | PhD or DPhi<br>I,Research<br>Center In<br>Natural<br>Sciences                  | 60 | As per UGC<br>Regulations                              | English              | 15 | 15 |
| Doctoral<br>(Ph.D) | PhD or DPhi<br>I,Research<br>Center In<br>Humanities<br>And Social<br>Sciences | 60 | As per UGC<br>Regulations                              | English +<br>Bengali | 15 | 15 |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 14                         |        |        |       | 73                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 13                         | 1      | 0      | 14    | 48                         | 11     | 0      | 59    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 14                         |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 60                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 38                         | 22     | 0      | 60    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 48           |
| Recruited   | 11          | 1             | 0             | 12           |
| Yet to Recruit  |             |               |               | 36           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 26           |
| Recruited   | 20          | 6             | 0             | 26           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 27           |
| Recruited   | 10          | 1             | 0             | 11           |
| Yet to Recruit  |             |               |               | 16           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 11           |
| Recruited   | 11          | 0             | 0             | 11           |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD              | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 0      | 0      | 9                          | 1      | 0      | 28                         | 6      | 0      | 45           |
| M.Phil.                      | 0                | 0      | 0      | 1                          | 0      | 0      | 5                          | 0      | 0      | 6            |
| PG                           | 0                | 0      | 0      | 3                          | 0      | 0      | 15                         | 5      | 0      | 23           |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD              | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD              | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 2      | 0      | 2            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 37                         | 20     | 0      | 57           |

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> |   | <b>Total</b> |
|   |             |   |               |   |              |
|   | 6           | 0 | 0             | 0 | 6            |

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

| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG                         | Male   | 2415  | 0                             | 0            | 0                   | 2415  |
|                            | Female | 2880  | 0                             | 0            | 0                   | 2880  |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG                         | Male   | 157   | 0                             | 0            | 0                   | 157   |
|                            | Female | 211   | 0                             | 0            | 0                   | 211   |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D)            | Male   | 19  | 0                             | 0            | 0                   | 19    |
|                            | Female | 11  | 0                             | 0            | 0                   | 11    |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| Diploma                    | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                            | Female | 0   | 0                             | 0            | 0                   | 0     |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                            | Female | 0   | 0                             | 0            | 0                   | 0     |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 199           | 191           | 189           | 150           |
|  | Female | 203           | 187           | 210           | 144           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 13            | 5             | 10            | 10            |
|  | Female | 6             | 6             | 6             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 203           | 172           | 183           | 141           |
|  | Female | 162           | 193           | 191           | 171           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 1067          | 962           | 930           | 785           |
|  | Female | 1393          | 1391          | 1410          | 945           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 4             | 11            | 3             |
|  | Female | 1             | 5             | 8             | 5             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 3247          | 3116          | 3148          | 2355          |

### **Institutional preparedness for NEP**

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Multidisciplinary / Interdisciplinary education is the need of the hour as this type of education does not only help maintain intra-departmental frequency of both the teachers and the students but cater to the societal needs and strengthen the interconnectedness between the society and the educational institutions. However, our institution has the following preparedness in Multidisciplinary / Interdisciplinary education to comply with National Educational Policy: • The curricula of different courses contain the Multidisciplinary / Interdisciplinary flavour. • The course structures of the most of the subjects have some interdisciplinary topics, some of which are taught by the teachers of other departments. • Some</p> |
|--|--|



|  |   |
|--|---|
|  | <p>seminars are arranged to reinforce the ambiance of Multidisciplinary / Interdisciplinary approach of recent development in cutting-edge research. • Two Research Centres in “Humanities &amp; Social Sciences”, and another in “Natural Sciences” mainly encourage the admission and registration of the scholars to promote interdisciplinary research.</p>   |
| 2. Academic bank of credits (ABC):   | <p>In the curricula as adopted by the affiliating University, there is no such provision of ABC in the true sense of the term. But, so far as the existing curriculum-design is concerned, the students enjoy the freedom of carrying forward their academic credits from one semester to next higher semester. Evidently, this banking of academic credits is limited to the intra-university domain, not extended to the inter-university regime.</p>   |
| 3. Skill development:  | <p>When India speaks of becoming self-reliant/self-sufficient, the curriculum of each subject has incorporated Skill Enhancement Courses (SECs) where students enjoy the flexibility of choosing a course according to their need and interest. Needless to say, these courses mainly address the challenges of employability, and reinforce the Hon’ble Prime Minister’s “AtmaNirbhar Bharat Abhiyan.” We have been offering such Skill Development courses like Mushroom Cultivation, Vermicomposting and others that enable students to be globally competent, realizing the principle of the survival of the fittest through real-life-oriented learning. The department of Nutrition organizes a number of workshops to help our students have hands-on experiment/experience. To this aim, different seminars /workshops are organized from time to time. Besides, the college runs 9 certificate courses (including courses) and one diploma course (Training on Matstick based handicrafts) for skill development, which primarily focus on enhancement of skill in diverse fields.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Some components in the syllabi of several subjects encompass different portions of Indian Knowledge System including linguistics, cultural aspects, and cultural heritage. Students also enjoy the scope of learning Mother Indian Language (MIL), as a mandatory course for the students of all subjects. Additionally, the college runs a Value-added Certificate Course entitled ‘Ancient Heritage of India’. The last session 2020-21 is earmarked</p>   |

|  |  |
|--|--|
|  | <p>because of the successful completion of the course via online platform. To intensify the diffusion of this knowledge domain to the stakeholders, several webinars have been organized over years via Online Platforms, especially during the pandemic of Covid-19.</p>  |
| 5. Focus on Outcome based education (OBE): | <p>The prime objective of the academia of the institution is to enable the students to fulfil the projected Course Outcomes (CO), Programme Specific Outcomes (PSO), and Programme Outcomes (PO), already mentioned on the College website. Annually, the College administration, after careful analysis of the feedback responses from the stakeholders, tunes the policies of teaching-learning-evaluation process and tries the level best to address most of the issues raised and proceed closer to the projected outcomes. The translation based courses are planned for opening in near future.</p> |
| 6. Distance education/online education:    | <p>The College does not run any course under Distance Education / Online Education Programme at present. But during the closure of the academic institutions across the country, the college continued classes and completed the evaluation procedure of both the UG and PG programmes on virtual platform. Presently the college has adopted the blended mode to address the challenges of imparting education within the limited period of time for the students of the odd semester.</p>  |

## Extended Profile

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### 1 Program

#### 1.1

**Number of courses offered by the Institution across all programs during the last five years**

| 2020-21                              | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 967                                  | 830     | 594                           | 380     | 334     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 54      | 52      | 49      | 30      | 33      |

### 2 Students

#### 2.1

**Number of students year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 5693                                    | 6268    | 7294                          | 7147    | 5998    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1437    | 1668    | 1665    | 1652    | 1587    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1780    | 1531    | 1432    | 1335    | 1195    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 74      | 81      | 75      | 70      | 68      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 88      | 88      | 88      | 88      | 88      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 78**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 142.46  | 170.78  | 264.35  | 231.86  | 123.61  |

**4.3**

**Number of Computers**

**Response: 126**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

###### Response:

Properly designed curriculum and effective delivery of the same are the foundation of higher education system. Being an affiliated college, the institution has little freedom in curriculum design and development and has to follow the curricula as designed by the affiliating Vidyasagar University. However, in implementing the same, the institution, keeping in view its resource potential, institutional mission, vision, goals and concerns and the Programme Specific Outcomes (PSOs), Course Outcomes (Cos) envisioned in curricula design, devises its unique delivery mechanism as detailed below:

###### Academic Sub-Committee:

The Academic Sub-Committee, chaired by the Principal, comprises of the Heads of respective departments, PG Coordinators, the Secretary, Teachers' Council and the IQAC Coordinator and also representatives of Non-teaching employees and Students. The Academic Sub-Committee meets regularly and the decisions of the meetings are properly conveyed to all the stakeholders.

###### Research Centres in Humanities & Social Sciences and Natural Sciences

In the session 2019-2020, the college has established two Research Centres – in Humanities & Social Sciences and Natural Sciences, the activities of both being monitored by two bodies in each centre – Research Committee and Ph.D. Steering Committee. The committees, comprising of both internal and external experts, and formed following the relevant regulations of Vidyasagar University and mandates of the UGC decide upon curriculum design of course-work and related schedules.

###### Post-Graduate Boards of Studies

Departments offering Postgraduate Programmes have discipline-specific Boards of Studies, each comprising of the PG Coordinator, one senior faculty member and two subject experts nominated by the University with the Principal as the Chairman and the HoD as the member-secretary. Since the BoS at the college-level has no autonomy in curriculum design, the activities of BoS are restricted to preparing the list of paper-setters, moderators and examiners.

###### Academic Calendar:

The college strictly adheres to the Academic Calendar, circulated by the University. However, the respective Departmental Committees devise their plans within that larger framework in conformity with the decisions taken in the Academic Sub-committee.

In case of Teachers' Training Programme (B.Ed.), the concerned department adheres to the curriculum as

designed by the WBUTTEPA, set up by the Govt. of West Bengal following the mandates of NCTE.

### **Departmental Committee:**

Each Departmental Committee is headed by the respective HoD who convenes the meeting of the DC at regular intervals to discuss the following:

1. Framing Class Routine
2. Distributing the Syllabus
3. Considering Progress of Syllabus.
4. Schedule and list of paper-setters and evaluators for Internal Assessment.
5. Arranging Remedial and Tutorial classes.

### **Lesson Plan:**

Lesson plans are designed by teachers following the decisions of the DCs giving adequate attention to complement classroom teaching with diverse assignments like Students' Seminar, Projects, Field works etc.

### **Inter-departmental Lecture:**

Interdepartmental lectures to promote the interdisciplinary exposures among the stakeholders.

### **Special Lecture:**

Departments organize Special Lectures by eminent scholars to illumine students with critical thinking and motivate them towards cutting-edge research.

### **Memorial Lecture:**

Memorial Lectures, to pay tribute to the legendary teachers of the past, are organized by some departments to reinforce the ambience of scholarship in the campus.

| <b>File Description</b>       | <b>Document</b>               |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## **1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**

### **Response:**

#### **Academic Calendar**

- The affiliating University, i.e., Vidyasagar University circulates the Academic Calendar for both UG & PG programmes at the beginning of each semester.
- Within that framework, the Academic Sub-Committee of the college prepares a more detailed

academic calendar.

- The academic calendar is then circulated among the departments/wings. The academic activities of the college strictly adhere to that academic calendar.
- Student-related administrative activities like admission, registration of newly-admitted students, form-fill up for term-end examinations and examinations are carried out in strict adherence to that academic calendar and subsequent notifications as circulated by the University from time to time.

### Continuous Internal Evaluation

Evaluation is the indispensable part of teaching-learning process. Along with Term-end examinations, continuous internal evaluations are essential in mapping the progress of students. The following mechanism is adopted by the college for Continuous Internal Evaluation:

- The students of UG, PG and B. Ed. programmes are required to appear at regular rounds of Internal Assessments organized by the respective departments of the college.
- The schedule of Internal Assessments are prepared by respective departments in accordance with the general framework outlines at the beginning of each semester
- These written examinations are complemented by Students' Seminar organized centrally for projects on Environmental Science and Project-work & Seminar Presentation by the Post Graduate Students.
- Apart from these, the departments of the institute are allowed enough space to organize the Unit Tests at their own accord.
- Snap Oral Tests and Surprise Tests are sometimes held for getting real-time feedback on theoretical and practical papers.
- Several departments of the college arrange preparatory examinations before the term-end ones.
- During the campus-shutdown phase, posting and checking assignments, and collecting feedback were conducted online.
- During the said phase, all written Internal Assessments were conducted online.

The internal evaluation mechanism gets updated and reformed regularly based on the feedback received from the stakeholders through formal and informal channels.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University



**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

**Response:** 98.15

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

Response: 53

| File Description                                   | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format            | <a href="#">View Document</a> |

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 24

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 11      | 8       | 4       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of Add on /Certificate programs                                    | <a href="#">View Document</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View Document</a> |
| Link for Additional information   | <a href="#">View Document</a> |

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total

**number of students during the last five years****Response:** 1.22**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20      | 190     | 120     | 77      | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The institution has a well-defined Code of Conduct with emphasis on upholding Human values in the campus life, social life and the larger national life. The emphasis throughout is on being a good citizen along with being a knowledgeable one. (The motto of the college is the Upanishadic phrase “sa bidya ja bimuktoye” – That which liberates the mind is Education). The institutional code of conduct is clearly spelt out in the Prospectus, which is a window to the college for the newcomers.

The Code of Professional Ethics (VIKASH) to be followed by the faculty and staff is in line with the universal norms and integrated with the vision and mission of the institute. The college has a standard Code of Research Ethics (UNMESH) that is inspired by the Guidance document of the UGC – *Good Academic Research Practices*. The college attempts to inculcate, among its faculty and research scholars, a strong sense of research ethics to steer clear of the malpractices.

The institution owes its origin to the Founder’s (the founder of the college, Late Babu BiswambharDinda, was an active office-bearer of the regional committee for expansion of scope of women education) dream of having a scope of higher learning for women in this south-west region of Bengal; in fact, the shocking experience of his widowed daughter-in-law being denied scope of education in institutions of the area led to the sprouting of a determined zeal in him to establish an institution where both male and female students would be accommodated without any bias.Hence, gender-equality and gender-sensitization have been at the core value of the institution. Co-incidentally, over the years, the female enrolment outnumbers the male one. In the academic session 2020-21, male-female ratio stands at 26:31.

The curricula of different programmes emphasize the issues of gender-equality and eradication of gender-bias, e.g., in the UG and PG curricula of different disciplines. To complement the curricular requirements on these issues, the Women's Forum of our college, in association with VISHAKA CELL, regularly organizes a number of events like lectures and seminars to sensitize our students of the relevant cross-cutting issues.

### Environment and Sustainability

For quite some time the curricular requirements prompt the students towards a greater awareness of environmental issues. The present CBCS syllabus has a compulsory AECC course of 100 marks entitled 'Environmental Studies' (ENVS) offered to Second semester UG students. The topics covered are - Ecology and Ecosystems, Natural Resources, Biodiversity and Conservation, Environmental Pollution, Environmental Policies and Practices, Human Communities and Environment. An integral part of the curriculum is a Project based on Field visits. The students of the college under the mentorship of teachers are encouraged to focus on the environmental issues in their project through on-site survey of the locality.

Apart from this, several disciplines have field surveys as an integral component of Honours and General curricula. In all such field trips, emphasis is given on highlighting different issues plaguing environmental equilibrium and sustainable methods and restoring the same.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 4.77

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 25      | 25      | 25      | 25      | 25      |

| File Description  | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:** 43.95

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 2502

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

| File Description                    | Document                      |
|-------------------------------------|-------------------------------|
| URL for stakeholder feedback report | <a href="#">View Document</a> |

### 1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

|  |                               |
|--|-------------------------------|
| <b>Response:</b> B. Feedback collected, analysed and action has been taken |                               |
| <b>File Description</b>  | <b>Document</b>               |
| URL for feedback report  | <a href="#">View Document</a> |

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 84.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2355    | 3148    | 3116    | 3247    | 3051    |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3044    | 3630    | 3621    | 3686    | 3554    |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 40.99

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 574     | 683     | 630     | 730     | 667     |

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

#### Identification of slow learners and advanced learners (CCI)

The process of assessing the learning levels of the students begins with the initiation of the teaching-learning process. The teacher-taught interaction helps the teachers identify the learning levels of the students and take initiatives for identified Slow and Advanced learners as detailed below:

#### For Slow learners:

- **Remedial class:** To enhance the performance of slow learners college arranges remedial coaching classes. For remedial classes, a separate timetable is prepared, and the students are assisted in the identified problem areas.
- **Tutorial Class:** Special attention is paid to slow learners through tutorial classes in providing proper guidance to overcome the difficulties.
- **Mentor-Mentee Programme:** To augment the learning level of the slow learners, they are allotted to their respective mentors who take care for the growth of the slow learners.
- **Motivational video-clips:** Motivational videos are shown to the weaker students to inspire them and to make them more productive during class teaching.
- **Snap oral Test:** Snap oral tests are conducted on regular basis at the end of every topic/chapter especially to clear the doubts, assess the learning level, and take necessary steps.

#### For Advanced Learners:

Advanced learners are provided with additional inputs for better performance and goals:

- **Learning Resources:** Guided visits to the Rare-book section are periodically arranged for advanced learners. Moreover, the Central library extends NLIST registration to such learners to give free unlimited access to the vast reservoir of e-resources for them to utilize.
- **Felicitation of College and University toppers:** The College each year, on the august occasion of the foundation day, organizes a programme to felicitate the college and university toppers from the college in all disciplines. Moreover, there are some discipline-specific medals and scholarship schemes for meritorious students. Such events ignite the younger mind with a zeal for improving their academic performances.
- **Student Adoption:** College adopts some students who are economically poor but academically sound, and bears all their economic responsibility so that they can carry on study.
- **Participation in Programmes related to advanced studies:** Advanced learners are encouraged to participate in different seminars and workshops organized by the College / other institutions. The names of some advanced learners in PG level are forwarded for PG projects to the distinguished experts of other universities / research institution.
- **Special Lecture:** Some Departments conduct special lectures where distinguished experts are

invited to deliver insightful lectures for giving them better exposure to the recent developments in diverse fields. Some inter-departmental lectures are arranged, which help the advanced learners develop their research acumen.

- **Awareness Programmes for Future Prospects:** Awareness programmes are arranged to provide the advanced learners with the scope of further studies and research in the relevant and allied disciplines.

**Avenues of Employability:** Advanced learners can surf through a huge and varied collection of Books, Periodicals, and Magazines helpful for taking different competitive examinations. The Career Counselling Cell provides the necessary mentorship and arranges regular awareness programmes.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 77:1

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

The learning experience becomes more effective and enriching through interactive and participatory approaches, which the institution increasingly tries to implement, as detailed below:

#### **Empirical / Experiential Learning:**

- **In-House Projects:** Students are given projects and class assignments to find creative solutions to real-world problems. They are also assigned with group projects and activities which promote peer learning and team building.
- **Field study:** Experience-based learning skills also include field study. Certain departments like Anthropology, English, Nutrition, Geography, Bengali, Zoology, and Botany conduct field trips where the students get exposure to hands-on learning. The Departments of Zoology, Commerce and Aquaculture Management arrange visits for students to companies, industries, and similar firms to gain knowledge about the corporate world.
- **Workshops:** Departments organize workshops and training programs for students by inviting subject experts and practitioners with the aim to project the linkage of theory with practice in front of the students and enable them to apply their knowledge and further to develop new skills to



handle real-life situations.

- **Effective teaching aids:** The college promotes the use of modern teaching aids like charts, models, and ICT-based tools/methods like the use of power-point presentations, and audio-video resources etc.
- **School Experience Program (SEP):** SEP is a significant component of the Teacher-Training programme which gives practical experience to the trainees through practice-teaching in schools.
- **Institutional E-learning** through the DSpace in the college web portal.
- **Film/documentary shows** (especially be the Departments of English and Bengali)
- **Online Classes** through SWAYAM platform.
- **Study Visits** are regularly arranged to Digha Science Centre and Marine Aquarium, Digha, both Central Govt. Undertakings. Such visits are also arranged to similar establishments of Central, State Governments and Private enterprises.
- **Training for instrumentation** – XRD, PL, UV VIS Spectrophotometer.
- **Sky-watching:** Regular sessions organized by the Department of Physics with the Telescope fixed on the roof of the Science Building
- **Weather update of the Campus:** Provided by the Department of Geography with the help of the students.

### Participative learning

- **Group Discussions**
- **Peer Evaluation**
- **Biodiversity Register Preparation:** Of the Campus and the Contai Municipality with the participation of students.
- **Raising the Medicinal Garden, Kitchen Garden, Vermi-compost, and Mushroom plants** with the students of Botany Dept. and boarders of Girls' Hostel.
- **Solar Technology** – The students of the Department of Physics integrated the solar panel with peripherals and mounted the same atop the roof of the kitchen of the Girls' Hostel.
- **Wall Magazine:** Wall magazines are prepared by some Departments to provide the students with an opportunity to display their creative talents.
- **Rallies:** Rallies are organised on all important occasions for different kinds of awareness programmes.
- **SKITs :** SKITs are performed by students on matters/issues related to their studies.

### Problem-solving methodologies

- **Interactive sessions:** The interactive method i.e. questions and answers between the teachers and the students, is used to clear their doubts.
- **Mentor-Mentee Programme:** Mentor-mentee system of teaching-learning turns out to be immensely helpful for the students to solve their problems.
- **Value-Education Programme:** Contributes significantly to the holistic development of the student that facilitates life-long learning and core values.

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

**Response:**

***‘Technology will never replace great teachers, but technology in the hands of a great teacher can be transformational’, says George Couros.***

Truly, the introduction of ICT has revolutionized the art of teaching and learning. The teaching fraternity of the college have adapted themselves with ICT-enabled teaching process.

- Most of the classrooms of the college core-building are ICT-enabled.
- All the classrooms of Vivekananda Bhawan have ICT tools installed under RUSA.
- A Virtual Classroom has been developed with the financial assistance of Higher Education Department of the State.
- A Media Room has been created for recording Lectures/classes/digital resources
- Each department has been provided laptops to enable teachers prepare PPTs of their course-materials ahead of its deliverance in the classrooms and present them in the classrooms to motivate the students in class room learning.
- Teachers also screen some video materials like films, especially in the Humanities section, to clarify the doubts of the students.
- The entire campus is Wi-Fi enabled (protected mode).
- Apart from it all departments have been provided high-speed broadband connection.
- All the laboratories and seminar halls have high-speed broadband connection nodes.

**The following ICT tools/facilities are regularly used-**

- Desktop and laptops
- Projector
- Digital cameras
- Printers/Photocopiers/Scanners
- Microphones
- DVDs and CDs
- Language laboratory
- Psychology Lab
- Virtual Classroom
- Media/recording lab
- Braille Keyboard and screen reading software for visually disabled students
- Scanned texts of Rare and Out of Print books

**An important component of ICT-enabled teaching-learning is access to a wide range of Online resources like**

- Access to journals of repute and e-books through INFLIBNET-NLIST programme
- Access to National Digital Library created by IIT,KGP.
- SWAYAM-NPTEL platforms
- E-Gyankosh
- E-PGPathshala
- For research scholars, the ShodhGanga repository of INFLIBNET provides a huge reference point.

**During the Pandemic and consequent closure of the campus, online academic activities with ICT tools became more and more crucial to the learning process.**

- The college purchased G-suite for the departments and teachers created Google classrooms not only conducting classes but also for assignments etc.
- Along with PPTs, teachers also used Writing Pads/Pens for laptops.

There is no doubt that the Pandemic has marked a paradigm shift in teaching-learning process through increasing use of ICT tools.

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="#">View Document</a> |

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

**Response:** 77:1

#### 2.3.3.1 Number of mentors

Response: 74

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

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

**Response:** 83.64

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality /

**D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 29.56**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 23      | 25      | 22      | 20      | 19      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 10.93**2.4.3.1 Total experience of full-time teachers**

Response: 809

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The Institution is affiliated to Vidyasagar University. Ipso facto, the academic activities including the mechanism of Internal Assessment are harnessed by the academic calendar of the university concerned. The internal assessment is conducted in a systematic manner for all the courses. The students are duly informed of the time schedule laid down in the academic calendar of the university, and the same is made available on the college website and notice-boards of the departments. In compliance with the Academic

calendar of the University, the students are notified in advance of the dates and times of the Internal Assessment conducted by the respective departments. During the Pandemic of Covid-19, the internal assessments have been conducted online. The scripts of the Internal assessment are distributed proportionately among the teachers of the department for timely evaluation. After the evaluation, the marks are recorded in the Marks Register of the department, and carefully preserved for future reference. The entire process is executed in the following way:

- The students are verbally informed of the Academic Calendar prepared by the University Concerned, and the same is made available for the students in the departmental notice board.
- Two Internal Assessments for the Core Courses of Honours and General Programmes and one Internal Assessment for the SEC/AECC(Elective) of Honours and General Programmes are held and performances are duly recorded.
- For all courses of Post Graduate Programmes Two Internals Assessments are held and performances are duly recorded.
- Sometimes, seminar paper presentations by students replace one written test.
- The students are notified duly ahead of the tests.
- The question papers are prepared on the basis of the portions covered in the classroom teaching.
- The scripts are evaluated in due time and preserved in the department.
- The marks are recorded and tabulated in the Marks Register of the department.
- The students, after each round of internal assessment, are apprised of their mistakes and lapses by the evaluators.
- In the case of Online tests, the evaluation is completed online, and the soft copies of the scripts are preserved.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### **2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

#### **Response:**

- **Continuous Internal Assessment:**

The institutional mechanism for redressal of grievances related to internal evaluation is as follows:

- The students, after each round of internal assessment, are apprised of their mistakes and lapses by the evaluators.
- In case of any grievance, the Principal, in consultation with the HoD and the Evaluator resolves it within a week.

#### **Term-End/Semester-End Examinations (UG & TT Programme) :**

The grievance redressal mechanism related to semester-end examinations for Undergraduate and Teacher-training programmes, devised by the affiliating Vidyasagar University, is as follows:

**Post-publication review:**

- A student may apply for post-publication review of his/her answer scripts (in Theory papers only) in the prescribed form and manner and submission of requisite fees per paper within the date as per notification issued by the Controller of Examinations at the time of publication of the result.
- All such applications are forwarded by the Principal of the college concerned.
- A student may apply for re-examination/review of not more than 2 (Two) theoretical papers in each semester, provided that he/she has scored qualifying marks i.e. 20% in that semester, and also secured 35% marks in other individual papers.
- In case of variation of marks for more than 5%, an average of marks awarded by the examiner appointed for Re-examination and the original examiner is taken into account for computing result of re-examination.

**Post-publication scrutiny (Self Inspection) of answer scripts:**

- A candidate may apply for Self Inspection or RTI of his / her one or more answer scripts irrespective of marks by paying requisite fees through the Principal/TiC of the college.
- The photocopies of Evaluated answer scripts are handed over to the candidates through the college concerned within 30 days of the receipt of the applications.
- The candidate, on receipt of the photocopy(ies), shall submit an observation in the specified format after self-inspection within Ten (10) days; the observation sheet is to be verified by the HoD of the concerned Department and forwarded by the Principal/TiC of the college to the office of the CoE.
- Post-publication scrutiny does not imply reexamination or re-assessment of scripts but involves verification of scripts and records.

***Post-publication Review and post-publication scrutiny of the same paper(s) in a subject are not allowed.***

- **Postgraduate Term-End/Semester-End Examinations :**

Since the college conducts the Postgraduate examination, there is a set mechanism for redressal of grievances related to PG semester-end examinations:

- A candidate may apply for Review of his/her answer script within seven (07) days of the receipt of the marksheet in prescribed format with a fee of Rs. 1000/- (Rupees one thousand only) per paper.
- A candidate may apply for a maximum of Two papers in any Semester.
- The script/s is/are sent to the Reviewer, as recommended by the Board(s) of Studies, through the CoE, VU.
- The reviewer's report is submitted to the Principal and necessary modifications, if any, are done and Review results are published.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and

**displayed on website and communicated to teachers and students.**

**Response:**

The institution has to follow the curricula designed by the Vidyasagar University in different programmes except the Teacher-Training Programme for which the curriculum prepared by WBUTTEPA is followed. In some cases, the POs and COs are clearly spelt out in the syllabus while in some cases they are not. The institute, on its part, within the larger framework of the University regulations and the discipline-specific LOCF of the UGC, has clearly spelt out POs and COs for all programmes offered.

Following is the mechanism to communicate the learning outcomes to the teachers and students:

- The PSOs and Cos are displayed in the departmental web pages on the college website
- Hard Copy of syllabi and Learning Outcomes are made available in the respective departments.
- Periodic stock-taking is done during teacher-student discussions.

The Programme Outcomes of different UG, PG, Teacher-Training and Research programmes as well as the outcomes of Certificate and Diploma Courses are presented in brief here.

***Students completing Undergraduate Programme of the institution are expected to-***

- Garner discipline-specific domain-knowledge,
- Be able to communicate effectively,
- Be sensitized towards issues of gender, environment and sustainable development,
- Emerge as good citizens with an informed awareness of issues.

***Students completing Postgraduate Programme of the institution are expected to-***

- Have a profound understanding of the discipline and mastery over necessary expertise,
- Develop research aptitude to be able to carry on research in multidisciplinary domains,
- Be innovative in ideas through empirical learning as reflected in Projects, Field surveys, hands-on laboratory experimental methods,
- Be mature enough to develop and follow professional ethics,
- Imbibe a value system that would make good future citizens out of them.

***Trainees completing Teacher-Training Programme of the institution are expected to-***

- Have a profound knowledge of subject content and pedagogy
- Develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- Be adept in handling ICT in facilitating teaching-learning process and in school management

***Outcomes of Inter-disciplinary Research Programmes:***

‘Interdisciplinary’ is the buzzword in education, and an Interdisciplinary Research (IDR) has the following outcomes:

- IDR helps the scholar escape a particular study from a unitary epistemological standpoint.

- IDR opens the windows to learn a subject by means of correlating ideas and concepts of different disciplines.
- IDR enables the scholars to prepare their own roadmaps by selecting courses of their own choices.
- IDR helps the professionals from different disciplines reciprocate each other to serve a common goal.
- IDR inspires the creative faculty of both the researchers as well as the supervisors.

#### Outcomes of Value-added Courses:

- To augment the empirical knowledge of the participants.
- To enhance the value sense of the participants.
- To render the learners to become a complete human being.

#### Outcomes of the Certificate Courses (CC):

- To help the learners augment their aptitude and prepare them to meet the demands of the non-academic sectors.
- To help the learners explore attractive job opportunities.

| File Description  | Document                      |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View Document</a> |
| Past link for Additional information                    | <a href="#">View Document</a> |

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

##### Response:

The Upanishadic phrase “sa bidya ja bimuktoye” – that which liberates the mind is Education – is the motto of the institution. Embedded in this is the tradition of increasingly opening up the young minds to domain-knowledge and cultivate the habit of blending theoretical understanding with its practical application in actual life. All the programmes offered by the institute have well-defined and stated POs, PSOs and COs. The curricular and extra-curricular activities undertaken are aimed at realizing the goals and objects of the programmes.

- Along with classroom activities, Seminars and Workshops are arranged to illumine the students about the new approaches and to ignite the spirit of inquisitiveness among the learners.
- Field surveys, study tours and industry visits to acquaint the learners with real-life situations.
- Inculcating the idea of primary level research through undertaking projects and motivating them for advanced research
- Some students are recommended to conduct PG projects in advanced laboratories
- Debates and quiz programmes form an integral part of the annual cultural programmes.

It is equally important to assess and evaluate the levels of attainment of the objectives and outcomes and



the institution has several formal and informal mechanisms for the same as detailed below:

- Continuous Internal Evaluation through periodical tests, surprise tests, assignments, paper writing.
- End Semester Examination.
- Field Study/Industry Visits followed by the Preparation of Project Report as a part of Empirical Learning.
- Students' Seminar.
- Keeping track of the students with regard to their progression to higher studies and/or employability after completing the programmes.

This, of course, is a continuous process. Regular stock-taking and gauging of the progression made towards attaining the goals are done in-

- Departmental Committee meetings,
- Academic Sub-committees,
- The Principal's interaction with students,
- IQAC meetings with stakeholders,
- BoS and Research Committee meetings,
- Inputs from Student-Teacher meetings.

Thus, through diverse methods, the institution tries to monitor and evaluate the attainment of outcomes of different programmes.

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 95.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1780    | 1407    | 1340    | 1293    | 1143    |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1780    | 1531    | 1432    | 1335    | 1195    |

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Paste link for the annual report   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

| <b>2.7.1 Online student satisfaction survey regarding teaching learning process</b> |                               |
|---|-------------------------------|
| <b>Response: 3.5</b>  |                               |
| File Description  | Document                      |
| Upload database of all currently enrolled students (Data Template)                  | <a href="#">View Document</a> |

## 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, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 56.87

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16.06   | 1.69    | 37.12   | 0.54    | 1.46    |

| File Description   | Document                      |
|--|-------------------------------|
| List of endowments / projects with details of grants                             | <a href="#">View Document</a> |
| e-copies of the grant award letters for sponsored research projects / endowments | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 33.78

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 25

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 38.74

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 9       | 9       | 9       | 8       | 8       |

### 3.1.3.2 Number of departments offering academic programmes

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 24      | 24      | 23      | 21      | 19      |

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

The Institution provides a conducive environment for promotion of Innovation and Incubation. The institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge and the mechanism for the same is detailed below:

#### Curricular Activities

- The classroom-teaching learning activities meet the fields of application in a number of ways like the curricular practical works in the laboratories, Field Surveys, Study tours, Industry visits and project-works, both in-house and in the external laboratories. The project-works are incorporated in the curricula of various programmes; project-work on Environmental studies is compulsory for all Second Semester undergraduate students.

#### Advanced Research Facilities

- For advanced researches, the college has set up two state-of-the-art laboratories.
- **Central Nano-Science Laboratory:** A Central Nanoscience Laboratory has been developed in the main science building of the college, with the financial assistance of RUSA.
- **DST-FIST Laboratory:** A well-equipped laboratory integrated with the SciFinder Platform has been created out of the research grant for DST, Govt. of India under “**Fund for Improvement of**

**S&T Infrastructure (FIST)**” initiative for promoting R&D activities in new and emerging areas.

- **Research Centres:** The college has developed two separate research centres in *Humanities & Social Sciences*, and *Natural Sciences* in 2019.
- **Sponsored Research Projects:** During the last five years there has been a significant increase in the number faculty engaged in different research projects sponsored by different Central and State agencies – UGC, DST, SERB, WBDST.

### Transfer and exchange of knowledge.

- **Institute-Industry Liaison:** The teachers of the college are on the Advisory Boards of two prominent industrial enterprises in the neighbourhood - Kasturi Aqua and KNC Agro Ltd. And provide technical/theoretical inputs.
- The college is also undertaking activities under **UBA** – however, because of the pandemic, regular interactions with the target group are being interrupted/delayed.
- **Institution's Innovation Council (IIC)** has been set up as per the norms of the Innovation Cell of the MoE, Govt. of India in 2021. The institution has already appointed five Faculty Innovation Ambassadors. In the four completed quarters many activities (above 20) of varied nature – workshops, motivational sessions, field visits, seminars/webinars on Innovation policy, Intellectual Property rights, orientation sessions etc. - have been arranged/ undertaken by the IIC of the college.

### Collaboration with other Institutes

- At the international level, the institution has entered into a Memorandum of Understanding with Ming Chi University of Technology, Taiwan for exchange of Faculty, Student and Research Scholars
- At the regional level, similar Memoranda of Understanding exist with Belda College, Netaji Subhas Chandra Bose Teachers' Training Institute and Digha Science Centre, a unit of BITM regarding faculty and student exchange.
- PK College Contai has been selected as SWAYAM-NPTEL ( an initiative of Govt. of India ) local chapter (LC Id 4235 ,<https://nptel.ac.in/LocalChapter/details.html> ). Through this drive many students are doing online courses.

All these activities in turn augment the teaching-learning environment and strengthen the innovation and incubation ecosystem of the institution.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 37

#### 3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual

**Property Rights (IPR) and entrepreneurship year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 25      | 5       | 3       | 4       | 0       |

| File Description                               | Document                      |
|--|-------------------------------|
| Report of the event                            | <a href="#">View Document</a> |
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |

**3.3 Research Publications and Awards****3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 1.52**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 38

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 25

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| URL to the research page on HEI website  | <a href="#">View Document</a> |

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 3.14**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 76      | 39      | 54      | 30      | 32      |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |

### 3.3.3 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:** 1.89

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 70      | 10      | 27      | 10      | 22      |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

**Response:**

*'He alone lives who lives for others'* – Swami Vivekananda.

Prabhat Kumar College, Contai is untiring in its attempts at serving the neighbourhood community, as reflected below.

#### *Service to Neighbourhood Community:*

- **NSS Extension Activities :** The college has four NSS units (one exclusively for girls) and students under the guidance of respective Programme Officers undertake various activities in the neighbourhood like awareness rallies on all issues of social and national importance. The annual Winter Camp of NSS is held in a nearby village.
- **Village Adoption :** Five villages - Banamalipur, Jagannathpur Part II, Bankaberia, Pairachali, and Srirampur - of Contai-I Block have been adopted by the college under Unnat Bharat Abhiyan (UBA).

**Activities under UBA:** Along with health checkup camps and other awareness activities like workshop several other activities include

- Distribution of fruit plant and food grains in 3 villages
- Distribution of blankets to road construction workers in 1 village
- Mask & Sanitiser distribution in 1 village
- Free Eye-Check up & Diabetes Detection Camp in collaboration with Lion's Club & Bholanath Eye Hospital
- **AWARENESS PROGRAMMES & HEALTH CAMPS:**

1. Arsenic Awareness & Testing Camp in Contai Municipal area and Thalasemia Awareness & Detection Camp.
2. HEALTH IS WEALTH programme by IQAC at Purushottampur on 17.02.2017.
3. Annual Blood Donation Camp and Blood-group Detection Camp by the Students' Council every year.

- **RELIEF WORK:**

1. Aids distributed to the people affected by the Cyclonic Storm AMPHAN in 2020.
2. Relief items distributed to people of Ramnagar II Block after the Cyclone YAAS hit in 2021.

- **BOSTRO BANK:** Distributing used clean clothes among the needy of the locality.
- **LOCKDOWN INITIATIVES IN PANDEMIC:**

NSS & NSS volunteers of the college in collaboration with Contai Science Academy, provided Cooked Food, Medicine & arranged Medical Support Systems to Covid-positive patients in Home Isolation.

- **ENVIRONMENTAL INITIATIVES:**

1. Preparation of People's Biodiversity Registers of the Campus, Contai Municipality, and Purba Medinipur District by the college representatives in Biodiversity Management Committee
2. Social Afforestation programme in association with Lions' Club of Contai.

- **SCIENCE FORUM:**

1. Science Awareness Programmes in neighbouring schools
2. Science Quiz, Debate, Poster Presentation Competition in campus for students of adjoining schools.

- **ACADEMIC PROGRAMMES:**

1. Project works of different programmes addressing environmental issues and spreading awareness
2. Offering Certificate Course in Mushroom culture and training.

***Sensitizing Students to Social Issues, for their Holistic Development***

The Institution has always been active in sensitizing the students to social issues for their holistic development through the following activities:



**Celebration of days/programmes of national Importance:**

- Republic Day
- Independence Day
- Mass recitation of the National Anthem to celebrate "National Unity Day"
- International Yoga Day & Fit India Movement

**Awareness Programmes & Rallies:**

- World AIDS Day & Seminar on AIDS Awareness
- Anti-Tobacco Awareness Programme,
- Workshop on Tobacco Control,
- Foot Habit & Cancer Awareness Programme

**Senstitization Programmes:**

- Gender sensitization programmes/seminars
- Anti-Ragging Campaign and workshops

**Cultural & Sports Meet**

- District Science Fair held in the campus in 2016 & 2018
- District Youth Fair and Youth Parliament 2020
- District-Level Inter-College Athletics and Sports Meet 2020

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****Response: 22****3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 5       | 8       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |
| e-copy of the award letters                              | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 50

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17      | 10      | 12      | 7       | 4       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the event organized   | <a href="#">View Document</a> |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 23.02

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1849    | 1102    | 1189    | 3000    | 407     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

### 3.5 Collaboration

#### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

##### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of related Document  | <a href="#">View Document</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <a href="#">View Document</a> |

#### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 14

##### 3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 2       | 1       | 1       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-Copies of the MoUs with institution/<br>industry/corporate houses   | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of<br>national, international importance, other universities<br>etc during the last five years | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Prabhat Kumar College, Contai stands on a sprawling campus area measuring 17.43 Acres that accommodates the core Academic-Administrative campus, the Girls' and Boys' Hostels, the Principal's Quarter, the Teachers' Quarters and the Playground.

The institution, in its core Academic-Administrative campus, has adequate infrastructural and physical facilities for creating a healthy ambience for teaching-learning.

• **Academic Blocks/Buildings:**

The departmental classrooms and laboratories are housed in the following Blocks/Buildings:

- The Humanities & Social Sciences Block
- The Natural Sciences Block
- The Biological Sciences Block
- Jagadis Chandra Bose Bhawan
- The Vivekananda Bhawan (PG Building)
- Professor N.C. Roy Block
- Dr. Rasbehari Pal Bhawan
- Vidyasagar Bhawan (Library Annexe)

There is a central Teachers' Common Room in the ground floor of the Core Building. Apart from this, there are separate departmental Teachers'-cum-Office Rooms for every department. The departments are provided with-

- Adequate number of classrooms for UG and PG departments
- At least one ICT-enabled classroom with necessary accessories
- Laptops, Desktops, Printer
- PA system in large class rooms
- Broadband Connectivity through ASDL routers
- Necessary stationary (recurring)
- Adequate furniture in the classrooms and Teachers'-cum-Office Rooms
- Departmental Library (in most cases)

The institution has created upgraded laboratory facilities for the laboratory based departments as the following:

- Physics : 07 Laboratories
- Chemistry : 05 Laboratories
- Computer Sc & Applications and BCA : 03 Laboratories

|                                    |   |                          |
|------------------------------------|---|--------------------------|
| ◦ Zoology & Aquaculture Management | : | 04 Laboratories          |
| ◦ Botany                           | : | 04 Laboratories          |
| ◦ Nutrition & Physiology           | : | 02 Laboratories          |
| ◦ Anthropology                     | : | 01 Laboratory            |
| ◦ Education                        | : | 01 Psychology Laboratory |

All the laboratories are well-equipped with state-of-the-art instruments and facilities.

Apart from these department-specific Laboratories, there are the following central Laboratories for advanced research activities:

- **Central Nano-Science Laboratory:** A Central Nanoscience Laboratory has been developed in the main science building of the college, with the financial assistance of RUSA.
- **DST-FIST Laboratory:** A well-equipped laboratory has been created out of the research grant for DST, Govt. of India under “**Fund for Improvement of S&T Infrastructure (FIST)**” initiative for promoting R&D activities in new and emerging areas.
- **Mushroom Cultivation & Training Centre Laboratory:** Created for running the Certificate Course on Mushroom production.
- **Language Laboratory:** The college has developed a Language Laboratory with the installation of modern software and hard drives equipment.

#### IT infrastructure/facilities

- **UGC Network Resource Centre:** The college has developed a UGC-Network Resource Centre to provide a central facility to the college community.
- **Virtual Classroom:** It is also developed with all requisites.
- **A. K. Roychaudhuri Computer Facility:** Located in the Department of Physics, it provides students of the science departments adequate scope to meet their academic and research needs.
- **Ramanujan Computer Facility:** Located in the third floor of the Vivekananda Bhawan, it provides students of the PG section of Humanities and Social Sciences, adequate scope to meet their academic and research needs.
- **Library Computer Facility:** Located in the Central Library, this computer facility with 10 terminals, is for the usage of students for accessing digital resources.
- **Seminar Halls:** The institution has developed three Seminar Halls – Deshapran Hall, Vivekananda Hall, and B. Ed. Seminar Hall.

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

##### Response:

A healthy mind lives in a healthy body. Hence, along with academic/curricular activities, the institution takes care of all-round development of the learners by ensuring adequate infrastructural facilities for sports, games and cultural activities.

##### *Sports facilities:*

**Indoor and outdoor Games Facility:** The institution has a large playground (26325 Sq. Mtr.) all around for all sorts of outdoor games of the students. The Annual Sports Meet of the college is held in the ground. The college has also hosted District Inter-College Games and Sports Meet twice in the last eight years under the aegis of the Department of Higher Education, Govt. of West Bengal. The following facilities for outdoor games are available:

- 01 Basketball Court (28.9 x 31.48sq.m.).
- 01 Volleyball Court
- 01 Badminton Court
- 10-Lane 200 mtr. track
- Jumping Pit & Set High Jump Mattress
- All necessary equipments for Athletics
- Kits for the Football and Cricket players

The institution also provides adequate space and opportunities for indoor games. The common rooms (both Boys' and Girls') are equipped with several items for the students to get engaged in various indoor games as Carrom boards, TT Boards, Chess Boards etc..

**Gymnasium:** A state-of-the-art gymnasium has been developed at the ground floor of Dr. Rasbehari Pal Building with the financial assistance under RUSA scheme. It comprises of all modern fitness tools for use of teachers, non-teaching employees as well as the students of the college under the supervision of the teachers of the Physical Education Department. Gym instruments include, among others, Motorized Tread Mill, Commercial Roller Jogger, Elliptical Cross Trainer, Magnetic Bike, Grip Dynamometer, Back & Leg Dynamometer.

**Yoga Centre:** 'Yoga is the journey of the self, through the self, to the self.'—The Bhagavat Gita. The Yoga Centre of the college, developed with the financial assistance under RUSA, provides adequate space and facilities for the college fraternity. Along with providing necessary instruction to the college community, the department of Physical Education department runs a Yoga Training Camp/Programme every year for students. Moreover, International Yoga Day is celebrated every year with due dignity and enthusiastic participation of all.

#### ***Facilities for Cultural Activities:***

For round the year cultural programmes carried out by different departments and wings, the following facilities are available:

- **Manorama Achintyanath Sanskritik Mandap:** The institution has a permanent open stage inside the college campus (donated by an alumna of the college, in memory of her parents) for the performance of cultural activities.
- **Auditorium/Seminar Hall :** The institution has developed three Seminar Halls – Deshapran Hall on the first floor of the Core Building(seating capacity of 150), Vivekananda Hall at the ground floor of the Vivekananda Bhawan (seating capacity of 200) and another on the third floor of Prof. N. C. Roy Block (seating capacity of 400). The departments throughout the year organize different cultural programmes and observance of national days apart from Seminars and Conferences.

The instruments for these cultural programmes are provided by the well-equipped Department of Music of

the college.

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

**Response:** 69.23

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 54

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

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

**Response:** 92.66

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

| 2020-21  | 2019-20 | 2018-19   | 2017-18 | 2016-17  |
|----------|---------|-----------|---------|----------|
| 213.2635 | 158.69  | 221.97151 | 228.71  | 47.07447 |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

Library is the nerve-centre of any higher education institution. The central library of the college has expanded over the last five years in terms of physical space and has upgraded its services.



The present holding of the Library (as on 31.03.2021) stands at 62544 books, regular subscription of national and international journals and magazines, 3 (Three) employment related papers, 4 (four) news papers and 2 (two) local papers.

### **Automation of Library Services:**

Library is automated using Integrated Library Management System (ILMS). The automation of Library services started in 2012 with Libsys software. However, in 2018, the services of the library migrated to a more advanced **KOHA software**. The present version of this software is **20.11.00.000**. The entire data incorporated in the earlier software have been migrated and now most of the holdings are catalogued under KOHA.

The Central library has been equipped with adequate number of computers (15) for the smooth functioning of the services. Some distinctive features of automation are:

- Book issue and return are fully automated.
- Web-OPAC services are available and adequate terminals for the same have been arranged
- Since KOHA is a cloud-server based software and has been integrated with the college website, remote access to the library holding is available. Faculty, research scholars and students can access the library collection through his/her mobile or PC from home.
- The users have a number of search modules/fields, viz., title, subject, author, publisher, call number, accession number and ISBN number etc., and can locate and even reserve the book.
- The college Dspace for digital repositories has been created. Study materials are uploaded in these repositories in form of pdf and video files. PG question papers are also uploaded in these repositories.

*During the Lockdown phase this remote access facility and DSpace proved highly useful to the college community.*

### **Other E-Services:**

- Being a member institute of INFLIBNET, the library provides/facilitates access to **N-List E-RESOURCES** 195,000+ e-books & 6,000+ e-journals Database Network Resource Centre. Student and staff avail themselves of the benefits of free internet access and facility for downloading of these e-resources. We have enrolled 2217 users in N-List programme.
- The College Library is also a registered institute of NDL, developed by IIT, Kharagpur and offers the users to have access to the vast reservoir of e-resources.

### **Miscellaneous:**

For classification of books library has adopted Dewey Decimal Classification 23rd edition and the books are arranged on the shelves accordingly. For searching of books we provide one is Card Catalogue system based on AACR II. With the help of this card catalogue, readers can search for their required books by author, title and subject approach.

The library holdings include Encyclopedia Britannica, McGraw-Hill encyclopedia of Science and Technology, Chambers Encyclopedia of Indian Literature, International Encyclopedia of Science and Technology, Encyclopedia of Social Sciences and Dictionaries of language & subjects, Religion Books,

Biography, Linguistic, Survey of India and Bengali Literature etc.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

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

**Response:** 2.59

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.34684 | 3.67410 | 3.01023 | 2.90832 | 2.03279 |

| File Description   | Document                      |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Audited statements of accounts   | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 0.1**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 6

| <b>File Description</b>                           | <b>Document</b>               |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The IT facilities in the campus are continually upgraded and expanded as reflected in the following:

- **UGC Network Resource Centre:** The college has developed a UGC-Network Resource Centre comprising of Seventeen computers with Internet connectivity to provide a central facility to the college community. Located beside the Internal Quality Assurance Cell of the college, the centre aims at providing logistic support to all.
- **Central Wi-Fi and CCTV Surveillance Unit:** Located beside the Principal's Chamber is the Central Control Unit of Wi-Fi networks. The entire campus is Wi-Fi enabled. However, keeping in mind the rampant misuse and abuse of Internet, Wi-Fi facility is extended only through secured passwords to be had on production of College Ids. The Central Server & Control Unit of CCTV are also located there.
- **Cloud Server:** The institution is increasingly moving towards a fully digital and paperless administration and conducts its major administrative activities online through a cloud server. The dynamic portal of the college is regularly updated and is invaluable for Online Admission, Fees Payment, Form Fill-up, Library Searching through KOHA, Online Examination etc..
- **A. K. Roychaudhuri Computer Facility:** Located in the Department of Physics, this facility with 10 nodes, provides students of the science departments with adequate scope to meet their academic and research needs.
- **Ramanujan Computer Facility:** Located in the third floor of the Vivekananda Bhawan, this facility with 20 nodes, provides students of the PG section of Humanities and Social Sciences, adequate scope to meet their academic and research needs.
- **Library Computer Facility:** Located in the Central Library, this computer facility with 10 terminals, is for the usage of students for accessing digital resources. Students may access resources through NLIST programme. Students preparing for competitive examinations may avail this digital unit.

- **OPAC Terminals:** The students can surf through the library holding on the OPAC terminals of the Central Library.
- **KOHA Online:** The KOHA software used by the Central Library has been integrated with the web-portal of the college. Consequently, students and teachers of the college may have remote access to the college library holdings.
- **BSNL Lease Line:** A dedicated 10 Mbps lease line connects the Principal's Office, the Web-Administrator, the General Office, the Accounts Section among others.
- **High-Speed Broadband :** A 300 Mbps sharing line provides high-speed connectivity to all departments, laboratories, libraries, computer facilities.
- **IT facility in Departments:** Along with Internet Connectivity, all the departments have been provided with basic IT infrastructure like Laptops, Desktops, Laptops, Printers, Scanners etc.. All the departments have at least one ICT-enabled classroom. All the classrooms of Vivekananda Bhawan are ICT-enabled.
- Scifinder platform is used by the teachers and pupils of the department of Physics. Gradually we are shifting towards open-source softwares in Linux environment. The departments use open-source and licensed softwares like Scilab, Gnuplot, Sigmaplot, Mathematica 8085 Microprocessor simulator, Ubuntu, Turbo C++, Java, Visual Studio, Oracle, Matlab, Python, Lingo, Wamp server.

These facilities and services provide IT support to the college community.

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

**Response:** 45.18

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** C. 10 MBPS – 30 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 107.34

**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)**

| 2020-21  | 2019-20   | 2018-19   | 2017-18 | 2016-17 |
|----------|-----------|-----------|---------|---------|
| 71.66509 | 182.87713 | 306.73149 | 235.02  | 200.16  |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

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

The institution aims at optimizing its resources and in this respect maintenance of the campus and infrastructural facilities are of vital importance. The Governing Body of the college constitutes a Building Sub-Committee which makes necessary plans regarding campus, hostels, quarters and playground maintenance. The proposals of the Building Committee are placed before the Finance Sub-Committee for concurrence regarding financial implication and finally the same are placed before the Governing Body for approval. On receiving the approval, the Building and Purchase Committee is entrusted with the execution of the said work.

The works taken up are of diverse nature and procedures for the execution of those are detailed below:

- **Cleaning and sanitizing the campus and other establishments**
  - There is a dedicated team of 'Karmabandhus' (sweepers and cleaners) who take care of campus cleaning (sweeping the classrooms, office rooms, laboratories, library and cleaning the washrooms on daily basis.
  - Before reopening of the college, the entire campus was sanitized thrice by the personnel of Contai office, Department of Fire and Emergency Services, Govt. of West Bengal.
  - In the post-lockdown phase, after the reopening of the college, the entire campus is sanitized every Saturday in collaboration with Contai Municipality.
  - A team of teachers and non-teaching employees headed by the Secretary, Teacher's Council oversees the entire process.
  - Additionally, campus-cleaning drives are regularly undertaken by the NSS- volunteers and NCC Cadets under the supervision of the Programme Officers and designated ANO, respectively.

- **Civil works for maintainance of physical infrastructure**

- The Diploma Engineer, appointed by the college on contractual basis, regularly checks the buildings of the college and in case of any need of repairing/maintainance, brings the same to the notice of the authority.
- Additionally, if there are requirements placed by any Department/section the same are also considered by the Building Committee.
- The Building Sub-Committee prepares a plan by engaging registered Civil Engineer/Architect and on approval of the GB, takes care of tender-related procedural requirements.
- The Diploma Engineer and the members of the Building Sub-Committee monitors the progress of the repairing/renovation/maintainance work.
- Fire extinguishers are checked frequently, and refilling is done after the expiry.

- **Electrical works**

- The college has two permanent posts for maintaining electrical works – one Electrician-cum-Caretaker and one Gas, Pump and Generator Operator. The regular checking, monitoring of electrical wiring/fittings are done by them. The procedure followed here is the same as in case of Civil works. In case of any major repair/maintainance work, technicians are hired from outside.
- The major electrical equipment/gadget like Generators, Air Conditioners, CCTV cameras and Water Purifiers are covered under AMC opted for by the college.
- The maintainance of the Lift is done by the supplier on need basis.

- **Carpentry**

- Need-based Carpentry related maintainance work is carried out by hiring services from outside. Such works are supervised by the caretaker.

- **Plumbing**The college has a contractual plumber on roll to look after the issues related to water-supply in the academic buildings and hostels. The regular maintainance of lines and overhead water tanks are done by the plumber.

- **Laboratory Equipment Maintainance:** All major Laboratory equipment/gadgets (priced 8Lakh and above) are covered under AMC facility. In case of other equipment, the respective HoD/Coordinator places the requirements of maintainance to the Principal and takes necessary measures with the approval of the Principal. Minor adjustments, repairing and maintainance are done by the technician at the Instrumentation Centre or respective skilled Laboratory Attendant.

- **Computer Maintainance :** The college has a large network of computers and related peripherals. Computers and peripherals are checked, cleaned, calibrated and maintained by the technician appointed by the college in the IT maintainance Unit. There is a contract with a local agency for e-waste disposal.

- **Sports Complex :** The Playground and the Gymnasium of the college are regularly monitored by the Physical Education Department and need-based mainatainance works such as soil-filling, grass-cutting, pitch-preparing, watering, rolling etc are regularly carried out.

- **Library :** Pest control of library books and records is done every year under the supervision of the Library Subcommittee. The updation of library software is done regularly.

- **Garden :** The college has developed a garden around the Statue of Swami Vivekananda at the entrance. A small garden is also there in front of the Central Library Annexe and there is also a Medicinal Plant Garden. A gardener has been appointed to look after the gardens and the trees in the campus. A Kitchen Garden has been developed by the inmates of the Girls' Hostel. This garden is maintained by the boarders of the hostel.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 9.99

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1145    | 612     | 437     | 738     | 225     |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 9.21

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1702    | 196     | 231     | 247     | 384     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | <a href="#">View Document</a> |

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:** 13.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1396    | 889     | 706     | 859     | 478     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases



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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 0.24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 6       | 6       | 3       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information                                       | <a href="#">View Document</a> |
| Details of student placement during the last five years (Data Template) | <a href="#">View Document</a> |

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 53.48

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

**Response:** 952

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni                          | <a href="#">View Document</a> |
| Details of student progression to higher education (Data Template) | <a href="#">View Document</a> |

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

**Response:** 61.83

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19      | 35      | 34      | 18      | 8       |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 27      | 49      | 45      | 38      | 18      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting data for the same   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

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

**Response:** 24

**5.3.1.1 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) year-wise during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 14      | 4       | 2       | 4       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | <a href="#">View Document</a> |
| e-copies of award letters and certificates  | <a href="#">View Document</a> |

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

Every college has a podium for the dynamic contribution of the students in a variety of academic and administrative bodies including other activities. Needless to say, the participation of the students in the administration of the college empowers them in achieving leadership qualities, and comprehending rules, regulations and execution skills. Prabhat Kumar College, Contai has always an enthusiastic Students' Council to contribute to the progressive development of the overall activities of the college. Students' representative of the said council brings the common problems and impediments faced by the students to the notice of the authority concerned, and get those problems resolved. The council represents itself in all the academic and administrative committees of the college. The Governing Body of the college co-opts some of the students with managerial capacity to keep running various activities of the college. The various activities of the students are as follows.

1. Organized Blood Donation Camp in collaboration with the Alumni Association of the college.
2. Organized Free Blood Group and Thalassemia Detection Camp for the students in collaboration with the Alumni Association.
3. Organized Rakhi Bandhan Utsab with a view to spread the message of fraternity amongst the students.
4. Organized Sports and Games with special emphasis on the Teacher-Student friendly match.
5. Assisted the college authority to keep the college campus GREEN.
6. Assisted the College authority in maintaining disciplines and augmenting academic atmosphere in the

campus.

7. Contributed to keeping the future GREEN through organizing and making Consciousness Programmes and Films respectively.

8. Organized the Annual Freshers' Welcome and the Annual Cultural Fest in a sophisticated manner.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

Response: 11.6

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 20      | 9       | 13      | 7       |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | <a href="#">View Document</a> |

## 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:

The college has a registered Alumni Association bearing Registration No. S/IL/12089 of 200203 under the West Bengal Society Registration Act, 1961 and having as its motto, the Bouddhik monastic utterance, "Sanghang Sharanam Gachchhami". The association came into being during the Diamond Jubilee Celebration of the college in 2002. Since its formation it has been performing various socio cultural activities with a noble view to benefit the students, and cooperate with the college authority in the overall

augmentation of the Alma Matter. Not only does the association organize lectures, seminars, debates, discussions and other activities for disseminating knowledge in diverse fields of education and culture, but works relentlessly to bridging the gap between the different stakeholders of the college. The Alumni Association has motivated the teachers and students towards the practice of YOGA.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** A. ? 5 Lakhs

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Response:**

**The Vision and Mission of the college are explicitly stated in the Prospectus and the Website of the institution.**

The vision and mission of the institution are reflected in its governance which has as its core element:

- Accountability
- Service to the society and nation
- Transparency
- Impartiality
- Inclusive development
- Preservation of ethnic and cultural diversity
- Sensitization about Gender-equality and Empowerment of Women
- Empowerment of the Backward classes
- Participative management
- Ensuring preservation of Biodiversity in the campus and the neighbourhood

In the proper delivery of these, the participation of the stakeholders, especially the teachers, in various policy-making and executive bodies have been ensured through different Government and Statutory provisions and institutional mechanism as detailed below:

**Administrative Bodies:**

- Governing Body - It is the apex policy-making body of the college and as per the latest regulation of the Govt of West Bengal, it accommodates Three (03) Teachers' Representatives to be elected from among the full-time teachers.

The different sub-committees formed by the GB have a significant presence of the teachers.

- Finance Sub-Committee
- Building Sub-Committee
- Purchase Sub-Committee
- PF Sub-Committee
- Internal Quality Assurance Cell
- NAAC Core Committee
- RUSA Projects Monitoring Unit
- CPE Monitoring Committee
- DST-FIST Project Implementation Group

The Bursar and the Superintendents of Hostels are appointed by the Governing Body from among the Full-

time teachers.

Academic Bodies under the aegis of the Governing Body:

- The Academic Sub-committee: It comprises of the Heads of all the Departments of the College & PG Coordinators apart from the Secretary, Teachers' Council and other members with the Principal as its Chairman. All academic and extra academic activities of the departments are governed by the policies framed by the Academic sub-committee.
- Departmental Committees : The DCs comprise of all the teachers of the Department
- Boards of Studies in PG Departments : For each PG Department, BoS, chaired by the Principal, comprises of external experts and three teachers of the department (HoD, PG Coordinator and a Senior Faculty member)
- PG Examination Cell : With the Controller of Examinations at the helm, the HoD & PG Coordinator of each PG department are members of the Cell
- Ph. D. Steering Committee & Research Committee for Research Centre in HSS
- Ph. D. Steering Committee & Research Committee for Research Centre in NS

The Teachers' Council is a Statutory Body as per the Vidyasagar University Act and different Sub-Committees/Cells are formed through the meetings of the Teachers' Council such as:

- Admission Sub-committee
- Routine Sub-committee
- Examination Sub-committee
- Anti-Ragging Cell,
- Grievance Redressal Cell,
- Vishaka Cell
- Internal Complaints Committee
- Career Counselling & Placement Cell
- Women's Forum
- Minority (SC/ST/OBC) Cell

In all such Cells/Committees, a teacher acts as the convenor.

Other Committees/Cells formed through various mechanisms have the teachers as the convenor/coordinator/NO/PO/PC

- NCC
- NSS Units
- Library Sub-committee
- Seminar Organizing Committees
- Website Management Committee
- Science Forum

### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and**

**participative management****Response:**

The institutional governance is characterized by decentralization and participation of major stakeholders in its activities. From the apex policy-making to the execution of policies at the ground level, this mechanism has always been followed. The departments enjoy, within the broad policy-framework, considerable autonomy regarding the distribution of academic assignments, using ICT tools, modalities of continuous and internal evaluation, organizing seminars/workshops, special lectures, extension lectures, special lectures and academic tours/ field surveys.

Moreover, the management encourages collective participation in different extra-academic, co-curricular, extension/outreach activities of the institution. For all such occasions/events/ programmes, different bodies/committees are formed with the representation of almost all stakeholders- the teachers, the office/support staff, students and in some cases representatives of the Governing Body. The Principal is the ex-officio chairman of all such bodies/committees which are formed through a series of deliberations with the stakeholders in a democratic manner. The onus, as well as the freedom, of planning, suggestion, modification and successfully holding/organizing the events/programmes lies with the body/committee formed for the purpose.

**Case Study:**

The college, being one of the premier institutions of the district and well-connected, has regularly played host to different academic and extra-academic programmes of the affiliating University and the Govt. of West Bengal. During the academic session 2017-18, the college was entrusted with the responsibility of hosting District Level “State Student-Youth Science Fair 2017” under the aegis of the Department of Youth Services and Sports, Govt. of West Bengal in collaboration with Departments of School Education, Higher Education, Science & Technology and Bio-technology, Govt. of West Bengal, West Bengal State Council of Science & Technology, Jagadis Bose National Science Talent Search and Birla Institute of Technology & Museum, Kolkata.

The management constituted a College-level Organizing Committee with representations of the Teachers, Support Staff and Students and gave complete autonomy to the committee to propose, plan and successfully organize the said programme.

The President of the Governing Body was the Chief patron of the Organizing Committee of which the Principal was the Chairman.

Two teachers – one each from the Departments of Physics and Physiology- acted as the Co-ordinators.

Several sub-committees were formed for Reception, Inaugural and Closing Ceremonies, Registration, Workshop, Local Hospitality & Office and Record Maintenance.

Each sub-committee had representations from the Teachers, Non-teaching Employees and Students, with a senior faculty member acting as the convenor.

Each sub-committee worked in tandem with the Govt. officials of various departments.



The said event was held from 15.01.2018 to 16.01.2018 and was inaugurated by Shri Sisir Adhikari, Hon'ble Member of Parliament and Former Union Minister of State for Rural Development, and also an alumnus of the institution.

120 Students from different schools and colleges of the district participated in model competitions, ppt presentation, and exhibitions.

The successful participants would be participating in the State Level Student-Youth Science Fair.

The Finance Committee submitted the audited Accounts of Expenditure to the related Govt. department.

Apart from the Committee-members, the teachers and students of various discipline extended their support to make the event a huge success.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The institution prepares its strategic plans in a number of ways but maintains in each case the overall policy of decentralization and participation of the stakeholders. There are two approaches in chalking-out the Strategic plans – Bottom-up and Top-down.

In the first case, demands for certain initiatives through different bodies/sub-committees, reach the Governing Body, which takes the final call regarding policy-making; the onus of implementation, again, comes down the hierarchical order.

In the second case, a policy decision is taken by the apex policy-making body, the Governing Body, regarding certain initiatives of its own or following some instruction/orders of the UGC, MHRD, WBHED or VU. Such policy decisions come with a broad framework and percolate down to stratum of Faculty/Support Staff/Students or all together in terms of deployment/execution.

More often than not, in preparing the strategic plan regarding a specific initiative, the first approach is adopted.

The IQAC of the college holds a series of meetings with the different sectors/stakeholders, especially in the second half of the academic session to prepare the strategic plan of the institution for the next year and, after deliberations, finally places its plans along with financial implications to the Governing Body through the Principal for approval. Different Academic Units – Departments, Cells – also deliberate upon the prospective plans and place the same to the concerned bodies/committees.

**Case Study:**

The establishment of Research Centres in Humanities & Social Sciences and Natural Sciences is a case in point. The idea of establishment of Research Centres was proposed during a Teachers' Council-IQAC interaction in 2017.

Subsequently the IQAC in its meeting dated 12.04.2017 resolved to propose the same as Institutional Strategic Plan to the Governing Body which kindly consented and the ball was set on roll.

The process of application was initiated and a preliminary Project Report was prepared. The DPRs for two Research Centres were submitted to the affiliating university on 11.05.2018.

The authorities of the Vidyasagar University after discussing the matter in Board of Research Studies constituted the Expert Committees for inspection and notified the same on 23.05.2018.

The necessary fees were submitted on 06.06.2018 and the on-site inspection of the Expert Committee for Research Centre in Natural Sciences happened on 19.07.2018.

The Committee in its report made some queries which were clarified vide institutional letters dated 01.08.2018 and 28.03.2019, respectively.

The Expert Committee for Research Centre in Humanities and Social Sciences paid its visit on 27.11.2018.

After the final reports of the two Inspection Teams, the Board of Research Studies, Vidyasagar University resolved in its meeting dated 07.05.2019 to approve the proposals.

The Final Approval for the two Research Centres of the college was notified by the Registrar, VU vide a letter dated 03.06.2019.

The Two Committees for each Research Centre – Steering Committee and Ph.D. Committee, comprising of the nominees of Vidyasagar University and faculty members of the departments as per extant regulations - were constituted.

Thus, through strategic planning and participative management the task of establishing the Research Centres was accomplished.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:**

Prabhat Kumar College, Contai believes in decentralization and participative management. It is reflected in

the Organogram of the institution.

Being a Govt.-aided affiliated college, the institution functions under the aegis of the policy-framework/acts/ regulations/ statutes/ mandates of the Ministry of Education, Govt. of India, UGC, WBHED, Vidyasagar University, WBUTTEPA and NCTE.

The Governing Body of the college is the apex policy making body and is formed as per The West Bengal Universities and Colleges (Administration and Regulation) Act, 2017.

The internal administration of the college is headed by the Principal.

The activities of the college are carried by its organs as under:

- **Teachers' Council** is a statutory body comprising of all full-time teachers of the college and it advises the Principal on all academic affairs and to that effect often forms some cells/sub-committees.
- **IQAC**, formed by the Governing Body, is entrusted with the task of Quality Assurance and as such carries out quality improvement activities.
- **The Academic Sub-Committee** looks after the overall academic matters of the college and takes proactive roles in framing policies and executing the same through the activities of the departments.
- **The Departmental Committees** are instrumental in the smooth functioning of the departments.
- **The Finance Sub-Committee** looks after all financial activities of the institution and is formed by the GB from among its members with the Bursar and the Accountant as permanent Invitee members.
- **The Building Sub-Committee**, looks after all civil and electrical works.
- The College has a **PG Examination Cell** to conduct the Postgraduate examinations and prepare the results in time.
- The college has two Research Centres, the activities of both being monitored by **Ph.D. Committee** and **Steering Committee** for each.
- **The Library Sub-committee**, with the Librarian as the secretary, manages the activities of the Central Library.
- Project-specific monitoring units are constituted by the Governing Body like **RUSA Monitoring Unit, CPE Implementation Committee**.
- The **Office** of the college is headed by the Head-Clerk and the office has varied activities like admission, registration, record-keeping, accounting, result and scholarship-related matters etc. .
- The extension activities are undertaken mostly by the **Four NSS Units** of the college, each unit having a full-time faculty as the Programme Officer.
- Other cells engaged in extension activities are the **UBA** and **IIC**, each headed by a full-time teacher.
- The college has a vibrant **NCC unit** with a full-time teacher as the ANO.
- The **Students' Council** is a statutory body to be formed of elected representatives from amongst the regular students, as per orders of the State Govt. and the affiliating University.
- There are a number of Cells to look after specific grievances of the students like **Grievance Redressal Cell, Anti-Ragging Cell, Vishaka Cell, Women's Forum** etc., with a full-time teacher in charge of every such cell.
- Different Cell activities.
- The **Hostel Administration Committee** comprising of the two Hostel superintendents and representatives from the boarders with the Principal.

These bodies / committees / cells regularly meet and contribute responsibly to the smooth conduct of the activities of the college.

| File Description                              | Document                      |
|---|-------------------------------|
| Upload any additional information             | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

The IQAC of the college has introduced appraisal of teaching and non-teaching staff of the college. The college has prepared a specific format on the basis of the guidelines provided by the HED, WB to place the Performance Based Appraisal System (PBAS) for its teaching staff every year.

For appraisal of the teaching staff, the college maintains the daily-basis appraisal incorporated into the attendance register of teachers along with the record of biometric attendance. On the basis of this account directly related to Career Advancement Scheme (CAS) for teachers, each teacher has to submit data in the stipulated format of Self-Appraisal Report (SAR) also equipped with a record of their specified routine duties, along with additional duties assigned. Based on SAR (online/offline), the college administration monitors their activities, and takes initiative for placement and promotion by motivating them towards further improvement of their performance.

The performance of the Non-teaching Staff is evaluated by the College administration from time to time and they have been given non-functional promotion after successful completion of seven/ten/twenty years

of continuous service.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 31.96

#### 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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 29      | 24      | 27      | 21      | 17      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | <a href="#">View Document</a> |

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

**Response:** 1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | <a href="#">View Document</a> |

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

**Response:** 36.43

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 101     | 17      | 11      | 7       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)        | <a href="#">View Document</a> |
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programmes during the last five years | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

**Response:**

The IQAC of the college has introduced appraisal of teaching and non-teaching staff of the college. The college has prepared a specific format on the basis of the guidelines provided by the HED, WB to place the Performance Based Appraisal System (PBAS) for its teaching staff every year.

For appraisal of the teaching staff, the college maintains the daily-basis appraisal incorporated into the attendance register of teachers along with the record of biometric attendance. On the basis of this account directly related to Career Advancement Scheme (CAS) for teachers, each teacher has to submit data in the stipulated format of Self-Appraisal Report (SAR) also equipped with a record of their specified routine duties, along with additional duties assigned. Based on SAR (online/offline), the college administration monitors their activities, and takes initiative for placement and promotion by motivating them towards further improvement of their performance.

The performance of the Non-teaching Staff is evaluated by the College administration from time to time and they have been given non-functional promotion after successful completion of seven/ten/twenty years of continuous service.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The College administration gives serious emphasis to all financial affairs related to the institution and as such conducts both internal and external audits regularly. Two types of audits are conducted usually in each financial year after the preparation of the book of accounts and balance sheet by the Accounts Department. In general, all the transactions take place via bank either by cheque or NEFT/RTGS/PFMS. Expenses of contingencies are dealt in cash. However, every financial transaction is completed in concurrence with the decisions of the Finance Sub-committee and the approval of Governing Body. For any case of exigency, the Principal takes necessary action to make the transaction in consultation with the internal members and immediately the same is placed for concurrence of the Finance Sub-committee and the GB.

**Internal Audit:** IA is undertaken annually (May-June session). If during the process, the internal auditor raises any objection, the Principal resolves the issues in consultation with the members of the Bursar, Accounts Department and the Cashier.

**Statutory Audit:** SA is conducted on yearly basis with the auditor nominated by the Govt. of WB.

Objections, if any, are raised by the Higher Education Department, the institution has to provide satisfactory clarifications. In addition, the CAG Audit may be undertaken on the basis of the Order of the Government. However, there has been no such instance during the Assessment period.

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

#### Response: 2.01

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0.0     | 0.50500 | 1.00000 | 0.50000 | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

#### Response:

#### *Strategies adopted by the institution for Resource Mobilization:*

The institution makes all possible efforts to mobilize financial resources and tries to avail all possible scopes/schemes for the same. The major financial resources for the college include-

- Grants-in-Aid from the Government of West Bengal to meet the salary component of the employees.
- Tuition and other Fees collected from students (50% of the Tuition Fees collected should be submitted to the account of the State Govt.).
- UGC general development Grants.
- Financial support under CPE scheme.
- Financial assistance under RUSA.
- Infrastructural grants of the Govt. of West Bengal.
- Faculty Research Grants from various sponsoring bodies like UGC, DST-FIST, SERB & WBDST.
- Donations/Endowments from Alumni, Philanthropists and Well wishers.
- Though meagre, some funds are also mobilised when the college campus is used as examination venue/centre for different competitive examinations.

Thus, though various mechanism the college authority tried mobilise funds for infrastructural development.

#### *Strategies adopted by the institution for optimal utilisation of resources:*

- The utilization of available financial resources is controlled and monitored by the Finance Sub-Committee headed by the Principal and assisted by the Bursar and the Accounts section under the overseeing authority of the Governing Body.
- Different Plan grants received under specific schemes are utilized for the purpose those have been received.
- The Annual Budget, prepared by the Finance Sub-Committee, makes allocations for different activities and also for non-plan activities as per the source(s) available.



- All expenses as proposed by different sections/departments and as recommended by the Finance Sub-Committee must be approved by the Governing Body.
- All standard financial norms and procedures like quotations/tendering etc. are followed in procurements and purchases.
- Strict financial discipline is maintained in payments.
- No cash payment is made except contingencies.
- Payments for Central/State Govt. funds are made through PFMS.
- Digital mode of payment is being increasingly preferred.
- Due auditing is done on completion of every plan-project and Utilization Certificate is submitted to the sponsoring body.
- Annual audit is carried out internally by the Finance Sub-Committee and the internal auditor and at regular intervals by the External Auditor appointed by the DPI, Govt. of West Bengal.
- The Building Sub-Committee and Establishment Committee not only look after new construction or maintainance but also optimal utilization of the facilities available.
- Facilities/Laboratories that have been created are often shared by different departments/wings. The Nanoscience Laboratory is shared by the Departments of Physics & also by Chemistry. The Department of Physics and the Department of Mathematics share the same Computer laboratory. UGC-Network Resource Centre, the Central Computer facilities and the like are used by the college community for various activities like administration, finance, examination and research. The Virtual Classroom and the three Seminar Halls are shared by all the departments of the college.
- Care is also taken to ensure minimal wastage of resources especially capital assets.
- Stock registers are properly maintained.

## 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

#### Response:

The IQAC has always been active in chalking out strategic plans and implementation of those in its effort to move towards increasing quality assurance. Given below are brief description of two post-accreditation initiatives undertaken and institutionalised.

Two key observations of the NAAC Peer Team for the 2nd Cycle were regarding the need for greater faculty engagement in Research, Publication & Collaborations and Automation of Library Services & addition to Library Resources.

- **Sensitisation and Strengthening Research Ecosystem**

The success of the above can be seen reflected in a well-established Research Ecosystem in the campus.

- The Research Cell constantly encouraged faculty to get more and more financial resources from different funding agencies.
- Post 2015, ONE Major Research Project and NINE Minor Research Projects sponsored by UGC

have been successfully completed the total sanctioned amount being Rs.26,75,950/-

- The faculty members have undertaken FOUR projects sponsored by WBDSTB with a total sanction of Rs. 34,71,700/-.
- TWO projects sponsored by SERB, New Delhi with sanctioned amount of Rs. 49,46,872/- have been carried out.
- TWO projects sponsored by WBBB, with sanctioned amount of Rs. 2,92,000/- have been carried out.
- ONE project with an approved amount of Rs. 1,10,250/- has been sanctioned under PMMMNMTT of MHRD.
- An amount of Rs. 1,10,00,000/- has been sanctioned for implementation of DST-FIST Project Level O in the college.
- There have been over 400 research publications of the faculty in Scopus/WOS-Indexed/UGC-CARE Listed/Peer-reviewed journals with impressive Impact Factors and articles/chapters published in books/conference proceedings/edited volumes.
- A MoU has been signed with **Ming Chi University of Technology, Taiwan** on Academic and Research Collaboration.
- A Nano-Science laboratory has been developed under RUSA.
- Internet Connectivity has been extended to all research laboratories.
- National Seminar on “Ethical Issues in Research” and 7-day International Workshop (online) on Social Science Research Methodology in collaboration with Indian Academic Research’s Association (IARA).

**These efforts led to the establishment of two Research Centres – one in Humanities & Social Sciences and the other in Natural Sciences - in 2019.**

- **Upgradation of Library - Learning and Research Resource Centre**

**Library is the nerve-centre of the institution and augmentation of Library Services is detailed below:**

- A significant number of books have been added to the library collection under RUSA.
- The automation with LIBSYS and later KOHA was completed in 2018.
- The introduction of WEB-OPAC and DSpace proved highly beneficial for the college community, especially during Lockdown.
- As a member institute of INFLIBNET NLIST programme, the college provided personal access facility to online resources to faculty and PG students and later to all students during the pandemic. The college enrolment in NLIST now stands at 2217.
- The college library is also a member of and connected to ND, IIT, KGP.
- The new three-storied Library Annexe with a built-up area of 184.175 sq. m. of space in each floor houses the new reading room, separate reading rooms for Faculty and Research Scholars and computer laboratory of ten terminals with internet connectivity.

Thus, through continuous efforts, **Library - Learning and Research Resource Center – has been upgraded.**

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

**Response:**

The Internal Quality Assurance Cell continuously reviews the teaching learning process of the college with the help of Academic Subcommittee, Departmental Committees, Hostel Administration, and Board of Studies of the various PG departments

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

- Departments regularly monitor the progress of the learners via several assignments from time to time to identify the slow and advanced learners.
- Periodical Tests for assessing the progress are held at regular intervals in consonance with the Academic Calendar.
- The IQAC has arranged for online feedback from different stakeholders for the overall development of the College in general and the teaching-learning procedure in particular.
- The Mentor-Mentee mechanism has been introduced on the recommendation of the IQAC from 2017-18 session and this has emerged as an effective mode of interaction between teachers and students.
- Departments hold Student-Teacher meeting almost every semester to be apprised of their problems in the learning process and follow-up measures on the basis of the issues arising out of these meetings are taken.
- Each year the IQAC meets students at least once to discuss issues like teaching-learning, assessment, learning outcomes, curriculum content etc.
- The Principal meets students at different departments while visiting the departments in a weekly round and tries to get response from students on the academic as well as overall problems.
- After the final result of semester / years the Academic Sub-committee, the IQAC, and the Teachers' Council jointly review the result and monitor students' progression.
- The Principal holds a meeting with the heads of the departments and the administrative heads before the commencement of the new academic session for making effective policy decisions.
- The Principal follows compulsory offline/online yearly feedback and takes appropriate measures.

***Pandemic-period Initiatives:***

The NEW NORMAL, ushered in during the unprecedented crisis plaguing the world in general and the academic world in particular for nearly two years, called for educators and educational administrators to review the traditional modes of teaching-learning, the mechanisms and methodologies and explore alternate modes/channels in the delivery mechanism.

The teaching community of the college, under the guidance of the IQAC, responded to the crisis and turned the adversity into an opportunity in the sense that they took recourse to hitherto unexplored mechanisms to reach out to the taught which in the long run will definitely complement the traditional modes of teaching-

learning.

### ***Case Studies:***

The NAAC Peer Team for the last accreditation cycle made certain observations regarding the scopes for improvement in teaching learning process and following those many initiatives have been taken by the IQAC during the post-accreditation phase, of which two are detailed below.

The first two observations of the Peer-team emphasized the need to upgrade the infrastructure of classrooms and laboratories and filling up the vacant teaching posts.

### ***Augmentation of Infrastructure of Classrooms, laboratories and reforms in TLM:***

Laboratories and classroom facilities/infrastructure, no doubt, play significant roles in the delivery mechanism.

- Post-2015, the construction of the four-storied Postgraduate Building has been completed. Named Vivekananda Bhavan, it houses the Postgraduate sections of three language departments – English, Bengali and Sanskrit and also a Central Computer facility that is shared by these departments along with the departments of Commerce and Economics.
- All the classrooms of the building are equipped with ICT tools.
- Each department has created a Departmental Library with moderate collection.
- Under the RUSA grants, the existing laboratories have been upgraded and new laboratories have been set up.
- A Virtual Classroom has been created out of the grant of the Govt. of West Bengal.
- Each department of the college has at least one classroom equipped with ICT tools.
- High-speed Internet Connectivity has been extended to all departments, in particular, and the campus in general.
- During the Lockdown period, the college purchased G-suites for the departments for holding Online classes, giving assignments and storing the responses, online surveys, recording lectures and seminars, conducting online examinations etc.

### ***Filling up the vacant teaching posts***

Quality in higher education largely depends on both qualitative and quantitative value of tutors. There is no doubt the college with a student volume close to Six thousand in more than fifty Programmes (at UG, PG and TT levels), was suffering from a huge shortage of full-time faculty.

- Post-2015, owing to the efforts of the IQAC and the college authority, as many as Forty Four (44) new teachers have joined the institution and of them 20 joined with Ph.D., 11 with M.Phil/M.Tech and 05 completed Ph.D. within four years of joining.
- Of the existing teachers, 06 teachers completed their Ph.D. during the post-accreditation period.
- Most of the vacancies in Full-time teaching posts have been filled-up and now, there is no department of the college without at least one Full-time faculty.
- This has enabled the college authority to bring about key reforms in the arrangement of classes.
- From the session 2017-18, the college runs in two shifts – Morning shift for the students of General Section and Day shift for Hons., PG and Teacher Training Programmes. The shifts and a flexible timetable for the faculty ensure greater attention for all, especially the General programmes, which

were hitherto less cared for. This also led to optimal utilisation of infrastructural resources.

- Furthermore, the college authority has ensured that classes having students more than a hundred be divided into two sections for improved teacher-student ratio and greater student-teacher interaction.
- Regarding the part-time/ad-hoc/contractual teachers, as per the orders of the Govt. of West Bengal, Sixty (60) such teachers were regularized at SACT (Categories I & II), providing stability to their services and increasing their weekly teaching days and load.

These two reforms, coupled with others, have yielded good result as reflected in the performance of our students at the end of the programmes and their progression to higher studies.

### 6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Response:** B. 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution                    | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

It is undeniable that despite several provisions in the Constitution, legal measures by the Supreme Court on different occasions, several reforms brought about by the Government and several laudable initiatives by the UGC, gender equity in the society and in the educational institutions is yet to be realized in full. As a co-educational institution, the safety and security of women in the campus and promotion of gender equity are key concerns of the institution as reflected in a number of measures and activities as detailed below:

##### Sensitization Programmes:

- Encouraging female students to be enrolled as NCC cadets.
- International Women's Day being celebrated each year since 2017.
- Programme entitled "Save the Girl Child" on 16.08.2018 in collaboration with District Health and Family Welfare Department.
- "Unmesh"- an awareness programme on Child Abuse on 17.08.2018 in collaboration with West Bengal Police.
- Seminar on Women and Law on 04.02.2020.
- Demonstration of Self Defence techniques by the female cadets of NCC unit of the college at Aurobindo Stadium, Contai on the Republic Day Parade, 2019.
- Demonstration of Self Defence techniques by the female students of the Department of Physical Education on National Sports Day, 2020.
- Seminar on the Role of Nivedita in Women's Education and Empowerment on 28.03.2018.
- Webinar on the Contribution of Women to Science on 14.08.2020.
- Webinar entitled "Sahityer Meyera" on 28.01.2021.

##### Safety and Security:

- 24 hr Security staff
- CCTV surveillance system in both college and hostel.
- Establishment of VISHAKA Cell
- In accordance with the UGC Regulation 2015 (prevention, prohibition and redressal of Sexual harassment of women's employees and students in higher education institutions), college has already formed an Internal Complaints Committee (ICC) with compliances of all the formal procedures as mentioned in that regulations.
- Establishment of Women's Forum in 2018
- Posters on Women's safety in the campus with helpline numbers
- Organizing Self Defence Training Camps for female students in 2018 & 2020
- The Kanyashree Scholarship scheme, a flagship project of the Govt. of West Bengal, ensures financial security of the female students. The college facilitates the processing of such applications.

##### Counseling:

- The Women's Forum of the college provides necessary psychological support to the female students and employees in the form of counseling.
- In the post-Covid phase the college has created a separate Cell for Psycho-social support to the girl students in general and covid-survivors in particular.

#### Common Room:

- The Girls' Common Room is located next to the staff room of the teachers.
- There is a matron to look after the security and safety of the girls.
- A sanitary napkin vending machine has been installed in girls' common room.

#### Day Care Centre for Young Children:

The Day Care Centre, with a care-giver, is operational from the session 2018-19 and provides the space for the little and young children while their mothers can freely conduct the teaching and other activities during the working hours.

| File Description   | Document                      |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Link for annual gender sensitization action plan   | <a href="#">View Document</a> |

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

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

**Response:** B. 3 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

- Solid waste management

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

**Response:****Solid Waste management:**

Solid wastes generally related to our institution are mainly organic waste, plastic waste, and glass waste. Medical and Hazardous wastes are not associated with our institution. The institution has developed a policy for proper solid waste management. Primarily the institution has arranged the different colour-bins to collect three different types of solid waste. Bins are placed in several places of the college campus. Strict instruction is given to the students to dispose of waste in appropriate bins. Several seminars and discussions have been organized to spread awareness among the students on the toxic effect of solid waste and its proper management. A documentary film was made by the institution regarding the toxic effect of plastic and its proper management and circulated among students.

After collecting the different solid waste from different colour-bins the waste other than organic waste are duly collected by the Municipality waste disposal van. Organic wastes (mainly food and vegetable wastes) are collected from canteens and hostels per day. Leaves from the trees in the institution campus are also collected in a two-day interval and assembled in a fixed place. All these organic wastes are utilised in the Vermicomposting project in the institution campus and the management is carried out efficiently. During last five years the institution has been using the organic waste of the campus as well as of the nearby locality for the Vermicomposting project. Sanitary Napkin Incinerators have been installed in the Girls' common room and hostel to facilitate disposal of sanitary napkins in an environment-friendly way. A group of students, deputed by the science forum of the institution, have visited the total campus in every Friday to keep vigil whether the waste management policy, framed by the college authority, is being followed properly or not.

**Liquid Waste Management:**

Liquid wastes related to the institution are mainly related to the waste released from the chemical laboratory, albeit the amount of such wastes is very small. No significant setup has been introduced by the institution for liquid waste management. But the Department of chemistry has made a system to check Chemical Oxygen Demand (COD), Biochemical Oxygen Demand (BOD), Total Suspended Solids (TSS), Total dissolved Solids (TDS), pH and Colour etc of the liquid waste disposed of.

**E-Waste Management:**

E-wastes include electronic products (computers, televisions, VCRs, stereos, copiers, fax machines, and their peripherals) those are unwanted, not working, and nearing or at the end of their 'useful life'. To manage the e-waste, the institution has an MOU with Royal Pvt. ITI. The e-waste is collected from the bin and stored in a particular space. The authorized persons of the Royal Pvt. ITI visit the institution once in a month to check the status of e-waste collected and designate some items as new e-waste after on-call checking the components of electronic gadgets in different sections. If some of the components are found worthy of repairing, those items are generally repaired by the Royal Pvt. ITI. Some e-wastes have been



taken by them for use of educational purposes in their institution. By implementing this policy the e-wastes are being managed by the institution during the last five years.

| File Description   | Document                      |
|--|-------------------------------|
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Link for Geotagged photographs of the facilities   | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or all of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Any other relevant information          | <a href="#">View Document</a> |
| Link for any other relevant information | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

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

**Response:** A. Any 4 or All of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Any other relevant documents            | <a href="#">View Document</a> |
| Link for any other relevant information | <a href="#">View Document</a> |

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

1. Green audit

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

**Response:** C. 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Certificates of the awards received                                       | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** A. Any 4 or all of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

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

**Response:**

Our institution is ever active in providing an inclusive environment for all the stake-holders. To promote tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities the institutional initiatives are:

1. Pre-Puja Celebration
2. Celebration of International Mother's Language Day
3. Cultural programme on the occasion of Saraswati Puja
4. Celebration of 22 Se Srabon
5. International Conference on "Reason, culture and Morality"
6. Special Lecture on "Dalit Literature: Politics & Aesthetics"
7. ICPR Sponsored One-day National Seminar On "Tradition, religion and Morality: An Indian

Perspective”

8. Celebration of National Science day
9. Organising of Raksha Bandhan Utsav

| File Description  | Document                      |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

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

**Response:**

The duties of Higher Educational Institution count as a contribution to a flourishing society and nation as a whole, and having been the citizen of Indian, we are accountable to discharge some moral responsibilities and duties towards the honourable Constitution of India. Ipso facto, we have been relentlessly striving to sensitize the students and employees of our institution to the constitutional obligations: values, rights and responsibilities of citizen. The IQAC in association with the Department of Political Science bears the sole responsibility. The teachers of the said department sensitize the employees and the students to respect National Flag and the national Anthem; they sensitize the students to obey the laws of our country, protect the power, unity and integrity of the country, safeguard public property. Our employees are trained to pay taxes with honesty. The institution usually organizes programmes to celebrate the following days of national and international importance to sensitize the students and employees:

1. Republic Day Celebration, January 26.
2. Independence Day Celebration, August 15.
3. National Yuva Divas, January 12.
4. National Science Day, February 28.
5. National Anthem Day, March 3.
6. International Women's Day, March 8.
7. World Environment Day, June 5.
8. International Yoga Day, June 21.
9. Atmabalidan Divas, June 23.
10. National Sports Day, August 29.
11. Teachers' Day, September 5.
12. NSS Day, September 24.
13. Rashtriya Ekta Divas, October 31.
14. NCC Day, November 29.
15. World AIDS Day, December 1.
16. National Flag Day, December 7.
17. Human Rights' Day, December 10.

| File Description   | Document                      |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |

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

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

**Response:** B. 3 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Code of ethics policy document | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

**Response:**

There are certain days each year with particular meaning of inter/national significance. They are meant to raise awareness for national/global problems, to remember and *commemorate* past events and to celebrate culture, nature and world heritage. The list below includes some commemorative days that have been observed by our institution with due dignity and honour:

1. 150th birth celebration of Mahatma Gandhi
2. Celebration of 'the 75th Anniversary of Netaji's Great Escape'
3. Organising Samar Sen Memorial lecture annually
4. One-Day State-level Discussion meeting on "Relevance of Professor S N Bose in Modern Perspective" Sponsored by S N Bose National Center for Basic Sciences, kolkata
5. Organising Narendranath Banerjee Memorial Lecture (annually) on "English at the Edges"
6. Celebration of "AZADI 70", Patriotic Song, Dance and Go as you Like (On Indian Independence) Competition
7. 200th Birth Anniversary of Pandit Iswar Chandra Vidyasagar
8. Celebration of J C Bose Birth Anniversary
9. One-day Special Lecture in memory of Prof. Probodh Kumar Bhowmik, the great anthropologist
10. Celebration of Birth Anniversary of Acharya Prafulla Chandra Ray and organising a Programme on "Acharya Prafulla Chandra Ray: In Memorium"

Celebration of 160th Birth Anniversary of Acharya Prafulla Chandra Ray

| File Description                        | Document                      |
|---|-------------------------------|
| Link for any other relevant information | <a href="#">View Document</a> |

## 7.2 Best Practices

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

#### Response:

1(a). **Title of the Practice-** COMMUNITY AWARENESS AGAINST ARSENIC POLLUTION OF DRINKING WATER AND ITS MITIGATION PROCESSES.

1(b). **Objective of the Practice-** Arsenic contamination of drinking water is a major public health problem causing Arsenicosis not only in our state but also in many countries throughout the world. Under such circumstances, we, on behalf of NSS units Prabhat Kumar College, Contai in collaboration with a Medical NGO, Swasthya Bhabna Welfare society of Serampore, Hooghly, have been conducting mass awareness camps regarding arsenic toxicity among the community as well as among the students of our college since 2016 till date. Moreover, we have been testing the tube-well water of all the wards of our Contai Municipality periodically.

1(c). **The Context-** Arsenicosis is a major public health problem in 13 districts of West Bengal. The affected districts are Kolkata, Howrah, Hooghly, Burdwan, North 24 Parganas, South 23 Parganas, Nadia, Murshidabad, Maldah, Jalpaiguri, North Dinajpur, South Dinajpur and Darljelling (Few parts). With respect to that, our district, Purba Medinipur still now is at the safe range, but containment was not prevailed amongst us and for that reason we are committed to monitoring the status of drinking water in terms of arsenic toxicity for the last 5 years through mass campaigning among the community as well as among our students, and by periodical testing of drinking water of tube wells of our municipality. Most importantly, our students are becoming potential gradually to continue such practice.

#### 1(d). **The Practice:**

- i) 3-4 Seminars have been organized in our college for the students to augment awareness on arsenic toxicity of drinking water since 2016.
- ii) Periodical water testing of tube-well water of all the wards of Contai Municipality have been done.
- iii) Mass awareness campaigning has been organized to educate the councillors of Municipality with proper knowledge and practices of the said project.

**Constraint/Limitation-** As we have no modern Laboratory facilities for testing water sample brought by the Councillors of the said municipality, we have to depend on external organizations like Swasthya Bhabna Welfare society, although they have the authenticity for performing the task and experience of conducting Arsenicosis camps in 350 villages of West Bengal and 40 villages of Sahibgaunj district of Jharkhand. We have Financial constraints for testing the water samples as well as we have no GLC

Spectrophometry instruments in our Laboratory. Moreover, we have no expert resource persons at our reach to conduct the Seminar on the project. Hence, we have to depend on the external Resource Persons, and we have to bear all the logistic expenses for organizing the such seminars in our college for the students.

**1(e). Evidence of success:**

- i) Still Photographs of Seminars (13-14.09.2016) are enclosed.
- ii) Periodical reports of water testing of the community tube well for drinking water are enclosed.
- iii) Student-Teacher interactive sessions are held: 23.02.2017; 19.11.2019.
- iv) Part of the Infrastructure development was initiated for further project works.
- v) Students are trained to carry out water quality analysis annually in Naonoscience Laboratory of the College.
- vi) Rainwater harvesting structures created and implanted in due course: 13.03.2019.
- vii). Developed effective and qualitative IEC materials for creating mass awareness (Book publication: 2017) were prepared and circulated.

**1(f) Problems Encountered and Resources Required:**

The present situation indicates that there is arsenic problem in the remote village of West Bengal. There are however other districts in West Bengal having the same geological and climatic conditions as found in six districts. The problem of arsenic in ground water is prevalent in vast areas of West Bengal putting millions of people living in those areas at risk of arsenicosis. This is a great public health problem which has been accepted as a calamity. The problem is reversible and must take adequate measures for its preventions with no wasting of time. We have Financial constraints for testing the water samples as well as we have no GLC Spectrophometry instruments in our Laboratory. Moreover, we have no expert resource persons at our reach to conduct the Seminar on the project.

**1(g) Notes (optional)-** Through this best practice we can achieve Training community mobilisation and awareness, Basic Water testing, Alternative water supply, Rain water harvesting, Organization of Health checkup camp by inviting Medical persons, leading to Health Extension, Prevention of Arsenic related Dermatological complications and other health hazards. Suggestive Arsenic Mitigation measures to be adapted on community & house hold. If we are given a Pilot Project on Mitigation of Arsenic Toxicity, we can accept that Project and try our best to complete the said project. We can put up the DPR of the said Project if we are instructed to do that.

**2(a) Title:**

Biodiversity Conservation Practices

**2(b) Objective:**

As one of the major issues caused by Global Warming is the increasing loss of biodiversity, the main objective of Biodiversity conservation within the College campus and nearby is not only to gain temporary gain, but also to yield perpetual dividends for all the stakeholders of the institution as well as the inhabitants of Contai Municipality. In other words, it will create long-term benefits for the society at large; it will help us create new habitats and wildlife opportunities, greater awareness of biodiversity across our institution, and new partnerships within our institution and the local community.

#### 2(c) **The Context:**

Biodiversity conservation, the practice of protecting and preserving the natural resources and variety of species, habitats, ecosystems, and genetic diversity on the planet are important for our health, wealth, food, fuel, and other services we depend on. It plays an integral role in supporting many sectors of development. With the constant inspiration from the West Bengal Biodiversity Board (WBBB) the Chairman, Contai Municipality, requested the Principal to depute efficient teaching and nonteaching staff responsibility to form Biodiversity Management Committee (BMC) for smooth running and better efficacy. Since December, 2015 BMC started its function with significant momentum. BMC consists of seven members out of which all are from our College. The Chairman was in our College up to Dec, 2019.

#### 2(d) **The Practice:**

- BMC of this College convenes meeting from time to time and sets up its goal towards conservation and sustainable utilisation of biological resources & eco-restoration of the local biodiversity.
- To this aim, the administration of P. K. College, Contai has allocated a well-furnished office room for holding BMC activities in an orderly manner.
- BMC targets to create PBR (People's Biodiversity Register) to document the plant and animal diversity of the college and surrounding areas. BMC has also tried to protect the traditional knowledge recorded in PBR.
- BMC takes step for arranging Bio-Tour Programme, Seminar on Importance of conservation for better Livelihood from time to time.
- To augment awareness among school students, BMC organises competition with various items like quiz, poster making and ppt presentation.
- In case of local people BMC also takes initiative for raising awareness via seminar, discussion meeting.
- Following the recommendations of WBBB, the college allows the BMC to use a sand dune (adjacent to the campus) create a dune biodiversity restoration Education Park.
- In accordance with the recommendations of BMC to maintain the plant diversity of the campus, organic methods are used by the application of bio-pesticides and bio-fertilizers to avoid the use of various chemical fertilizers and pesticides. The institution has developed a separate vermicompost yard from where manures are supplied to the medicinal plant garden, kitchen garden and other plants present in the college campus.

#### 2(e) **Evidence of success:**

- Workshop on People's Biodiversity Register: 17.12.2016
- Bio-Tour Programme: 18.01.2019
- Seminar on Ethno-biology: Importance and its conservation for better Livelihood – 17.01.2018
- Inauguration of office room for BMC, Contai Municipality at Prabhat Kumar College, Contai – 17.01.2018

- Two-Day Awareness Programme on Biodiversity and its Conservation – March 27, 29, 2018
- Release - Ceremony of "People's Biodiversity Register of Contai Municipality" and Awareness Programme on Biodiversity – 27.02.2019
- Dune biodiversity restoration Education Park: 28.03.2019
- Annual Biodiversity Awards was conferred to Biodiversity Management Committee for their activities & achievements: 22.05.2019.
- Workshop on “Traditional Biodiversity Knowledge and Community livelihood Development through Apiculture” – 26.10.2019.
- Recommendation of the College organ by WBBB to the National Biodiversity Board in appreciation of the PBR prepared by the BMC.

#### 2(f) Problems encountered:

Climate change and its extremities are major challenges we have been encountering for biodiversity conservation. Though it is very difficult to stop climate change and its major consequences, we can slow down the process and help in the promotion of biodiversity. With a few exceptions, the biodiversity loss is owing to some thoughtless human activities; it is anthropogenic. Growing population as well as unbanisation of Contai Municipality caused by the immigration of the people from the rural area is a major challenge to biodiversity conservation. Irresponsible people utilize biodiversity for the fulfilment of their basic needs and desires. Natural habitats are replaced directly by brick structures as well as by the construction of metaled roads only for the benefit of people. The last not the least, there are diverse species of flora and fauna., and all of these are not even discovered. Interaction of these flora and fauna with the environment and other components of each species sometimes seem to be impossible.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <a href="#">View Document</a> |

### 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:

#### Promotion of Women’s Education and moving towards Gender Equity

##### Prologue:

West Bengal is the land of Raja Rammohun Roy and Pandit Iswar Chandra Vidyasagar, the two doyens of Bengal Renaissance who have made invaluable contribution to the cause of women and their position in society – one being instrumental in legally banning the evil custom of ‘Suttee’ and the other introducing Widow remarriage among other reforms. Unfortunately, even after two centuries have elapsed and despite several provisions in the Constitution, legal measures by the Supreme Court on different occasions, several reforms brought about by the Government and several laudable initiatives by the UGC, it is undeniable that



gender equity in the society and in the educational institutions still remains a distant dream.

### **Context:**

The institution owes its origin to the Founder's dream of having a scope of higher learning for women in this south-west region of Bengal; the founder of the college, Late Babu Biswambhar Dinda, was an active office-bearer of the regional committee for expansion of scope of women education. As he was trying to reconcile himself to the untimely death of his only son, Prabhat Kumar Dinda, at a tender age of twenty four another shocking experience awaited him - his widowed daughter-in-law was denied scope of education in institutions of the area. The more obstacles he faced, the more determined he became to establish an institution where both male and female students would be accommodated without any bias. He was assisted in this mission by some noble-hearted philanthropists of the area. This history of the origin of the college has put gender-equality and gender-sensitization as one of the core values of the institution .

Over the years, the institution has tried to nurture, foster and carefully preserve the dream of the founder in furthering the cause of women education and working towards the welfare of the neighbouring community. Co-incidentally, over the years, the female enrolment outnumbers the male one. In the academic session 2020-21, male-female ratio stands at 1:1.2.

We regard this as the unique distinctiveness of this institution approaching its century.

### **Objective:**

- Gender Sensitization among students
- safety and security of women in the campus
- Providing support to female students to be self-reliant
- Campaigning against prevalent evil customs in the society
- Spreading awareness among all, particularly women, regarding legal provisions

### **PRAXIS:**

Keeping these objectives in mind, the institution has initiated several measures including the creation of Women's Forum. The programmes undertaken are:

#### **Sensitization Programmes:**

- Instructions regarding women's safety, rights and available schemes are given to female students at the time of admission.
- Posters on Women's safety in the campus with helpline numbers
- International Women's Day is celebrated each year.
- Remembering the memorable contributions of renowned women in diverse spheres of life.

*Some highlights of such initiatives are:*

- Awareness Programme entitled "Save the Girl Child" was organized on 16.08.2018 in collaboration with District Health and Family Welfare Department, Nandigram Health District.
- "Unmesh"- an awareness programme on Child Abuse was held on 17.08.2018 in collaboration with West Bengal Police.

- A Seminar on Women and Law on 04.02.2020.
- Seminar on the Role of Nivedita in Women's Education and Empowerment was organized on 28.03.2018.
- A Webinar was arranged on the Contribution of Women to Science on 14.08.2020.
- Webinar entitled "Sahityer Meyera" was held on 28.01.2021.
- Organizing Self Defence Training Camps for female students and regular drill of self-defence mechanism.

#### **Participation of Women in Extension Activities:**

- There is a separate NSS unit for female students under a lady teacher. The activities of this unit parallel and in some cases surpass the other units.
- Female students are encouraged to enroll as NCC cadets.

*These efforts have yielded results as manifested in*

- The enrolment profile of NCC cadets presents an encouraging picture with almost equal male-female ratio.
- The female cadets of NCC unit of the college demonstrated Self Defence techniques by at Aurobindo Stadium, Contai on the Republic Day Parade, 2019.
- The female students of the Department of Physical Education demonstrated Self Defence techniques on National Sports Day, 2020.

#### **Safety and Security:**

**The institution has taken the following initiatives to ensure the safety and security of female students in the academic campus and hostel:**

- 24 hrs. Security staff
- CCTV surveillance system in both college and hostel.
- Establishment of VISHAKA Cell
- In accordance with the UGC Regulation 2015 (prevention, prohibition and redressal of Sexual harrasment of women's employees and students in higher education institutions), college has already formed an Internal Complaints Committee (ICC) with compliances of all the formal procedures as mentioned in that regulations.

#### **Counseling:**

- The Women's Forum of the college provides necessary psychological support to the female students and employees in the form of counseling.
- In the post-Covid phase the college has created a separate Cell for Psycho-social support to the girl students in general and covid-survivors in particular.

#### **Scholarships & Financial Support schemes**

- The college facilitates the girl students to avail several State and Central Scholarship schemes like UGC Scholarship scheme for Single Girl Child pursuing Postgraduate studies
- The Kanyashree scheme, a flagship project of the Govt. of West Bengal, ensures financial security

of the female students. The college facilitates the processing of such applications.

- During the academic sessions 2018-19 and 2019-20, the female students of the college submitted the highest number of applications in Purba Medinipur district and availed of this unique scheme of financial assistance. The college authority was felicitated for facilitating the processing of such huge number of applications.

**Day Care Centre for Young Children:**

The Day Care Centre, with a care-giver, is operational from the session 2018-19 and provides the space for the little and young children while their mothers can freely conduct the teaching and other activities during the working hours.

Thus, the institution is continuously striving to realise the goals of the founder in the true sense.

NAAC

## 5. CONCLUSION

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### Additional Information :

The future plans of the College have been incorporated in the CONCLUSION Section.

### Concluding Remarks :

The College is stepping into the 100th year of its glorious service to the society in 1925 and as such this is an appropriate moment to take stock of our achievements and chart out future plans.

The institution has expanded both vertically and horizontally along the academic scale to impart teaching-learning at UG, PG, TT and doctoral levels. However, though much have been achieved, there is always a feeling of 'the petty done, the undone vast ...'.

The College proposes to undertake the following activities in the coming years:

- To take steps for recruitment in substantive posts and creation of new posts
- Offering more and more UG & PG courses with a view to meet the current needs
- To augment language competence of the learners through introduction of Certificate / Diploma courses in different foreign languages
- To introduce the courses on translation studies and activities for greater employability
- To implement the ERP in its totality
- To increase the usage of green energy for sustainable environment
- To reinforce existing rainwater harvesting project to combat against the depletion of ground water
- To preserve the campus ecosystem through creation of a Biodiversity Park
- To bolster different support Cell activities
- To augment Sports and Cultural facilities
- To systematize online alumni enrolment
- To formulate mechanism and explore avenues of resource generation for research and other developments
- To expand the scope of outreach programmes

Let us hope that we can implement these plans to emerge as an Institute of Eminence and thus further the dream of the Founder.

We hereby present this SSR to NAAC hoping to fare well in the A & A process

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2.1     | <p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b><br/>           Answer before DVV Verification : 54<br/>           Answer after DVV Verification: 53</p> <p>Remark : The document no.2 should be authenticated by signature and stamp on letter head.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.3.2     | <p><b>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</b></p> <p>1.3.2.1. <b>Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>81</td> <td>81</td> <td>45</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Remark : The input is edited because as per University Curriculum the data may be about 25 each year.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 59 | 81 | 81 | 45 | 34 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 25 | 25 | 25 | 25 | 25 |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 59        | 81  | 81      | 45      | 34      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 25        | 25  | 25      | 25      | 25      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.3.3     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b><br/>           Answer before DVV Verification : 2502<br/>           Answer after DVV Verification: 2502</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.4.2     | <p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>1. <b>Feedback collected, analysed and action taken and feedback available on website</b></li> <li>2. <b>Feedback collected, analysed and action has been taken</b></li> <li>3. <b>Feedback collected and analysed</b></li> <li>4. <b>Feedback collected</b></li> <li>5. <b>Feedback not collected</b></li> </ol>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken  
Remark : The input is edited on the basis of documents submitted by HEI.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 45      | 49      | 43      | 39      | 37      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 23      | 25      | 22      | 20      | 19      |

Remark : The input is reduced pro rata basis because no certificate of Ph.D etc. is submitted by HEI.

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

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

Answer before DVV Verification:

| 2020-21  | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|---------|---------|---------|---------|
| 32.12736 | 3.379   | 74.438  | 1.07    | 2.92    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16.06   | 1.69    | 37.12   | 0.54    | 1.46    |

Remark : The input is edited pro rata basis due to non-submission of audited accounts highlighting the grant received.

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1. Number of teachers recognized as research guides**

Answer before DVV Verification : 24

Answer after DVV Verification: 25

| 3.2.2   | <p><b>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</b></p> <p>3.2.2.1. <b>Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years</b><br/>           Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>5</td> <td>3</td> <td>6</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>5</td> <td>3</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The input is edited for exclusion of ineligible activities.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 26 | 5  | 3  | 6  | 1  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 25 | 5  | 3  | 4  | 0  |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 26      | 5  | 3       | 6       | 1       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 25      | 5  | 3       | 4       | 0       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.3.1   | <p><b>Number of Ph.Ds registered per eligible teacher during the last five years</b></p> <p>3.3.1.1. <b>How many Ph.Ds registered per eligible teacher within last five years</b><br/>           Answer before DVV Verification : 31<br/>           Answer after DVV Verification: 38</p> <p>3.3.1.2. <b>Number of teachers recognized as guides during the last five years</b><br/>           Answer before DVV Verification : 24<br/>           Answer after DVV Verification: 25</p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.3.2   | <p><b>Number of research papers per teachers in the Journals notified on UGC website during the last five years</b></p> <p>3.3.2.1. <b>Number of research papers in the Journals notified on UGC website during the last five years.</b><br/>           Answer before DVV Verification:</p> <table border="1" data-bbox="304 1453 1046 1588"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>41</td> <td>63</td> <td>38</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1666 1046 1800"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>39</td> <td>54</td> <td>30</td> <td>32</td> </tr> </tbody> </table> <p>Remark : The input is edited on the basis of exclusion of research papers without ISSN numbers.</p>  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 81 | 41 | 63 | 38 | 32 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 76 | 39 | 54 | 30 | 32 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 81      | 41   | 63      | 38      | 32      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 76      | 39   | 54      | 30      | 32      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.3.3   | <p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p>3.3.3.1. <b>Total number of books and chapters in edited volumes/books published and papers</b></p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

**in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 74      | 10      | 27      | 10      | 23      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 70      | 10      | 27      | 10      | 22      |

Remark : The input is edited due to exclusion of books without ISBN number and books of more than one writer is counted as one book.

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**
**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 8       | 5       | 8       | 1       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 5       | 8       | 1       |

Remark : The input is edited for exclusion of ineligible activities.

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
**3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18      | 15      | 17      | 8       | 5       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |



|    |    |    |   |   |
|----|----|----|---|---|
| 17 | 10 | 12 | 7 | 4 |
|----|----|----|---|---|

Remark : The input is edited for exclusion of ineligible activities.

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1929    | 1643    | 4693    | 3796    | 2907    |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1849    | 1102    | 1189    | 3000    | 407     |

Remark : The input is edited for exclusion of ineligible activities.

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 10      | 6       | 3       | 2       | 2       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 0       | 0       | 0       | 0       |

Remark : The input is reduced to zero because the HEI has not submitted proper documents for collaboration.

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 2       | 1       | 1       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 2       | 1       | 1       |

Remark : The input is edited because the HEI has not submitted one copy of MOU.

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

**5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2289    | 1224    | 873     | 1475    | 449     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1145    | 612     | 437     | 738     | 225     |

Remark : The input is edited pro rata basis because the HEI has not submitted sanction letters of scholarships and free ships.

### 5.1.2 Average percentage of students benefitted by scholarships, freships etc. provided by the institution / non- government agencies during the last five years

**5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5438    | 391     | 461     | 493     | 767     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|      |     |     |     |     |
|------|-----|-----|-----|-----|
| 1702 | 196 | 231 | 247 | 384 |
|------|-----|-----|-----|-----|

Remark : The input is edited as follows:- 1)The same students getting scholarship as per 5.1.1 can not get scholarship as per 5.1.2. 2)For 2020-21, no. of student available for scholarship under 5.1.2 is =(Total student 5693-2289,Getting Scholarship as per 5.1.1=3404 is eligible for scholarship as per 5.1.2). 3)Now the input is edited pro rata basis because the HEI has not submitted sanction letters.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 12      | 11      | 6       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 6       | 6       | 3       | 0       |

Remark : The input is edited pro rata basis because the HEI has not submitted offer letters.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 35      | 34      | 18      | 8       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19      | 35      | 34      | 18      | 8       |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

### 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should

be counted as one) during the last five years.

**5.3.1.1. 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) year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18      | 6       | 4       | 4       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 4       | 2       | 4       | 0       |

Remark : The input is edited for exclusion of inter-college activities.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 55      | 47      | 53      | 40      | 31      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 29      | 24      | 27      | 21      | 17      |

Remark : The input is edited pro rata basis because HEI has not submitted copy of cash vouchers for financial support received by teachers.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 3       | 2       | 2       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 0       | 0       | 0       |

Remark : The input is edited for exclusion of FDPs less than 5 days(one week).

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 101000  | 200000  | 100000  | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.0     | 0.50500 | 1.00000 | 0.50000 | 0       |

Remark : The input is edited pro rata basis because the HEI has not submitted audited accounts .

## 2.Extended Profile Deviations

| ID        | Extended Questions   |         |         |           |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |
|-----------|--|---------|---------|-----------|---------|---------|-----------|-----------|---------|--------|-----------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.3       | <p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1780</td> <td>1407</td> <td>1340</td> <td>1293</td> <td>1143</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1780</td> <td>1531</td> <td>1432</td> <td>1335</td> <td>1195</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19   | 2017-18 | 2016-17 | 1780      | 1407      | 1340    | 1293   | 1143      | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1780 | 1531 | 1432 | 1335 | 1195 |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17   |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |
| 1780      | 1407   | 1340    | 1293    | 1143      |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17   |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |
| 1780      | 1531   | 1432    | 1335    | 1195      |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |
| 2.2       | <p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>284.92859</td> <td>341.56713</td> <td>528.703</td> <td>463.73</td> <td>247.23447</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>  | 2020-21 | 2019-20 | 2018-19   | 2017-18 | 2016-17 | 284.92859 | 341.56713 | 528.703 | 463.73 | 247.23447 |         |         |         |         |         |      |      |      |      |      |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17   |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |
| 284.92859 | 341.56713  | 528.703 | 463.73  | 247.23447 |         |         |           |           |         |        |           |         |         |         |         |         |      |      |      |      |      |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 142.46  | 170.78  | 264.35  | 231.86  | 123.61  |

2.3

**Number of Computers**

Answer before DVV Verification : 127

Answer after DVV Verification : 126

NAAC