SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

PRASANTA CHANDRA MAHALANOBIS MAHAVIDYALAYA

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The origin and journey of **Prasanta Chandra Mahalanobis Mahavidyalaya** from an evening commerce college (formerly known as Bonhooghly Evening College of Commerce) bespeaks of the institution's growth towards multidisciplinarity and commitment to nurturing excellence in every domains of its activity. The institution, re-christened after the name of one of the greatest statisticians of the country, Prasanta Chandra Mahalanobis, is located at the strategic position of the crossroad of Kolkata and the suburban area. The college was previously affiliated to the University of Calcutta before the establishment of West Bengal State University to which it is currently affiliated. The institution branches itself out from the singular discipline to multidiscipline institute and has been recognized under Section 2(f) and eligible for receiving central assistance (UGC grant) under Section 12 (B) of UGC Act. The co-educational institution strives hard to instill the pursuit of excellence in every domain in all stakeholders of the institution, and therefore makes judicious planning and adopts institutional development plans to offer the best learning experience to young learners. The institution believes in the holistic growth of the students who harbour the notion of harmonious coexistence with a sense of belonging to the institute. Three important mantras–*Pragati* (Development), *Prasaron* (Extension), *Protyoy* (Belief)--start with the letters '**Pra**' echoing the first three letters of the name of the great person after whom the college is named, and uphold the institution's commitment towards Pragati (Development: an entrepreneurial venture of present and former students), Prasaron (Extension: an inter-department exhibition-cum-competition held annually) and Protyoy (Belief: Centre for Innovation, Incubation and Entrepreneurship instilling confidence in students). Appreciating the need for assessment and accreditation, the college has regularly applied for assessment and has been successfully accredited by NAAC for two cycles already. The institution signed a number of MoUs with other institutions/organizations to offer the best possible academic exposure to students. The innovative teaching-learning mechanisms, timely redressal of grievances, institutional innovations as reflected in various unique initiatives, psychological counselling and other support services provided to students are some of the measures taken to make the institution flourish in all its domains of activity.

Vision

To make higher education accessible, gender-neutral, value-based, environment-friendly, inclusive and job-oriented through a synergy of all the stakeholders of the institution

Mission

To ensure quality education by adopting various quality control measures recommended by IQAC and other Bodies.

- **To inculcate and promote scientific, democratic, progressive approach in learners by opting for supplementary co-curricular activities to strengthen the traditional curricular framework**

- **To engage with the local community for initiating meaningful change in the neighbouring area**

- **To strive for excellence and to get prepared for responding to the challenges by making use of the state-of-the-art technology in the day to day functioning of the institution**

- **To ensure holistic development of the learners by offering customised academic, psychosocial and skill-based training**

- **To promote gender-neutral, research-oriented and democratic academic ambience by adopting transparent, technology-based, environment-friendly and participatory mechanisms.**

- **To encourage and promote multidisciplinary approach in the domains of teaching- learning and research**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Academic Environment**: Competent and dedicated faculties who guide and support students in both their academic journey and psycho-social development.

2. **Learning Beyond Curriculum**: Extension activities and lectures are regularly organised by different departments of the college to enhance students' analytical skills by exposing them to learning experiences beyond the structured curriculum.

3. **Mentoring and Guidance**: The teachers and students share a close-knit bond due to healthy student-teacher ratio. Students are mentored and guided by faculty members to enable them to overcome all forms of obstacles.

4. **Continuous Monitoring of Students' Progress**: Regular class tests, student projects, student seminars and presentations are held to monitor students' progress.

5. **Community Outreach and Social Welfare**: Students are engaged in a variety of community outreach and social welfare activities to inculcate in them a sense of civic responsibility and empathy towards the marginalised.

6. **Inclusivity, Diversity and Gender Equity**: These values are ensured through academic, extra-curricular and co-curricular activities to ensure an equitable teaching-learning environment.

7. **Participative and Democratic Administrative Structure**: The college has a participative, democratic and supportive administrative structure with a goal-oriented, robust, institutional strategic plan.

8. **Value Added and Certificate Courses**: An array of value-added and certificate courses are offered to students equipping them with necessary skills for the job market.

9. **Capacity Building Activities**: Regular organization of seminars, capacity building and skill

enhancement programmes, entrepreneurship generating programmes for the holistic development of the students.

10. **Sports and Yoga**: Adequate support, training, and mentoring is provided to students to participate in sporting and athletic events at the state and national levels.

11. **Well Stocked Library**: A well-stocked library with e-resources is available for stakeholders.

12. **Clean-Green-Plastic Free and Energy Efficient Campus**: The college campus has a designated green zone, installed with solar panels and rain water harvesting facilities, a vermi compost pit, a kitchen garden and undertakes various awareness drives and extension activities to promote ecological conservation.

13. **The Centre for Innovation, Incubation and Entrepreneurship**: The centre will promote innovation and provide a range of supporting services like mentoring, networking, and providing a platform to cultivate entrepreneurial skills of students.

Institutional Weakness

1. Lack of scope in formulating the curricular contents of the programmes.

2. Lack of Adequate Supporting Staff: Compared to the number of departments and students, the number of supporting staff is inadequate. This considerably affects the smooth execution of academic activities.

3. Lack of adequate number of full-time teachers on substantive posts

4. Delay in the government approval for opening of job-oriented courses.

5. Lack of financial assistance /grants from government agencies

6. Lack of adequate IT-enabled infrastructural facilities due to inadequate funding.

7. Lack of interest of students in enrolling for conventional courses leading to the poor enrolment in certain subjects.

8. Students drop out due to the financial crisis.

9. Due to lack of sanctioned subjects in Science Group we cannot offer choices to the students and hence enrollment is poor in Science subjects.

Institutional Opportunity

1. Locational advantage of the institution may be considered as an opportunity

2. The add-on courses and capacity building programmes fill-in the gaps created by non-availability of job-oriented courses to create more opportunities for the job market

3. Implementation of NEP (New Education Policy) has created more opportunities for interdisciplinary and multidisciplinary academic activities among the students.

4. Organisation of more skill-based workshops and add on-courses for the students.

5. The extensive MOUs (Memorandum of Understanding) undertaken with different institutions provide the students with an opportunity to interact and learn from both academic and industry experts.

6. Substantial e-contents created by teachers provide students the opportunity to engage with academic activities beyond the classroom.

7. The establishment of Incubation Centre is likely to turn out as a huge opportunity for the institution to grow and to turn this opportunity into a strength

Institutional Challenge

1. To increase enrolment in the conventional courses.

2. To organise national/international seminars despite lack of grants from government agencies.

3. To generate funds for development as Government grants have dried up in recent days.

4. To save our college campus from the detrimental effects of soil erosion due to its close proximity to Bonhooghly Lake.

5. To establish industry-academics linkage in a meaningful way.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Despite the limitations in designing the curriculum, the institution takes every care to ensure the effective delivery of the curriculum by chalking out a well-defined curriculum planning through a democratic, systematic mechanism. The preparation of the academic calendar, regular review meeting of the departments, IQAC, Academic Sub-committee are some of the mechanisms effectively exploited in order to ensure the effective delivery as far as practicable.

- While the regular academic programmes as sanctioned by the affiliating university are conducted, students are given greater flexibility as well as academic exposure by conducting a number of add-on

and valued-added courses in collaboration with other institutions or own its own. The number of programmes and its varied nature attest to the institution;s commitment towards adding the necessary edge to the learning skills of the students.

- The institution takes necessary steps in enriching the curriculum designed by the institution by conducting programmes like lecture, workshops etc. on important crosscutting issues like Gender, Human Values, Environment and sustainability etc. The institution believes that proper amalgamation of theoretical knowledge as per curriculum and discussion on a wider platform helps in impacting the students better. No wonder the enrichment of the curriculum is done through the direct involvement of students in undertaking projects, field work, internship etc.

- The institution has always placed emphasis on obtaining feedback from the stakeholders on every issue especially academic performance and ambience of the institution. The unique method of collecting feedback, termed as 360 degree feedback from all stakeholders, namely students, teachers, employers, alumni help in improving the academic ambience and performance of the institution.

Teaching-learning and Evaluation

- The admission of students to UG courses is done as per the rules/guidelines prescribed by the Govt of West Bengal and the affiliating university.

- The reservation rules are strictly followed during the admission to UG courses, and the admission is conducted through online mode as per the guidelines issued by the Govt of West Bengal in this regard.

- The institution takes every care to ensure a healthy student teacher ratio. As per the latest completed academic year the student-teacher ratio stands at 25:1

- The institution makes sure that latest technological gadgets are used by the faculties to transact the curriculum, and thus the entire process of teaching-learning is formulated by keeping students at the centre of entire activity, and innovative methodologies are put in place in the institution.

- It is needless to say that the progress of an institution depends to a large extent upon the qualified and skilled teachers, and therefore the institution encourages teachers to qualify in various examinations like NET, SET etc. and also to acquire doctoral degree. There are currently 36 teachers who qualified in examinations like NET/SET/SLET, and 19 teachers out of 50 have already obtained PhD degree.

- The institution can boast of a very transparent, robust system of internal/external assessment, and all necessary steps are taken to redress the grievances relating to the evaluation system in a time-bound manner.

- The institution believes that an informed student makes best use of the curriculum, and therefore all necessary steps are taken by the institution to display the Programme outcome, Course Outcome on the notice board as well as on the institutional website.

- The institution adopts a scientific and technology-assisted mechanism to evaluate the attainment of Programme Outcome and Course Outcome of students.

- The pass percentage of students in the UG final year examinations is quite inspiring. The average pass percentage in the last five years is 80.6

- It has been a part of the institutional standard procedure to conduct student satisfaction surveys to assess the level of students' satisfaction so as to make meaningful changes for betterment.

Research, Innovations and Extension

Notwithstanding the fund crunch, the institution endeavours to streamline research and innovation through a number of mechanisms. The establishment of Research & Development Cell (RDC) augments the process of research and innovation in the institution.

- One faculty member from the institution has received a grant from the Govt of India for Webinar.

- The institution has successfully created ecosystem for innovations particularly under the aegis of the Incubation Centre, Protyoy (Belief)

- The institution has conducted a number of workshops/seminars etc. on topics and issues like Research methodology, Intellectual Property rights etc. The total number of such programmes conducted during the last five years is 60

- Even though the institution is a UG college, emphasis has always been placed on research publication. The total number of research papers in journals and the chapters in books or monographs contributed by faculty members is 100

- It has been one of the thrust areas of the institution that it conducts extension activities in association with NSS or independently so that these activities may contribute to the holistic development of participating students. Extension activities conducted during the last five years under the following initiatives are worth mentioning: a) Sparsh (Touch), b) Utkarsh (Excellence), c) Uposhom (Relief) d) Sobujer Sandhane (In Quest for the Green) e) Know Your Neighbour

- The college boasts of accolades, awards and appreciations from various government and non-government bodies in appreciation of the extension work undertaken in the locality.

- There are 48 number of extension and outreach programmes conducted by the institution through NSS. Even during the lockdown period the NSS unit of the institution played a remarkable role in this domain.

- Realizing the need for collaborative ventures, our institution has signed a number of MoUs with a number of organizations to carry out activities like Faculty Exchange Programme, Internship etc. A good number of programmes were conducted under MoU with 25 institutions.

Infrastructure and Learning Resources

- Despite the limited resources, the institution has endeavoured to ensure adequate infrastructural facilities for conducting teaching-learning and other co-curricular and extra-curricular activities like sports, and cultural programmes. The ICT infrastructure is also quite impressive. The Smart classroom, classrooms with ICT facilities, Two-wheeler parking space, Open Air stage, seminar hall, canteen and a lush green campus garlanded by a beautiful lake offer the best possible learning environment.

- The library of the institution makes use of the latest library management software, and subscribes to e-resources like Inflibnet. The KOHA software, ILMS are used in the library to make the system automated and user-friendly. The library offers the best possible resources for students and teaches for their use.

- The institution makes sure that IT facilities are regularly updated and sufficient bandwidth for internet connections are available for students, staff to transact business.

- The college takes care not only to ensure the infrastructural development but also to spend money for the maintenance of the available infrastructure.

- The institution takes care not only to procure infrastructural facilities for use, but also to allocate funds for augmentation of infrastructural facilities. The percentage of expenditure for infrastructure development and augmentation excluding salary is 49.79

- The college makes sure that campus infrastructure is well maintained, and sufficient funds have been allocated to ensure that. The percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component is 40.82.

- The institution has procured IT-related infrastructures like computers, laptops, Digital Notice Board, Projector, ERP and other IT-related apparatuses. The college appreciates the need for a security system, and therefore CCTV is installed in the campus, and the college is wifi-enabled.

Student Support and Progression

The institution seeks to function as a support system to its learners, and therefore necessary measures are taken to extend the financial support to the eligible students and also to equip them with necessary skills needed to succeed in the job market.

- Total number of students benefited from various schemes: The total number of scholarships and freeships provided by the Government and other agencies including the institution itself is 4613.

- The percentage of students benefited from various schemes is 74.21

- The institution has conducted a total number of 29 capacity building programmes that range from Soft skills, language and communication skills to ICT/computing skills etc.

- The total number of students who got benefitted by institutional initiatives like offering guidance for competitive examinations etc. is 2308.

- Since the college has adopted zero-tolerance policy on ragging, sexual harassment etc., a transparent, robust mechanism for timely redressal of grievances is in place. The concerned students can file their complaint with the competent cell/body both in online and offline mode.

- The results of students are quite impressive, and significant number of students take admission in higher courses and enter in job market. The total percentage of students who moved to higher studies and started working are 43.09.

- There is a good number of students who qualified in various public examinations, and the percentage of students who qualified various examinations during the last five years is 2.87.

- The students of Prasanta Chandra Mahalanobis Mahavidyalaya have brought laurels to the institution by actively participating in sports and cultural events. The total number of awards/medals for outstanding performances for the last five years is 25.

- The thrust of the college in extracurricular and co-curricular activities like sports and cultural events can be guessed by looking at the number of sports and cultural programmes held during the last five years. The total number of such programmes is 162.

- The alumni association of the college actively participates in various programmes of the college and organizes significant prgrammes like blood donation camp, tree plantation programmes etc.

Governance, Leadership and Management

- Notwithstanding the organizational straitjacket as mandated by the Govt of West Bengal to aided-colleges, our institution makes sure that the lofty ideals enshrined in the Vision and Mission of the college are realized by putting in place a robust, well-organized visionary leadership.

- The institutional perspective plan, prepared judiciously and pragmatically, is effectively deployed through the innovative deployment of administrative set-up, and institutional policies. The appointment of staff is done in a transparent manner as per the guidelines issued by the Govt of West Bengal, and the service rules as framed by the affiliating university and the Govt of West Bengal are applicable to the staff.

- The college has adopted e-governance in all domains of administrative activities like admission, student support, examination etc. The introduction of ERP and other software facilitate the process.

- The institution offers a very pragmatic and effective welfare measure for its staff, and deploys a dynamic, robust Performance Appraisal system for the employees. The teaching and non-teaching staff enjoy a number of financial benefits like loan, bonus etc. in addition to those sanctioned by the government.

- The institution takes care to offer nominal financial assistance to teachers for presenting papers in seminars/conferences. The total number of teachers benefitted from this institutional initiative during the last five years is 124

- The institution makes sure that teachers upgrade their skills by participating in various Faculty Development Programmes. The number of teachers and non-teaching staff who benefitted from FDP/administrative training programme is 161

- The institution takes steps to streamline the financial management of the institution and therefore steps are taken to tap various sources for possible funding and resource mobilization.

- The Internal Quality Assurance Cell (IQAC) has made significant progress in various domains of institutional activities. Some of them are catalogued as follows: a) Academic Audit, b) Green Audit, c) Gender Audit, d) e-governance profile mapping of students e) 360 degree feedback system

Institutional Values and Best Practices

- The institution has initiated measures for the promotion of gender equity by conducting a number of significant events: a) Gender audit b) gender-related programmes, like seminar/talks etc. c) course on Gender Sensitization, focus on writings by women

- The environmental audit is done by an external agency appointed by the college. The institution has prepared a policy document on environmental audit. The college has made sure that the campus should be free from the plastic , and therefore the awareness programmes are held on a regular basis. As per the recommendations and advices given by the audit panel, the necessary steps are taken. The energy-saving lights are fitted, and a green generator is installed.

- The institution takes care that a conducive and inclusive ambience is created in the campus so that students develop into responsible citizens with strong social and ethical values and outlook. The students are sensitized to the constitutional obligations by conducting Induction and Orientation Programmes.

- Two best practices followed in the institution are mentioned below: a) Student Profile Mapping: This institutional practice is aimed at determining the abilities of students in scientific and quantifiable manner and also to identify slow and advanced learners and to take appropriate measures in this regard.

b) An Ecosystem for Knowledge and Research–Tuesday Talk & The Scholar of the Month: This practice aims at creating the much-needed ecosystem for knowledge and research for institutional development.

- The college has always put emphasis on a particular domain as per its thrust area and priority. The institution makes arrangements for the promotion of gender equity by initiating a number of programmes like gender audit, gender-facilitating measures like Kanyashree, Leave facilities , value-added courses on Gender Sensitization, ladies hostel, Girls' Common Room, gender-neutral toilet. The college has made sure that public discourse be held on regular intervals on gender-related issues, and thus a number of seminars/conferences are held on women's issues. The institution has recently launched a programme called Gender Champion which entitles a candidate to ensure and promote gender equity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRASANTA CHANDRA MAHALANOBIS MAHAVIDYALAYA
Address	Prasanta Chandra Mahalanobis Mahavidyalaya , 111/3 B T Road, P.O.- ISI, Bonhoogly
City	Kolkata
State	West Bengal
Pin	700108
Website	www.pcmm.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arnab Ghosh	033-764532799	8583916108	-	pcmm.principal@gmail.com
IQAC / CIQA coordinator	Alpana Ray	033-25772479	9748635888	-	iqac@pcmm.edu.in

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 minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	19-05-2004	[View Document](#)
12B of UGC	19-05-2004	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Prasanta Chandra Mahalanobis Mahavidyalaya , 111/3 B T Road, P.O.- ISI, Bonhoogly	Urban	1	3135.93

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours and General	48	HS	Bengali	121	73
UG	BA,English, Honours and General	48	HS	English	122	35
UG	BA,Education,Honours and General	48	HS	English,Bengali	101	45
UG	BA,Sociology,Honours and General	48	HS	English,Bengali	89	18
UG	BA,Philosophy,Honours and General	48	HS	English,Bengali	89	7
UG	BSc,Geography,Honours and General	48	HS	English,Bengali	85	6
UG	BSc,Food And Nutrition,Honours and General	48	HS	English,Bengali	86	10
UG	BSc,Mathematics,Honours and General	48	HS	English,Bengali	36	3
UG	BCom,Commerce,Honours and General	48	HS	English,Bengali	279	55
UG	BSc,Physics, General	36	HS	English,Bengali	8	1
UG	BSc,Chemistry, General	36	HS	English,Bengali	12	2
UG	BA,History, Honours and	48	HS	English,Bengali	89	19

UG	BA,Human Development ,Honours and General	48	HS	English,Bengali	89	7
UG	BSc,Economics,Honours and General	48	HS	English,Bengali	36	1
UG	BA,Political Science,Honours and General	48	HS	English,Bengali	89	7
UG	BSc,Computer Science,Honours and General	48	HS	English,Bengali	36	1

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				44			
Recruited	1	0	0	1	4	2	0	6	8	36	0	44
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				15
Recruited	9	2	0	11
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	7	2	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	2	0	1	13	0	19
M.Phil.	0	0	0	1	0	0	2	6	0	9
PG	0	0	0	1	0	0	5	17	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	6	0	11

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	22	19	30	35
	Female	6	23	12	14
	Others	0	0	0	0
ST	Male	1	1	0	2
	Female	1	2	1	1
	Others	0	0	0	0
OBC	Male	12	10	6	12
	Female	3	11	8	6
	Others	0	0	0	0
General	Male	130	212	202	215
	Female	122	229	191	202
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		297	507	450	487

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	With the onset of globalization and the changing pattern of education, especially in the domain of higher education around the globe, the disciplinary boundary has withered away leading to the re-organization of disciplines/subjects. With the declaration of the decision of introducing new Curriculum and Credit Framework for UG Programmes in all higher education institutions in the state from the session 2023—2024 onwards by the Govt of West Bengal, the preparation for introducing curriculum under NEP was undertaken officially at the level of the affiliating university as well as at institutional level. The cataclysmic changes envisioned in the NEP vision document necessitated

overhauling of the entire system as well as reorienting pedagogical mechanism. No wonder the formal preparation consists of conducting formal and informal talks, discussions among peers, students-teachers as conducted by various government bodies, and the more dynamic approaches concentrate on the inter-departmental programmes and exchange of ideas. The teachers have long been encouraged to adopt multidisciplinary approach in their academic transaction and classroom teaching. It may be mentioned here that the institution endeavours to adopt the idea of multidisciplinary approach by planning to offer a number of Value-added courses with interdisciplinary approach like Gender Sensitization, Environment and Sustainability. As the announcement for introducing new curriculum following NEP guidelines from the forthcoming session 2023-2024 onwards has been made in the academic session (2022-2023), the institution geared up with all necessary steps for the implementation of new education system. Therefore the various academic and competent institutional bodies like Academic Sub-Committee and IQAC etc. have convened a number of meetings so as to successfully implement the new multidisciplinary education system. The departments have been asked to adopt multidisciplinary approach in their regular academic transaction as well as to submit proposal for any multidisciplinary work. It may be mentioned here that the Depts. of Bengali and English have jointly organized a two-day discussion on Partition and students and teachers from various disciplines have participated in the programme. The Dept of Food and Nutrition and NSS of our institution are engaged in multidisciplinary works by carrying out various survey-based, project-based researches. Two workshops/seminars have been organized on NEP in the institution to help the faculty members with necessary perspectives and ideas to deal with this emerging matter. The institution has been successfully organizing Tuesday Talk that takes place on a certain Tuesday once in a month and the faculty members share their research work with their peers who hail from various disciplines. The college endeavours to keep pace with the changing time and makes utmost effort to make synchronization between the institution and the society as far as practicable. The institution makes a detailed plan in

	getting the academic departments involved in multidisciplinary research to find possible solutions to society's most pressing issues and challenges. One of the core yet neglected areas has been the plight of children, especially female children in terms of the intake of nutritious food.
2. Academic bank of credits (ABC):	The institution appreciates the epoch-making changes taking place in the domain of higher education, especially in the pervasive use of digitization. One such important area is the establishment of a unique platform like Academic Bank of Credit, an initiative undertaken by the Ministry of Education, Govt. of India. This digital platform, integrated with National Academic Depository (NAD), offers a unique opportunity to the students to access their certificates/awards etc. any time once the concerned institutions published the certificates/awards etc. on the Depository. Therefore this unique venture comes up with a number of facilities and it is envisaged to empower the young learners and help the institutions to preserve their documents digitally. Another interesting aspect is the facility of verifying the documents digitally by the employers. Our institution appreciates such cutting edge technology and wants to make best use of such mechanism. However it may be mentioned at the outset that the affiliating university is empowered to award certificates, grades etc. to students, and therefore the concerned affiliating university needs to get registered at the portal of ABC and/or NAD to materialize the project. As an institution we don't have any authority or autonomy to take up meaningful steps towards this direction. However we have intimated our concern to the competent authority in informal way, and we are waiting for the effective steps on the part of the university. However we encourage our students to explore this venture initiated by the govt of India to realize the ambitious project of Digital India. Once ABC is actualized, it will make the transfer of credits earned by students from one institution to another to which s/he gets transferred. No wonder such a step will make the idea of academic flexibility plausible. We sensitize our students about this and encourage our students to explore different related facilities like Digilocker that also helps students to preserve documents digitally. The institution couldn't have done anything as the affiliating University was not

	part of this initiative. However only recently the university issued instructions to all colleges to take initiative in this regard, and our college participated in a meeting convened by the university to address this issue. The ABC will be operational within a couple of months.
3. Skill development:	The College has already initiated a series of Skill Development Programs through Value-Added courses and workshops that enable students to acquire a range of competency levels as per NSQF, focusing on knowledge, skills and aptitude. Currently, our Value-Added programs are in alignment with Level 1 to Level 4 of NSQF. Such as: ? IT and Computer Skills, including MSOffice, Tally, programming languages, such as C, C++, database, data science ? Soft skills, such as communication, interview, personality development, analytical thinking, decision-making, etc. The College has also continued several Value-Added courses. We anticipate that with adequate guidelines and approvals from the affiliating university and regulatory authorities, such as the state Government, and with the attainment of academic autonomy (planned in the next five years), we can integrate our Value-Add courses with regular academic programs enabling students to earn/transfer credits. Field visits are undertaken, and industry experts are invited for workshops and interactions to overcome gaps in theory and Industry practices/expectations, map skills, and to identify certifications required by the industry. Students are also encouraged to enrol for online vocational and soft skills courses through National eLearning portals, such as SWAYAM & NPTEL. The industrial training on the college campus will be beneficial to reach the goal of NEP 2020. They must focus on the core skills needed for an untrained person to make it to the selection stage and prepare him to acquire the skills needed to learn the job. Our College is trying to invite many industries for different job training opportunities for our students. Our College has talked to Tata Consultancy Service and MSME (Ministry of MSME, Government of India) regarding the Entrepreneurship and Skill Development Programme for skill-oriented training on our college campus to reach the goal of NEP 2020. The College is trying to adopt internship programmes with many institutes to

	train our youth students and help them get jobs after the internship programme.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian knowledge system is one of the oldest and most diverse systems of knowledge in the world. It also has had a profound impact on human values over the centuries. The Indian civilization has a rich heritage of philosophy, spirituality, and science that has shaped the thinking and values of people across the globe. In the context of IKS, the teachings of Swami Vivekananda is considered to be a valuable source of wisdom and guidance on various aspects of life, including spirituality, ethics, morality, duty and self-realization. It is also considered to be a source of practical knowledge that can help individuals lead a fulfilling and purposeful life. This course aims to explain and illustrate the core values of Swami Vivekananda which is treated as a guidebook on ethics and morality. Students who complete the course will have gained a deep understanding of philosophical principles, they will be able to analyze and interpret the complex philosophical concepts including dharma, karma, and yoga and understand their relevance to contemporary issues, they will also have gained insights into how these teachings can be applied in daily life, and how they can be used to lead a more fulfilling and spiritually – enriched life. This course will provide insights on leadership, decisionmaking, and strategy and could be beneficial in terms of understanding human behavior, motivation, and values. Revered Swami Jnanalokananda (Secretary, Ramkrishna Mission, Swami Vivekananda's Ancestral House and Cultural Centre) and Sri Braja Kishor Ghosh from Ramkrishna Mission, Swami Vivekananda's Ancestral House and Cultural Centre addressed the faculty and students of Prasanta Chandra Mahalanobis Mahavidyalaya. Adequate emphasis has been placed on the integration of Indian knowledge system into the curriculum. The Indian languages like Bengali and Hindi have been prescribed at Semester 2, 3 and 4. Besides, the syllabus has been very comprehensive with adequate space allotted to Indian literature. It may be mentioned here that the syllabus for English (Honours) prescribes Sanskrit texts in translation. The faculties adopt the bilingual mode, English and the vernacular (primarily Bengali) in teaching learning mechanism, and encourage

	linguistic diversity in the classroom. The Orientation Programme has been organized for the faculty members to familiarise themselves with the diverse classroom with linguistic variety of the learners. Except for the language departments, all courses are taught in bilingual mode. The faculty members have been encouraged to pay attention to the diverse category of learners with varied linguistic background, and thus bilingual mode is recommended to cater to the students. The faculty members have been encouraged to conduct research on important areas like tribal and other endangered languages. The institution is alert to the need for the promotion of Indian culture and traditions among the young learners, and various learners-centric events like quiz, debate, student seminar etc. have been organized to promote Indian culture and tradition. The students take part in these events with enviable enthusiasm. In addition to that, the annual cultural programme, college fest showcase the Indian culture in all its different hue and splendor.
5. Focus on Outcome based education (OBE):	The institution, which is affiliated to West Bengal State University, adheres to the directives and employs a range of practical methods in the teaching and learning process. These methods include lectures, seminars, tutorials, workshops, practical exercises, project-based learning, fieldwork, technology-enabled learning, internships, apprenticeships, and research work. The college endeavours to implement these approaches whenever feasible. All programs the institution offers follow an outcomes-based education (OBE) model, designed to meet regional and global requirements. The curriculum, developed by West Bengal State University, clearly defines the course outcomes for each subject. From the 2020-21 session, the institute has implemented outcome-based education, including program, program-specific, and course outcomes. All courses focus on cognitive abilities, including remembering, understanding, applying, analyzing, evaluating, and creating. In addition to domain-specific skills, the learning outcomes at all levels emphasize social responsiveness, ethics, and entrepreneurial skills, enabling students to actively contribute to the nation's economic, environmental, and social well-being. The Course Objectives (COs) are aligned with the PO-PSO analysis. The College also recognizes that

	pursuing knowledge is a lifelong endeavour and aims to instil in students' positive attitudes and other qualities that will lead them to a successful life. One of the program outcomes for students is the ability to interpret, analyze, evaluate, and take responsibility for effective citizenship.
6. Distance education/online education:	The institution is already prepared to undertake teaching learning transaction through different online modes: Google Classrooms, WhatsApp, etc. The whole college campus is Wi-Fi enabled with LCD Projectors. The faculty and students have adopted, post-pandemic, the online learning experience to take full advantage of a flexible blended mode of teaching-learning. From 2020 onwards, departments have started exclusively using Google Classroom to share learning content with students for all subjects. The faculty members also prepared themselves by getting trained to use various information management systems to make all such types of e-content material prepared by faculty members available to all students through online mode to meet future challenges. The College also organized various programs, meetings, webinars and seminars for students via online platforms, conducting conferences and meetings. These efforts can also be considered the new normal, which is envisaged in New Education Policy. Emphasis on creativity and innovation at all education levels and proposes the induction of new-age technologies such as online learning platforms. The College will establish an e-learning Centre and develop resources to promote distance learning and online learning for students. There is a Study Centre of Netaji Shubhas Open University which offers online courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been set up at Prasanta Chandra Mahalanobis Mahavidyalaya.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students' Co-ordinator and co-ordinating faculty members have been appointed by the College and the Electoral Literacy Club is fully active and functional. Student Co-ordinators- Mr. Bastab Biswas, Mr. Surojit Gope, Ms. Rikta Bhattachrya Co-ordinating

	faculty members- Dr. Sreyasi Chatterjee Joint Convenor- Mr. Mohiuddin Mondal Other Faculty Members of the ELC- Ms. Manisha Ghosh, Mr. Utpal Biswas Total number of members in ELC- 25 Yes, the Electoral Literacy Club (ELC) is representative of character. The ELC represents both male and female sections of the electoral as well as the minority communities including SC, ST and other backward classes (OBC).
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) has undertaken a number of innovative programmes and initiatives in collaboration with the office of the District Magistrate, SVEEP, Election Section, North 24 Parganas District, like- a. National Voter's Day Celebration: Election Related i. Quiz Contest ii. Extempore iii. Publication of Wall Magazine iv. Debate Competition v. Youth Parliament Competition b. Awareness Campaign for i. First-Time Voters ii. Promotion of Ethical Voting iii. Enhancing Participation of the under-privileged sections of society especially transgender and disabled persons The Electoral Literacy Club (ELC) regularly organizes Electoral Literacy Awareness Programmes for the students of the college as well as the community. The faculty Co-ordinators of Cell recommend and select from among the efficient and active members of the Club to form the Youth Parliament who participate in various intra-college, state level and District-level events, workshops and competitions. Rohan Banerjee (Final Year Student of the Department of English) won the Best Leader of the Opposition at the Divisional Level Youth Parliament Competition (2022-2023) for Presidency Division Districts (School and College Category) organized by the Department of Parliamentary Affairs, Government of West Bengal.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Club (ELC) has organized socially relevant awareness drives through programmes like "Know Your Rights", "My country, My Vote" and so on. The ELC also engages all its members in creating poster and pamphlets to be distributed among students and in the neighbouring community of the college to enhance participation of under privileged sections of society. The ELC has also published a Wall Magazine on voting rights of the disabled, senior citizens and transgender members of the society.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy Club (ELC) as well as the College organizes awareness campaigns each year (20/02/2023, 27/09/2022) for the students who are yet to be enrolled as voters in the electoral roll. The College also undertakes various measures to institutionalize mechanisms to register eligible students as voters. The awareness campaigns are organised as part of the Student's Induction Programme for the new batch of students that take admission in college each year.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1254	1444	1383	1207	928

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

2 Teachers

2.1

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

Response: 57

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	53	12	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
62.56	48.96	93.48	150.41	114.95

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution follows the curriculum prescribed by West Bengal State University, and takes utmost care in the effective delivery through a multi-pronged mechanism devised judiciously and pragmatically. This delivery is ensured right from the very planning as well as implementation of various steps adopted for the smooth conduct of curriculum-based learning. The following are some of the documented mechanisms and process adopted to ensure the implementation of a well-planned curriculum mechanism:

1. **Academic Calendar**: Departments strictly follow the academic calendar prepared well ahead of the commencement of any academic session/semester after making thorough discussion among the faculty members and at various levels/platforms like Academic Subcommittee, IQAC etc. The Academic Calendar is uploaded on the institutional website and is also submitted to IQAC for reference as well as possible timely intervention.

2. **Prospectus:** The institution discloses everything about its academic activity in the prospectus circulated during the admission of students to UG courses. This prospectus offers a synoptic view of the entire academic domain, and the departments adhere to various guidelines mentioned in the prospectus.

3. **Lesson Plan**: Since the effective curriculum delivery depends to a large extent on the planning, an effective pragmatic lesson plan helps in streamlining the curriculum delivery. The departments circulate the lesson plan before the commencement of a session/semester.

4. **Review Meetings**: The monitoring of the curriculum delivery is ensured at different levels and at various bodies like Academic Sub-Committee, IQAC and Departmental meetings. The department-wise analysis and feedback on the different aspects of curriculum planning and delivery are well documented and necessary measures are taken in order to ensure the effective delivery of the curriculum.

5. **Continuous evaluation system**: With the introduction of CBCS system , internal assessment has become a part of evaluation mechanism, and necessary emphasis is placed on this. Since the transaction of the curriculum is best reflected in the evaluation system, special emphasis is made to make internal assessment continuous. The institution instructs the departments to conduct a variety of internal assessments in the form of class test, PPT presentation, and project etc. and the continuous nature of these evaluation measures makes the very delivery of the curriculum effective.

6. **Time-bound Review meetings**: Each department has been specifically instructed to conduct at least one review meeting in the middle of the semester/session in addition to the general meetings held before the commencement of session/semester and the just before the end of semester/session. These meetings document the extent of the completion of the syllabus and other related academic activity.

7. **Adoption of innovative pedagogical tools**: To make the curriculum delivery effective, the departments employ diverse innovative mechanisms like projects, field surveys etc. The proper planning made at the beginning of any semester helps in conducting the programmes smoothly and effectively. Besides that the continuous contact and communication among various institutional bodies like Academic Sub-Committee, IQAC, departments help in ensuring the effective curriculum planning and its delivery.

All these mechanisms help the institution to ensure the proper delivery of the curriculum.

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

1.2 Academic Flexibility

1.2.1

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

Response: 20

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 31.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
450	748	78	320	389

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

As an affiliated institution the emphasis is put primarily on how effectively the curriculum, designed by the affiliating university, is transacted. No wonder we take utmost care in organizing programmes and conducting various activities so that the cross-cutting issues may be addressed, talked about and appropriately discussed. While the curriculum of certain subjects contain issues pertaining to professional ethics, gender issues, human values, environment etc, the objective of the institution is to systematically accommodate students from various disciplines within the purview of these important issues. The IQAC, Research & Development Cell, Gender Equity Cell, Internal Complaints Committee, SC/ST/OBC Cell , NSS etc. are involved to create an ecosystem of discourse in which the emergent issues are discussed by students, faculties and scholars. The following are the brief outline of some of the issues taken up by the institution in a systematic way to help students correlate with what they learn from their books and experience in the institution:

- **Professional Ethics**: While this particular topic is not a part of the curriculum of the courses studied in the institution, a general idea is given among the students who will be looking for jobs after their completion of courses. Certain soft skills are imparted to students, and professional ethics and etiquettes are also discussed by teachers and scholars. The Department of Commerce offers a paper on this particular topic.

- **Gender**: Almost all humanities and social science departments deal with issues relating to gender, and other departments like Economics, Food and Nutrition, Geography deal with diverse aspects of gender, gender-related issues like gender gap, economic aspect of gender discrimination etc. A number of gender-related programmes are conducted by Gender Equity Cell in collaboration with IQAC. In addition to that a number of gender-related programmes are undertaken by the institution in partnership with other organizations/institutes through MoU and collaboration. Besides this, a Value Added Course titled 'Gender Sensitization' offers practical as well as theoretical knowledge about various issues pertaining to gender. It may be mentioned here that the International Women's Day (8th March) is not celebrated nominally, but emphasis is made on how students can become sensitized, equipped human beings with firm ideas about various aspects of gender issues.

- **Human Values**: The UG courses of Sociology, Philosophy, Bengali, English, History, Political Science, Food and Nutrition, Education, Human Development deal with this issues at length, and a number of programmes are conducted by these departments as well as various committees like Gender Equity Cell, SC/ST/OBC Cell. In addition to that, add-on courses like Value Education also highlight this important issue of human values.

- **Environment and Sustainability**: It is known by one and all that environmental issues and the question of sustainability are to be engaged by everybody irrespective of disciplinary affiliation. While a number of UG courses like Geography, Sociology, Economics etc. take up these issues in their curriculum, the institution regularly organizes programmes on these issues and students are actively engaged in all these programmes and activities.

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

1.3.2

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

Response: 41.39

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

Response: 519

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 36.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
297	507	450	487	446

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

2022-23	2021-22	2020-21	2019-20	2018-19
1206	1206	1206	1206	1121

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

2.1.2

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

Response: 12.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	65	59	58	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
383	383	383	383	539

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.08

2.3 Teaching- Learning Process

2.3.1

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

Response:

Our institution is committed to offering the best learning experience to our young learners by combining a number of traditional methodologies and emergent teaching learning tools. We have adopted specifically the learner-centred methods in imparting education to students. We believe in the idea that one who is self-educated is well-educated, and therefore we adopt appropriate steps so that students develop various skills during their learning activity. We employ mechanisms such as experiential learning, participative learning as well as various technological gadgets with emphasis on ICT and tools to supplement and augment traditional teaching methods. The following are some of the student-centric methods adopted by teachers:

i) **Experiential learning**: We believe that learning becomes fun and effective only when the students learn through their experience, and therefore adequate attention is paid to evolving mechanisms to facilitate experiential learning. Teachers get the students involved in the topics/subject matter and ask them to apply theoretical knowledge or understanding to different contexts/situations. It is through this focussed, immersive approach learners make sense of the topics discussed in the class. Teachers present a situation and ask students to apply their knowledge to understand the situation better. Some of the important methodologies employed under this section are field visit, project, wall magazine, survey etc.

ii) **Participative learning**: It is now universally acknowledged that the best way to drive home any point is to get the learners involved actively in the process. The students are actively engaged by teachers in the class by asking them to engage in group discussion and/or arguing their point. Instead of merely explaining the points or topics, teachers offer materials on the topics and then ask students to participate in the discussion. It is through this participative approach, the texts/topics get more clarified, and the students develop greater clarity on any given topic. The focus is on the involvement of students in the learning process for which students are not taken as passive listeners or learners, but are vital actors in the process. They engage in discussion, interaction in order to make best use of this methodology. The group discussion, student seminar etc. are a few examples of this methodology employed in the institution.

iii) **Problem-solving methodologies:** One of the primary objectives of teaching-learning methodologies is to help students develop analytical skills, and also innovative ideas to deal with real-life situations. It is with this objective in mind the institution emphasizes on the use of this method in which students are asked to identify any problem and certain skills are imparted, as per the demands of the subject/discipline, to deal with the problem. Therefore students develop analytical skill in their approach to their discipline as well as in general attitude to life.

In addition to the methods mentioned above, a number of innovative programmes are organized by the institution which help students develop knowledge in an innovative way. The students seminar, fieldwork, seminars, and other programmes are organized to supplement classroom teaching with innovative methodologies underscoring the student-centric activity.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 76.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	54	54	19

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

2.4.2

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

Response: 84.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	35	35	34	12

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The evaluation mechanism is as important as teaching-learning activity, and therefore our institution is committed to ensuring a transparent, value-neutral mechanism. It may be mentioned here that the external examination, which is also known as Semester-End examination, is conducted by the affiliating university. The examination committee is entrusted with the task of preparing the schedule of the examinations. The following details briefly portray the mechanism of internal and external assessment:

i) **Internal Assessment**: As per the CBCS curriculum adopted by the affiliating university, only twenty marks are allotted for internal assessment, and the institution adopts a transparent, objective mechanism of conducting it. The dates and modes of conducting Internal assessment are decided in a meeting of Academic Sub-committee in which the Head/In-Charge of all departments as well as Secretary of Faculty Council and Coordinator of IQAC attend under the presidency of the Principal. The internal assessment is conducted by the respective departments and all necessary notifications are published well ahead of the scheduled date on the college website as well as in different groups in which the concerned students are members. Even during Lockdown, the online mode was adopted and the necessary transparent system was placed beforehand.

ii) **External Assessment**: This external assessment is conducted by the concerned affiliating university and the students of our institution have to write their papers in a different examination centre as notified by the university.

So far as internal assessment is concerned, the Head/In-charge of the departments address any questions or queries raised by students. It has been seen that an alternative date for any particular examination is scheduled for some students who cite certain medical urgency or certain unfortunate incidents at home for conducting the test again for them. All queries received from students are

sympathetically addressed and necessary steps are taken to address their concerns, if found logical and acceptable with due permission from the Principal.

The institution takes every step to maintain confidentiality, transparency and accountability in all domains of its administration, especially the evaluation system. While the external examinations are conducted as per the guidelines issued by the affiliating university, and the notifications relating to examinations are circulated widely through a number of channels, the internal examinations are also conducted in a transparent manner through a well-structured procedure or mechanism. The meetings of the departments attest to the structured plan adopted to ensure the transparency in the conduct of the examination. The wide circulation of notices regarding the date of the examination, date of the collection of admit cards, publication of the examination schedule through various means like notice board, website etc. ensures transparency in the conduct of examination.

The institution makes sure that the feedback system is in place, and the grievances, if raised, are addressed in a time-bound manner. The concerned departments are asked to engage with the students in both formal and informal ways, and necessary measures are taken to ensure that grievances, if any, are redressed in a time-bound manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Prasanta Chandra Mahalanobis Mahavidyalaya is a government-aided institution of higher education affiliated to West Bengal State University, and thus follows the curriculum designed and prescribed by the university. The institution believes that students have the right to know the 'Outcomes' of the courses and/or Programmes in which they are enrolled, for an informed learner can make better choices with regard to the Courses/Programmes. The affiliating university is ideally supposed to provide the details of the Outcomes to be attained in respect of the specific Courses or Programmes. However in the absence of such a mechanism, the institution has charted out the details of the potential Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution itself. No wonder the statement regarding the POs and COs is as important as the wide circulation of the statement for the learners. In other words our institution believes not just in mechanical cataloguing of the POs and COs, but also to circulate them among learners. However it will not be out of place here to write in short about the POs and COs:

Programme Outcome (PO): Programme Outcomes refer to the outcomes that one may expect after successfully completing the Programme and the academic degree for that Progarmme is awarded. Therefore in our institution we have primarily three Programmes namely, Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com) and Bachelor of Science (B.Sc). The candidates who successfully complete a Programme wth Honours in a particular subject are said to have completed, say, B.A. in English (Honours). Therefore three primary Programmes have specific Outcomes, and it is generally held that the successful completion of a Programme entitles a candidate to have achieved certain outcomes which are termed as Programme Outcomes (POs).

Course Outcomes (COs): Course Outcomes refer to the outcomes one may attain after successfully completing a specific course within a Programme for which the candidate has enrolled. In other words Course Outcomes are the outcomes or objectives of a particular course that a candidate/student studies.

All teaching-learning mechanisms and objectives must be directed to ensure that students attain the stated outcomes of the Programme and Course. However the specific outcomes attached with a particular Programme/Course need to be displayed in strategic positions for the learners to be fully aware of what they are expected to learn and attain. There are primarily two stated platforms where the POs and COs are displayed :

1. **College Notice Board including Departmental Notice Board**

2. **Institutional Website**

In addition to these well-documented processes of circulation of POs and COs, certain other formal and informal avenues are also explored to ensure greater visibility to the POs and COs. These mechanisms include, among other things,

a) **Induction Programme for the newly admitted students**

b) **Orientation Programme before the commecemnet of each semester**

c) **The address of the Principal and IQAC coordinator to students in various platforms**

d) **The address of the faculty members to students in both formal and informal gatherings**

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Our institution believes in the outcome-based learning and therefore all necessary measures are taken to ensure that learners are aware of the outcomes of various Programmes and Courses to which they are enrolled. However mere awareness of the outcomes are not enough as learners need to attain those outcomes stated and circulated before the commencement of the courses/programmes. The institution adopts a number of technology-assisted mechanisms to evaluate the attainments of the outcomes. There are discipline-specific outcomes and students' attainments of these outcomes are evaluated in two ways primarily: a) Direct Method b) Indirect Method

1. **Direct Method**: The result of the Semester-end examinations offers the most direct ways of measuring the attainment of outcomes by learners. The CGPA/SGPA is considered during the mapping of the outcomes of PO and CO.

2. Indirect Method: The teachers' evaluation of students on the basis of class performance, internal examinations, learners' involvement in various co-curricular activities may help the faculty to evaluate how far the outcomes are attained by learners.

Ordinarily speaking students' performance are evaluated on the supposed understanding of the conceptual clarity to critical thinking. There are primarily five parameters against which students' understanding and learning are evaluated. The learners are evaluated in terms of their grasping of the subject matter, the ability of critical thinking etc. The attainment of outcomes are also evaluated in terms of the number of students enrolling for postgraduate courses as well as qualifying in various public examinations and admission tests.

The weightage of Semester-End examinations and Internal examination together with the evaluation by faculty stands at 80:20

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

2.6.3

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

Response: 80.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	273	128	105	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	275	128	112	93

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.7	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Prasanta Chandra Mahalanobis Mahavidyalaya has created an ecosystem for innovation through the activities of different academic departments, IQAC and its different subcommittees. Through its various policies and actions the following initiatives were taken in different fields to create and transfer knowledge to the students:

1. Ecosystem of Innovation: A) Pratyay: Prasanta Chandra Mahalanobis Mahavidyalaya Centre for Innovation, Incubation and Entrepreneurship: actively engaging in enabling students of the institute to get first-hand training and experience in entrepreneurship. The centre promotes innovation and provides a range of supporting services like mentoring, networking and providing a platform to cultivate entrepreneurial skills of students. The incubation centre aims to provide hands-on training in handicrafts, jewellery-making, food processing etc; to provide support services like networking; to provide a platform for students and alumni to exhibit and showcase their entrepreneurial projects and to provide

technological and other logistic support to promote and enhance entrepreneurial projects of students. The incubation centre of the college was established in 2022 and a room is now being set up as the office of this centre. The incubation centre will also serve as a Heritage Resource Centre of North 24 Parganas. The incubation centre has organized two prominent activities-- Student Enrichment Programme on Art, Craft and Jewellery Making, held on 20.03.2023 and Pragat: An Endeavour to Promote Entrepreneurship among the student community of the college through a pre-puja exhibition-cum-sale.

2. Promoting Indian Knowledge System through Value Education Course in collaboration with Swami Vivekananda's Ancestral House and Cultural Centre, Ramkrishna Mission and under MOU with Sree Chaitanya Mahavidyalaya; Value Added Course on Bharatnatyam; Value Added Course on Classical Singing; Value Added Course on Yoga and Yoga Workshops; Visit to Heritage Sites; Seminars; Tuesday Talk; Special Lectures by faculty members and paper presentations of faculty members.

3. Awareness about IPR: A State Level Seminar on Emerging Issues and Challenges in Intellectual Property Rights was held on 30.09.2020 and A State Level Seminar on Intellectual Property Rights was held on 08.05.2023.

4. Some other initiatives of knowledge transfer like Prasaran and Scholar of the Month has been organised. The project of Prasaran is aimed at creating interdisciplinary dialogues as well as inculcating the spirit of creativity among students. Prasaran promotes healthy competition among students which will help them look at their disciplines in a riveting manner and also to engage in multi-disciplinary activity. The Internal Quality Assurance Cell of the college has taken up a number of quality initiatives to create and sustain quality in the field of research and innovation. We are now hosting a renowned scholar who is designated as the Scholar of the Month and this initiative offers an opportunity to students and teachers alike to get acquainted with the latest research and innovation taking place in various fields. This has generated substantial interest among the participants who get immensely benefited by talks of the scholar.

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

3.2.2

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	6	3	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	9	3	2

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

3.3.2

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	8	1	3

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

3.4 Extension Activities

3.4.1

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

Response:

Response:

Prasanta Chandra Mahalanobis Mahavidyalaya organizes several extension and social outreach programmes in the local community to promote social awareness among the students for their holistic development.

1. *Utkorsho***: An Educational Outreach Program**: This program is aligned with the UN Sustainable Development Goal No 4–Quality education to ensure inclusive and equitable quality

education and to promote lifelong learning opportunities for all. This is designed to provide academic and financial support to the children of neighboring schools under the jurisdiction of Baranagar Municipality. The main objective of the programme is to provide an enjoyable learning atmosphere through innovative teaching-learning process for the school kids as well as to develop a sense of social responsibility and sensitivity among our college students.

1. *Sporsho*: **Extending a Helping Hand To Vulnerable Members of the Community**: This program is aligned with the UN Sustainable Development Goal No 16–Promoting justice, peace and inclusive societies. This is designed to provide support to vulnerable members of the community like the elderly, children with special needs or members of marginalized communities. Old age home visits where students interact with the elderly, engage them in interactive activities, conduct basic health check up and provide them dietary guidance. Visit to orphanages and centres for children with special needs–organising awareness programmes for them, engaging them in interactive games and activities and providing them a platform to showcase their talents. The ultimate objective of this program is to extend this helping hand to other marginalized members of the community.

2. Sobujer Shondhaney: **Promoting a Clean and Green Environment**: This program is aligned with the UN Sustainable Development Goal No 13–Taking urgent action to combat climate change and its impacts. This is designed to promote environmental awareness. The main focus of this programme is to preserve the ecological biodiversity of the Bonhooghly lake area. Tree Plantation Drives, Plantation of Medicinal Plants and Herbs, Maintaining a Green Zone, Cleanliness of the Campus and Its Immediate Surroundings, Waste Management; Solar Energy Use; Rain Water Harvesting are some of the activities organized under the aegis of this programme.

3. *Upashom*: **A Health and Hygiene Outreach Program**: This is aligned with the UN Sustainable Developmental Goal No 3–Promoting good health and well being by ensuring healthy lives and promoting well being for all ages. This is designed to promote health and hygiene awareness in the community. This outreach program focuses on awareness about lifestyle diseases and vector-borne diseases, menstrual and reproductive health and hygiene.

4. **Know Your Neighbour: A Community Mapping Program**: This is designed to conduct surveys in the community to know more about their health status, living conditions, educational attainment and even the impact of the pandemic on educational attainment. The aim of this program is to conduct community mapping and identify areas of concern that will guide us in planning community need based extension activities in the future.

Outcome of the Extension Activities: Inculcating a sense of social responsibility, personality development as well as promoting awareness about social issues.

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

3.4.2

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

Response:

The Institute, through the active participation of its students and teachers in various extension and social outreach activities relating to community service, has received several appreciations, recognitions and awards from different Government organizations, as well as from non-government organizations/ institutions/ agencies.

- The Institute has been felicitated for organizing Kanyashree (the popular scheme that seeks to improve the status and wellbeing of girls, specifically from socio-economically disadvantaged families in West Bengal) Dibas in 2018.

- The Institute has been felicitated by Daya Foundation for their contribution in organizing Health Care Camp in 2018.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing Community Awareness Programme on Dengue Prevention in March 2019.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing Dengue Awareness Programme in July 2019.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing Clothes Distribution and Donation Drive in 2019.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing Say No to Spitting in Public Places Drive in 2019.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing Food Distribution Drive in the Local Community in 2021.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing

Sanitization of Campus and Awareness Programme in 2021.

- The Institute received a Certificate of Appreciation from Shobar Poth for organizing Awareness Programme on Gender Equality in 2022.

- The Institute received a Letter of Appreciation from Baranagar Ichhe Uran for organizing Drive for Plastic Free Campus in 2022.

- The Institute received a Certificate of Appreciation from MSME-Testing Centre Kolkata, Government of India for organizing Swachhata, Child Rights and Vigilance Awareness Workshop in 2022.

- The Institute received a Letter of Appreciation from Baranagar Municipality for organizing Dengue Awareness Rally in 2022.

- The Institute secured the 2nd position in the College Level North 24 Parganas Youth Parliament Competition organized by Parliamentary Affairs Department, Government of West Bengal in 2022.

- Mr Rohan Banerjee (undergraduate student, Department of English, Prasanta Chandra Mahalanobis Mahavidyalaya) secured the prize for Best Leader of Opposition at the Divisional Level North 24 Parganas Youth Parliament Competition organized by Parliamentary Affairs Department, Government of West Bengal in 2022.

- The Institute received a Letter of Appreciation from Baranagar Ichhe Uran for organizing Green Zone Cleaning Drive in 2023.

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

3.4.3

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

Response: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	2	3	5

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

3.5 Collaboration

3.5.1

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

Response: 18

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Despite limited resources, the institution is leaving no stone unturned to provide and augment existing physical facilities so as to facilitate holistic development of our young learners. The institution has been engaged in collecting funds from various agencies including MPLAD Funds etc. One of the topmost concerns of the Governing Body of the college is that ICT-assisted facilities need to be upgraded, and necessary measures have been taken up. The following are the brief outlines of the initiatives taken to provide infrastructure and other facilities to our learners:

1. Teaching-Learning:

- Classrooms: There are 21 classrooms available for conducting classes for various semesters.

- Departmental Office-cum-Consultation Rooms: The institution has allocated 09 small rooms to be utilized as the office of the Departments to carry out various departmental activities like meeting and to facilitate consultation between students and faculties.

- Seminar Hall: One large Classroom (207) located on the 2nd floor of the Main building is utilized for conducting seminar and/or special lecture, and this room has recently been converted into a Seminar Hall with financial support from MPLAD Fund, with all state-of-the art technological facilities.

- Laboratories: The Departments of Chemistry, Physics, Food & Nutrition, Geography are furnished with well-equipped laboratories with the latest apparatus. The Dept of Computer Science houses more than 30 computers for the students to use.

2. ICT Infrastructural facilities:

- Smart Classroom: There is one ICT-enabled Classroom/Smart Classroom located at the 3rd floor of the Main Building. This room has the modern technological facilities like interactive smart board, overhead projector with inbuilt cameras for conducting video lectures/virtual lecture etc.

- ICT-enabled Classrooms: There are 11 classrooms equipped with Overhead projector and sound system. The faculty members conduct classes with the aid of these technological gadgets and Overhead Projector.

- Computers: A number of computers have been earmarked for use by students, and they make best use of these technological facilities.

- LMS: True to the institutional policy of digitization, the institution has introduced an LMS module for students, and the faculties upload e-resources and other learning materials, and the students can access these materials anywhere anytime, and can also raise queries to the concerned teacher.

3. Facilities for Cultural and Sports activities:

- An open ground measuring 0.6 acres within the college enclosure is used for a number of sports activities.

- Separate Common Rooms equipped with carrom board, Table Tennis Board etc. for boys and girls help students to pursue their interest in indoor games.

- Gymnasium: A modest gymnasium is located at the ground floor and is made use of by the learners.

- An open-air stage, known as Deshbandhu Chittaranjan Das Muktomancha is located within the college campus and small cultural programmes are organized there.

- The two large rooms located at the second floor of the Main Building are utilized for hosting cultural events as well.

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

4.1.2

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

Response: 47.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.50	18.48	50.07	82.48	50.21

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

With space for 50 readers to sit at a time, the Prasanta Chandra Mahalanobis Mahavidyalaya Central Library is located on the first floor of the college's main building. The library's collection of text and reference books has grown significantly, and its vast collection of over 21,000 volumes perfectly meets the diverse needs of students and teachers alike. In addition to lending out books, the library offers a reading area for instructors and students, reprographic services when needed, access to e-learning materials, and a career advisory section with study guides for competitive exams. Inside the stack room, the books are arranged properly and stack guides and bay guides have been provided so that the user does not feel lost amidst many books on various subjects. Additionally, the family of Prof. (Dr.) Purnendu Basu, the first vice-chancellor (academic) of the University of Calcutta, offered a small collection of old and rare books to it. Inside the library, efforts are made to preserve a serene and quiet study environment. The library offers its patrons free Wi-Fi and open access. For security purposes, the library uses CCTV surveillance.

Services

- **User Awareness Programme:** At the beginning of every academic session, awareness programmes for students are organized to get them acquainted with the library collection, rules and regulations and the various services available.
- **Reading Room Service:** The library has one Reading Room for students and a separate room for

teachers. Both reference books and text books are issued at the Reading Room.

- **Lending Service / Circulation**
- **Reference Service**
- **Printed Journals and Magazines**
- **Display of New Arrivals.** Newly purchased book jackets and books are displayed.
- **Career Guidance Books:** Books and newspapers related to different competitive examinations (such as NET/SET Exam, Civil Service, SSC, Bank etc.) and current events, news, general knowledge etc. for career/service and other documents are separately available for consultation only in the Reading Room of the library.
- **Reprographic Service:** This service is provided as and when required.

Access to E-Resources for Teachers and Students

- **Internet facility through LAN & Wi-Fi: 8** LAN-connected desktops are available for students and teachers in the library with internet facilities through LAN. These computers are used to access the various library resources to which the College has subscribed. The library provides free Wi-Fi access also.
- **Library Automation:** The Library uses web-centric Online Public Access Catalogue (OPAC) through which the bibliographic database of P. C. M. Mahavidyalaya can be accessed using the following link: https://pcmm-opac.libcarecloud.com/ 24 hours everyday. This link provides seamless access to various learning resources and repositories including digital catalogue, open access e-books/ e-Journals/ Theses & dissertations, etc. User can renew the books from their home also through their user credentials. The library is using Koha Software as LMS since 2019.
- **E-Access:** The library subscribes INFLIBNET N-LIST service which offers access to more than 1,99,000+ e-books and 6,000+ e-Journals to students and faculty.
- The Library encourages the use of the various websites for accessing e-resources.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution appreciates the need for preparing young learners to face the challenges lying ahead of

them in a world witnessing rapid changes thanks to revolution in information technology. No wonder our institution puts adequate emphasis upon this particular domain with the objective of conducting academic administration through digital mode. The college frequently updates IT facilities and also provides bandwidth for use by students, teachers and staff. While the procurement of IT facilities is on the top most priority of the institution, the frequent update of the facilities is another area seriously taken up by the institution itself. The following is the list of IT facilities available for use by students, teachers and staff:

- **Computers and peripherals**: The computers, printers and scanners are made available for use by the students and teachers. A number of laptops are also provided to some departments for carrying out departmental activities.

- **Digital Notice Board**: Recently a digital notice/display board has been installed in the entrance of the main building, and this shows the commitment of the institution towards digitization of the campus

- **CC TV**: The college campus is monitored through CC TV installed in strategic positions of the campus.

- **WiFi-enabled campus**: The college campus is wifi-enabled, and and the internet connection with sufficient bandwidth helps in smooth running of the institution and

- **ERP**: The college has recently introduced ERP to collect, monitor data in a centralized manner. This cloud-based software helps in managing and monitoring data on various fields smoothly round the clock. This has helped much in ensuring the e-governance of the institution.

- **IFMS**: The salary of the teaching and non-teaching staff is done through the system known as IFMS, introduced by the Govt of West Bengal. This has helped in maintaining the accounts in a transparent and efficient manner. Moreover the staff of the college can access their payslips and other service related documents in online mode because of the system.

- **Library Management system**: The college library uses the latest software KOHA to carry out the library work, and the institution purchases the latest versions of IT software to provide better services to students.

- **Smart Classroom**: There is a dedicated fully ICT-enabled classroom located on the 3rd floor. This room is known as Smart Classroom and is equipped with all necessary technological gadgets. The interactive smart board, projector with the facility for recording and webcasting help both teachers and students immerse in learning in an innovative way.

- **ICt-enabled classroom:** Despite scanty resources, the institution provides the facility for projectors to a number of classrooms for conducting classes in audio-visual mode for better impact and outcome.

- **ICT-enabled Teachers' Room**: Meetings as well as innovative programmes like Tuesday Talk organized in the Teachers' Room are well managed because of the ICT facility extended to this teachers' room.

The institution takes care to update IT infrastructure as much as practicable, and tries to ensure that internet connection with sufficient bandwidth is provided. The current bandwidth is **400 MBPS.**

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

4.3.2

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

Response: 14.93

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

Response: 84

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.06	2.60	12.6	12.06	19.33

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
693	1444	1383	569	338

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 37.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
1114	681	0	361	152

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 43.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	85	38	51	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	273	128	105	56

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

5.2.2

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

Response: 1.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	01	02

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

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 6.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	5	6	5

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

5.4 Alumni Engagement

5.4.1

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

Response:

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

Academic sessions: 2018-19 to 2022-23

Name: Bonhooghly Prasanta Chandra Mahalanobis Mahavidyalaya Praktoni

Establishment Year: 2024

Reg No. : S0041789 of 2023-2024

President: Mr. Santanu Majumdar

Secretary: Ms. Puja Acharya

No. of Registered Alumni Members: 334

Prasanta Chandra Mahalanobis Mahavidyalaya, a govt.-aided institution of higher education, affiliated to West Bengal State University, believes in the concerted endeavour to make meaningful changes in the students and the larger community within which it is located. The Alumni Association of the college, registered as Bonhooghly Prasanta Chandra Mahalanobis Mahavidyalaya Praktoni under West Bengal Societies Registration Act 1961, has beenfunctioning well by organizing a number of programmes and providing support services to the institution. Even before the formal registration of the Association under the West Bengal Societies
Registration Act, 1961, the body has been working closely with the college by participating in a number of important activities like organizing blood donation camp, various cultural events.

The Objective of the Alumni Association: The Alumni Association of the college is interested in contributing meaningfully to the development of the college by providing services to the students in various domains including organizing seminars/events for the benefit of the students as well as by building a Fund for future use. The Alumni Association organizes Reunions of ex-students; arranges for cultural programs and collaborates with NSS in participation and contribution in social activities like Blood Donation Camp etc. Distinguished Alumni members regularly share their expertise on key

development areas such as soft skill development, career counselling, health check up etc. They are actively involved in advising the Placement Cell of the college. Some of our Alumnae worked as SACT and some of our Alumnae worked as NTS in our college.

Some of the philanthropic services of the Alumni Association are:

1. Alumni Meet and Tree plantation
2. Donation of books and clothes to the poor and backward students
3. Active participation in Covid relief programme
4. Active participation in Teachers' Day celebration
5. Active participation in Cultural programmes and Sports
6. Celebrating Agamani, Saraswati puja
7. Organize Blood donation camp

Most of them take important role in administrative support services, like creating and uploading official data. They host events and activities that enable current students to connect with alumni who work in their field interest. Alumni who are successful in their careers and personal lives often become ambassadors for the institution. They use their platforms to promote their college, guide potential students and encourage others to support their institution. In conclusion, Alumni Association plays a significant role in the growth and development of educational institutions through their support services. Alumni Associations serve as powerful ambassadors for their college's brand and reputation, promoting their institution and inspiring others to support its mission. Finally, it is essential for educational institutions to cultivate strong

bonding with their alumni and encourage their continued engagement and support.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution aims at translating the Vision of the institution into reality by approximating the ideas enshrined in the Mission statement. It is with this objective in mind the institutional governance and leadership are planned and therefore necessary initiatives have been in place.

Vision: To make higher education accessible, gender-neutral, value-based, environment-friendly, inclusive and job-oriented through a synergy of all the stakeholders of the institution

Mission: To ensure quality education by adopting various quality control measures recommended by IQAC and other Bodies.

- To inculcate and promote scientific, democratic, progressive approach in learners by opting for supplementary co-curricular activities to strengthen the traditional curricular framework

- To engage with the local community for initiating meaningful change in the neighbouring area

- To strive for excellence and to get prepared for responding to the challenges by making use of the state-of-the-art technology in the day to day functioning of the institution

- To ensure holistic development of the learners by offering customised academic, psychosocial and skill-based training

- To promote gender-neutral, research-oriented and democratic academic ambience by adopting transparent, technology-based, environment-friendly and participatory mechanisms.

- To encourage and promote multidisciplinary approach in the domains of teaching- learning and research

The institution takes utmost care in translating this Vision into reality by taking a number of steps right from its system of governance to the implementation of the ideas. The institutional practices are conducive to fostering decentralized, participative form of governance, and ensuring accountability from all quarters. While the introduction of NEP was decided by the affiliating university, the necessary ground works right from mentoring and sensitizing the faculty, conduct of workshops etc. were undertaken by the institution. The organizational structure points towards the participative and decentralized mode of engagement with all the stakeholders in carrying out the ideas and resolutions

adopted at various levels. The Governing Body, constituted as per the extant guidelines of the Dept of Higher Education, Govt of West Bengal, is the apex body that takes decision in all matters and the Principal as the Secretary of the Governing Body implements the decisions adopted by the said Body. This apex body is composed of representatives from all stakeholders like Teachers, Non-Teaching Staff, the affiliating University, DPI, West Bengal Council of Higher Education, and students. Various academic and co-curricular activities and decisions are taken in meetings of different committees formed by IQAC, and these decisions are taken at various committees in which teachers, students, and non-teaching staff participate in different capacities.

The growth of the institution in various domains indicates the robust institutional system in which the organizational structure and bodies are properly constituted and functional. The institutional emphasis on the use of digital technology has been bolstered by various bodies/committees that display commitment towards institutional vision. The introduction of ERP with all associated modules has been considered a positive step towards digital management of the institution. The biometric attendance, intimation through sms or email, online communication through ERP login are some of the mechanisms employed by the institution towards e-governance and better management.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

As an institution we believe in the long-term goal, and therefore the ideas enshrined in the Vision statement of the institution are guiding principles in bringing out meaningful changes in the institution. It is not for nothing therefore we have devised the perspective plan of the institution, and the institution functions in such a way that the objectives are met. The primary objective of institutional planning is to ensure and encourage excellence in all matters and the optimal utilization of the resources we have. The policies are therefore devised with this objective in mind, and necessary institutional mechanisms are put to practice.

Policies:

- Fast processing of any attainable proposals

- Time-bound engagement of concerned persons

- Transparent system of financial management with the application of information technology and digitization

- Upgradation of infrastructural facilities including IT facilities by tapping various funding sources

- Promotion of equality opportunity for all by adopting relevant measures

Administrative Setup:

- The Principal as the Secretary of the Governing Body executes the decisions taken by the Governing Body of the college constituted as per State Govt guidelines with representations from Teachers, Non-teaching staff, affiliating university, Directorate of Public Instruction, West Bengal Council of Higher Education, Students' Council/Union

- The financial management is taken care of by the Finance Committee constituted as per the guidelines issued by the Dept of Higher Education, Govt of West Bengal, and also by the Bursar.

Appointment and Service Rules:

- Assistant Professor and Principal: The appointment of faculty members as Assistant Professors and the Principal is made by the Governing Body of the college on the recommendation of the West Bengal College Service Commission.

- Assistant Professors are promoted to the post of Associate Professor as per the guidelines issued by UGC and the State govt.

- The service rules as prescribed by the Dept of Higher Education, Govt of West Bengal and the affiliating university are applicable to all the teaching and non-teaching staff of the college.

- The recruitment of non-teaching staff is done by the Governing Body by constituting a committee as per the guidelines prescribed by the Dept of Higher Education, Govt of West Bengal. However, of late the Dept of Higher Education has stopped any recruitment to be made by the Governing Body of the college as the entire process of recruitment of non-teaching staff will be undertaken by the West Bengal College Service Commission.

- The recruitment of State-Aided College Teachers (SACT) is done by the Dept of HIgher Education, Govt of West Bengal.

The Institutional Strategic/Development Plan: The institution has formulated a Strategic Plan with emphasis on certain key areas, and all institutional efforts are made to materialize the targets made in the policy document. Some of the important areas of the strategic plan may be termed as digitization, innovation and research, innovative teaching-learning methodologies etc. We are making endeavours to deploy this policy in the day to day functioning of the institution and organizational structure aims at translating our vision into reality. The institution functions in such a way that targets are achieved.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution puts emphasis upon the qualitative development of any initiative and action undertaken by the concerned persons. Therefore a well-structured and systematic performance appraisal mechanism helps the institution to ensure quality in any activity undertaken in the institution.

Performance Appraisal system: In addition to the performance appraisal system devised for granting promotion under CAS, the institution introduces the record keeping of activity including the number of classes conducted etc. by the faculty members. All the faculty members have been given the blue book , 'Self Appraisal Report' in which the faculty members note down the details of their academic and co-curricular activities and duties and get the details authenticated by the Principal. Even during the lockdown period, teachers were instructed to submit the report by email to the Principal.

The non-teaching staff submit the appraisal of their performance in the given format for promotion. However the institution has introduced the system of appraisal of the performance of the non-teaching staff. They are asked to submit the filled-in format to the principal, and the principal also evaluates the performance of the staff on the basis of certain objectively defined criteria like punctuality, service, eagerness to shoulder responsibility etc.

The self-appraisal reports submitted by the employees are tabled in the meetings of the Governing Body, and the employees are encouraged to develop their skill. The system is objective and transparent.

Welfare Measures: All the employees, teaching and non-teaching staff, on substantive basis come under the purview of the General Provident Fund (GPF) scheme as per the government rules. The casual staff of the college are provided with EPF, ESI.

- The institution has a staff cooperative credit society and the employees can take loans from the society to meet various needs. The short and long term loans are available to the members of the cooperative as per the provision of the fund.

- In addition to that, the full time regular teachers can subscribe to the West Bengal Health Scheme (WBHS), provided by the govt of West Bengal. The non-teaching staff and SACTs can subscribe to Swasthya Sathi scheme, a health scheme offered by the govt of West Bengal.

- In addition to that the college offers certain other financial facilities to the staff. The willing staff of the college are provided with interest-free advance before the festival to help them cope with the price rise. The amount so disbursed is adjusted from the salary in ten equated monthly installments.

- The casual non-teaching employees are provided with ex-gratia before the festival to help them tide over the financial crisis**.**

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

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years

Response: 0

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

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

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

6.3.3

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

Response: 30.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	25	09	10	02

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	12	12	12

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution takes up various administrative measures to ensure mobilization and optimal utilization of resources and funds received from various resources. The mobilization and optimal utilization of resources and funds take place through a mechanism of structured bodies like the Finance Committee, constituted as per the extant guidelines and the Bursar. The proposal for any possible expenditure is discussed in the Finance Committee, and the Finance Committee takes up resolutions with regard to the possible expenditure and the final decision with regard to the purchase of anything is taken at the meeting of the Governing Body of the college. The Bursar of the college oversees all financial matters, and reports to the Principal. The institution has been making attempts to tap various sources for funding for infrastructural development of the college. In addition to the fund received from the govt., the college applies to various non-government organizations and individuals for funding:

MPLAD Fund: The institution has recently received an amount of Rs. 2000000/- from MPLAD Fund for infrastructural augmentation.   An amount of Rs. 950000/- has also been received from MLA LAD Fund for certain infrastructure development.

Our institution has been striving hard to apply for funding from various sources for infrastructural development. One of the most important measures taken to ensure the judicious mobilization of funds is to allocate money on those items that require immediate attention. The institution sanctions money on the priority basis. It may not be out of place here to mention that the use of solar power has substantially reduced the electricity bil as the college is producing electricity of its own.

The college is committed to ensuring transparency in all matters including finance and financial transaction, and therefore regular audit is undertaken by the college as per the prescribed guidelines. While the external audit is conducted by a designated audit team constituted by the dept of Higher education, govt of West Bengal, the internal audit is done by the college at the instruction of and approval by the Governing Body of the college.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college has a well organized and active IQAC which has contributed significantly in the following areas:
? Initiative to ensure adequate classes as per CBCS and NEP 2020 and for co-curricular and extracurricular activities in the routine.
? Facilitating use of LMS and E-resources.
? Encouragement of integration of ICT in teaching and learning system and increase of ICT Classrooms.
? Initiative for purchase of Photocopier, LCD Projector and Computers.
? Purchase of laboratory instruments timely for proper functioning of laboratory-based departments.
? Conducting Academic sub-committee meetings for effective monitoring of teaching learning process; methodologies of operations and learning outcomes at periodic intervals.
? Orientation/Induction program for newly admitted students are organized by all departments under the guidance of IQAC: Informing them about the college's mission and vision.
? Initiative to conduct Mentor Mentee classes, Remedial classes, peer teaching for slow learners
? Proposed to organize Class tests in the last week of the month to assess students.
? Arrange Mentoring sessions to solve problems of the students at individual level.
? Encourage departments to organize seminars on Intellectual Property Rights, Research Methodology and Entrepreneurship.

? Initiative to encourage our students to enroll for multi-disciplinary Add on or Value-added Programmes.

? Initiative to sign MoUs with different educational institutions and other organizations for collaborative academic and research-based activities.

? Sensitizing our students on different social- economic- environmental crosscutting issues

? Encourage our students to take part in Extension and NSS unit activities

? Encourage all Departments to organize Field tours, Visits and social outreach activities.

? Departmental Action Taken Reports prepared on Review of all Semester Results, Internal assessments, Learning Outcomes, Feedback analysis to improve Teaching – Learning Process and methodologies

? Keeping records of the attainment of POs and COs through PO-CO Mapping and attainment portal of the college

? Initiatives to incorpate in the class routine certain co- curricular activities like Quiz contest, Students Seminar, Poster Competitions and organize capacity building programmes on Soft Skill Development training and technology.

? Initiative to delegate administrative functions through various IQAC Sub-committee with faculty members, support staff and student representatives

? Initiatives for organizing collaborative programmes on Career counseling, Guidance to competitive examinations and hands on training and Entry in Service.

? Initiate Professional Development and Administrative Training Programmes for staff members of the college.

? Installation of KOHA Software, OPAC Service through KOHA Cloud, increased speed of internet capacity and Wi-Fi Facilities, computer facilities inside Library, QR Code for Library accessibility, Professor Purnendu Basu Old and Rare Book collection, Book Exhibitions.

? Initiative for purchasing Books and Journals in Library and subscription of INFLIBNET for resources as well as Digital Catalogue of Books in the Library.

? Timely preparation and submission of AQAR and NIRF.

? Initiative for ISO 9001:2015 certification and also to conduct Academic/ Administrative / Green Audit/ Gender Audit to enhance ethe quality of the Institution.

? Initiative to identify the strength and weakness through scrutinizing Feedback analysis Forms from various stake holders.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

4. Participation in NIRF and other recognized rankings

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

02-09-2024 05:11:21

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

Gender Audit: Prasanta Chandra Mahalanobis Mahavidyalaya regularly conducts Gender Audit taking into account all stakeholders like students, teachers and non teaching staff members. The institution organizes different Gender related activities and provides various facilities on campus that promotes gender equity. Prasanta Chandra Mahalanobis Mahavidyalaya had constituted a Women's Cell with the main objective of empowering and orienting women to recognize their true potential and to help them attain their own stand in a competing world. Its goal was the overall development of women in all spheres of their life. It also helped in creating awareness about important issues related to women and provided a forum for discussion and deliberation on a range of issues. The college soon realized that it was the need of the hour to recognize and celebrate diversity on campus and in society. Thus the Women's Cell was renamed and reborn as the Gender Equity Cell in 2022 with the aim of facilitating gender-inclusive awareness and to encourage dialogue and debate around the idea of gender equity, to bring about holistic social change. The Gender Audit has been conducted in two parts–firstly, the actual extent of gender equity was determined and secondly a feedback survey was used to understand the views of students with regard to gender equity on campus and with regard to other gender-based issues. The Gender Audit revealed that the percentage of male students was higher in the 2018-2021 time period, however, this gap between male and female students greatly reduced in the 2021-2023 time period. The Gender Audit also revealed that the percentage of male and female teachers was almost the same in 2018-2019 but there was a gradual increase in the percentage of female teachers. The Audit revealed that the percentage of non-teaching female staff is considerably low when compared to the percentage of male non-teaching staff and that women were adequately represented in the administration. The Gender Audit revealed through student feedback that the students largely felt that the college was moving towards a more gender-equal campus.

Facilities on campus to promote a gender-equitable environment: The Kanyashree scholarship is awarded to only girl students. Various other infrastructural facilities have been provided to promote a gender equitable environment on campus.

Gender represented in the curriculum: Gender is the focal area in the curriculum of the Departments of Sociology, Human Development, Political Science, History, Education and English.

Activities of the Gender Equity Cell: The Gender Equity Cell regularly hosts meetings and has organized a number of activities, workshops and sensitization programmes on women's health, women's

rights, raising awareness about violence against women; rights of LGBTQIA+; awareness about gender stereotyping and gender bias.

Other Gender Related Activities: Apart from the Gender Equity Cell, gender-based and gender related programmes are organized by the various Departments of the college, as well as by other subcommittees.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**

4. Beyond the campus environmental promotion activities

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Prasanta Chandra Mahalanobis Mahavidyalaya, a Govt.-aided Higher Education Institution, affiliated to West Bengal State University takes initiative in offering an inclusive environment to the students and teachers alike so that everybody should be sensitive enough to appreciate values, rights, duties and responsibilities. The institution spreads the message of harmony, cultural, linguistic diversity among students. A number of programmes have been organized in order to create a conducive ambience for students and teachers. As an institution we are committed to ensuring an inclusive environment that is conducive for the growth of universal human values. We believe in the doctrine of diversity that is cherished, cultivated and highly prized in day to day functioning of the institution. This is reflected right from the very Vision statement of our institution to any activity undertaken by the college. Various commemorative days observed for cherishing human values are celebrated in our institution with due respect. We welcome linguistic diversity not just in different cultural programmes but also in day to day teaching-learning activity. We encourage students to respond to any question in whatever language they feel comfortable. The Freshers' Welcome and other cultural programmes are arranged every year to ensure the integration of students hailing from various cultural, regional, linguistic backgrounds within the institution. The cultural, regional, linguistic, communal, socio-economic and other diversities are celebrated at Prasanta Chandra Mahalanobis Mahavidyalaya through myriad cultural programmes representing various regions of India to celebrate Vasant Panchami and Gandhi Jayanti. A poster competition held on Gandhi Jayanti showcased the students' perspective on communal harmony. The

webinars organized to commemorate Independence Day organized by the Department of History and Republic Day organized by the Department of Political Science laid special emphasis on imparting values of tolerance and harmony among students. Awareness about appreciation for linguistic diversity was raised through celebration of International Mother Language Day by the Department of Bengali. The Ambedkar Jayanti Special Lectures organized by the Department of Sociology also helped to sensitize students about valuing tolerance, harmony and an inclusive environment by celebrating Dalit History Month.

The documents attached showcases the nature of programmes/events organized by the institution in order to instill the values and virtues of universal humanity and tolerance among primary stakeholders.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1 :

1. Title of the Practice: **An Ecosystem for Knowledge and Research–Tuesday Talk & The Scholar of the Month**

2. **Objectives of the Practice**: The primary objective of the practice is to create an ecosystem of knowledge and research in the institution where the faculty members share their ideas and research with their peers. In addition to that, the hosting of a renowned and emerging scholar in the institution once a month offers the much-needed support to the institution's pursuit of excellence in the domains of research and knowledge.

3. **The Context**: Two faculty members share their research and ideas with their peers once in a month on a particular Tuesday, and hence one segment of the practice is called Tuesday Talk. The talks delivered by the faculties are moderated by one of the faculty members of the college. Another part of the practice is termed as 'The Scholar of the Month' which aims at helping the faculty and students to get themselves engaged in the creation and dissemination of knowledge.

4. **The Practice**: This institutional practice which has two components–**Tuesday Talk** and **The Scholar of the Month**–is adopted by the institution to create an eco-system for knowledge and research. Two

faculty members on a particular Tuesday in every month present their research ideas and work before other faculty members.

The other component, namely **The Scholar of the Month**, consists of an invited lecture by a renowned and/or emerging scholar who presents their research before the faculties and students. The talk was followed by an exchange of ideas and a question-answer session.

The abstracts of the presentations are uploaded on the institutional website, and steps are taken to publish the research work after the necessary review done by the competent persons. Understandably this practice has already created a remarkable eco-system for knowledge and research, and has also evoked interest in the faculties in other institutions.

5. **Evidence of Success**: The evidence of success or outcome of this important institutional practice may be grouped under two broad categories:

a) Intangible

b) Tangible.

- The Intangible part of the success may be understood in terms of the enthusiasm and excitement among the target people. The Tuesday Talk, for example, has generated over the years huge interest in and enthusiasm for such creation of knowledge.

- The faculty members become more open and proactive in sharing their ideas with their colleagues, and therefore enriching their field of study. The same is also true in the case of the other segment of the practice, namely The Scholar of the Month. The scope of getting engaged with the latest trends in research, academic domain is offered by this practice.

- The tangible part of the success of this practice may be traced to the publication of research papers and books (three books already published), an academic venture undertaken by the Research & Development Cell. The faculty members contribute their research articles to the journal, Spectrum and books brought out by the Research & Development Cell. The institution witnesses rapid growth in the research ambience and culture because of the practice followed by the institution.

6. **Problems encountered and Resources Required**: In order to sustain the practice for a long time, certain physical infrastructural facilities and financial support are of utmost importance.

7. **Notes (optional)**: Other institutions may adopt this practice by customizing it to suit their institutional goals and objectives. However the inter-college involvement in this particular practice may widen its scope and applicability.

Best Practice: 2

Title of the Practice: **Student Profile Mapping**

Objectives:

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

The Context:

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

The Practice:

Students need to login with their login ID and password and answer an online questionnaire.

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

Evidence of success:

The manual method of psychometry test or profile mapping is too engaging and time consuming, whereas the online mapping is fast, accurate and error-free.

Marks obtained in class/internal tests are not always reflective of the students' ability; external factors may affect their time spent on studies, understanding of the subject and answer writing skills. However, online mapping appraises their innate capabilities.

Often, teachers depend on students' class performance or behaviour to gauge their level of knowledge or aptitude. However, this method is suitable only for articulate students. Online mapping is equally effective for shy and introvert students.

The teachers assert that their assessment about the students matches with the profile mapping results, which confirms to the authenticity of the mapping mechanism.

Problems Encountered and Resources Required:

The major problem pertains to availability of internet facilities in college. The existing computer infrastructure is inadequate so that online profile mapping takes longer than usual time.

The students, mostly from poor families have limited access to high-speed data connection.

Often the students are unable to understand the questions, and so need the guidance of teachers for filling

the questionnaire.

The resources required are competent software developer to implement the entire idea of online profile mapping alongwith adequate computer infrastructure.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Introduction:

Prasanta Chandra Mahalanobis Mahavidyalaya, initially established by the philanthropic contributions of a few educationists with a vision to promote social development, has strived to serve as an edifice of higher education for students from the neighboring refugee colonies of the area. The college from its very inception therefore, prioritized those who have lived in the margins. Over time, it was noted that along with other marginalized categories, women and members who identify as LGBTQIA+ are enrolling in higher numbers in educational institutions like ours and thus the thrust area of the college began focussing on inclusivity and gender equity. The college's vision focuses on making higher-education accessible, gender-neutral, value-based, environment friendly, inclusive and job-oriented. While the mission statement also upholds inclusivity and gender equity. The college therefore has been constantly striving to promote inclusivity and gender equity by offering an equal outcome, making use of the same resources and opportunities that were erstwhile preserved for dominant caste-class-gender groups. The college centers its performance and activities around this key thrust area of Inclusivity and Gender Equity, tenaciously, by shouldering the responsibility of 'Empowerment Through Awareness'. The concept of Inclusivity and Gender Equity is woven deeply into the philosophical outlook of the institution and into the framework of pedagogy with an aim to create a teaching-learning experience that embodies these two concepts.

Objectives:

The key objectives through which the concepts of Inclusivity and Gender Equity are realized are as follows:

- Centering Teaching-Learning around the values of Inclusivity and Gender Equity where classrooms emerge as inclusive and gender-neutral spaces.

- Developing zero tolerance policies that aim to address gender bias and stereotypes.

- Organizing seminars, conferences, workshops, awareness programmes that address Inclusivity and Gender Equity

- Introducing value added courses that aim to sensitize students about Inclusivity and Gender Equity

- Organizing Cultural Programmes that display a sensitivity towards Inclusivity and Gender Equity

- Celebrating Commemorative Days that reinforce the concepts of Inclusivity and Gender Equity

- Making administrative bodies sensitive towards the concepts of Inclusivity and Gender Equity and ensuring that these concepts are reflected in the composition of such bodies

- Developing infrastructure in a way that helps promote Inclusivity and Gender Equity

- Sensitizing all stakeholders, including teaching and non-teaching staff about Inclusivity and Gender Equity

- Renaming the Women's Cell as Gender Equity Cell with an aim to organize workshops and awareness programmes that will help dispel discrimination and bias

- Having a proactive Internal Complaints Committee

- Engaging students in out-of-the-classroom activities like field visits, educational tours, extension activities that will further sensitize them about Inclusivity and Gender Equity

- Organizing activities through the NSS Unit with special focus on Inclusivity and Gender Equity

- Promoting Inclusivity and Gender Equity through establishing MOUs, Collaborations and Linkages with other academic institutions and non-governmental institutions

Setting up of Pratyay: Centre for Innovation, Incubation and Entrepreneurship to provide a platform for development of entrepreneurial skills of marginalized students, including those who identify as LGBTQIA

Practice:

The idea of Inclusivity and Gender Equity are actualized in pedagogy in the following ways:

- Inclusivity and Gender Equity: Reflection in Teaching-Learning: Apart from this structured curriculum, the concept of inclusivity and gender equity is upheld through non-formal and informal academic and beyond-academic exchanges in the classroom. The value of respecting

diversity in all forms is encouraged. Classrooms provide a safe-space and every effort is made to openly talk about gender identity and experiences of discrimination.

- Inclusivity and Gender Equity: Reflection in Zero Tolerance Policies: A Zero Tolerance Policy Towards Sexual Harassment and Ragging is followed in the college.

- Inclusivity and Gender Equity: Reflection in Seminars/Conferences/ Workshops/ Awareness Programmes/ Motivational Lectures: A variety of Seminars, Webinars and Conferences have been organized centered around the theme of Inclusivity and Gender Equity.

- Inclusivity and Gender Equity: Reflection in Value-Added Courses: Value Added Courses on Women and Society and Gender Sensitization were offered to the students.

- Inclusivity and Gender Equity: Reflection in Cultural Programmes: Inclusivity and Gender Equity are often the central theme of cultural programmes in the college.

- Inclusivity and Gender Equity: Reflection in Celebration of Commemorative Days: Independence Day, Republic Day or Gandhi Jayanti are celebrated with the aim of re emphasizing the value of inclusivity and gender equity. Ambedkar Jayanti, Women's Day, and Pride Month are also regularly celebrated.

- Inclusivity and Gender Equity: Reflection in Administrative Bodies: Inclusivity and Gender Equity is upheld through the formation, composition and representation in administrative bodies like the Governing Body, the IQAC, the ICC and the like.

- Inclusivity and Gender Equity: Reflection in Infrastructure: The Ladies' Hostel ensures that women do not miss out on the opportunity to study because of lack of suitable accommodation when away from home. A well planned Girls' Common Room provides adequate privacy to girl students and gives them a secure place to relax. CCTV cameras ensure greater security for all. Gender-neutral spaces are created within the campus which ensures comfort and security for those who identify as LGBTQIA+

- Inclusivity and Gender Equity: Reflection in Sensitization of Stakeholders: Teaching and Non-Teaching Staff are regularly sensitized about Inclusivity and Gender Equity.

- Inclusivity and Gender Equity: Reflection in Setting Up of and Through Activities of the Gender Equity Cell: The Gender Equity Cell regularly hosts meetings and has organized a number of activities, workshops and sensitization programmes.

- Inclusivity and Gender Equity: Reflection in Out-Of-The-Classroom Activities: The values of Inclusivity and Gender Equity are taught to students even outside the classroom setting, while on field visits and educational excursions.

- Inclusivity and Gender Equity: Reflection in Activities of the NSS Unit: The NSS Unit organizes extension and community outreach programmes through which students are sensitized about

Inclusivity and Gender Equity.

- Inclusivity and Gender Equity: Reflection in MOUs, Collaborations and Linkages: The college signs MOUs, Collaborations and Linkages with various academic institutions and recognized non-governmental organizations to organize collaborative programmes to promote awareness about Inclusivity and Gender Equity.

- **Inclusivity and Gender Equity: Reflection in Activities of Pratyay: The incubation centre promotes innovation and provides a range of supporting services like mentoring, networking and providing a platform to cultivate entrepreneurial skills of students.**

File Description	Document	
Appropriate web in the Institutional website	[View Document](#)	
Any other relevant information	[View Document](#)	

5. CONCLUSION

Additional Information :

Prasanta Chandra Mahalanobis Mahavidyalaya has always emphasized on the consistent improvement in all domains of its operation, including the service it renders t the community within which it is located. However the fund crunch and other shortcomings may have created certain roadblocks, but a robust strategic plan helps the institution to steadily move towards progress and development. While the uninspiring enrolment of students is a general trend in the state particularly in the domains of conventional courses of study, the institution strives to offer the best teaching-learning experience and academic exposure to students. The institution has made strategic partnership with other institutions and organizations in order to provide the best acdemic experience to students. Therefore the MoUs signed between the institution and other institutions are very fucntional. Since we put emphasis upon the development of individual growth and creativity in students, the institution has organizes events on a regular basis on important issues. The events like Pragati (Development) and Prasaron (The Extension)--events providing platform to present and former students to present, showcase their works to the outside world and also to create interdisciplinary dialogue--have already become very popular among students. The engagement of the renowned institutions like Ramakrishna Mission Swami Vivekananda's Ancestral House and Cultural Centre have added the additional feather in the cap of the institution. The institution has worked relentlessly during the pandemic period, and has made sure that no students get affected because fo lack of smart phone and/or data. We ensured that students would get the relevant teaching learning aids to cope with the trying time.

Concluding Remarks :

The institution has been consistently engaged in offering the quality education to the learners despite the financial difficulty it faces becuase of the lack of funding from various agencies. We have been striving hard to procure funding to offer the best infrastructural faciloties to the learners. The dedicated team of competent faculty members and the cooperative office staff led by a dyanamic Principal and backed by the Governing Body makes the institution an ideal place for study and innovative work in the domain of higher education. The collaboration, memorandium of understanding and community engagement have been inspiring, and the research output in an UG college is also laudable particularly in view of the lack of support staff. The institution has seriously adopted the module of e-governance so as to ensure transparency, effectiveness in the delivery of services. All student-related services have become fully digitized, and we are working to ensure paperless administration. It may not be out of place to mention that the college has installed ERP to manage the data more dexterously. The institution has overcome the initial dilemma of using the digital mode to deliver services, and we have adapted ourselves to the changing circumstances. We beleive that auditing of all kinds are necessary not only to review what do, but also to make sure that we move forward with goal-oriented activities. Therefore we have been consistently engaged in academic audit, green audit, and other corollary audits that help us to take measures to improve the services. It may be mentioned here that our institution has been consistently applying to NAAC for assessment and accreditation, and no conisderable time span is lost between the cycles of assessment indicating our affirmative approach towards assessment and accreditation. We believe that a concerted endeavour suitably backed by the bodies of higher education will help us make significant changes in the lives of our learners and also in the community to which we are eternally indebted.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :20 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>565</td><td>893</td><td>74</td><td>345</td><td>458</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>450</td><td>748</td><td>78</td><td>320</td><td>389</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 536 Answer after DVV Verification: 519 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on**

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	22	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	6	3	2

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

3.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	18	17	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	9	3	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	6	11	8	4

Answer After DVV Verification :

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

6	9	8	1	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	10	4	5	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	2	3	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :18
Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24.43	18.90	50.70	84.86	51.75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20.50	18.48	50.07	82.48	50.21

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 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)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
32.89	28.10	33.40	50.82	43.87 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
3.06	2.60	12.6	12.06	19.33	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
715	1444	1383	667	404 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
693	1444	1383	569	338	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	01	02

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	0	4	2	2

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	32	14	37	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	5	6	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	15	47	13	6

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that as per manual financial support of less than Rs.5000/- could not be considered so DVV input is recommended accordingly.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	10	49	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	25	09	10	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	12	12	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 56 Answer after DVV Verification : 57
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 2022-23 / 2021-22 / 2020-21 / 2019-20 / 2018-19

| 50 | 52 | 54 | 54 | 13 |

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	53	12	12

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61.66	48.97	93.71	147.00	111.90

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62.56	48.96	93.48	150.41	114.95