



# **SELF STUDY REPORT**

**FOR**

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

**DINABANDHU MAHAVIDYALAYA**

**COLLEGE ROAD, BONGAON, PO - BONGAON, PS - BONGAON, NORTH 24 PGS,  
WEST BENGAL, PIN - 743235**

**743235**

**[www.dinabandhumahavidyalaya.org/](http://www.dinabandhumahavidyalaya.org/)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The existence of Dinabandhu Mahavidyalaya, since its inception, has been steeped in history. Established in 1947, the *annus mirabilis* of India's political and cultural history, Dinabandhu Mahavidyalaya begun its journey as the country attained independence and initiated its triumphal surge towards rediscovering itself as a newborn republic. Luminaries of the early-twentieth-century Bengal, the foremost among these being literary legends like Dinabandhu Mitra (to whom the college owes its name) and Bibhutibhushan Bandyopadhyay as well as Rakhaldas Bandyopadhyay, the eminent archaeologist, were instrumental in effecting the establishment of the institution.

Located on the sylvan edge of the famed Ichhamati, the river immortalised in Bibhutibhushan Bandyopadhyay's eponymous novel and the works of other preeminent authors, Dinabandhu Mahavidyalaya embodies the ideal and idyllic ambience which is essential for facilitating true education and real enlightenment. In its 77-year-old existence, Dinabandhu Mahavidyalaya has been dutifully conveying the aspirations of innumerable young minds for higher education to fulfilment, upgrading itself in accordance with the giant strides of technology, while adding new academic subjects to its curricula and expanding its faculty base at regular intervals.

Affiliated to the University of Calcutta for the greater part of its existence, the college, has been associated with West Bengal State University since the latter's inception in 2010. Dinabandhu Mahavidyalaya today offers UG courses in as many as 19 subjects across the three salient disciplines of Humanities, Science, and Commerce, alongside PG course in Bengali. The institution caters to an ever-increasing array of students, the majority of whom are first-generation learners from financially disadvantaged backgrounds.

Empowered by a teaching faculty dedicated to the cause of spreading true enlightenment among young minds and a deft body of office staff handling other needs and necessities of the students, Dinabandhu Mahavidyalaya has sustained its victorious odyssey as a reliable higher-education destination. Accredited with honour by the NAAC in the earlier two cycles, Dinabandhu Mahavidyalaya now prepares itself for the third round, emboldened by the conviction that the new approval shall endow it with even greater trustworthiness among the young pursuers of knowledge while sustaining its surge as a socially relevant institution.

### Vision

Dinabandhu Mahavidyalaya aims to be an institution of exemplary excellence in higher education and research through the effective dissemination of knowledge. The institution aspires to create accomplished and socially responsible global citizens for an ecologically sustainable society. The institution's future worldview envisions students as architects of a nation founded on knowledge, innovation, and holistic social commitment, crafted on

the traditional values of inclusiveness, tolerance, and unity.

## Mission

The mission of Dinabandhu Mahavidyalaya consists of the providing the following amenities to its students:

- **Equal, gender-neutral opportunities to all:** The college aspires to nurture minds by offering equal opportunities to each and every student, unprejudiced by gender-related or communal bias, and aided by an adequate infrastructure, so that they burgeon into empowered as well as conscientious individuals and responsible citizens.
- **Affordable education that instils critical thinking:** Dinabandhu Mahavidyalaya pursues the development of analytical as well as value-based thinking, effective communication, creativity and an aptitude for research as well as critical thinking within the ecosystem of accessible and affordable learning.
- **Employability:** Dinabandhu Mahavidyalaya, through various career-oriented courses and programmes, looks forward to continuing to make its students eligible for newer career opportunities in accordance with the evolving needs and demands of the job market.
- **An ecosystem of inclusivity:** Dinabandhu Mahavidyalaya thrusts on fostering an inclusive environment structured on the rich cultural tradition that has perpetually endorsed core values of unity, diversity, and integrity.
- **Personality development:** The college encourages interpersonal communication, thereby facilitating the growth of self-confidence and a holistic development of personality.
- **Inter-communal bonhomie and reliability:** The college aims to build a unified corpus of students assorted from the wide array of demographic denominations and thereby encourage inter-communal affability and reliability.
- **Competence to adapt to evolving knowledge:** The college looks forward to developing competencies to adopt to new domains of knowledge, research and contemporary global issues through vivacious curricular and extra-curricular activities.
- **Education that blends national and global ethos:** Dinabandhu Mahavidyalaya yearns to facilitate studies on socio-economic, political and cultural heritage rooted in the Indian ethos while being informed by the cultural trends and dynamics of the global stage.

**Social relevance:** Dinabandhu Mahavidyalaya envisions its growth and the sustenance of its role as an institution committed to the cause of spawning a corpus of students aware of its social relevance while imparting its knowledge and know-how to the benefit and betterment of the society, upholding alongside its values, culture and traditions.

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

### Institutional Strength

1. Illustrious history of providing quality tutelage to the young aspirants of higher education amid an ambience conducive to the dissemination of knowledge.
2. Imparting of education in the span of 19 diverse subjects across academic disciplines.

3. Consistently satisfactory academic performance by students, in university-level examinations as well as continuous internal assessments.
4. Equal attention given to advanced and slow learners; concerns of slow learners addressed through Remedial classes.
5. Dialogue-oriented and heart-to-heart interaction with students and parents maintained, subjecting their suggestions and feedback to meticulous scrutiny and analysis, and designing course of action based on the same.
6. Concession in the fees given to students from financially disadvantaged background.
7. The faculty, highly qualified and committed to the cause of the furtherance of knowledge, are equipped with specialisation in diverse fields. The office staff are dedicated workers addressing requirements of students.
8. Student-centric research promoted, resulting in a collaborative publication by the departments of Zoology and Economics.
9. Central Library, combining physical books and e-resources, and digital cataloguing, is an opulent fountainhead of knowledge.
10. Seminars, capacity-building and skill-enhancement programmes, entrepreneurship-generating programmes duly organised in every academic session.
11. Career counselling for career-oriented and competitive examination arranged regularly.
9. Value-added and add-on courses beyond the circumference of conventional curriculum offered.
10. Collaborative initiatives regularly undertaken through MoUs and linkages with various expert institutions and industries.
11. Self-assessment through feedback analysis from the alumni followed, valuable suggestions and recommendations culled from Alumni Association meetings incorporated into the functioning of the college.
12. Cardinal ethics of inclusiveness and diversity are emphasised, evident in the wide cross-section of social classes and communities of students, faculty, and office staff belong to.
13. Essential facilities available to all stakeholders includes purified drinking water, wi-fi connectivity, CCTV surveillance, ICT-enabled classrooms, adequately equipped laboratories, Server Room, E-Learning Management System, indoor games, separate common rooms for girls and boys, gymnasium, Seminar Room, and Auditorium.
14. Environmentally conscious practices and environment-friendly assets sustained with commitment towards sustaining ecological balance, e.g. regular afforestation; plastic-free campus; regular cleaning of the campus; herbal garden; rainwater harvesting.

## **Institutional Weakness**

1. Inadequate number of supporting / non-teaching staff, in proportion to the number of departments and students, affects the smooth functioning of the departments while imposing additional workload on the teaching staff.
2. Inadequate space makes it almost impossible to increase the number of classrooms. The shortage of classrooms often makes it impossible to hold simultaneous classes especially when the session is in full swing.
3. Shortage of ICT-equipped classrooms.
4. Greater intra- as well as inter-institutional interaction and tie-up with industries is needed for enabling more practical-based teaching-learning for students, collaborative activities, interdisciplinary research, and a greater variety of vocational training.
5. Remoteness from Kolkata and the local railway station is a major deterrent for institutions or companies based in and around Kolkata to consent to come to the college and provide their facilities to the students.
6. Inadequate number of computer-savvy staff in the scenario of the ever-increasing volume and importance of online or virtual execution of work.
7. Digitisation of the library is yet to be completed.
8. More active and extensive participation and contribution from the alumni is required.
9. The college needs more students to appear and perform better in NET/SET and other career-oriented and competitive exams.
10. The teacher-student ratio in the various streams is disproportionate.
11. The Student-Computer ratio is disproportionate.
12. Permanent teaching positions need to be increased while vacant posts in various departments need to be filled up.
13. Being an affiliate institution of the West Bengal State University, the college follows the University curriculum and hence, is powerless to design the curricula.
14. Limited financial resources restrict meaningful contribution to various fields of knowledge.

### **Institutional Opportunity**

1. Introducing a wider diversity of add-on programmes and skill-oriented certificate courses.
2. There is a lot of scope for the teaching faculty to explore and engage in research projects and publications.
3. The faculty can provide enhanced support to slow learners for better progression by way of introducing a greater number of remedial and tutorial classes in the college timetable, alongside including provision for periodical class tests.

4. A greater number of extension and social outreach programmes can be organised periodically as a part of the social responsibility of the institution.
5. There is scope for greater involvement by the teaching faculty in creating e-content through upgradation of existing e-learning aids.
6. Exploration and utilisation of the vast opportunities of inter-disciplinary/multidisciplinary research and academic activities for the students and teachers can be tapped, courtesy the New Education Policy.
7. A museum embodying the history of the college as well as the rich cultural history of Bongaon and the region can be established.
8. Internal, interdisciplinary and external academic linkage through collaborative projects and research activities can be enhanced.
9. Usage and dissemination of e-content-based resources as part of virtual learning can be encouraged.
10. Field works, industrial visits, and excursions can be arranged more frequently.
11. Students can be more intensely motivated towards participating in seminars, webinars, quiz and creative-writing competitions, encouraging them towards higher studies and research.
12. Based on the emerging educational needs and the rapidly evolving scenario of the vocational sphere, alums of the college with remarkable academic records can be requested to contribute to the teaching-learning ecosystem of the college.

### **Institutional Challenge**

1. To establish academic collaborations with reputed institutions and industrial houses so that students have better career opportunities.
2. To keep pace with changing social needs and academic challenges.
3. To offer more placement opportunities to the passing-out students of the college by organising recruitment programmes regularly.
4. To resume the initiative of organising national seminars and other kindred academic research hindered by the lack of funds.
5. To recruit a greater number of office staff to ensure the smooth functionality of the departments.
6. To increase the number of ICT-enabled classrooms, based on the growing importance of web-based and audio-visual modes of teaching.
7. To complete the digitisation of the operation of the Central Library.

8. To acquire greater autonomy in running especially the PG course (in Bengali) and create wider scope for research at the PG level.
9. To match the pace of the upgradation of infrastructure with the yearly increase in student intake as per recommendations of the affiliating university.
10. To sustain and improve the level of excellence of performance of students.
11. To implement the 4-year Major course under NEP.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- Dinabandhu Mahavidyalaya follows a **systematic approach** towards the teaching-learning mechanism, which actively involves faculty members in regular interaction with the IQAC.
- **Well-documented processes**, such as academic calendars and continuous evaluation mechanisms, contribute to effective curriculum delivery.
- **Master Routine and Academic Calendar**, chalked out at the very onset of every academic session, provide students with a comprehensive idea of the teaching plan for the entire session.
- The **continuous assessment mechanism** ensures the completion of the syllabus in time.
- The **Learning Management System (LMS)**, a recent addition, exemplifies the college's unwavering commitment towards upgrading its teaching-learning modalities, while enabling timely completion of the syllabus, seamless communication, and resource sharing.
- Dinabandhu Mahavidyalaya lays major stress upon the inculcation of **professional ethics, gender-neutral education, cardinal values, and environmental / ecological consciousness** among its students.
- Venturing beyond the periphery of the syllabi and the curriculum-centric schedule, the college arranges **programmes focused on the four above-referred aspects of learning** to ensure the holistic evolution to the learning mind.
- **Value-added and certificate courses**, while supplementing the curriculum, offer students the opportunity to explore interdisciplinary choices besides varied career options.
- The varied teaching modes employed by the college facilitate an **interactive classroom** environment, while complementing the conventional system.
- Participative problem-solving methodologies, assignments, and **ICT-enabled lectures** contribute to holistic learning.
- **Remedial classes** enhance the teaching-learning quality while identifying students who need special attention.
- The college has a **feedback-receiving framework** from the students, their guardians as well as the alumni at regular intervals, based on which the performance of the faculty is consistently appraised and thoroughly updated.

Google Meet, Zoom, and other **digital platforms and online interactive classes**, extensively used by the faculty during the pandemic, manifest the college's commitment to uninterrupted dissemination of learning.

### Teaching-learning and Evaluation

- Dinabandhu Mahavidyalaya offers Honours as well as General degrees in 19 UG-Honours courses, corresponding to the norms and curricula of West Bengal State University, to which it is affiliated.
- The College has a massive **ICT-based infrastructure, including LMS, Infilibnet subscription, Projectors (for presentations), wifi connectivity, computers**, and other technological appendages essential for providing quality education to students.
- The college follows a free, fair, and transparent **online admission** mechanism in line with the admission rules and reservation policies of the State Government and the affiliating university.
- The college encourages **experiential, participative and problem-solving teaching-learning methodologies**, via field trips, seminars, workshops, hands-on trainings, add-on, certificate courses, community engagement, students' seminars, debates, and other co-curricular activities.
- Varied learner-centric modalities are applied to impart quality education, including Lecture Method, Chalk and Talk, Interactive Method, Assignment and Project-based Learning, ICT-based Learning, Experiential Learning, Excursions etc.
- The **Mentor-Mentee mechanism** enables teacher-mentors lend a patient ear to the issues faced by students the faculty and place special focus on students while providing individualised guidance.
- The massive number of PhD degree-holding faculty underlines the fact that **the college actively endorses research-oriented pursuits**. The college authority provides the requisite **study leave** and other infrastructural aid the pursuer of the doctoral degree need.
- Students can register their examination-oriented **grievances** through Departments concerned, Grievance Redressal Committee, Principal's office, Examination committees, SPIO which are resolved in a timely, just, humane manner. Students can apply for review of their published results.
- The **continuous assessment** mechanism duly monitors the competence of students, as per strictures laid down by the affiliating university. **Students' profile mapping** is another major provision of the college that builds and maintains a comprehensive profile of its students, thereby enabling the faculty to identify slow and advanced learners and decide upon approaches to help them as per their respective needs and necessities.
- End-semester theory and practical examinations are conducted as per the university examination schedule.
- The departments prepare their respective **PO-CO-PSO-PCO** in consultation with and help from the IQAC.
- Effectiveness of the **teaching-learning and evaluation** modes are appraised regularly based on students' feedback.

## Research, Innovations and Extension

- The institution encourages its teachers to make publications in reputed journals and contribute chapters in books of national and international publishers.
- Involvement of faculty members in research work of critical import has resulted in quality publications of **original research articles, papers, book chapters**, etc. in indexed books, UGC Care-listed journals as well as peer-reviewed publications.
- Student-centric research is of prime importance. Beyond curriculum, students enthusiastically participate in data collection and this dedication culminated into several publications.
- The college actively encourages its faculty to apply for and procure **research grants** from the appropriate institutions to enable them to progress unfalteringly in their field of research.
- The college consists of an impressive array of environment-friendly assets and components that guarantee its ecologically conscious role. **Biofloc farming, aquarium, vermicompost unit, herbal garden, kitchen garden, rainwater harvesting facility** are the foremost green initiatives that represent



the institution's commitment to Green Campus and sustainable development.

- The college serves the local community through its **extension and social outreach programmes** via philanthropic initiatives regularly undertaken by its **N.C.C. and N.S.S.** units, which also promote awareness among the students and their holistic development by means of meaningful community efforts such as cleanliness drives, sensitisation campaigns, plantation drives.
- **Health camps** are regularly hosted, providing free professional medical care to students, faculty, and the local community.
- The college has its exclusive **Incubation Centre** that not only imparts hands-on training to students and faculty but also helps them participate in startup-oriented courses aimed at development of entrepreneurial skills.
- **MoUs and linkages** with other reputed institutions / companies / industries are conducted regularly for the execution of various capacity-building, skill-enhancement, career-counselling initiatives aimed at the comprehensive development of the students and the faculty.

The college holds **award ceremonies** in which awards are given to not only its own students but those of schools and other institutions of the vicinity to encourage them towards even better performances in university or board-level examinations.

### Infrastructure and Learning Resources

- The institution has multiple **ICT-enabled classrooms** and science laboratories.
- The college has its own dedicated **Seminar Hall, Meeting Hall, Gymnasium, Students' Common Room.**
- To sustain its commitment to provide students with a healthy psyche within a healthy physique, the college possesses its own **Yoga and Aerobics Centre.**
- The college ensures all-round development of students through the wide scope of outdoor games in its multiple **sprawling playgrounds**, in front of as well as in the posterior of its campus.
- The **spacious auditorium and the open-air podium** attached to it serve as major cultural hubs, venues where various cultural programmes are organised round the year.
- The **Central Library** houses a massive collection of physical books and journals, most of which are rare and out of print, while the access to INFLIBNET provides openings to millions of e-books and e-journals. More than **30 Braille books** are also present.
- Ramp for physically handicapped students are there.
- A **solar panel** to save electricity and a **generator** for uninterrupted power supply is present.
- **Wi-Fi connectivity** links the entire campus to a strong Internet coverage.
- Most of the departments are equipped with their respective **computers and printers**, linked to the Internet.
- The **College Canteen** provides quality refreshments at affordable rates.
- The college ensures unperturbed supply of uncontaminated drinking water to its students and staff via the *Sajal Dhara* unit.

The entire campus is under **CCTV surveillance** along with 1 Display board and 1 Pollution Control Board.

### Student Support and Progression

- The college has provisions for **scholarships** which help sustain financially disadvantaged students.

- The college offers a wide range of **capacity-building and skill enhancement programmes**.
- **Career Counselling camps and programmes are organised alongside providing professional guidance** to students for helping them prepare for competitive examinations and making informed career choices.
- The **Internal Complaints Committee** handles issues related to sexual harassment within the college premises, fostering a safe and supportive environment for all students.
- The **Anti-ragging Committee** actively campaigns against ragging, while the ICC works to raise awareness about and prevent sexual harassment.
- The **Grievance Redressal Committee** addresses academic concerns raised by students, ensuring timely resolution.
- The **Anti-ragging Committee and the Grievance Redressal Committee meet at regular intervals** to discuss and assess the complaints received from students and decide on the necessary course of action. Awareness programme about Ragging and Sexual Harassment occur regularly.
- A substantial portion of students opt for **further education** in renowned institutions, mostly pursuing **B.Ed.**, while some pursue **Master's**.
- The college undertakes initiative to educate the students on modern-day **ICT facilities, life skills, soft skills, language and communication skills**, which are the unavoidable skillset in this modern era.
- The college maintains a **strong bonding with its alumni**, who contribute to its development through valuable suggestions and recommendations during the meetings of the alumni.
- The college promotes students' **progression to higher studies**. **Distance learning** opportunities are on offer through the study centres of Netaji Subhas Open University (NSOU) and Rabindra Bharati University (RBU) that function from its campus. Many of the pass-outs of the college pursue postgraduate education through these study centres.

The college lays equal importance on the intellectual and physical development and well-being of students. **Sports meets** as well as **cultural programmes** are organised in course of every academic session to ensure the comprehensive growth of the students.

## Governance, Leadership and Management

- In pursuance of its vision and mission, the institution formulates academic and administrative policies through a decentralised administration via collective decisions taken in periodical meetings, which include formulating policies for the adoption of the NEP.
- The college provides operational autonomy to work towards a **decentralised and participative governance**. All major decisions on development, infrastructure, finance, academic affairs, admission, e-governance, administration, and collaborations (MoU) are adapted in line with recommendations and suggestions of the IQAC and other statutory and non-statutory subcommittees.
- **Rigorous planning** follows all progressive and developmental initiatives which are eventually implemented after being proposed in the meetings of the Academic subcommittee/ Teachers' Council/ IQAC meetings and approved by the authority.
- All academic programmes and activities aimed at the development and improvement of the college are executed under the supervision of the **Governing Body** which consists of the Principal, government nominee, university nominee, teachers' representatives, and non-teaching representatives.
- **The IQAC ensures the quality of the teaching-learning process**, frames and **implements quality assurance strategies** while taking stock of the teaching-learning processes and learning outcomes that include collection and analyses of feedback from all the stakeholders. The IQAC also **organises Academic and Administrative Audits as well as Green Audits** annually alongside deciding upon the

various value-added and add-on courses and determining MoUs to be signed with other institutions.

- The college encourages **the members of its faculty to participate in OP/RC/STCs** in other institutions. **Financial aid is provided** to one teacher per academic session to take part in conferences.

Dinabandhu Mahavidyalaya has provision for providing financial assistance to its staff in times of economic crisis through its **Staff Benefit Fund** while staff members are also entitled to **loans from their respective Provident Fund (GPF) accounts**.

### Institutional Values and Best Practices

- Dinabandhu Mahavidyalaya stands committed to imparting **quality education** to the youth of the region, founded on and inspiring **core values** of social responsibility, inclusiveness, communal harmony, and environmental consciousness.
- Dinabandhu Mahavidyalaya boasts of a **clean, environmentally conscious, and safe campus**, monitored by a strong CCTV network and connected via a stable wi-fi linkage, while being manned by security personnel round the clock. The entire campus is a plastic-free zone.
- The college has provisions for **360-degree appraisal** of performances by its staff round every academic session, which includes a review of performance based on feedback from colleagues and the authority as well as self-evaluation.
- The college sustains gender-relevant practices through regular Internal and External **Gender Audit**.
- The college offers various **women-centric facilities** in the form of Kanyashree Scholarships.
- **Gender issues** are covered in the curriculum of various subjects and courses.
- **Gender sensitisation** is done by organising programmes regularly along academic sessions.
- The college stays true to its avowed aim of **women empowerment** through academic and administrative subcommittees headed by female members of its faculty.
- The college undertakes initiatives for providing an **inclusive environment** by serving students of varied sectarian and communal affiliations.
- The college encourages students to engage in **social service** through which they serve the people of the neighbourhood.
- The college undertakes several **philanthropic initiatives** in course of every academic session, such as **nutritional assessment, hygiene survey, visit to local schools, old age homes**, etc. These socially relevant initiatives inculcate compassion and fellow feeling among students while making them aware of their social responsibilities as dutiful citizens.
- The college has its own **Crèche** which is meant for taking care of kids of the teaching and non-teaching staff of the college.
- The college **library is open for students of neighbouring schools** who visit it on alternate weeks and make maximum utilisation of the resources available therein.
- **Cultural events** organised across the academic calendar, including Fresher's Welcome, Annual Sports, not only provide refreshing variety to students beyond the monotony of curriculum-bound studies but also act as initiatives of inclusivity, allowing unrestricted interaction among them.

The **observance of commemorative days** of national, regional, and international import enlighten students on their constitutional obligations regarding values, rights, duties and responsibilities as sensible citizens.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DINABANDHU MAHAVIDYALAYA
Address	COLLEGE ROAD, BONGAON, PO - BONGAON, PS - BONGAON, NORTH 24 PGs, WEST BENGAL, PIN - 743235
City	Bongaon
State	West Bengal
Pin	743235
Website	<a href="http://www.dinabandhumahavidyalaya.org/">www.dinabandhumahavidyalaya.org/</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BISWAJIT GHOSH	03215-255044	9477406744	-	info@dinabandhumahavidyalaya.org
IQAC / CIQA coordinator	RANA SAHA	-	9433506266	-	aicdbm@gmail.com

Status of the Institution	
Institution Status	Government and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	21-12-2010	<a href="#">View Document</a>
12B of UGC	21-12-2010	<a href="#">View Document</a>

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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	COLLEGE ROAD, BONGAON, PO - BONGAON, PS - BONGAON, NORTH 24 PGs, WEST BENGAL, PIN - 743235	Urban	13	4508.15

**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 Honours with research	48	Higher Secondary pass with fifty per cent in aggregate and Bengali as subject	Bengali	310	11
UG	BA,Education, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate with	English,Bengali	53	6
UG	BA,English, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate with English as subject	English	178	69
UG	BA,History, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate with History as subject	English,Bengali	68	12
UG	BA,Philosophy, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate with Philosophy as subject	English,Bengali	118	2
UG	BA,Political Science, Honours and Honours with	48	Higher Secondary pass with fifty per cent	English,Bengali	69	3

	research		in aggregate with			
UG	BA,Sanskrit, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	Bengali,Sanskrit	310	1
UG	BSc,Botany, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	49	4
UG	BSc,Chemistry, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	51	0
UG	BSc,Physics, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	49	0
UG	BSc,Zoology ,Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	49	11
UG	BA,Geography, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	32	0
UG	BSc,Geography, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	18	14
UG	BSc,Computer Science, Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	19	2

UG	BSc,Anthropology,Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	49	4
UG	BSc,Mathematics,Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	100	6
UG	BSc,Economics,Honours and Honours with research	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	38	0
UG	BCom,Commerce,Multidisciplinary	48	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	160	3
UG	BCom,Commerce,Honours and Honours with research	36	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	62	0
UG	BSc,Bsc Multidisciplinary ,Anthropology Botany Chemistry Computer Science Economics Geography Mathematics Physics Zoology	36	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	479	221
UG	BA,Ba Multidisciplinary, Bengali Education English Geography History	36	Higher Secondary pass with fifty per cent in aggregate	English,Bengali	3150	2561



	Philosophy Pol Science Sanskrit Sociology Physical Edu					
PG	MA,Bengali,	24	BA Honours in Bengali	Bengali	30	27

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				10				61			
Recruited	0	0	0	0	8	2	0	10	30	24	0	54
Yet to Recruit	0				0				7			
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				41
Recruited	5	0	0	5
Yet to Recruit				36
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	27	6	0	33
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	7	2	0	16	8	0	33
M.Phil.	0	0	0	1	0	0	2	3	0	6
PG	0	0	0	0	0	0	13	12	0	25
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	6	6	0	12
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
	3	4	0	7

**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	1241	0	0	0	1241
	Female	1162	0	0	0	1162
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Certificate / Awareness	Male	1935	0	0	0	1935
	Female	2206	0	0	0	2206
	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	476	717	574	488
	Female	440	637	509	530
	Others	0	0	0	0
ST	Male	10	14	9	13
	Female	4	18	12	11
	Others	0	0	0	0
OBC	Male	306	448	345	366
	Female	331	467	375	412
	Others	0	0	0	0
General	Male	605	522	443	415
	Female	538	446	393	449
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2710	3269	2660	2684

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Dinabandhu Mahavidyalaya has been preparing itself for a seamless integration of its teaching-learning process with the vision of NEP 2020. One of the major initiatives in this regard has been the one-day State-level Seminar on “Higher Education in Context of NEP 2020: Prospects and Challenges”, organised by the Department of Education and IQAC, Dinabandhu Mahavidyalaya, in collaboration with Gobardanga Hindu College, Sree Chaitanya Mahavidyalaya, and P. N. Das College, on 01/08/2023. The following are the salient multidisciplinary / interdisciplinary aspects of the college’s NEP programme. i) Dinabandhu Mahavidyalaya, all along its journey in the last 77</p>
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	<p>years, has been consistently following a multidisciplinary approach towards the teaching-learning process, aiming at the holistic development of students. The college carries forward its multidisciplinary tradition across its 19 Undergraduate Departments and 1 Post Graduate Course. ii) The College conforms to the syllabus of West Bengal State University, the affiliating university, which incorporates multi/interdisciplinary courses moulded in accordance with the course structure proposed in NEP 2020. However, the college has made due preparations beforehand for adopting the University syllabus by accommodating necessary modifications in its class schedule. iii) In alignment with the predominantly multidisciplinary thrust of the syllabus, faculty members have also moulded their course content / study materials as per the requirement of students from multiple disciplines. iv) To adequately address the needs and concerns of the interdisciplinary cross-section of students, teaching methodologies were also altered. v) The interdisciplinary approach of the college is strongly reflected in its patronage to research and academic activities of including seminars, workshops, hands-on training camps, actively involving students of various departments and collaborative efforts with other organisations / institutions. vi) A wide array of flexible and innovative curricula in community service through NSS, environmental education, and value-based education, alongside the various interdisciplinary courses, e.g. Yoga training, Karate Training, etc. leave the unmistakable imprint of the institution's multidisciplinary approach. vii) Value-added and Add-on courses taught by the various departments, designed primarily to provide students with an edge in the vocational sphere, underlines the college's multidisciplinary approach.</p>
2. Academic bank of credits (ABC):	<p>The introduction of the ABC structure at Dinabandhu Mahavidyalaya is fully aligned with the vision outlined in the National Education Policy (NEP) 2020, including the scope for "multiple entry and exit points". The ABC allows all students to accumulate credits for the successful completion of courses, regardless of the specific semester they are studying in. With greater control over their academic journey, students get a personalised and timebound learning experience, charting their academic trajectories in</p>

	<p>accordance with their individual interests and aspirations. Some of the key features of the ABC implementation include: i) Flexibility: Students are entitled to select courses based on their aptitudes and career aspirations, thus ensuring a more personalised educational experience. ii) Credit Accumulation: Students earn credits for every completed course, which are securely stored in the Academic Bank. The transparency allows students to track their academic progress throughout their programme. iii) Interdisciplinary Aspect: The ABC system encourages interdisciplinary journey by accumulating credits from various fields of study, thus promoting a accomplished education. iv) Credit Transferability: Credits earned through the ABC system are transferable, facilitating smooth transitions between subjects corresponding to various streams or academic institutions. v) Route Map for Personalised Learning: Students have a customised learning experience, the flexibility to design their own learning paths, while exploring diverse subjects and developing a broad skillset.</p>
3. Skill development:	<p>Encouraged by the urgency for instilling in students the essential inquisitiveness and the fervour for venturing into new avenues of knowledge, while enabling them to apply the knowledge in future projects and enterprises, programmes were devised, through brainstorming sessions held between the IQAC, the faculty members, and the Head of the institution. Skill augmentation courses, workshops, and seminars were planned to be held on a regular basis. Basic essentials like Spoken/Functional English Courses were implemented as part of the institution's Value-added /Add-on Course structure. Soft Skill Development Workshops / Hands-on Training Programmes that comprised wide-ranging training programmes like jewellery-making, beautician course, etc. were organised with the intention to open up job / vocational opportunities for the students, to make them financially self-sufficient, and allowing them to explore and nurture their entrepreneurial acumen. Focused on imparting academic excellence to the learners while equipping them with practical skills and an aptitude for innovation, the skill development programmes organised by the institution reflect its all-inclusive approach that complements its teaching-learning</p>

	endeavour.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The curriculum followed at Dinabandhu Mahavidyalaya is deeply integrated with the Indian Knowledge System as envisioned in the National Education Policy (NEP) 2020 and prescribed by the University (WBSU). The course, covering traditional knowledge encompassing culture, arts, literature, facilitates the freedom of assimilating issues compatible to the region-specific questions that manifest the rich heritage of our country. Not only are the syllabi in traditional Indian languages like Sanskrit and Bengali focused on Indian traditions and social realities but the syllabus of English literature, comprising papers like Indian Classical Literature, Indian Writing in English, Indian Literature in Translation, and Postcolonial Literature acquaint learners with the Indian ethos and the richness of literary works rooted in it while merging Indian values with global perspectives. The curricula of subjects like History, Philosophy, Geography, Political Science are also strongly in harmony with the Indian society, culture, and ethics. Biodiversity, as a part of the syllabus of bio-sciences, expose students to the knowledge of the wide variety of the Indian ecology. The Medicinal Plant Garden in the campus is an extension of this knowledge base. Observation of important days such as "Bhasha Divas" on 21st February as well as commemoration of birth anniversaries of local luminaries, such as Dinabandhu Mitra and Bibhutibhushan Bandyopadhyay, together with annual cultural programmes ingrained with local culture, orient students to the myriad facets of the lived experiences of India.</p>
5. Focus on Outcome based education (OBE):	<p>Dinabandhu Mahavidyalaya endorses Outcome-based education (OBE) by stressing on student-centric learning processes which consist of the following elements. i) Learner-centric teaching which includes interactive modes such as Audio-Visual aids, LMS, Field Work, etc. encourage experiential and participative learning and make students capable of cooperative problem-solving while developing soft skills. Ensuring students' participation in activities such as seminars, group discussions, induction programmes, workshops, hands-on trainings, capacity-building programmes, job-oriented certificate courses, learner-centric teaching transforms passive</p>



	<p>learners into active participants. ii) Course Outcomes based on the students' performances in all the courses across the wide variety of programmes are analysed by all the academic departments. A homogenously designed Course Outcome and Programme Specific Outcome is prepared by all the Departments and inserted in a tabular format along with mapping of students' performances which is then gathered to form a combined document. Achievement of the objectives quantified for a Programme and a Course is evaluated simultaneously in terms of the teachers' perspective as well as the students' accomplishment / failure in the End-Semester examination. iii) Departments hold internal meetings following every turn of Internal Assessment examination to take stock of the performance of their respective students and on the basis of the same, they devise their future course of action which would effectively address the cognitive inadequacies of slow and weak learners.</p>
6. Distance education/online education:	<p>Being a constituent / affiliated college of West Bengal State University, the college does not have a distance education wing of its own. However, the college houses a Study Centre of the renowned Netaji Subhas Open University (NSOU) which has been functioning from this campus for several years now, fulfilling the aspiration for higher education of those students who cannot avail of the conventional mode of education. The college has its exclusive and independent set-up for online education, which was adapted during the COVID-19 pandemic when on-site classes were suspended. The college has its exclusive Google Suite that helps keep the option of holding online classes open, as and when it becomes imperative. Apart from Google Suite, faculty members across the academic departments have their respective WhatsApp groups through which they communicate study materials or discussions on syllabus-oriented topics to students.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>The Electoral Literacy Club (ELC) at Dinabandhu Mahavidyalaya is an initiative aimed at promoting electoral awareness and encouraging democratic</p>
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	<p>participation among students. The club focuses on educating students about the electoral process, the importance of voting, and their rights and responsibilities as citizens in a democracy. Through a variety of engaging activities such as workshops, debates, quizzes, and mock elections, the ELC strives to instill the values of informed and responsible voting. It also conducts voter registration drives for first-time voters, ensuring that students are well-prepared to exercise their electoral rights. By fostering a sense of civic responsibility, the ELC at Dinabandhu Mahavidyalaya plays a crucial role in empowering youth to become active participants in the democratic process, ultimately contributing to a more informed and engaged electorate.</p>
<p>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?</p>	<p>In Dinabandhu Mahavidyalaya, the Electoral Literacy Club (ELC) operates under the guidance of appointed student coordinators and coordinating faculty members. These individuals are responsible for organizing and managing club activities, ensuring the smooth functioning of the ELC, and fostering active participation among students. The appointment of these coordinators ensures that the club's objectives, such as promoting electoral awareness and encouraging democratic engagement, are effectively achieved.</p>
<p>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.</p>	<p>The Electoral Literacy Club (ELC) can undertake various innovative programs and initiatives to engage students and promote electoral literacy in creative ways. Here are some ideas: 1. Mock Election Events Simulated Polling Booths: Set up polling booths to simulate real election procedures, where students can vote using ballot papers or electronic voting machines (EVMs). Campus Election Day: Organize a mock election for a fictional or campus-based governing body, allowing students to experience the full voting process. 2. Digital Voter Awareness Campaigns Social Media Challenges: Use platforms like Instagram and Facebook to launch creative challenges or competitions on voting rights, civic duties, or election trivia. Voter Education Apps: Develop a mobile app or web portal for students to easily access resources on how to register, where to vote, and the importance of informed voting. 3. Interactive Workshops &amp; Role-Playing Role-Playing as Election Officials: Students can take on roles such as election officers, returning officers, and polling</p>

agents to understand how the election process works from an inside perspective. Workshops on Manifesto Analysis: Host sessions where students learn how to critically assess political parties' manifestos and promises.

4. Electoral Literacy Drives Voter Registration Drives: Partner with local election bodies to organize on-campus drives helping students register as voters. 'Each One, Bring One' Initiative: Encourage registered voters to bring a non-registered friend to register, doubling the impact of registration campaigns.

5. Quiz and Debate Competitions Electoral Quizzes: Host quizzes on the history of elections, famous political leaders, democratic values, and the Indian Constitution. Debates on Electoral Reforms: Organize debates on contemporary electoral issues, such as the need for voter ID reforms or the impact of social media on elections.

6. Street Plays and Skits Theatrical Performances: Conduct street plays or skits focusing on voter rights, the importance of elections, or challenges like voter apathy and corruption. Flash Mobs for Voting Awareness: Organize flash mobs at popular spots on campus to capture attention and raise awareness about voting.

7. Collaboration with Election Commission Interactive Talks with Election Officials: Invite guest speakers from the Election Commission or local electoral offices to conduct Q&A sessions with students. Internships or Volunteer Opportunities: Facilitate internships with electoral offices, offering students hands-on experience during real elections.

8. Art & Design Competitions Poster Making on Democracy: Encourage students to participate in poster or digital art competitions on the theme of elections and democracy. Slogan Writing Contests: Organize competitions for students to come up with catchy slogans that inspire others to vote.

9. EVM & VVPAT Demonstrations Demonstrating Voting Technology: Organize a hands-on demonstration of Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems to familiarize students with the technology used in elections.

10. Electoral Awareness Rallies Campus Marches: Host marches or rallies on-campus, where students walk with banners and placards promoting the importance of voting. Electoral Marathon: Organize a marathon or fun run with the theme "Run to Vote," encouraging physical participation to symbolize the importance of being an

	<p>active voter. These innovative programs and initiatives would make the Electoral Literacy Club an engaging and impactful platform, fostering greater electoral participation and awareness among the student community.</p>
<p>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.</p>	<p>Colleges play a vital role in promoting democratic values and encouraging electoral participation through socially relevant projects and initiatives. Dinabandhu Mahavidyalaya can implement various activities to advance electoral literacy among students and the community.</p> <ol style="list-style-type: none"> <li><b>1. Electoral Research Projects</b> Colleges can conduct research on key electoral issues such as voter turnout, focusing on first-time voters, women, or marginalized communities. These studies help identify factors that influence voting behavior and offer solutions to improve participation. Another important area of study is the impact of social media on voting behavior, particularly among youth.</li> <li><b>2. Electoral Awareness Drives</b> To increase voter participation, colleges can organize large-scale voter registration campaigns, particularly targeting first-time voters and underrepresented groups. Partnering with the Election Commission ensures smoother processes. Colleges can also create awareness campaigns focused on local elections, emphasizing their direct impact on community governance. Collaboration with NGOs to deliver voter literacy programs in rural areas is another effective strategy for raising awareness about electoral rights.</li> <li><b>3. Creating Electoral Literacy Content</b> Colleges can develop educational content like videos, podcasts, infographics, and booklets that explain electoral concepts in simple terms. These materials can be distributed on campus and in communities to make the information widely accessible.</li> <li><b>4. Publications on Democratic Values</b> Publishing special editions of college journals or newsletters focused on democracy, electoral reforms, and governance can foster deeper engagement among students and faculty. Encouraging the publication of research papers and reports on electoral participation, voting behavior, and transparency promotes intellectual discourse on electoral issues.</li> <li><b>5. Social Surveys and Feedback</b> Colleges can conduct surveys within the community to identify challenges to voting, such as polling accessibility or misinformation. This data can inform more targeted electoral campaigns. Post-</li> </ol>

	<p>election surveys can assess voter experiences and help refine future awareness programs. 6. Collaborative Initiatives with Election Bodies Colleges can collaborate with the Election Commission to offer internships and volunteer opportunities for students, giving them hands-on experience in the electoral process. Engaging students as electoral observers helps monitor polling stations and voter turnout, providing valuable insights into the election's smooth functioning. 7. Workshops and Seminars Hosting expert panels and seminars featuring political scientists and election officers fosters discussions on electoral reforms and democratic participation. Technical workshops on Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems ensure students understand voting technology and its role in transparency. 8. Community Outreach Street plays and flash mobs in public areas can be used to raise awareness about voter rights and the importance of elections, engaging the wider community in a creative and impactful way. 9. Volunteer Programs for Election Assistance Student volunteer groups can assist during elections, offering support at polling booths and ensuring voter accessibility, particularly for senior citizens and people with disabilities. A voter helpline can be launched to answer electoral queries. These initiatives demonstrate the college's commitment to promoting electoral participation and civic responsibility, making a meaningful contribution to society.</p>
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<p>Efforts by ELCs and the College to Register Eligible Students as Voters The Electoral Literacy Club, in collaboration with the college administration, can implement several mechanisms to ensure that all eligible students are enrolled as voters. Some initiatives include: 1. Voter Registration Drives On-Campus Registration Camps: Organize regular voter registration camps in collaboration with local election offices to facilitate the enrollment process. Students can be guided through filling out forms, and required documents can be verified on the spot. 'Each One, Enroll One' Campaign: Launch peer-to-peer initiatives where already registered students encourage their unregistered friends to complete the registration process. This can help expand the reach of voter registration efforts. 2. Awareness Campaigns</p>

Workshops on Voting Rights: Conduct workshops explaining the importance of voter registration, the steps involved, and the significance of elections. Emphasize that being registered as a voter is a constitutional right and a civic duty. Social Media Awareness: Use social media platforms to run awareness campaigns targeting students, explaining the voter registration process, and sharing success stories of students who have registered. Posters and Flyers: Put up posters across campus with clear, step-by-step instructions on how to register as a voter, including QR codes or links to the Election Commission website for online registration. 3. Use of Technology and Innovation Mobile Voter Registration App: Develop a mobile app or online portal where students can easily access resources about voter registration and apply for it digitally. This could also include real-time tracking of their application status. Voter Registration Helpline: Set up a helpline within the college, managed by student volunteers, to help answer queries about voter registration, polling booth locations, and documentation. 4. Mock Registrations and Voting Events Mock Registration Days: Organize mock registration events where students go through the entire process of voter enrollment in a simulated environment, which can be followed by real registration sessions. Practice Voting and EVM Demos: Provide demonstrations of how to use Electronic Voting Machines (EVMs), so students feel more comfortable during elections, which can motivate more students to register. 5. Inclusion in College Publications Annual Report on Voter Registration: Publish data on voter registration rates among students as part of the college's annual report, demonstrating the institution's commitment to promoting electoral participation. Publications on Civic Duties: Feature articles or success stories of student involvement in elections in college magazines and newsletters to encourage greater participation. Impact of these Efforts Through these initiatives, Electoral Literacy Clubs and colleges can significantly reduce the number of unregistered students and empower young voters. These efforts ensure that students are not only aware of their rights but also take concrete steps to engage with the democratic process. It helps build a culture of responsible citizenship and strengthens electoral

participation among the youth.

## 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
6541	7025	6009	5940	6474
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 67

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

#### 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
62	63	63	38	38

### 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
24.48	11.92	22.62	14.84	20.28



File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Devoted to its purported goal of spreading enlightenment into young minds, Dinabandhu Mahavidyalaya follows a **systematic approach**, ably complemented by a **dynamic faculty**, which works tirelessly to sustain a **productive teacher-learner interface**.

, a systematic outline of the teaching plan to be pursued by the departments in course of the academic session, while taking cognisance of alterations in the syllabi, as proposed by the affiliating University, and incorporating changes accordingly.

Dinabandhu Mahavidyalaya employs diverse modes and methods of teaching, ranging from time-tested classroom teaching to **ICT-based teaching** to **online teaching**, depending on needs and demands of students. During the preponderance of the COVID-19 pandemic, which had rendered on-site classes impossible, the faculty ensured unhindered progress of students by hosting **online classes** from the confines of their homes and occasionally from the campus itself. The college has its exclusive **Google Suite** that ensured the smooth occurrence of these classes. Even after the resumption of on-campus classes, various online platforms, including **WhatsApp**, are being extensively used by the faculty to stay in touch with pupils and their needs, mainly through chat groups, and to address their queries which are not always possible to address during the regular college hours.

The faculty combines technology-aided and traditional teaching methods to help students grasp syllabus topics. They foster a questioning attitude, encourage **group discussions**, and host seminars and internal assessments to monitor progress. **Remedial classes** support students with comprehension difficulties, enhancing their understanding of complex topics. Exclusive **departmental libraries** further assist slow learners with targeted resources.

The college's **Central Library** is a rich resource with a vast collection of physical books, including rare

and out-of-print titles. It offers **open access** to a wide range of text and reference books, as well as various books and magazines beyond the periphery of subject-centred study. Subscribed to **INFLIBNET**, the library provides faculty access to numerous e-books and e-journals, helping them stay updated with the latest ideas in their fields.

The teaching plan is maintained by the teachers in the repository of the Learning Management System (LMS) which can be accessed by the students.

The **Prospectus** is of vital importance to students as it gives the newly admitted students a fair idea of myriad things alongside different committees, subject combinations, finer details of the CBCS format, names of the teaching faculty and the office staff as well as the fee structure, the library facilities, the list of holidays, idea about code of conduct, etc.

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

## 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:** 22

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 17.85

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
1507	1256	00	1408	1539

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### **Response:**

Dinabandhu Mahavidyalaya understands and appreciates the focal concerns that drive the nation as well as the world today. Hence, the college integrates the dynamics of gender, environment, biodiversity, ecology as well as the pandemic-induced awareness of the post human and the Anthropocene in its day-to-day delivery of the curriculum designated by West Bengal State University, focusing on their relevance to the syllabus.

#### **Human values**

Human Values has been the thrust area in the curriculum of Education, Philosophy and Political Science. Alongside disseminating knowledge on these topical stand posts, the faculty take utmost care in imparting eternal ethical values to the impressionable minds, such as professional ethics, green ethics, spirit of community engagement, integration, and tolerance of otherness. The necessity of being responsible citizens and, above all, good human beings is imbibed among the students through arranging various Outreach programme.

#### **Gender Issues:**

Gender issues are effectively addressed through the curricula, with Bengali and English literature syllabi featuring papers and seminal texts that highlight women's writing as a significant genre, fostering female agency and self-sufficiency. Other subjects, such as history, political science, and philosophy, also address women-specific issues, exploring the impact of gender ideologies on relations in the workplace,

politics, and family.

The **Women's Cell and Grievance Redressal Unit** ensure the dignity and safety of female students. International Women's Day is celebrated annually, emphasizing the feminine voice and identity, while fostering comfort, safety, and belonging among female students.

The college also regularly conducts **seminars on women-centric topics** and offers **career-oriented courses** to sensitize and equip female students for a safe, self-respecting, and **financially** independent life.

Although women empowerment is of prime importance, the college **prioritizes inclusivity** and aim to create an environment where individuals of all genders feel valued, respected and empowered to succeed.

### Environment and sustainability

Courses in Botany, Zoology, Environmental Science, Geography, and Bengali emphasize the environment and the balance of its core components. **Environmental Studies** is a compulsory paper for all first-semester students across Science, Commerce, and Humanities. The college regularly organizes NSS programs to raise awareness about environmental sustainability.

The college maintains a strong connection with nature through its expansive green campus, which includes a **medicinal plant garden**. It has a **solar energy grid** that powers the premises at night, a **rainwater harvesting system**, and a **vermicomposting unit**. Cleanliness drives, supported by the NSS unit, are held regularly to keep the campus and its surroundings clean.

Environmental significance is highlighted through the observance of World Environment Day, National Science Day, Tree Plantation Day, and similar events. Additionally, the college hosts innovative programs like "**Green Vision: Transforming Waste into Art**," eco-friendly bag distribution, and the circulation of environmental awareness leaflets, all aimed at promoting sustainability and ecological awareness among students.

### Professional Ethics

While professional ethics has been a component of Economics and Commerce curriculum, faculties are now actively embracing the importance of Intellectual Property Rights (IPR) through specialized initiatives. Seminar related to Morality has been arranged.

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

### 1.3.2

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

**Response:** 49.93**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 3266

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 69.41

##### 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
2710	3269	2660	2684	3254

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

2022-23	2021-22	2020-21	2019-20	2018-19
4200	4200	4200	4200	4200

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 71.92

##### 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
1337	1398	1387	1438	1485

#### 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
1959	1959	1959	1959	1959

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 105.5

## 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:**



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:

The college employs a student-centric teaching methodology designed to enhance learning experiences and foster active student engagement. This approach transforms students from passive recipients of knowledge into active participants capable of critical thinking. Recognizing that students have varying abilities to comprehend material, the curriculum is tailored to accommodate different learning paces, ensuring that all students are actively involved in class activities.

To support this methodology, experiential learning is integrated into the undergraduate programs across various subjects, including Bengali, English, History, Geography, and Sciences. Students engage in fieldwork that requires them to write reports and develop project proposals. Field trips to biodiversity parks, museums, and legislative assemblies provide real-world context and deepen understanding of course concepts, enhancing critical reasoning and communication skills.

Participatory learning methods further enrich the teaching process. Activities like poster presentations, group discussions, quizzes, and debate competitions encourage student involvement and creativity. Wall magazines and departmental e-magazines foster critical thinking and engagement, making the learning experience more dynamic. Faculty members are encouraged to innovate their teaching practices with the support of the college administration.

Different departments have tailored their teaching strategies to accommodate both advanced and slower learners. A Learning Management System (LMS) offers digital resources accessible via the college website, and E-books are provided to students who may struggle to afford textbooks. The college heavily utilizes ICT tools, including multimedia technologies like PowerPoint, educational videos, and online courses, to make learning more meaningful. The infrastructure includes multiple ICT-facilitated rooms and numerous computers, enhancing resource availability for students.

Regularly introduced value-added and add-on courses aim to develop students' skills and give them a competitive edge. Interdisciplinary seminars, extempore debates, and student-led presentations promote participatory learning. The pandemic necessitated a shift to blended learning, integrating both online and traditional methods, which proved beneficial for student engagement and mental health.

The college's commitment to continuous improvement is reflected in its dynamic approach to curriculum updates, remedial coaching, and free value-added courses. The library plays a crucial role as a knowledge hub, offering access to a variety of e-journals, e-books, and traditional texts under the N-LIST and DELNET memberships. This rich resource environment supports students' learning and research needs.

Overall, the college's holistic approach to education emphasizes active involvement, creativity, and critical thinking, equipping students with the skills necessary for academic and professional success. By fostering a collaborative and resource-rich learning environment, the institution strives to prepare students for the complexities of the modern world.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 82.76

#### 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
71	71	71	53	53

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 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:** 78.41

#### 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
47	47	45	36	32

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

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

At Dinabandhu Mahavidyalaya, Bongaon, the internal assessment process is characterized by transparency, flexibility, and robustness, adhering to the regulations set by the West Bengal State University (WBSU). At the initial induction meeting, students are informed about the internal and external assessment mechanisms, ensuring clarity and understanding. The academic calendar published by WBSU includes important dates for internal assessments and class tests, which are strictly followed as per guidelines from the Undergraduate Board of Studies.

The college maintains a dedicated examination cell, comprising both teaching and non-teaching staff, to uphold examination integrity. Key figures, including the Principal and the Internal Quality Assurance Cell (IQAC), analyze student performance and motivate improvements. Internal assessments are scheduled for both theory and practical papers, with at least 15 days' prior notification provided to all stakeholders through notice boards, websites, and social media.

Each student undergoes one internal assessment for both honors and general papers. Evaluated answer scripts are submitted to the Academic In-Charge for processing and uploading marks to the university portal. In addition to formal assessments, departments organize various activities such as class tests, presentations, and project work, which serve to continuously monitor and enhance student performance. Assignments and mock tests offer multiple opportunities for improvement.

Innovative assessment methods, including open book tests and multiple-choice questions (MCQs), are regularly employed. Online tests via Google Forms provide immediate feedback to students, fostering an environment of continuous evaluation. Departments also implement remedial classes for struggling students and advanced learners, as well as re-tests and individual discussions in tutorials.

The faculty addresses student grievances related to internal assessment and marks. Evaluated papers are discussed with students to provide constructive feedback and suggestions for improvement. The Principal and IQAC Coordinator maintain open lines of communication with students to discuss concerns, class regularity, and examination issues. Any critical grievances are promptly communicated to WBSU for resolution.

Regular Parent-Teacher Meetings foster collaboration among stakeholders, discussing student performance and seeking input for holistic development. The COVID-19 pandemic prompted a shift to online assessments. Internal assessments were conducted via the college examination portal, allowing students to download question papers, complete answers, and submit them digitally. The evaluation process is carried out both digitally and offline, with final marks uploaded to the university portal.

Student performance, particularly in the honors stream, is reviewed collectively to identify challenges and improvement areas. Grievances regarding online submission deadlines are addressed in departmental meetings, while offline examination grievances related to personal emergencies are managed through a structured application process. Students submit requests, which the Examination Committee reviews within two weeks to determine appropriate actions.

Overall, Dinabandhu Mahavidyalaya's internal assessment framework promotes student engagement, supports continuous improvement, and ensures transparency, thereby enhancing the overall educational experience.

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

## 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:**

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

In accordance with the norms and objectives of Outcome-Based Learning set by the affiliating university, each department frames the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

These outcomes are communicated through various channels, including:

- Website
- Academic Calendars
- Classroom interactions
- Departmental and college Notice Boards
- Student Induction Programs
- Meetings and interactions with employers
- Parent-Teacher Meetings
- Faculty Meetings
- Alumni Meetings
- Academic Committee
- Teachers' Council
- IQAC Meetings
- Library orientation programs

Heads of Departments emphasize the importance of POs, PSOs, and COs during their addresses to students, creating awareness about the need to achieve these outcomes.

Program Specific Outcomes (PSOs) define the specific skills and achievements students must meet. Program Outcomes (POs) encompass various areas of interconnected knowledge, skills, and personality traits that students need to acquire throughout their education. Course Outcomes (COs) outline the essential and enduring disciplinary knowledge and abilities that students should attain.

All programs offered by the college adopt mechanisms for achieving program and course outcomes, following the guidelines of West Bengal State University. The college encourages teachers to participate in workshops, seminars, and Faculty Development Programs (FDPs) to enhance student learning and help achieve the outcomes.

The attainment of program and specific outcomes is evaluated through course outcomes using direct evaluation methods, such as internal/university examinations, assignments, unit tests, surprise tests, and open book tests. Both teachers and the examination cell record and preserve the performance/results for each program outcome.

Measurement of attainment aligns with the rules of West Bengal State University, reflecting the program outcomes of respective subjects. The institution evaluates students enrolled in add-on/value-added courses.

Continuous assessment occurs throughout the year via unit tests, surprise tests, terminal exams, assignments, and practical files. The analysis of student performance helps assess the attainment levels of program and specific outcomes.

The institution collects feedback from students, alumni, and employers, which is vital for objectively identifying attainment levels in terms of program, subject course, and syllabus outcomes, thereby understanding the impact of the teaching-learning process.

Employability of students upon completing degree courses is a key measure of the attainment of program outcomes. The college's vibrant career counseling and placement cell meets the demands of various sectors.

Another measure of attainment for POs, PSOs, and COs is the smooth progression of students to higher studies in educational institutions across India. Departments track graduates who pursue higher education or gain employment, with the alumni group maintaining records of their academic and professional advancements

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words****Response:**

Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words:

The examination process for assessing Program Outcomes (POs) and Course Outcomes (COs) is a systematic approach aimed at ensuring students acquire the requisite knowledge and skills as outlined in their academic programs. This process is aligned with the guidelines established by West Bengal State University and encompasses various assessment methods.

**Assessment Methods****1. Internal Examinations:**

- **Unit Tests:** Regular assessments throughout the semester to evaluate students' understanding.
- **Assignments:** Tasks designed to encourage critical thinking and application of concepts.
- **Surprise Tests:** Unannounced assessments that check students' preparedness.
- **Open Book Tests:** Evaluations allowing reference to materials, focusing on application rather than memorization.

**2. University Examinations:**

- **Mid-Semester Exams:** Assess student progress midway through the semester.
- **End-Semester Exams:** Comprehensive tests covering the full syllabus at semester's end.

**3. Practical Examinations:**

- **Lab Work:** Tests assessing practical skills in laboratory settings.
- **Project Work:** Evaluations of projects addressing real-world problems.

**4. Continuous Evaluation:**

- **Class Participation:** Engaging in discussions and activities to demonstrate understanding.
- **Presentations:** Oral presentations to evaluate communication skills.
- **Practical Files:** Documentation of experiments and outcomes.

**Evaluation and Feedback**

- **Direct Evaluation:** Primary assessments through internal and university exams yield quantitative performance data.
- **Feedback Collection:** Regular insights are gathered from students, alumni, and employers to evaluate curriculum effectiveness and outcome attainment.
- **Result Analysis:** Detailed examination result analyses identify strengths and areas for improvement, informing curriculum refinement.

**Recording and Preservation**

- **Documentation:** Student performance is meticulously recorded and preserved by faculty and the examination cell.
- **Performance Tracking:** Continuous monitoring ensures students progress toward POs and COs.

## Alignment with University Guidelines

- **Standardized Criteria:** Attainment is measured per West Bengal State University's rules, ensuring consistency across programs.
- **Institutional Evaluations:** Add-on courses are evaluated by the institution to measure specific outcome attainment.

## Key Performance Indicators

1. **Employability:** Graduate employability is a significant measure of PO attainment, supported by a career counseling cell.
2. **Higher Education:** Tracking graduates' progression to advanced studies provides insight into academic success and professional growth.

## Indirect Assessment Methods

In addition to direct assessments, the institution employs indirect methods to gain insights into CO attainment:

- **Student Surveys:** Collect feedback on learning experiences and perceived knowledge gains.
- **Alumni Surveys:** Assess how well the course prepared graduates for further studies or careers.
- **Employer Surveys:** Gather employer feedback on graduates' workplace performance and competencies.

By implementing a comprehensive examination process, the institution ensures that students achieve the necessary POs and COs, fulfilling overarching educational objectives and enhancing program effectiveness.

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

### 2.6.3

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

**Response:** 81.56

#### 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
970	1668	1493	1261	818



**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
1533	1668	1493	1388	1532

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.86

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 50.39

#### 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
7	7	7	16.17	13.21531

#### 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:**

The institution fosters innovation and knowledge transfer through industry-driven student projects and a choice-based system. It supports knowledge creation via workshops, conferences, and faculty contributions. A 360-Degree Performance Appraisal System boosts research performance, with key initiatives in research support, cultural promotion, incubation, and sustainability projects.

#### 1. IKS:

The college preserves the tradition of oral knowledge transmission through debates, seminars, workshops, and webinars. Faculty development, cultural events, and the Archive promote Indian culture and heritage, while INFLIBNET offers essential academic resources.

#### 1. Research:

The institution promotes knowledge creation by providing ICT-enabled labs, classrooms, equipment, and legal support, encouraging faculty to pursue research projects, grants, and fellowships.

### **1. Incubation Center:**

An incubation center supports startups by providing a collaborative environment, resources, and services to help entrepreneurs develop successful ventures. It offers training in entrepreneurship, legal compliance, marketing, and technology adoption, with R&D facilities and expertise for research-focused startups. The center fosters innovation, knowledge sharing, and sustainable growth.

1. For the completion of doctoral degrees or research projects, relaxation and study leaves are provided. The encouragement to apply for such opportunities is a key aspect of fostering a research-oriented environment within the institution.

### **2. Seminars/Webinars/Workshops:**

The IQAC, in collaboration with Research Sub-Committee, Women Cell (WC), Anti Ragging Cell (ARC), Career Placement Cell, and various departments, organizes workshops, seminars, debates, and quizzes to facilitate networking, mentoring, and peer learning.

### **1. Medicinal Plant Garden:**

A herbal garden has been established to conserve medicinal plants and serve as a germplasm stock. It aims to educate students and locals about the medicinal and market value of these plants.

### **1. Value Added Course (VAC):**

To bridge the gap between the academic and industry need, Value Added Courses (VAC) are conducted regularly in our College.

### **1. Biofloc Fish farming:**

Biofloc technology is considered the new “blue revolution” in aquaculture. To popularize the biofloc technology among the surrounding villagers and to involve the students for their research and project purposes, this college has already launched biofloc technology in its campus.

1. **Aquarium:** The presence of an aquarium in Zoology Department can pave opportunities for research and creative projects as well as develop awareness of environmental issue.
2. **Vermicompost Farming:** The Department of Zoology has set up a vermicompost farm to promote sustainability and hands-on learning. Using campus organic waste, earthworms produce nutrient-rich compost, reducing waste and improving soil. This eco-friendly practice teaches waste management, soil health, and environmental responsibility.
3. **Kitchen Garden:** Dinabandhu Mahavidyalaya has established a kitchen garden to promote sustainability by providing fresh produce for the canteen, reducing costs and carbon footprint. It offers students hands-on learning in agriculture, nutrition, and environmental science, fostering teamwork and healthier eating habits.

**Rainwater Harvest plant:** The college has installed a rainwater harvesting system to conserve water for non-potable uses like gardening and cleaning with the aim of reducing groundwater reliance.

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

### 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:** 32

**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
8	4	16	4	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 0.28

**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
4	6	4	1	4

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

**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:** 0.48

**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
9	12	8	0	3

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**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:**

The college conducts various extension and social outreach programs to foster holistic development through increased social awareness and engagement within the local community.

**Demonstration and Interaction with School Students:** Students from Chhaigharia Thakur Haridas Balika Vidyalaya and Bongaon High School (Boys) participated in hands-on sessions in Physics, Chemistry, Botany, Anthropology, and Zoology labs. These immersive experiences deepened their interest in the sciences and prepared them for future academic or professional pursuits.

A two-day workshop, 'Essential Techniques in Biology', had been held in Department of Zoology for Higher Secondary science students to build up their Scientific Temper.

The Botany department also highlighted the importance of herbal remedies and environmentally-conscious behavior through visits to the medicinal garden. These interactions facilitated networking and idea exchange, crucial for holistic development.

**Library Visits:** School students from Chhaigharia Thakur Haridas Balika Vidyalaya, New Bongaon School, and Bongaon High School (Boys) regularly visit the college library. These visits expanded their information-gathering skills, broadened academic horizons, and inspired interest in higher education.

**Gathering knowledge regarding medicinal plants:** Botany department's effort to explain the significance of herbal remedies and promotion of environmentally-conscious behaviour among students is met through visit in the garden of medicinal importance.

Interaction of college students with school students during these visits facilitated networking facilities, exchange of ideas which is required for holistic development.

**Green Vision: Transforming Waste into Art:** DBM students, in collaboration with the **NGO Rising Youngsters**, created artworks from waste materials such as plastic bottles, cardboard, and scrap metals and reshaped them into captivating usable things, promoting environmental sustainability. Through this interactive workshops and demonstrations, students and attendees learned about waste management strategies and the importance of recycling in reducing environmental impact.

**Health Camp on World Health Day:** Zoology students measured blood pressure and conducted blood grouping for street-goers, promoting community health awareness.

**Primary School Teaching:** DBM faculty and Geography students took regular classes at Bibhuti Bhusan Primary School, contributing to the education and development of the students.

**Breaking the Silence: No Shame Period:** Dinabandhu Mahavidyalaya teachers delivered lectures on menstrual hygiene and related topics to the girls at Chhaigharia Thakur Haridas Balika Vidyalaya, raising awareness and reducing stigma.

**Education for All:** During the COVID-19 pandemic, DBM faculty visited homes in their neighborhoods to teach children who were deprived of education, ensuring continued learning during challenging times.

**NCC and NSS Activities:** The NCC unit (6 Bengal BN NCC, Bongaon) and NSS program actively promote community engagement through initiatives focused on societal improvement. Cadets and volunteers participate in programs like Swachh Bharat Abhiyan, contributing to cleanliness drives that foster a hygienic environment and reflect national values. Tree plantation drives enhance environmental sustainability, encouraging responsibility for nature and ecological preservation. Social awareness campaigns address key issues like health, education, and civic responsibilities, equipping participants with leadership skills and a strong sense of duty. These activities develop disciplined, service-oriented individuals dedicated to the nation's and society's welfare. Through hands-on involvement, the NCC and NSS programs instill teamwork, resilience, and commitment to social causes, working towards a more conscientious community.

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

### 3.4.2

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

##### **Response:**

The College has garnered recognition from the Government of West Bengal, West Bengal State University, and other bodies for its diverse extension activities. Faculty members have been honored by several prestigious organizations for their significant contributions to society. A few notable awards received include the following:

##### **N.C.C. Awards:**

- Sudipta Seth (6 Bengal BN NCC, Bongaon) stood 3rd position in O.S. Standing Rifle Prone, Jr. Men(Sports Shooting) organized by West Bengal Rifle association in 2018.
- Prosenjit Das (6 Bengal BN NCC, Bongaon) awarded for participation in the PM Rally by DG NCC in 2018.
- Saikat Mondal (6 Bengal BN NCC, Bongaon) awarded Governor Medal as Commander in PM Rally on 27.02.2019
- Sudipta Seth ((6 Bengal BN NCC, Bongaon) awarded Governor Medal for TSC Shooting on 07.02.2019
- Sourav Sen (6 Bengal BN NCC, Bongaon) awarded Governor Medal as Rajpath Participants on 08.02.2020.
- Sourav Halder (6 Bengal BN NCC, Bongaon) awarded Governor Medal as Rajpath Participants on 08.02.2020.
- Sudipta Seth (6 Bengal BN NCC, Bongaon) awarded for Sports Shooting in 2020
- Bristi mondal (6 Bengal BN NCC, Bongaon) awarded Governor Medal as Kartavyapath participant in 2023

##### **Faculty Awards:**

- Dr. Sudip Mukherjee was conferred Best Paper Award by International School of Business & Media, Kolkata on 19.01.2019.
- Dr. Sudip Mukherjee was conferred Best Paper Award by Institute of Engineering and Management in 2021
- Bidhan Chandra Roy was conferred Best Award for oral presentation by Osmania University, Hyderabad, on 22.07.2022
- Bikash Chandra Mondal was achieved Active Program Officer Award 2022-2023 for his role in N.S.S. by West Bengal State University on 22.05.2023.

### Students` Award:

Near about forty students from our college have been honored with prestigious awards for their outstanding achievements in both academic and extracurricular activities, including sports. Their dedication and hard work have shone through in various events, such as the Science Congress, and quiz competitions.

Additionally, students excelled in cultural competitions, highlighting their artistic talents and creativity. Their participation in yoga, karate, and self-defense programs reflects their commitment to physical fitness and personal development, further enhancing their skill sets. These accomplishments not only bring pride to the college but also inspire their peers to engage actively in diverse activities, fostering a vibrant and dynamic campus culture. Through their achievements, these students exemplify the values of perseverance, teamwork, and excellence, contributing to the overall reputation of the institution.

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

### 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:** 30

**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
10	7	01	2	10



File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:** 28

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The college is situated in a rural area and caters to the need of almost 8000 students. The college campus measures about 13.39 acres and has constantly endeavored to provide quality education and ensure all round development of the students. Optimal utilization of college buildings is done for allotment of classrooms, laboratories, libraries, common rooms, administrative office, NSS office, NCC office, gymnasium, store and canteen. The college provides considerable infrastructure for teaching-learning.

- The main building measures about 1493.54 sq meter with **33 classrooms for UG classes, 2 for P.G classes**, laboratories.
- Either desktop or laptops have been provided to the departments with internet connection (**Through LAN or wi-fi**).
- **9 ICT rooms**, equipped with overhead projectors and smart/white boards
- **Laboratories** with all kind of equipment have been set up in the departments of Zoology, Botany, anthropology, Physics, Chemistry, Maths, Geography and Computer Science.
- **Museums** for different biological specimens in Zoology and ancient weapons and other products in Anthrpology laboratory.
- A separate computer lab for general students.
- A **well-stocked central library** with a separate reading room.
- Circulation Desk, Journal and Magazine display rack, Newspaper stand, Property counter, **bar code scanner** and CCTV coverage.
- Apart from these, the library has a **separate e-corner with 4 computers**. The students can get different e-journals and other study materials s through **INFLIBNET** and **N-LIST** from here.
- Beside, each department has separate departmental library for the use of students and faculties.
- The Administrative Block of the college consists of the Principal's Office, the Accounts Office, the General Office, a Bursar room and IQAC room which are all internet enabled.
- There are **two ornamental gardens and one medicinal garden** inside the college campus measuring about 1122 sq. meter for protection of environment.
- Hostel facilities for students.
- A separate sports ground for Annual sports.
- Total **3 play grounds** in the college campus with the total area of about 3213, 2050 and 12775 sq. meter.
- A well-equipped **gymnasium** inside the college campus with a total area of 386.34 sq. meter.
- A yoga and aerobic center is also there for students health practice.

- A spacious fully equipped **auditorium** with twelve speakers, four amplifiers and a mixer along with a seating capacity of 200 persons are there.
- A **Multi-Purpose fully air-conditioned seminar Hall** which has an overhead projector and a screen to conduct academic sessions of seminars and conferences as well as different cultural functions.
- Another open space inside the college campus, named as '**Mukta Mancha**' is also used for the purpose of arranging different cultural functions.
- **Rain water harvesting** system for extra source of water. CCTV cameras for all around surveillance of the campus with a display at the Principal's office.
- Separate cycle parking spot for students in the College.
- **Vermicompost** set up to teach the students the practical methods of biocomposting and producing vermicompost and vermiwash.

A **solar panel** to save electricity and produce eco-friendly energy source and a generator for uninterrupted.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 28.16

**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
9.94	1.97	7.72	3.82	3.06

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

Library is automated using Integrated Library Management System (ILMS)

Name of ILMS software : Software For University Libraries (SOUL) software.

ILMS Version : 3.0.5

The Central library as the heart of this academic institution embark on its journey in the year 1953, housed at its present location. As a thriving space for academic pursuits and scholarly communication, providing opportunities for self-learning and fostering life-long learning habits the Central Library has redesigned its services on modern lines to a great extent. The library has an area of 1600 + sq.ft area with seating capacity of more than 100 users at a time. With open access system , free Wi-Fi zone ,OPAC searching facilities , e- Corner for accessing e-resources and Online Educational Resources (OER), a judiciously developed collection of print and electronic resources , active service support amidst an user-friendly ambience has evolved into an interactive space & knowledge hub of the academic community.

- **Library is automated using Integrated Library Management Software (ILMS)**
- **Name of ILMS software : SOFTWARE FOR UNIVERSITY LIBRARIES (SOUL)**
- **Nature of Automation (fully or partially) : Partially**
- **Version : 3.0.5**
- **Year of Automation : 2014**

**Library hours: 10:30 AM to 04:30 PM**

**Library collection:**

**Printed Books & Journals .e-books & e-journals .Newspapers & Magazines .Braille Books. The Central library collection comprises of 19 thousand plus Printed Books , Printed journals ,Magazines, Newspapers, Braille Books ,6000 + e-journals (Through N-LIST) ,1,99,500 e-books (Through N-LIST) & 6,00,000 e- Books Through NDL, DELNET resources, OER.**

#### **Facilities :**

- **Information desk cum circulation counter.**
- **Reading room**
- **Reference Section**
- **OPAC Search**
- **Web OPAC**
- **E-Corner for accessing e-resources of INFLIBNET N-LIST & DELNET & OER repository like e-pg pathsala Courseware and WBCoLOR (WEST BENGAL COLLEGE LIBRARIES' ONLINE RESOURCES) database.**
- **Display of New arrivals.**
- **Career Guidance Section .**

#### **Resources:**

**The Central library collection comprises of 19 thousand plus Printed Books , Printed journals ,Magazines, Newspapers, Braille Books ,6000 + e-journals (Through N-LIST) ,1,99,500 e-books (Through N-LIST) & 6,00,000 e- Books Through NDL, DELNET resources, OER.**

#### **Services :**

- **Reading Room service.**
- **Lending service through circulation counter.**
- **Reference Services.**
- **User Awareness programme.**
- **Information Literacy and users' assistance service in the e-corner.**
- **News Alert Services.**
- **Career Information Literacy Services through Career Guidance Section.**
- **Library extension services for school children in the local community.**
- **Users' assistance service 24/7 by using social media technology.**
- **Promotion of Library facility by observation of various events like World Book Day , Librarian's day.**
- **Organizing events like Quiz programmes ,seminars, invited lectures to increase the awareness and usage of the library.**
- **Library Extention service for alumni.**

Library orientation programs are routinely organized to ensure users can efficiently find the right books at the right time. The Library Sub-committee serves as an advisory group, assisting in decisions related to expanding the collection and improving the quality of library services. The library staff, always present at the circulation desk, are dedicated to providing excellent service to members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet - universities, colleges, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students.

- The college has total 61 desktops, 10 laptops, 12 printers including the teaching and administrative block.
- The college uses 11 LCD projectors, 1 in the seminar hall and rest are used in different ICT classrooms of the teaching block.
- This infrastructure is complemented by computer networking devices, 6 scanners and 5 interactive teaching boards etc.
- There are total 9 wi-fi connections in college campus with 60-150 MBPS configuration to make the learning process more effective and smooth.
- The main connection is for general students. The name of the version is DMV wifi with 150 MBPS speed. It was renewed on 7th Sep and continued upto 31st Dec, 2021. It has been recharged again on 16th March, 2022 which is still running on and meeting the purposes of different academic as well as administrative works in campus.
- There are two more wifi connections in Zoology department. One is DMV 6 with 60 MBPS speed and another one is DMV 7 with 80 MBPS speed. These two connections are meeting the needs of not only Zoology, but also of the adjacent departments like Botany, Anthropology, Physics, etc.
- Library has version of DMV 11 with 100 MBPS speed.
- Other connections have been set up in the ICT classrooms of the college and in the computer training center.
- The network connections including LAN are regularly monitored by technical assistants.
- The college has an official website which is updated regularly by a particular committee.
- College has transparent online admission portal, examination and accounts since 2014-2015 which is maintained by the software (Infotech Lab).
- The institutional website is maintained and updated regularly by a dedicated committee so that the stakeholders can access information and circulars seamlessly.
- College has an online Feedback mechanism for students, teachers, alumni and employers.

- College has 360 Degree Performance Appraisal System.
- The college has a learning management system where the study materials are uploaded for the benefit of students.
- Question papers of Semester Examination have been digitized and student can freely access them from the College website.
- 20 CCTV cameras are installed in different areas of the campus for surveillance, supported by wi-fi 1 display board.
- There is computer training center with 8 desktops and a projector with smart board where internet connection is supported by Wi-fi.
- The college has a biometric system to record the teacher as well as non teaching staff attendance system.
- College has institutional membership of Information and Library Network (N-List) since 2013 against an annual subscription of Rs. 5,900
- Library gets access to 6,000 journals, 1,99,500+ e-books under N-List programme and 6,00,00 books under NDL through e-Shodh Sindhu Consortium
- Library is automated partially using ILMS SOUL and is updated by barcode service.
- Provision of Web-OPAC service and a reprographic centre lies within the library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 934.43

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

**Response:** 7

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

## 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:** 10.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.12395	0.60202	0.08999	2.20924	4.70762

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 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:** 73.59

**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
4399	6981	3926	3659	4576

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.3**

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

**Response:** 41.55

**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
5898	1476	0	3570	2348

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

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

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

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

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

## 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:** 28.6

**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
560	190	326	376	324

**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
970	1668	1493	1261	818

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.63

**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
10	5	0	9	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 7**

**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
4	1	1	0	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 23.6**

**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
28	42	10	9	29

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The Alumni Association of our college plays a vital role in contributing to the institution's growth and development (registered under West Bengal Govt. Registration under Act XXVI of 1961; No. S0032773 of 2022-23). Serving as a reflection of the college, the association mirrors the professional and personal achievements of former students. Currently, around 500 alumni are registered with the association.

**Vision:**

The Alumni Association aims to create a bridge between current students and alumni, fostering mutual benefit.

**Mission:**

1. Exchange of Experiences: Promote the sharing of academic and professional experiences with current students.
2. Skill Development and Entrepreneurship: Advise and conduct activities that motivate students to develop skills and entrepreneurial spirit.
3. Career Guidance: Facilitate career counselling by notable alumni to assist students in shaping their future.

The association organizes reunions for former students, hosts cultural events, and collaborates with the National Service Scheme (NSS) for social activities. Many distinguished alumni contribute by sharing their expertise in essential areas like soft skills development and career planning. Furthermore, alumni are actively involved in advising the college's Placement Cell. Some alumni are also employed as part-time teaching and non-teaching staff in the college, further strengthening the institution.

**Key involvements in Extension Activities of Dinabandhu Mahavidyalaya:**

1. Book Donations: Donating books to financially disadvantaged students.
2. Relief Programs: Participating actively in relief efforts, such as during the COVID-19 pandemic.
3. Cultural Programs: Engaging in the organization and execution of cultural events.
4. Career Support: Offering career counselling advice, resume reviews, and job search assistance to help students and recent graduates advance in their careers.

5. Administrative Contributions: Alumni assist in various administrative roles, such as managing official data and creating academic and cultural content.

Alumni serve as an essential resource for networking and career development, often hosting events that allow current students to connect with professionals in their fields of interest. These connections can lead to valuable opportunities like internships, job placements, and mentorship, helping students launch successful careers. Additionally, the alumni association offers resources that support students' career growth, including counselling, resume reviews, and job search assistance.

Beyond direct involvement, alumni contribute significantly to enhancing the college's reputation. Successful alumni often become ambassadors for the institution, using their platforms to promote the college, attract prospective students, and encourage broader support. This kind of advocacy is crucial for attracting top talent, securing funding, and maintaining a strong institutional image.

In conclusion, alumni associations are fundamental to the progress of educational institutions. They provide vital financial support, create networking opportunities, and help to uphold the institution's reputation. Through their engagement and advocacy, alumni ensure the continued success of their alma mater, making it essential for educational institutions to maintain strong relationships with their alumni.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

“Tat karma yanna bandh?aya s? vidy? y? vimuktaye” - As travellers on this avenue of internal advancement, we view ourselves entrusted with the solemn onus of keeping the 'promises' to enlighten the souls of the young initiates and to maintain an ambience conducive to the pursuit of real learning, while keeping the mind free.

#### Mission

- To stick resolutely to our perpetual aim of imparting true learning.
- To mould the minds of the young learners so as to make responsible citizens and, above all, good human beings out of them.
- To constantly upgrade the entire academic process in connection with the latest technological advancements.
- To make our students socially and culturally committed and enriched.
- To inject energy and vigour among our youth and help them to learn, grow and evolve.
- To make the college a centre of excellence and of national importance.
- Enhancing skills and competencies of students to meet job market demands.
- To establish research facility for teachers.

#### Perspective plan towards accomplishing the vision and mission:

With the advent of NEP 2020 the college is planning to reform its policies and implement it through the future Institutional Plan viz:

- Introduce new UG, PG, and certificate courses based on student demand to boost enrolment and diversity.
- Implement gesture-based reading screens, Braille, and audio systems in the library for physically challenged students.
- Upgrade laboratory, library, and facilities to enhance research.
- Encourage student participation in co-curricular, extracurricular, and career awareness programs.



- Ensure transparency in student evaluation and academic administration.
- Strengthen community relations through need-based outreach by NSS and Social Outreach.
- Focus on practical learning, student feedback, and continuous improvement.
- Collaboration with Professional Organizations/Institutions and Industries for skill enhancement

### Decentralization:

The college ensures decentralization and participative management in every sphere. E-governance has been implemented in the sphere of Planning and Development, Administration, Finance & Accounts, Admission, Support and Examination. The institution has effective welfare measures for teaching and non-teaching staff.

### Long Term Plan

- **Professionalisation of activities:** Our goal is to maximize stakeholder benefit through professional, planned, and effective human resource use, involving all parties, and leveraging advanced technology for shared success.
- **Quality in both academic and organizational sectors:** The college has made a conscious and sincere effort to adopt quality in both academic and organizational sectors and maintain that standard in days to come.
- **To enlighten economically weaker and educationally backward people:** A major thrust was given to uplift economically weaker and educationally backward individuals, safeguarding their interests and protecting them from social injustice and exploitation.
- **Women's education & empowerment:** Emphasizing women's education as vital for national development and transformation.
- **Science education:** Science education in different disciplines had also been aptly taken into consideration in this college.
- **Development of newer perspectives:** Lastly, development of newer perspectives to contribute more effectively towards intellectual pursuits and to find solutions to relevant social issues become a mandatory responsibility of this college.

### Short Term Plan

- Good results in university and competitive examinations at this level.
- Excellence in all sorts of extra- and co-curricular activities

Equal emphasis on the development of a good mind and a healthy body through improvement of facilities and imparting a strong sense of physical culture.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The institutional perspective corresponds to the vision and mission of the institution which are the constant driving factors for improving academic policies and strategies and qualitative development. At the very beginning of every academic session, different bodies and committees chalk out the strategic plan of events and activities beneficial for the growth and development in the pivotal areas. A thorough review is done by the end of the year to analyze the outcome of the plans. It has been effectively deployed to focus on quality enhancement in those areas (from 2017-2022)

1. to enhance the capacity of student intake and ensure an increase in student enrolment.
2. to ensure complete automation in the case of student admission, administrative procedures and student database.
3. to construct building for classrooms and laboratories
4. renovation of seminar halls and auditorium
5. complete automation in the library upgrading system
6. to introduce skill-based courses
7. to have a greener and cleaner campus
8. conduct environmental audits, green audits, and energy audits.
9. to conduct functional MoU in order to Initiate new job-related training and placement
10. to enhance the Internet services
11. to improve teaching-learning methods by receiving feedback from the stakeholders
12. to initiate Biogas plant Vermicomposting and rainwater harvesting projects

13. to ensure infrastructural growth by upgrading classrooms with ICT, and providing more books to the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 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:**

**Teachers' appraisal is based on:**

- Performance Based Appraisal System for teaching staff is followed as mandated by the state Directorate of Higher Education and adheres strictly to norms laid down by UGC under API

scheme of promotion.

- Under Career Advancement Scheme laid down by the UGC, self-appraisal report (daily attendance in the college, number of classes allotted, taken, other academic/administrative duties performed, casual leaves etc.) and API score claim is verified by IQAC and forwarded to the Principal who scrutinizes them and if satisfied, places the same before GB for recommendation for being forwarded to Directorate of Higher Education.
- Biometric attendance and attendance register of all staff is maintained which is regularly examined by the Principal.
- The faculties are encouraged to pursue professional developmental programmes, publications and research activities.
- Our Institution has implemented a 360 Degree Performance Appraisal System to provide a comprehensive evaluation by considering feedback from multiple perspectives, including self-assessment, peer reviews, supervisor evaluations, and feedback from students or other stakeholders.
- The Non-teaching staff are also assessed through annual performance appraisal. Appraisal of the non-teaching staff is done by the Principal and by the Bursar. The principal meets with the non-teaching staff on a regular basis for corrective measures and improvements in performances. On satisfactory performance, all employees are appreciated.

### **Welfare measures**

- Financial assistance provided to teaching staff for attending conferences/ seminars/ workshops/ FDP and SDP.
- West Bengal Health Scheme
- Loan facilities from Provident Fund as per Government rules.
- Staff Benefit Fund gives support in crisis
- Financial incentives for non-teaching staff during Puja are also provided
- Pension, Gratuity and Leave Encashment are given to the staffs of the college.
- Medical Leave, Maternity Leave, Child Care Leave, Paternity Leave, On-Duty Leave, Half-Pay Leave, Casual Leave, Study Leave, Quarantine Leave can be availed

### **Recreational facilities**

- Annual picnic is organized for teaching staffs.
- Friendly matches/games are organized on Annual Sports Day for teaching and non-teaching staffs.
- Television in Common Staff Room

- Indoor game facilities like carom, chess

### Professional development

- Professional development or administrative training programmes for skill enhancement are organized for both teaching and non-teaching staff.
- No Objection Certificate is duly granted to participate in Refresher Courses/ Orientation Programmes/ Short Term Courses to the teaching staff.
- All the non-doctoral staff members are encouraged to get enrolled for part-time Ph.D program.
- Study leave is given subject to fulfilment of certain conditions

### ICT Facilities

- Wi-Fi enabled college campus
- The college provides infrastructural support in science laboratories for smoothly conducting practical classes.
- Desktop facilities are provided in the Library and departments.
- Laptops and projectors for ICT enabled smart classrooms and seminar hall.

### General Support Facilities

- 24-hour power back-up (100%), water purifier as well as Shojol dhara for drinking purpose, Refrigerator and microwave.
- Canteen serves nutritious and hygienic food.
- Facilities such as ramp, wheelchair, Braille books for differently abled students.
- Computer repair service
- Yoga and aerobic facilities
- Identity cards for teaching staff

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

### 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	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

**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:** 68.01**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
68	68	10	37	36

**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
6	8	10	13	21

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

## 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:

Strong financial strategies are used by Dinabandhu Mahavidyalaya to mobilise fund from a variety of sources, with an emphasis on making the best use of the finances for both the overall development of the institution and the welfare of its students.

#### 1. The Finance Sub-Committee's Financial Strategies and Fund Mobilisation:

- 1.The proposal and approval procedures are initiated by the Finance Sub-Committee, which is made up of both external and internal members. Proposals that specify the precise amount of money needed for particular initiatives or projects are placed with great care. Key players in the planning process include the Development Sub-Committee, Purchase Sub-Committee, and Library Sub-Committee.
- 2.Departmental Requisitions: To support the institution's academic and research endeavours, departments submit budget proposals for webinars and seminars.
- 3.Tender Purchase/FC/GB Approval: In order to ensure transparency and compliance, budget proposals for tender purchases go through a formal approval process.
- 4.Proposal/Purchase/Work Order permission: In order to guarantee consistency with the college's

strategic goals, permission for proposals, purchases, and work orders are sought in the final phase. All financial paperwork and bills are processed by the Principal, Bursar, Accounts and Cash division.

## 2. Funding Sources:

- Income of the college mainly comes from the collection of fees from the students.
- DST( Department of Science and Technology)
- Kalyani University DODL Grant
- Fund received from WBSU for University Volley Ball Tournament (at Dinabandhu Mahavidyalaya premises)
- Fund received from WBSU for University Kabaddi Tournament (at Dinabandhu Mahavidyalaya premises)
- Fund received from WBSU for University Examination centre fees, processing charge of newly admitted Semester-I students' Registration.
- Scrap Clearance
- NSS Grant

## 3. Mechanism of fund utilisation:

Fund mobilisation activities and mechanism:

- Purchases made through tender (e-tender if required) of furniture, electronics, Lab-equipment, Library Books etc.
- Repairs and renovations via quote-based process.
- To ensure accountability and transparency, regular internal and external financial audits are carried out.
- The Annual Budget and updated estimates are reviewed, recommended, and presented to the Governing Body for approval.
- Recurring and non-recurring expense caps are established in accordance with the college's revenue and resource availability.
- Certificate courses Seminars/webinars/workshops/conferences etc
- Extension lectures and special classes
- Various professional development programs
- Regular Sanitization of the college
- Financial assistance to needy students



- AMC of online admission, CAS, accounts softwares
- Free Wi-Fi facility
- The Finance Sub-Committee is in charge of how the college fund is used for upkeep and development projects.

The Principal, the Bursar, and the Accounts Section handle all financial paperwork and bills.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell (IQAC) plays a critical role in maintaining and enhancing quality standards in educational institutions. It is a body established as per the guidelines of the National Assessment and Accreditation Council (NAAC), with the primary objective of institutionalizing the process of quality assurance and continuous improvement across various functions of the institution. Over time, the IQAC has contributed significantly to strengthening institutional mechanisms for enhancing quality, particularly in teaching-learning processes, organizational structures, operational methodologies, and learning outcomes.

#### Role of IQAC in Institutionalizing Quality Assurance Strategies and Processes

The IQAC functions as the central unit responsible for devising and implementing quality assurance strategies. One of its key contributions is to integrate the different activities and processes in an institution into a coherent quality management system. By bringing together various stakeholders, including faculty, administration, students, and external experts, the IQAC promotes a culture of participatory management and shared responsibility for quality improvement.

Moreover, IQAC prepares a comprehensive framework to enhance the overall institutional quality, which is aligned with the broader goals of academic excellence, social relevance, and institutional sustainability. This includes continuous review and enhancement of curriculum, updating teaching methodologies, and improving infrastructural and technological support for both faculty and students.

The cell also ensures that effective feedback mechanisms are in place to gather insights from various stakeholders and take corrective measures when necessary.

### Review of Teaching-Learning Processes, Structures, and Methodologies

A core function of IQAC is to periodically review the teaching-learning processes and recommend improvements to ensure that they are dynamic, student-centered, and aligned with current educational trends. This involves the evaluation of teaching methodologies to promote active learning, the use of ICT tools, and experiential learning models. The cell also ensures that the teaching staff receives ongoing professional development opportunities through workshops, training programs, and exposure to best practices.

This leads to the adoption of innovative teaching practices, including blended learning, flipped classrooms, and collaborative learning models, which foster better engagement and learning outcomes.

### Periodic Review and Documentation of Learning Outcomes

One of the significant contributions of the IQAC is its focus on monitoring and measuring learning outcomes. Periodic review of learning outcomes helps to gauge the effectiveness of the teaching-learning process. IQAC establishes criteria for outcome measurement and undertakes the systematic assessment of students' academic performance, skill development, and holistic growth.

The cell also facilitates the continuous evaluation of institutional goals and their alignment with learning outcomes. This ensures that the learning objectives are met and the institution is keeping pace with changing academic demands and societal needs. Additionally, the documentation of incremental improvements in learning outcomes helps the institution maintain a clear record of progress and achievements, which is crucial for future planning and assessment, particularly during accreditation cycles.

### Continuous Improvement and Record Keeping

IQAC encourages a culture of continuous improvement through the regular assessment of institutional activities, ranging from academic to administrative. By fostering an environment of introspection and forward-thinking, the cell drives the institution toward sustained growth and excellence.

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

### 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.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>

## 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:**

Dinabandhu Mahavidyalaya is committed to inclusivity and gender neutrality, promoting respect and equality for all. The institution actively supports gender equity and women's empowerment, ensuring a safe and supportive campus environment.

- 1. Gender Audit:** Dinabandhu Mahavidyalaya regularly conducts Internal Gender Audits to assess and enhance gender equity on campus. A Policy Document for Gender Equity is published annually, reflecting our ongoing commitment to these values.

#### **1. Measures for promotion of gender equity**

The college has implemented several measures to support female students and staff, including:

- Girls' Common Room equipped with a sanitary napkin vending machine.
- Sufficient toilet blocks are provided for female students and staff.
- "Kanyashree" - A government scholarship program exclusively for female students.
- Multi-Gym Facilities
- Yoga and Aerobic centre with separate timings for girl students.
- 

#### **Safety and Security of Women**

- Security Personnel: Stationed at entry and exit points to monitor campus safety.
- Internal Complaints Cell (ICC): Active on campus to address any grievances, with contact information prominently displayed.
- CCTV Surveillance: Installed across the campus for added security.
- Anti-Ragging Measures: The institution has an anti-ragging cell that enforces strict anti-ragging rules and educates students on the dangers of ragging.
- Grievance Redressal: A separate grievance box for female students ensures swift action on issues.
- Parents Teachers meetings include discussions on the safety of female students.
- Counselling Services: A well-being consultant is available to support students with career-related

and personal issues.

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

Dinabandhu Mahavidyalaya conducts various programmes to raise awareness and promote gender sensitization:

- International Women's Day: Celebrated annually with events highlighting women's rights.
- Gender Equity Workshops: Topics include women's rights, laws, and gender equity, often discussed in parents-teachers' meetings.
- Youth Parliament: Encourages female students to take on leadership roles.
- Street Dramas: Focus on issues like dowry and eve-teasing.
- Cyber Crime Counselling: Educates students on safe online behaviour.
- Poster Competitions and Extempore: Encourage female participation, boosting confidence and critical thinking.
- Film Screenings and Seminars: Focus on women empowerment and building scientific temper.
- Pamphlet Distribution: Helps students recognize behaviours that constitute sexual harassment.

#### 1. Gender sensitization in curricular and co-curricular activities

Gender equity is woven into both the curriculum and extracurricular activities at Dinabandhu Mahavidyalaya:

- : Gender-related topics are integrated into the syllabi of various subjects, including Political Science, English, Geography, Education, and History. Specific courses on Women's Writing and gender issues are included to foster understanding and critical thinking.
- **Skill Development:** Add-on programs like self-defence, martial arts, Karate training programmes, and value-added courses such as jewellery making are offered to empower female students.
- **Cultural and Sports Activities:** Female students are encouraged to participate in cultural events, sports, and specialized programs like winter melas, exhibitions, and certificate courses in Mehndi and beauty therapy.

Role of Female Staff within the College is significant.

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

**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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

**7.1.3**

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

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

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

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

#### 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:

Dinabandhu Mahavidyalaya has worked towards fostering an inclusive environment that embraces tolerance and harmony across cultural, regional, linguistic, communal, and socio-economic dimensions. This inclusive approach is integral to sensitising students and employees to the institutional obligations, values, rights, duties, and responsibilities of citizens.

Dinabandhu Mahavidyalaya has made various initiatives and conducted programs to cultivate these values, making educational campuses more cohesive.

- 1. Celebration of National Days of Importance:** One of the cornerstone initiatives of Dinabandhu Mahavidyalaya in promoting an inclusive environment is the celebration of days of national importance and unity. These celebrations, such as **Independence Day, Republic Day, Gandhi Jayanti, and National Youth Day**, serve as a platform to instill national pride and unity among students and staff.
- 2. The commemoration of regional historic personalities,** such as **Dinabandhu Mitra, RakhaldasBandhopadhyay, and Rabindranath Tagore**, is another significant effort towards inclusivity. These programs not only honour these figures' contributions but also educate students about regional heritage and history.
- 3. The celebration of Orientation Day and Farewell Day** at the college fosters an inclusive environment by welcoming new students also honouring departing students with ceremonies that reflect shared experiences and achievements.
- 4. Visits to local historical sites:** To promote an understanding of local history, the institution organizes visits to historical sites and projects on Bongaon's Heritage. These events enable students to connect with their local heritage and understand the historical and cultural evolution of their region.

5. **Celebrating International Mother Language Day as MatriDiwas** is a vital initiative that underscores the importance of linguistic diversity and multiculturalism. This celebration fosters respect for linguistic diversity and encourages students to appreciate and preserve their mother tongues.
6. **Programs such as Sanskrit Divas and Hindi Divas** are organized to sensitize students about different cultures and languages within India. These events include lectures, cultural shows that highlight the richness and diversity of India's linguistic heritage, fostering a sense of unity in diversity among the student body.
7. The celebration of **International Yoga Day** is another initiative that promotes holistic well-being and cultural integration.
8. **Sensitising students about the Indian Constitution, citizens' rights, and duties** is achieved through seminars on various aspects of the Constitution, fundamental rights, and responsibilities of citizens. These sessions aim to create informed and responsible citizens who are aware of their role in a democratic society.
9. **Instilling a sense of patriotism** in our students through patriotic cinema and instil scientific tenacity by movies.
10. **Inclusive Environment:** Students from all backgrounds are warmly welcomed, promoting diversity and inclusivity in the learning environment.
11. **Accessibility initiatives:** College has built ramps and has wheel chair to support differently-abled individuals. This reflects a strong commitment to fostering an inclusive environment that caters to the diverse needs of every student.

Overall, these institutional efforts and initiatives play a crucial role in creating an inclusive environment that values tolerance, harmony, and cultural diversity among students and employees, thereby contributing to the holistic development of individuals and the community at large.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Title (1)- 360-degree Appraisal of Teachers (E-Bijoy)**

**Objective for the Practice:** A multi-rater feedback, or 360-degree feedback, is a procedure by which the



employer assesses the performance of the worker from as many angles as feasible. The anonymous "360-degree" employee performance review process was created by the college to track the extent, capabilities, and shortcomings of the educators for qualitative growth.

**The Context:** Completing a 360-degree feedback form gives the college more understanding and comprehension to create their own expectations and succeed in the end.

**The Practice:** Four essential elements make up 360-degree evaluation.

- Evaluation of oneself
- The principal's evaluation
- Students Evaluation on Teachers
- Peer Evaluation

**Evidence of Success:** The evaluation eventually affected the teachers' overall performance. When 360-degree feedback is used effectively, it starts and promotes a significant improvement in the teachers. Improvements in work relations result in higher faculty output. It creates an atmosphere conducive to learning, research, and productivity growth. By creating a channel of communication with the students, it expands the work's scope and makes it possible to discuss and resolve issues.

**Problems Encountered and Resources Needed:** The institutional head first had trouble setting up the system, and the institutional head needed all the feedback and information data collected before starting the procedure.

**Title (2a) - ????? ???? ???? ???? , 'We are all Together'**

**Four Objectives of our outreach program:** designed to shape our students and society

1. **Skill Building**
2. **Community Engagement and Social Responsibility**
3. **Personal Growth and Development to develop soft skills such as communication, teamwork, and time management.**
4. **Diversity and Inclusion.**

**The Context-** The Outreach programs often focus on promoting diversity and inclusion within the student body. They aim to create a more inclusive environment by engaging with students from varied backgrounds, addressing issues of equity, fostering a culture of mutual respect and understanding, encouraging personal development and boosting confidence through hands-on involvement with the community.

The Key idea behind the outreach programme is to collectively help in shaping well-rounded, informed, and responsible college graduates.

- **Donation of food and other essential items to neighbourhood areas during Covid-19 lockdown in Paikpara and Dinabandhu Nagar area.**
- **Nutritional Assessment and Distribution Programme among the children of a NGO.**
- **Spreading Awareness about 'Female Hygiene Matters: Building Healthier Habits Together and Distribution of Sanitary Napkins**
- **Our college students engage in teaching at nearby schools.**
- **Spreading Awareness on Dengue and CoronaVirus.**
- **Visiting an Old Age Home.**
- **Formation of Covid-19 Relief Fund to help our students cover admission Fees.**
- **Spreading Awareness of Menstruation and female health in nearby School titled 'No-Shame Periods'.**

**The Practice-** All through the year, the college hosts Outreach events. It is expected of the students to complete them during the designated college hours. Many initiatives are carried out to raise social consciousness in Dinabandhu Nagar and adjoining places and Schools.

**Evidence of Success-** The success of the college's outreach programs is evident in the increasing student participation, which reflects a growing engagement with the community. Enhanced student involvement has, in turn, contributed to the college's positive reputation, as evidenced by rising recognition. This strengthened public perception helps the outreach programs' effectiveness in both student growth and institutional prestige.

**Problems Found and Resources Needed:** Problems that the college faced ranged from initial low participation rate, limited resources, communication barriers and diverse needs of the local population.

- **Low Participation Rates:** Students and parents often show limited interest or fail to engage in outreach events.

- **Limited Resources:** Outreach programs may struggle with insufficient funding and staff, impacting their effectiveness.
- **Communication Barriers:** Ineffective messaging or lack of awareness can prevent target audiences from receiving crucial information.
- **Diverse Needs:** Addressing the varied needs of different communities and educational backgrounds can be challenging.

We overcame the problem by arranging materials from various NGOs. Approaching the teachers and staff of our college and by building up our reputation. Lifting the communication barriers by talking to people, local leaders and clubs. Continuous effort led us to identify the root causes of problems and the utmost need.

### Best Practices (2b) - ???? ???? ???? ‘Open the Gates’

#### Objectives of our practice-

- Break the isolation of the college and Strengthen Institutional Connections and Support
- Foster Academic Curiosity and Exploration
- Enhance Research and Technical Skills
- Promote Early College Readiness

**The Context-** To give school students opportunities to access higher educational institutions and enhance their learning by ‘opening the gates’ of the college, and making it part of the larger society. Provide school students with access to higher education resources, such as specialised libraries and laboratories, to ignite their interest in advanced subjects and research areas. This exposure helps cultivate a deeper curiosity and encourages them to explore academic disciplines beyond their current curriculum.

**The Practice-** Three schools have been chosen whose students will be able to access the library, lab and will participate in various knowledge sharing practices. The respective schools are: 1. Bongaon High School, 2. Chhaigharia Thakur Haridas Balika Vidyalaya, 3. New Bongaon Girls High School. Library visit has been a continuous process from 2020, on every alternate week.

**Evidence of Success-** Students are very interested and enthusiastic about the visit to our college. They eagerly look forward to learning new techniques and theories. Students have created a collaborative network, where they benefit from guidance and resources that support their educational aspirations and career goals.

**Problems Found and Resources Needed:** The problems faced by our college initially was managing the resources to be made available to students, scheduling visit time, and staff allocation.

- **Resource Allocation:** Colleges may face difficulties managing and allocating resources like library materials and lab equipment for external use.
- **Scheduling Time:** Coordinating times for school students to access college facilities can disrupt regular college operations and classes.

- **Staffing Issues:** Colleges might lack sufficient staff to supervise and assist school students effectively in libraries and labs.

We overcame the problem by looking into the school programme and the areas they needed help, creating a timetable and allocating sufficient staff to the students.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Dinabandhu Mahavidyalaya's Distinctiveness**

1. **Distinctiveness of our Institution's Name-** Our college takes its name from **Dinabandhu Mitra**, a well-known dramatist from Bengal whose play Nildarpan, which describes the abuses and oppressions Bengal's indigo growers inflict upon the locals, sparked a revolution. He wished for the improvement of the oppressed and constantly gave them a voice. Does our institution shares its values of '**creating a better society**'.
1. **Distinctiveness of our Institutions Geography:** Our College resides In the Indian state of West Bengal, Bongaon is a town and municipality located in the North 24 Parganas district. It serves as the Bongaon subdivision's headquarters. Being the neighbouring city to the Bangladesh border, Bongaon went through a lot of hardship and carnage during the partition. It was a key area of unrest, particularly during the 1971 Indo-Pakistan conflict. Agriculture produces the majority of the region's revenue. The majority of our pupils are from households with low incomes.
2. **Distinctiveness of our Action:** Therefore, it is our responsibility to not only expose them to higher education but also to get to know them, shape them into **financially independent, engaged, and helpful Indian citizens**. Along with it **our college wants to reflect the natural greenery of Bongaon**.

### 1. Facilitating Employability- The following practices facilitate employability.

- **Job Fairs and Workshops-** Our college enhances employability through **career counselling and skill development workshops** aligned with industry needs. It also hosts **job fairs** and networking events to connect students with employers.
- **Promoting In-Build Talent-** The college nurtures student talent by organising **handicraft fairs and exhibitions**, providing a platform to showcase and sell creations. It conducts **workshops on jewellery making, mehendi design, and beautician skills**, promoting **artistic abilities and entrepreneurial potential**. These initiatives foster creativity and practical career opportunities.
- **Building Soft Skills-** Our college focuses on developing students' soft skills, such as **public speaking, time management, and personality development**, through workshops, seminars, and practical activities. This approach builds confidence and professionalism, ensuring graduates are well-prepared for diverse careers.
- **Healthy Competition-** Our college encourages healthy competition by organising **quizzes, debates, seminars, singing and dance performances, extempore, and poster competitions**. These activities prepare students to face external challenges with confidence and sharpen their competitive edge.
- **Computer Literacy-** Our college collaborates with computer training institutes to equip students with essential computer skills, which are crucial in the growing industry. This initiative ensures students remain competitive and industry-ready in the digital age.

### 1. Facilitating the development of exemplary citizens- The following practices are conducted to enhance employability.

- **Inspiring Citizens-** Our college cultivates responsible citizens by **imparting values through seminars on morality, empathy, the role of youth in society, and citizens' rights and duties**. By fostering an understanding of history, culture, and communal, cultural, and linguistic bonds, the college helps students become compassionate and knowledgeable members of society.
- **Social Work-** Through activities like **blood donation drives, relief efforts, teaching underprivileged children, conducting surveys, and performing street plays on social issues**, students develop empathy and a sense of responsibility. These engagements provide practical insights into societal challenges, shaping students into compassionate citizens who actively contribute to their communities.

### 1. Conserving Greenery:

- **Lush Greenery-** The college maintains an extensive, lush green campus that offers a serene and eco-friendly environment for students.
- **Herbal Garden-** The herbal garden connects students with nature, raising awareness of medicinal plants and their benefits.
- **Kitchen Garden-** The kitchen garden educates students on food production, promoting sustainability and appreciation for agriculture.

### 1. Holding Hands:

- **Appointment of Wellbeing Consultant-** Ms. Swati Chatterjee, appointed as the wellbeing consultant and a member of the Internal Complaints Cell, oversees students' mental health and is available during college hours.
- **Anti-Ragging Cell Strengthened-** Ms. Aparajita Banerjee, Inspector-in-Charge of Bongaon Women Police Station has joined the college's Anti-Ragging Cell, ensuring strict adherence to anti-ragging norms and facilitating swift complaint registration.
- **Fee Concessions for Economically Backward Students-** The college offers fee concessions to economically disadvantaged students, enhancing access to higher education.
- **Medical Unit-** Our College has appointed two Doctors in our Medical Unit. Dr. Subrata Mondal, Gynaecologist and Obstetrician, and Dr. Suman Roy, General Medicine. The students benefit by receiving timely healthcare and wellness guidance, which also aids in managing stress and preventing illnesses, enhancing academic performance.

1. **Promoting Student-Centric Research-** The college fosters student-centric research, encouraging independent inquiry and critical thinking. This initiative has resulted in research publications, contributing to academic growth and the broader knowledge community.

### 1. Creche-

- **Support System-** Our college's **crèche** is a crucial support system for students, faculty, and staff, aiming to improve their educational and professional experiences through high-quality childcare. This facility not only meets immediate childcare needs but also aligns with broader institutional goals.
- **Enhanced Academic and Professional Performance:** The crèche significantly boosts academic and professional performance by providing reliable childcare, allowing parents to focus on their studies or work, thereby improving results and productivity. User feedback often highlights reduced stress and better focus, enhancing performance.
- **Positive Developmental Outcomes for Children:** The crèche supports early childhood development through structured programs and activities designed for this purpose.
- **Increased Engagement and Loyalty:** The crèche promotes a stronger sense of community and loyalty within the college, with faculty and staff showing higher commitment and satisfaction,

fostering a cohesive institutional culture.

- **Institutional Reputation and Attractiveness:** A well-maintained crèche enhances the college's reputation as a family-friendly, progressive institution, attracting diverse staff who value such services. It serves as a competitive advantage, distinguishing the college in a crowded educational market.

**In conclusion,** Dinabandhu Mahavidyalaya embodies the values of its namesake by striving to create a better society through various initiatives. By enhancing employability, fostering responsible citizenship, conserving the environment, and promoting student-centric research, the college equips its students with essential skills and values. Additionally, support systems like the crèche and well-being consultations ensure that all students can thrive academically and personally. Through these efforts, the college not only addresses the needs of its community but also empowers students to become engaged and compassionate citizens, prepared to contribute positively to society.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The college aspires to introduce and implement an array of measures in the near future, some of which are as follows.

1. To bring wider quantum of students within the ambit of financial support schemes.
2. To emphasise on experiential learning.
3. To motivate greater multidisciplinary / inter-disciplinary research activities among the departments.
4. To enhance Students' Exchange and Faculty Exchange Programmes.
5. To give greater premium to psychological counselling for students and staff.
6. To introduce more certificate courses to impart skill development and specialised proficiency to students.
7. To promote wider number of social outreach programmes.
8. To engage in more eco-friendly initiatives.
9. To publish a college journal.
10. To endorse more initiatives concerning gender equity for students and staff members.
11. To bring about greater decentralisation in institutional administration.

To introduce facilities for people with disability across the campus, such as putting up signages and constructing toilets designed exclusively for them.

### Concluding Remarks :

In its unrelenting odyssey of self-discovery, spanning seven decades and above, Dinabandhu Mahavidyalaya has been true to its prime identity of an academic institution established to fulfil the dreams and aspirations of young and ambitious learners. As an institution that complements tradition with modernity, Dinabandhu Mahavidyalaya has constantly apprised its value-based education system while staying decisively entrenched in its heritage. The institution has been working for dissemination of a knowledge base that has not only been increasingly diverse in its modalities but full of promising prospects to be explored by the learners, in terms of gaining knowledge and availing novel opportunities in the vocational sphere. Simultaneously, the institution has never wavered from its trajectory of serving the society and the cause of its advancement. Dinabandhu Mahavidyalaya has always given the utmost importance to the empowerment and uplift of women, devising the best possible route maps to financial as well as moral autonomy and self-sufficiency, while inculcating in them a feisty determination to pursue education, free from all fears, biases, and inhibitions. Alongside, the college has been striving to make quality education accessible to pupil from financially disadvantaged backgrounds by providing concession and maintaining a moderate fee structure affordable to all. Dinabandhu Mahavidyalaya thus continues to surge forward along the avowed path of imparting multidisciplinary education, braving all odds and challenges, and heartened by the motto of Lord Tennyson's Ulysses, "To follow knowledge like a sinking star, / Beyond the utmost bound of human thought."



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : Input edited from clarification document &amp; attendance sheet of student. Excluded coded content course, vocational courses and general knowledge related courses.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <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>4315</td><td>3622</td><td>0</td><td>4545</td><td>4186</td></tr></table> <p>Answer After DVV Verification :</p> <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>1507</td><td>1256</td><td>00</td><td>1408</td><td>1539</td></tr></table> <p>Remark : Input edited as per 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4315	3622	0	4545	4186	2022-23	2021-22	2020-21	2019-20	2018-19	1507	1256	00	1408	1539
2022-23	2021-22	2020-21	2019-20	2018-19																	
4315	3622	0	4545	4186																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1507	1256	00	1408	1539																	
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : input is edited as per clarification document &amp; SSR.</p>																				
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
1567	1911	1550	1710	2122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1337	1398	1387	1438	1485

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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**2.4.2** *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	36	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	45	36	32

Remark : Input edited from clarification document & copies of PHD awarded by UGC recognized universities.

**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)*

**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	16.17	21.37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	16.17	13.21531

**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
15	8	29	9	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	16	4	0

Remark : Input edited from reports & photographs.

**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
22	20	22	18	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	4	1	4

**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
9	7	13	6	4

Answer After DVV Verification :

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

9	12	8	0	3
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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
34	11	21	4	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	01	2	10

Remark : Input is edited as per clarification document. Considered Only extension activities for the benefit of community.

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 :28

Remark : Input edited considering job training, project work, and collaborative research. Excluded coaching institutions tie-ups ,faculty exchange

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
10.54	1.97	7.53	3.82	1.07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.94	1.97	7.72	3.82	3.06

Remark : Input edited as per audited statement given in clarification. Excluded claims for books

4.3.2

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

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

Answer before DVV Verification : 71

Answer after DVV Verification: 7

Remark : As per stock register entry input is edited.

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
11.38	7.52	12.69	8.37	16.16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.12395	0.60202	0.08999	2.20924	4.70762

Remark : Input is edited from audited statement. Considered computer maintenance, Ac maintenance, other maintenance, generator maintenance, stationary, plumbing

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
18	12	0	5	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	0	1

Remark : Input is edited from clarification document ( award letter). Excluded inter collegiate award, runner-up award, district level award.

5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <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>36</td><td>76</td><td>19</td><td>9</td><td>46</td></tr></table> <p>Answer After DVV Verification :</p> <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>28</td><td>42</td><td>10</td><td>9</td><td>29</td></tr></table> <p>Remark : Input is edited from SSR ,excluded multiple activities on the relatively closer dates.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	36	76	19	9	46	2022-23	2021-22	2020-21	2019-20	2018-19	28	42	10	9	29
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	76	19	9	46																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	42	10	9	29																	
6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <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>17</td><td>13</td><td>9</td><td>9</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <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>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	17	13	9	9	10	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	13	9	9	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
6.3.3	<p><b><i>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</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <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>73</td><td>72</td><td>11</td><td>40</td><td>41</td></tr></table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	73	72	11	40	41										
2022-23	2021-22	2020-21	2019-20	2018-19																	
73	72	11	40	41																	

2022-23	2021-22	2020-21	2019-20	2018-19
68	68	10	37	36

### 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
0	28	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	10	13	21

Remark : Input is edited as per clarification document.

## 2.Extended Profile Deviations

Announced Form DVV Form

ID	Extended Questions																				
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 53 Answer after DVV Verification : 67																				
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  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>63</td><td>64</td><td>64</td><td>38</td><td>38</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>62</td><td>63</td><td>63</td><td>38</td><td>38</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	63	64	64	38	38	2022-23	2021-22	2020-21	2019-20	2018-19	62	63	63	38	38
2022-23	2021-22	2020-21	2019-20	2018-19																	
63	64	64	38	38																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
62	63	63	38	38																	